

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

The meeting of the Londonderry School Board will be held on Tuesday, **April 7, 2026**, at **7:00 PM** in the **Cafe** at Londonderry High School, 295 Mammoth Road, Londonderry, NH. 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 Retirement(s)

Joanne Blake	Teacher	High School
Catherine Brown	Support Staff	High School
Greg Decloux	Teacher	High School
Betty Wong-Mak	Teacher	High School
 - 3.2 Resignation(s)

Kaitlyn Gramstorff	Support Staff	Moose Hill
Anna Harvey	Support Staff	South School
 - 3.3 Minutes

March 25, 2026
 - 3.4 Meetings

April 21, 2026	Regular Meeting	LHS Cafe	7:00 PM
May 5, 2026	Regular Meeting	Library	7:00 PM
May 19, 2026	Regular Meeting	Library	7:00 PM
4. Committee Reports
 - 4.1 Student Representative(s)
 - 4.2 School Board Liaisons
5. Open Public Hearing
 - 5.1 Public Hearing to Designate Funds to School Care Assessment
6. Close Public Hearing
7. Announcements and Presentations
 - 7.1 Multi-Tiered Systems of Support for Academics (MTSS-A) - School District MTSS Committee
 - 7.2 Day 120 Behavior Report Summary 2025-26 School Year - Dan Black

8. Public Comment

9. Deliberations

- 9.1 3rd Reading to Adopt Policy EBBCA - Use and Location of External Defibrillators
- 9.2 3rd Reading to Rescind Policy JLCEA - Use and Location of Automated External Defibrillators
- 9.3 3rd Reading to Adopt Policy JFAB - Admission of Tuition and Non-Resident Students
- 9.4 3rd Reading to Rescind Policy JECB - Admission and Attendance of Non-Resident Students
- 9.5 3rd Reading to Adopt Policy JICN - Prohibition of Deepfake Images and Other Media
- 9.6 3rd Reading to Adopt Policy JICN - R - Prohibition of Deepfake Images and Other Media
- 9.7 Changes to 2026 School Board Meetings Dates
- 9.8 NS Bleacher Purchase Request

10. Superintendent's Report

- 10.1 District Office Committee Meeting April 23rd, 2026, Update - Amity Small & Dan Black
- 10.2 Full Day Kindergarten Infographic Timeline - Dan Black

11. Non-Public Session

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

- 11.1 Personnel Issue(s)
- 11.2 Nomination(s)

12. Adjournment

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

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

5 The meeting of the Londonderry School Board was held on Wednesday, **March 25, 2026**,
at **7:00 PM** in the **Cafe** at Londonderry High School, 295 Mammoth Road, Londonderry,
NH. The meeting was broadcast on local Cable Access Ch. 8 as well as the [District's](#)
[YouTube Channel](#). In attendance were School Board members: Mrs. Butcher, Mr. Gray,
10 Mrs. Loughlin, Mr. Porter and Mr. Slater. Also in attendance were Superintendent, Mr.
Black, Business Administrator, Mrs. Small and School Board Secretary, Lisa Muse.

1. **Call To Order:** The meeting was called to order at 7:00PM by Mr. Black.
2. **Pledge of Allegiance:** Mr. Parent led the Pledge of Allegiance.
3. **Reorganization:** Mr. Black explains that this is the Reorganization meeting and
15 explains the process for the reorganization from the School District attorney. They will
handle one nomination at a time.

Mr. Black opens the floor for the nomination of the Chair.

20 3.1 Election

*a. Chairperson: Mr. Porter renominates Mr. Slater for School Board
Chair. Mrs. Loughlin seconds the motion. The motion passed by a vote of 4-0.*
Mr. Slater thanks the voters for having faith in reelecting him and his fellow board members.

25 *b. Vice Chairperson: Mrs. Loughlin made a motion to nominate Mrs.
Butcher for Vice Chair. Mr. Slater seconds the motion. The motion passed by a vote of 4-0.*

30 3.2 Re-adoption of Policies: *Mrs. Loughlin made a motion for the Re-
adoption of Policies. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.*

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

35 4.1 Retirement(s)

Sarah Brown	Allied Health	Matthew Thornton
Kristine Francoeur	Teacher	North School
Janet Hopkins-Stith	Teacher	Moose Hill
Kathy Wuorio	Teacher	Matthew Thornton

40 4.2 Resignation(s)

Stacey Balletto	Support Staff	South School
Jan Carroll	Dining Services	High School
Abigail Catalamo	Teacher	South School
Susan Cote	Teacher	Middle School
45 Susan Cruickshank-Mercier	Support Staff	Moose Hill
Lyndsey England	Teacher	North School
Arianna Ferrara	Teacher	Middle School
Heidi Havron	Teacher	High School
Martha Miller	Teacher	Matthew Thornton
50 Ashley Pelletier	Support Staff	Middle School
Paige Westfall	Support Staff	South School

4.3 Minutes
February 17, 2026
March 3, 2026

4.4 Meetings
April 7, 2026* Regular Meeting LHS Cafe 7:00 PM
April 21, 2026* Regular Meeting LHS Cafe 7:00 PM
*Pending Deliberations 8.9 below

5. **Committee Reports**

5.1 Student Representative(s) The Student council had to cancel the spring semi formal and post card decorating came out great. Juniors had SATs today. In February, the student council had their food drive. Over 300 food items were donated and well as monetary donations.

5.2 School Board Liaisons: Mrs. Butcher talked about the events happening at Moose Hill from 4/13 – 17th including the ice cream social. They are accepting bubble donations. Mrs. Loughlin discussed LMS including the dance on Friday. There is an upcoming 8th grade field trip. Spring sports start on 3/30. The DC trip is 4/21-24. The PTO is looking for leaders next year. The LHS SAT exams were today, and the upcoming senior writer workshop will be happening as well as the Bring Back the Trades event on 4/18. The What’s Next Fair will be happening on 3/31. The Easter Egg Hunt will be taking place on Saturday, 4/4. Mr. Porter reports on the MT Turn up the Fun Week that took place last week. They had a very successful book fair. The Talent Show had 42 individual acts and was a big hit. Mr. Gray talked about the PTA dance held on the 13th.

6. **Announcements and Presentations**

6.1 NH State Girls Basketball Champions 2026 - LHS Girls Varsity Team: Coach Doherty and team are present to thank the community and school for their support. The School Board congratulates them on a very hard accomplishment. They will be visiting Governor Ayotte for more recognition in the coming weeks.

Katie Sullivan was awarded 95.7 WZID for one of the outstanding 20 women in 2026. She is recognized by the Board for all her hard work in the community.

6.2 NH Assistant Principal of the Year 2026 - Kim Freccero - North School Mr. Dutton, Principal provides great background of Mrs. Freccero’s accomplishments. He provides positive accolades for this well-deserving award. The Board praises Mrs. Freccero for all her work in this community and such a major accomplishment.

6.3 Voting Update – Lisa Burns: She thanks the school district and school board for their hard work with the Deliberative Session and Voting day. She thanks the school district and town for such a great collaboration for both Deliberative Session and voting day. She thanks the Facility team who were with her from 3:45AM – 1:00AM. The crew was very instrumental in a positive election.

6.3 2026 Winter Data Report - Jason Parent and Curriculum Coordinators: They present a lengthy PowerPoint that details the standardized assessment scores, in addition to advanced course pathways and enrollment, and academic honors. The curriculum coordinators and administration have worked closely with staff and students to

promote and foster growth in student learning and outcomes which they are seeing in this winter data. They hope to continue to celebrate this spring based upon these winter diagnostics. The next steps for LES, LMS and LHS are discussed.

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7. **Public Comment:** None

8. **Deliberations**

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8.1 3rd Reading to Adopt Policy BEDH - Public Comment and Participation at Board Meetings: *Mrs Loughlin made a motion to approve the 3rd Reading to Adopt Policy BEDH – Public Comment and Participation at Board Meetings. Mr. Gray seconded the motion. The motion passed by a 5-0 vote.*

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8.2 3rd Reading to Rescind Policy BDDH - Public participation at Board Meetings: *Mrs. Loughlin made a motion to approve the 3rd Reading to Rescind Policy BDDH – Public participation at Board Meetings. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.*

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8.3 2nd Reading to Adopt Policy EBBCA - Use and Location of External Defibrillators: *Mrs. Loughlin made a motion to approve the 2nd Reading to Adopt Policy EBBCA – Use and Location of External Defibrillators. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.*

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8.4 2nd Reading to Rescind Policy JLCEA - Use and Location of Automated External Defibrillators: *Mrs. Loughlin made a motion to approve the 2nd Reading to Rescind Policy JLCEA - Use and Location of Automated External Defibrillators. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.*

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8.5 2nd Reading to Adopt Policy JFAB - Admission of Tuition and Non-Resident Students - *discussion of tuition rate for students of non-resident staff*: *Mrs. Loughlin made a motion to approve the 2nd Reading to Adopt Policy JFAB - Admission of Tuition and Non-Resident Students. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.*

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8.6 2nd Reading to Rescind Policy JECB - Admission and Attendance of Non-Resident Students: *Mrs. Loughlin made a motion to approve the 2nd Reading to Rescind Policy JECB - Admission and Attendance of Non-Resident Students. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.*

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8.7 2nd Reading to Adopt Policy JICN - Prohibition of Deepfake Images and Other Media: *Mrs. Loughlin made a motion to approve the 2nd Reading to Adopt Policy JICN - Prohibition of Deepfake Images and Other Media. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.*

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8.8 2nd Reading to Adopt Policy JICN - R - Prohibition of Deepfake Images and Other Media: *Mrs. Loughlin made a motion to approve the 2nd Reading to Adopt Policy JICN - R - Prohibition of Deepfake Images and Other Media. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.*

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8.9 North School Bleacher Purchase – Amity Small: The project was presented during the budget season and was approved. They have posted the RFP. Time is of the essence with this project as the bleachers need to be removed and replaced before school starts. Robert H Lord was the middle proposal, and they had the best timeframe. Joe Parzych is most confident they can get the job done on time.

Mrs. Loughlin made a motion to approve Robert H Lorde Co for \$31,002 for the North School replacement bleacher purchase. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.

8.10 Proposed 26/27 School Board Meeting Schedule. Mr. Black discussed and talked about past practice. They have used the same pattern for meetings that was used this year. Mrs. Butcher mentions she is away for the 8/4 meeting. The schedule can be adjusted as they go along.

Mrs. Loughlin made a motion to accept the Proposed 26/27 School Board Meeting Schedule. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.

9. Superintendent's Report

9.1 Updates on 2026-27 Post March 10th, 2026, Voting Results: Mr. Black thanks Londonderry for all the support they gave in the strong results. He shares some of the highlights such as the Operating Budget, Full day K, "The Move", Matthew Thornton building update, Incoming K and 1st grade enrollment, new district office, capital campaign committee, lancer academy, LMS master schedule and math outcomes grades 6 to 12.

The Board thanks Londonderry again for the support of the school system. Mr. Porter also thanks the voters for his re-election. It was very refreshing to see how many voters came out with almost 4700 which was large turnout.

Mr. Parent discussed the accident with the crossing guard today. There were minor injuries, but traffic safety in front of the schools is very important. He follows up with the reading initiative update. Read across America had lots of fun activities and LHS had a clever idea with a March book madness bracket. Another fun night was the family stem night – it was well attended at the LHS café. Robotics attended and did science experiments to show off their cool work. Shrek the Musical JR was big drama hit at LMS. He thanks the LHS team and IT for the incredible work done for the SATs today. LHS SAT incentives were shared.

10. Non-Public Session

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

10.1 Student Issue

10.2 Personnel Issue(s)

10.3 Nomination(s)

11. Adjournment

The meeting was adjourned at 8:40PM.

Respectfully submitted,

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Lisa Muse
School Board Secretary

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(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)

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Draft

Londonderry School Board
Non-Public Minutes
March 25, 2026

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

10 Mrs. Loughlin moved, seconded by Mrs. Butcher, and passed unanimously (5-0) to enter non-public session under RSA 91-A:3, Section II (b) at 8:40 PM

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

Discussion about the Hiring Process

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

Mr. Gray moved, seconded by Mr. Porter, and passed unanimously (5-0) to accept the Extended Maternity Leave

Discussion of Residency, Resignations, and Paart-Time positions

25 Discussion of School Care and Kindergarten Transition

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to exit non-public session at 9:46 PM

30 Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to adjourn public session at 9:47 PM

Respectfully submitted,

35 Daniel Black
Superintendent of Schools



*Londonderry School District
Amity Small
Business Administrator*

Memo

To: Daniel Black

From: Amity Small

Date: 4/7/2026

Re: Public Hearing to Expend Unassigned Fund Balance for School Care Assessment

In September, along with all other participating school districts, the Londonderry School District was issued an unexpected \$2.16 million dollar health insurance assessment from SchoolCare to make up a deficit in the risk pool used to pay insurance claims.

This assessment prompted several follow-up presentations that were debriefed and discussed at Board meetings throughout the fall. Board members and the District Office worked with SchoolCare to figure out payment options.

At the November 25, 2025, meeting, the School Board voted 5-0 to approve a structured payment plan with 1/3 of the amount to be paid by December 31, 2025. We paid \$672,151.41 from the general fund to cover that payment in December.

The remaining 2/3 of the assessment, \$1,344,000, is due July 15, 2026. Tonight, the Business Office is asking the School Board to approve this expenditure from the Unassigned Fund Balance. If approved, we would earmark \$1,344,000 from the Fund Balance and issue the payment in July.



*Londonderry School District
Jason Parent
Assistant Superintendent*

Memo

To: The Londonderry School Board

From: MTSS District Committee

Date: April 7, 2026

Re: MTSS-A Presentation

Dear Londonderry School Board,

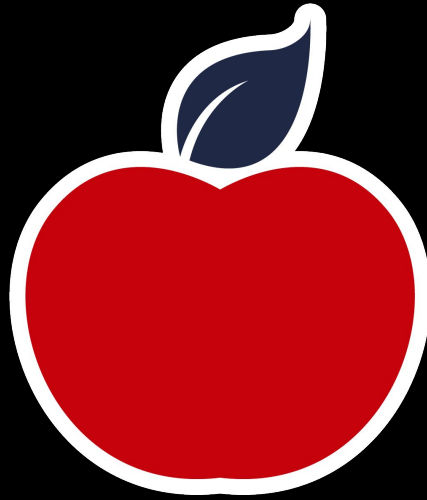
Attached, please find our presentation of the MTSS-A model for the Londonderry School District. This model includes tiered levels of support, frameworks for academics, steps within the process we collectively use, communication with families, and forms used to document the process that conclude with action plans. While each school uses their individual logos and mottos, our district consistency is found in the process, our flowcharts and target teams, our forms, data collection, communication with families, and most importantly in the student supports we're providing.

Every school was able to contribute an exemplar in their practice which helped us establish a systemic model of MTSS-A that all schools are putting into practice. This model is fluid and will guide our important work over the next few years. We welcome feedback from the school board and the community.

We'd like to thank our outstanding staff members who helped develop this model.

Sincerely,

The MTSS District Committee



DISTRICT-WIDE MTSS-A

Aligning the Schools

Kindergarten Level



Current Kindergarten Pre-MTSS-A Process

Due to developmental nature of kindergarten:

- Kindergarten students can access Tier 2 Reading intervention with the Reading Specialists based on baseline assessments and Acadience scores.
- Fluid process where students transition in and out of Reading intervention based on ongoing progress monitoring and as academic needs change.

Kindergarten MTSS-A Process

- Multidisciplinary Team Approach
 - Principal, Classroom Teacher, School Counselor, Reading Specialist, Special Education Teacher, and BCBA (as needed)
- Teachers complete MTSS Google Form.
- Students scheduled for meeting with MTSS Team.
- Meeting minutes to document concerns, data, and recommendations for next steps.
- Family is notified of any recommended interventions, screenings, and/or temporary MTSS services.
- 6 to 8 week follow-up for each student

Examples of Kindergarten Universal Supports

Environmental Supports

- Provide opportunities for movement.
- Visual supports - task scripts, visual schedule, passage of time, first-then
- Change activity frequently to increase attention span.

Presentation of Material

- Concrete examples
- Maximize use of visual displays.
- Task strips available
- Multi-sensory approach to instruction

Materials

- Manipulatives provided
- Open-ended activities

Classroom Management

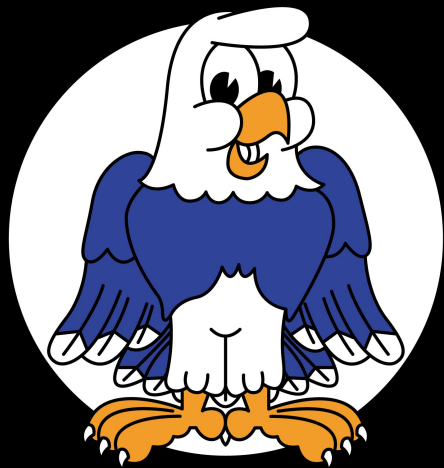
- Clearly define rules and expectations.
- Increase consistency with routines.
- “Oh My” icon for unexpected changes
- Increase level of praise for good behavior.
- When appropriate, offer choices.

Modifying Time Demands

- Reduce amount of work.
- Slowly increase amount of time spent on activity.
- Allow time for frequent breaks.

Assignments

- Use clear and concise instructions.
- Scaffolding
- Additional practice offered to those who need more support.



Elementary School Level



TIER 1 ACADEMIC

- Plan and prepare targeted instruction for students.
- Use research-based instructional resources.
- Use Tier 1 universal academic supports.
- Offer differentiated, independent experiences.
- Continually collect and analyze formative and summative data.
- Use district-wide assessments such as i-Ready, Acadience, etc.
- Analyze data to identify goals for students.
- Group students in order to deliver targeted instruction.
- Analyze all student work and identify patterns.
- Reteach and reassess.
- Regroup students according to learning targets.
- Use above strategies for 6-8 weeks.



TIER 2 ACADEMIC

- Use screening/benchmark tools.
- Organize data and observations to present to the MTSS-A Team.
- Communicate with caregivers prior to MTSS-A referral then fill out the MTSS-A input form.
- Prepare to present the data you collected, observations, and concerns to the team.
- MTSS-A will include admin, reading, math, counselor, psychologist, and any related services such as sped, speech, or OT.
- During the MTSS-A meeting, options, resources, and ideas will be brainstormed and discussed to address concerns.
- An action plan will be created and goals will be established to target areas of focus for intervention. Use Tier 2 academic supports.
- Check student's medical file in the nurse's office to help determine interventions.
- A letter will be written explaining the outcome of the meeting to caregivers.
- Monitor progress 6-8 week cycles.
- A follow up MTSS-A meeting is scheduled every 6-8 weeks. Discuss progress. If student is on grade level, return to Tier 1. If not, continue Tier 2 and monitor progress for another 6-8 weeks, or consider Tier 3.



TIER 3 ACADEMIC

- Continually collect and analyze formative and summative data.
- Continually use research-based instructional resources.
- Use Tier 3 universal academic supports.
- Continue to use and monitor district-wide assessments such as i-Ready, Acadience, etc.
- Students in this Tier are making no academic progress and are falling further behind.
- Used increased, targeted academic interventions - increased time or decreased group size.
- Continue MTSS-A meetings every 6-8 weeks to monitor progress.
- If a student continues to not make academic progress, refer to special education for evaluation.

MATTHEW THORNTON ELEMENTARY SCHOOL MTSS-A FRAMEWORK

MTSS Coordinator

- Collect MTSS input forms from teachers
- Prepare and updating the students folders for the meetings
- Take care of all the scheduling for the meeting and sends out meeting emails
- Scanning all documents to the digital MTSS folders when received
- Getting signed permissions to OT and Speech when received
- Help brainstorm solutions to issues, and offer advice during the meetings

School Psychologist

- Evaluate testing/evaluation results of students coming to meetings
- Offer behavior intervention strategies for students being discussed at meetings
- Help brainstorm solutions to issues, and offer advice during meeting.

Classroom Teacher

- Fill out MTSS referral form with all data/information included
- Share with the team about student progress and areas of concern
- Provide student data and work samples
- Provide updates on status of in class interventions tried
- Follow up with parents after the MTSS meeting regarding outcomes, plan and next steps using parent notification letter template.

We Take a Team Approach

Reading Specialist/Teacher

- Provide reading data/results of students receiving reading intervention.
- Offer reading strategies, solutions to issues, and advice during meetings
- Determine reading goals, interventions, methods, etc. on each action plan during meetings

Math Intervention Teacher

- Provide math data/results of students coming to meetings
- Offer math strategies, solutions to issues, and advice during meetings
- Determine math goals, interventions, methods, etc. on each action plan during meetings

School Counselor

- Offer behavior intervention strategies for students being discussed at meetings
- Help brainstorm solutions to issues, and offer advice during meetings

Related Service Providers (OT, SLP, PT, etc.)

- Offer intervention strategies for students being discussed at meetings
- Complete screenings as necessary with parent/guardian permission

Teachers Fill Out an Input Form

MATTHEW THORNTON MTSS-A INPUT FORM

As you are filling out this form, consider this list of universal support tools that are available to all students on the universal support chart located on the staff hub:

Referring Teacher (Enter your first/last name)	
Today's Date (Referral Date):	
Student Background Information	<i>Fill in this section below</i>
Student Name (Last, First)	
Grade of Student	
Parent(s) or Guardian(s)	
Parent(s) or Guardian(s) Contact Information	
Total of time parent(s) have been contacted that are specific to the student (Add up phone calls, emails, meetings, etc.).	
What are their areas of strength?	
New Student File Review	<i>Fill in this section below</i>
If the student is new to the school district this year, have you done a review of the student file located in the main office? (Yes/No)	
If yes above, were there any recommendations or observations that stood out as concerning from the file review? Explain.	

Cite any concerns about pencil grip, letter formation, legibility, etc.	
Math Data	<i>Fill in this section below</i>
Fall i-Ready Math Diagnostic (National Percentile Rank: found on the main page of the student's diagnostic results)	
Winter i-Ready Math Diagnostic (National Percentile Rank: found on the main page of the student's diagnostic results)	
List other math data points (performance task scores, chapter test scores, fact fluency scores, etc.).	
What are the questions/concerns you have regarding this student in the area of math?	
Supports	<i>Fill in this section below</i>
Additional specialist(s) you feel should be notified about this student.	
Please list strategies and accommodations you are implementing or have tried with this student to help them achieve success.	
Any Other Important Information	<i>Fill in this section below</i>
If there is anything else you would like to add that hasn't been addressed yet (aside from behavior concerns), please enter that here.	

Reading Department Can Also Refer through Progress Monitoring

December 10, 2025

Dear Parent/Guardian,

We are writing to let you know that your child has been progress-monitored on their reading skills since the beginning-of-the-year benchmark assessment. Based on the data we have collected, the Reading Department would like to begin providing additional reading support to help address your child's specific learning needs.

In the coming weeks, we will be holding an MTSS-A meeting (Multi-Tiered Student Support - Academic meeting) to develop targeted action-plan goals and outline the supports your child will receive. After each MTSS-A cycle, we will provide regular communication to keep you updated on your child's progress and on any decisions the team has made regarding programming.

If you have any questions or would like more information, please feel free to reach out to Mrs. Stottlar in the Reading Department at any time. We look forward to partnering with you to support your child's reading growth.

Sincerely,



PARENT NOTIFICATION SIGNATURE

Name of Student _____

Date _____

- I understand that the Reading Department will be providing my child with additional support to address their current instructional needs.

Parent/Guardian Signature: _____

Students are then Placed on our MTSS-A Master Meeting Schedule

TIME	MONDAY March 23, 2026	MONDAY March 30, 2026	MONDAY April 6, 2026	MONDAY April 13, 2026	MONDAY April 20, 2026	MONDAY April 27, 2026
12:00	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	<p style="text-align: center;">NO MEETINGS TODAY</p> <p style="text-align: center;">School Vacation</p>
12:15	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	
12:30	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	
12:45	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	
1:00	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	
1:15	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	
1:30	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	
1:45	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	
2:00	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	
2:15	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	Confidential Student (Confidential Teacher)	

We Collect Data Prior to the Meeting with Our Meeting Minutes Document and Use it During the Meeting

CLASSROOM TEACHER DATA

Trick Words Scores:	N/A
Fundations/Dictation Scores:	N/A
<u>Fundations</u> Decodable Scores:	N/A
Most Recent iReady Data:	Winter Reading Diagnostic:436 (up four points from September) Phonics Grade 2, HFW Surpassed, Vocab Grade 1, Comprehension: Literature Grade 1, Comprehension: Informational Text Grade K Math up 37 points to 430 N&O Grade 2 (from 1), Algebra Early 3 (from K), Measurement and Data Grade 1, Geometry Grade 2 (from Grade 1)
CKLA or Comprehension Data:	Verbs "to have" 100% Irregular sing/plural nouns 80% Unit 3 Reflection 100% Unit 3 Assessments 14% (I/C-took so much time trying to find answers he couldn't finish in allotted time), 20% Christmas Scavenger Hunt (read and respond) 79% Winter paragraph (introduction, details, conclusion only) 80% Snowmen at Night paragraph (introduction, details, conclusion only) 80% "I Would Rather" morning journal paragraphing 75% Rome in Review Response 75%
Math in Focus Data:	[Merry Multiplication] Fact Families 83% Basic multiplication facts with arrays/visuals independent

READING INTERVENTIONIST DATA

Has the student met their action goal/s?	no
What kind of progress is being made?	We have been reviewing skills from Level 2 <u>Fundations</u> (multisyllabic words with long vowel patterns) using a decodable book series. Jackie's ORF continues to increase but his scores on the MAZE have fluctuated. He rushes when he reads and does not attend to suffixes or makes up words. Spelling remains a big concern.
Acadience Data:	PM ORF: 115, 91 PM MAZE: 7, 15 Midyear benchmark: ORF, 95 <u>wcpm</u> ; MAZE, 7 (Jackie expressed that he was very nervous for this MAZE, and he completed 38 items but had an adjusted score of 7 after all the errors).
Trick Words Scores:	
Fundations/Dictation Scores:	Fun in Focus Level 2 Unit 9: 30% (r-controlled)
<u>Fundations</u> Decodable Scores:	Fun in Focus Level 2 Wordlist charting Unit 10: 11/15; 13/15 (ai, ay +suffixes) Unit 11: 14/15 (ea, ee, +suffixes)
Most Recent iReady Data	
Next Steps / Actions to be Taken:	Continue Tier 2 Intervention with a goal for increasing the MAZE to 13 points. Consider adding a goal for spelling

During the Meeting We Fill Out an Action Plan Together

MATTHEW THORNTON MULTI-TIERED STUDENT SUPPORT ACADEMIC ACTION PLAN

Student Name	Grade	Teacher	Date	Follow-Up Date
[REDACTED]	Third Grade	[REDACTED]	1-12-2026	3-16-2026
Area/s of Concern:	Reading	Math	Speech	OT
Goals (including baseline)	Intervention	When/Freq	Method of Progress Monitoring	Person Responsible
[REDACTED] will increase his Maze score from 7 to 13.	Fun in Focus	5 x 30	Acadience Maze	[REDACTED]
[REDACTED] will achieve a 70% or greater on his Level 2 Fun in Focus spelling assessments.	Fun in Focus	5 x 30	Fun in Focus Spelling Assessments	[REDACTED]
[REDACTED] will: Complete all lessons of the typing program. He will independently open google documents and extension for Voice to Text in order to respond to questions (using part of the question in the response).	typing.com Teacher directed work on Google Classroom, Google Docs	2x25	Data Collection; Progress Monitoring	[REDACTED]

During the Meeting We Also Write a Letter Home Together

Londonderry School District

March 9, 2026

Dear Mrs. and Mr. [REDACTED]

The Matthew Thornton Elementary School Multi-Tiered Student Support Academic (MTSS-A) Team met to review your child, [REDACTED] progress and determine program needs. [REDACTED] receives Tier 2 reading intervention 30 minutes per day, 5 times a week. [REDACTED] has great comprehension for both listening and independent reading. During oral reading, he tends to leave out suffixes, but his errors don't affect comprehension. He seems to still be laboring to decode unknown words, but he also articulates his words carefully when he speaks so this might be affecting his oral reading fluency. We continue to work on oral reading fluency using Read Live. Phonics, fluency, and comprehension remain our targeted areas of focus. We will continue with this level of support and will monitor his progress until we meet again in May.

The MTSS-A Plan has been designed specifically for your child's growth and progress to meet grade-level benchmark expectations. Please sign and return one copy of this letter to confirm that you have been notified of [REDACTED] MTSS-A Plan. If you have any questions, please contact the classroom teacher listed below. Thank you.

Classroom Teacher:

[REDACTED]

Grade Three Classroom Teacher

[REDACTED]@londonderry.org

Matthew Thornton Multi-Tiered Student Support Academic Core Team Members Include:

Scott Sicard: Matthew Thornton Assistant Principal

Joanne Stottlar: Reading Specialist

Shannon Rheault: Math Interventionist

Kathleen Wuorio: Grade 1-3 School Counselor

Nancy DeLew: School Psychologist

MTSS-A PLAN PARENT NOTIFICATION SIGNATURE

Student: [REDACTED]

Today's Date: _____

Parent Signature: _____

Questions/Comments:

If We Need Services/Screenings/Referral We Fill Those Out Too



LONDONDERRY SCHOOL DISTRICT
Matthew Thornton Elementary School
275 Mammoth Road, Londonderry, NH 03053



PARENTAL CONSENT FOR STUDENT SCREENING

STUDENT: _____ DATE OF BIRTH: _____
GRADE: HOMEROOM TEACHER: SAS ID#: _____
DATE OF THIS REQUEST: _____
PARENT/GUARDIAN(S): _____
ADDRESS: _____

The following screening/s is/are being requested for your son/daughter to be administered by the listed member of the Matthew Thornton Elementary School team:

Name of Screening:
Additional Screening:
Additional Screening:

Parent/Guardian, Print Your Name: _____

Today's Date: _____

- I **GIVE** permission for my child to be administered the above test by the person/dept. listed.
- I **DO NOT GIVE** permission for my child to be administered the above test by the person/dept. listed.

The screening/s listed above is/are planned to provide information for this student's educational program needs. Results of any screening will be shared with the parent/guardian(s) of the this student.

LONDONDERRY SCHOOL DISTRICT
LONDONDERRY, NH 03053

MTSS-A REFERRAL FOR CONSIDERATION OF EDUCATIONAL DISABILITY

This is a request for the School District to review a student's educational needs and decide if testing is warranted to determine if the student has a disability which would result in eligibility for Special Education services.

STUDENT: _____ DATE OF BIRTH: _____
GRADE: HOMEROOM TEACHER: INTERVENTIONIST:
REFERRED BY: **Matthew Thornton MTSS-A Team** RELATIONSHIP: **Intervention Team**
DATE OF THIS REFERRAL: _____ SIGNATURE: _____
PARENT/GUARDIAN(S): _____
ADDRESS: _____
PHONE: _____ ALT. PHONE: _____
EMAIL: _____ ALT. EMAIL: _____

Date/Method parents were notified of this referral by the referring person: _____






We are referring this student because we suspect he/she may have an educational disability in following areas:






- | | |
|--|---|
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Oral Expression |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Phonological Awareness |
| <input type="checkbox"/> Language Development | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Math Calculation | <input type="checkbox"/> Reading Decoding |
| <input type="checkbox"/> Math Reasoning | <input type="checkbox"/> Written Expression |

A list of previous test results, benchmarks, services received, etc.:

Interventions, strategies, and/or accommodations that have been made for the student in the area(s) of concern:

Everything is Completed **BEFORE** We Leave the Meeting

	MTSS-A 1st Grade MT
	MTSS-A 2nd Grade MT
	MTSS-A 3rd Grade MT
	MTSS-A 4th Grade MT
	MTSS-A 5th Grade MT

	Action Plan
	Input Form
	Letters Home
	Meeting Minutes
	Screening Permissions and Results

Student Folders are Kept by Grade Level. These are then Handed Over to LMS.

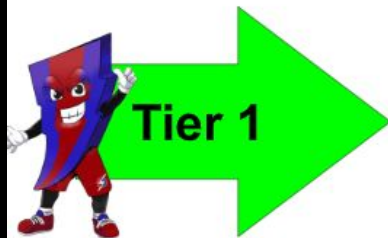
Middle School Level



FRAMEWORK

Londonderry Middle School

MTSS Framework

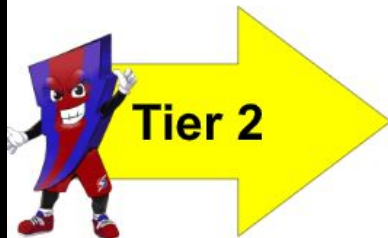


Academic

- Research based instructional resources
- District wide assessments
- Screening/Benchmarking tools
- In-class interventions
- Dedicated daily intervention blocks

Behavior/Social Emotional

- SEL & Behavioral Supports
- Core Values Matrix
- Showcase Assemblies
- Schoolwide Awards & Initiatives



- MTSS-A Meetings
- Evidence Based Intervention
- Small Group Instruction for Reading & Math
- Informal observations/screenings for OT & Speech
- Progress Monitoring Data Collection to monitor student progress

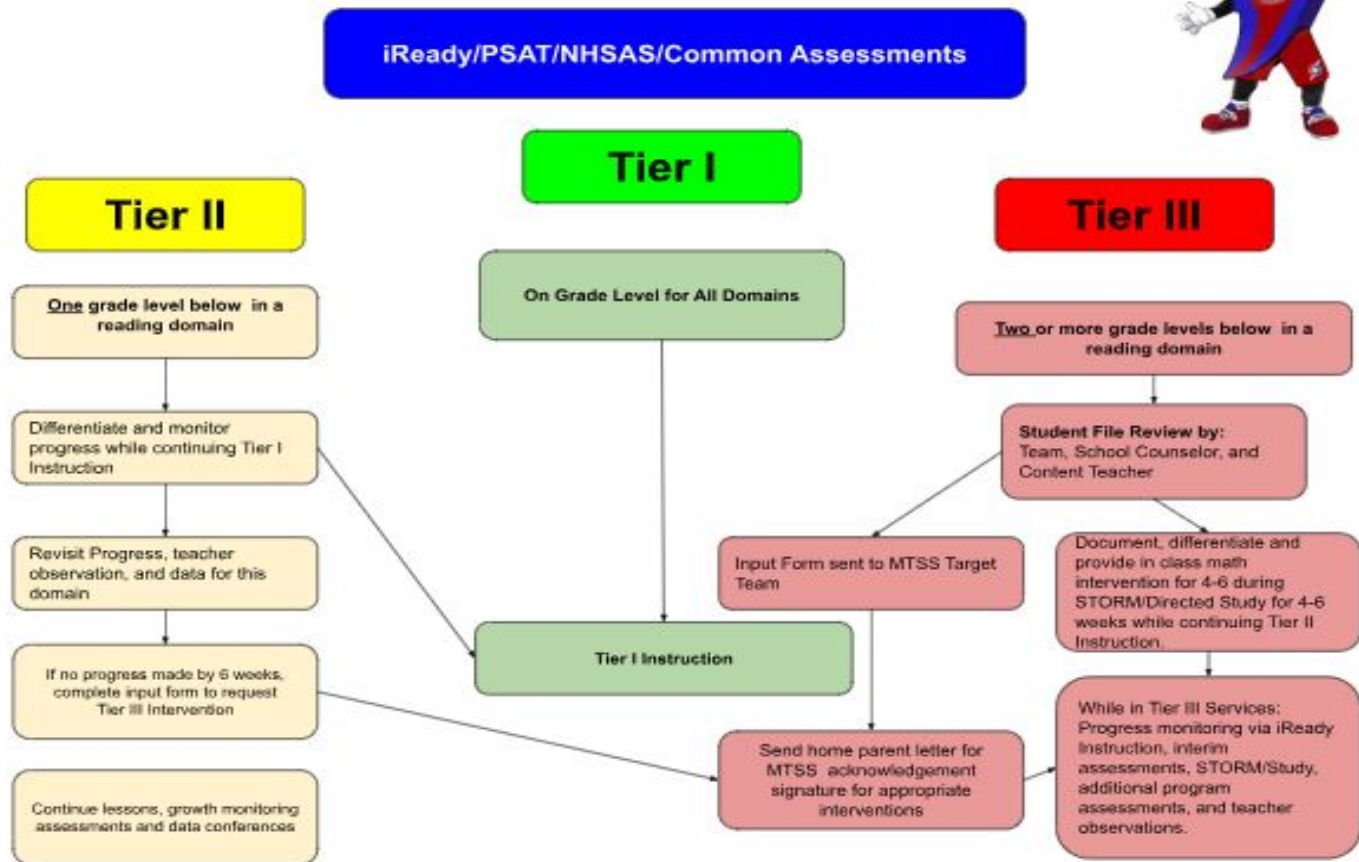
- Guidance Skills Groups
- Behavior Specialist Consultation
- Individual Behavior Plans
- Mentoring Opportunities



- Intensive 1:1 Academic Interventions
- Referral to Student Services Team
- OT/Speech with progress monitoring, data collection for monitoring student progress
- Any additional diagnostic support

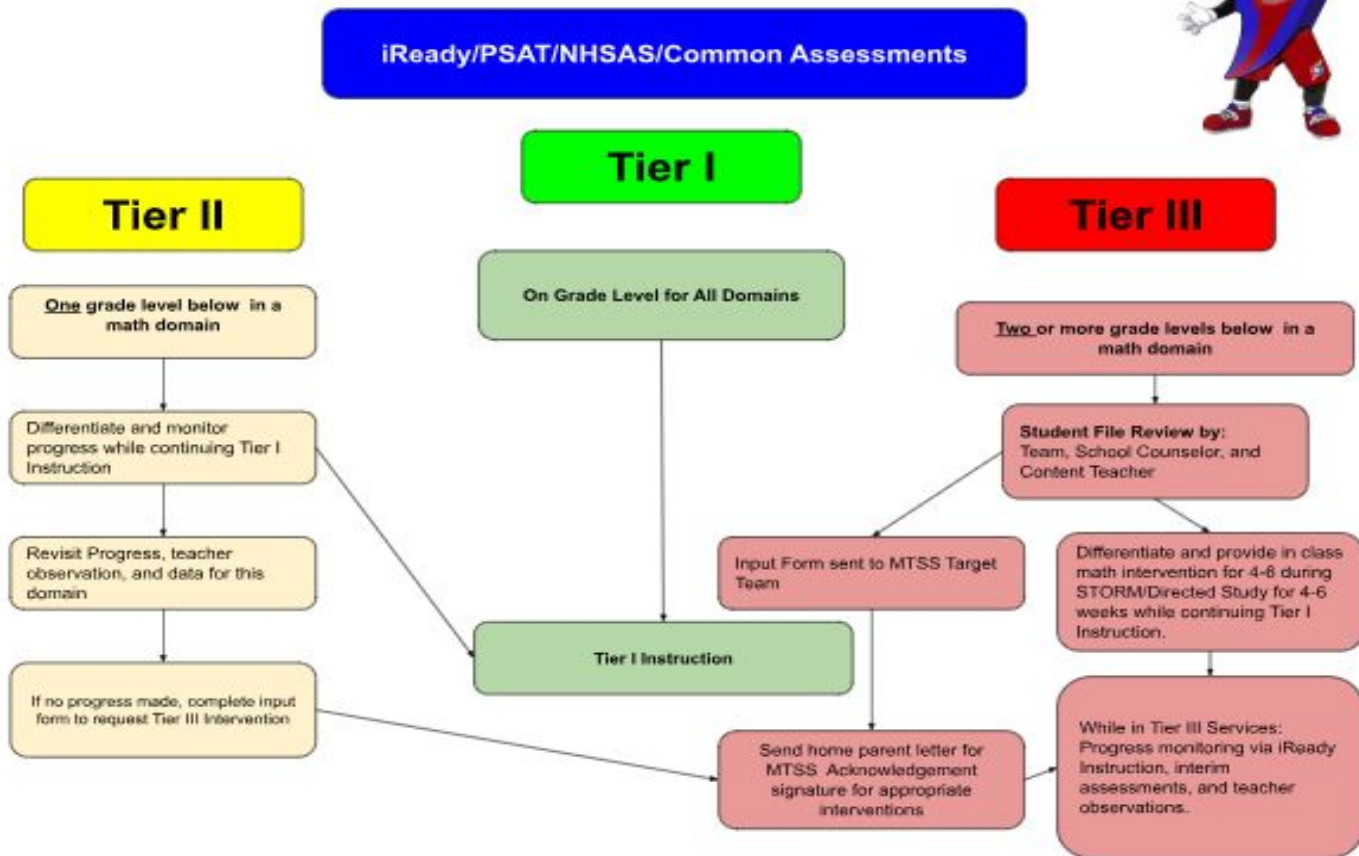
- 1:1 Student-Specific Interventions
- Individual Counseling Sessions
- Individual Behavior Plans
- Functional Behavior Assessments (FBA)
- Referral to Student Services Team

READING





MATH



MTSS Roles and Responsibilities

MTSS Coordinators

Curriculum Coordinator
Behavior Specialist

- Reviews the MTSS Input Form
- Prepare and updating the students folders for the meetings.
- Take care of all the scheduling for the meeting and sends out meeting emails
- Scanning all documents to the digital MTSS folders when received.
- Help brainstorm permissions additional screenings as needed
- Help brainstorm solutions to issues, and offer advice during the meetings.

Grade Level Administrator

- Review classroom and behavior data
- Offer behavior intervention strategies for students being discussed at meetings.
- Help brainstorm solutions to issues, and offer advice during meetings.
- Provide Reading data/results of students receiving reading intervention.
- Provide Math data/results of students receiving reading intervention.
- Offer math strategies, solutions to issues, and advice during meetings

Team Teachers

- Fill out MTSS referral form with all data/information included
- Share with the team about student progress and areas of concern
- Provide student data and work samples
- Provide updates on status of in class interventions tried
- Follow up with parents after the MTSS meeting regarding outcomes, plan and next steps using parent notification letter template.

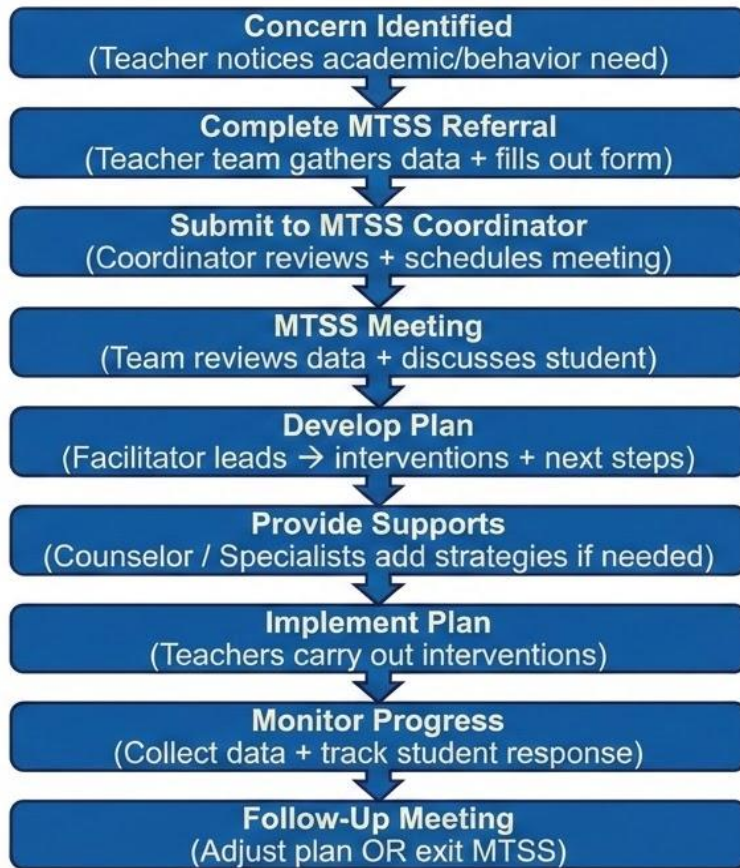
Grade Level Counselor

- Offer behavior intervention strategies for students being discussed at meetings
- Help brainstorm solutions to issues, and offer advice during meetings

Related Service Providers (as needed) (OT, SLP, PT, etc.)

- Offer intervention strategies for students being discussed at meetings
- Complete screenings as necessary with parent/guardian approval

LMS MTSS Process Flow



High School Level



LANCERS

Tier 1-Student Support Process Implementation

Team Members

Crystal Rich- Assistant Principal/ Alternative Education Director

Kaitlin Burkhardt – Director of School Counseling

Beth Sheridan – School Psychologist

Special Education Director

Lori Painter- 504 Case Manager

Lori Jabar – Academic Coach

The purpose of the MTSS Team is to problem solve and design activities to eliminate the difference between “what is” and “what should be” with respect to student development. The MTSS team involves a collaborative effort to identify the student’s current level of performance, desired level of performance and variables that are preventing the student from attaining that desired level. Using various strategies, the MTSS team seeks to maximize the use of available resources prior to a Special Education or 504 referral. MTSS requires collaboration and team building among the administration, teachers, School counselors, specialists and parents to ensure a successful implementation of the MTSS model.

MTSS -Student Referral Process

MTSS Referral Meetings
Weekly on Mondays - Main Office Conference Room
C period
Appointment Required

Step One:

Student's House Office Requests an Appointment with the MTSS Team (Lori Painter)

Required Team Members:

Student
Parents/Guardian
School Counselor
Assistant Principal
House Office Case Manager

Step Two: Complete Required Documentation

- Executive Functioning Form
- Transcript & Current Grades
- Teacher Input-Acquire via email
- Parent/Guardian Referral Form
- Student Input Form
- Referral Form- Complete this form once all documents above can be uploaded. This is required at least one week prior to scheduled meeting date.

Step Three: Attend Meeting

Team Determination for next steps
Options:
MTSS Plan
SPED Referral
504 Plan

If the best option is a MTSS Plan, move forward with the process

MTSS PLAN Implementation

MTSS Plan
MTSS Tracking
For Advisory Staff

Share with Student's Team/Advisory Teacher

Schedule a follow up meeting with team

Tier 1-MTSS School Wide Implementation

MTSS Leadership Team

Meets Mondays at 2:30pm

Staff Committees for the 2025-2026 School Year
Committees will meet monthly during Faculty Meeting Time

MTSS A

Committee-
Student Engagement and
Attendance

Committee-
Test Score Analysis
Tools for improving scores

Committee-
Promoting a Welcoming
Classroom Environment for
All Students

Committee-
Engagement of Professional
Development Opportunities

MTSS B

Committee-
Positive Lancer Influence
Acknowledgement

Committee-
Schoolwide Climate and
Culture

Committee-
Developing Skills for
School Wellness

Committee-
School Community
Prevention Programming

Universal Design

Committee-
Case Management Push
In Model

Committee-
UDL Tools/ Strategies

Committee-
Behavior Response Plan
Discipline Monitoring

Committee-
Curriculum Advancement

We are Currently Working on Updating Tier 1 Universal Supports

1. Clear Learning Targets and Success Criteria

- Post and explain objectives in student-friendly language
- Share what success looks like (examples, rubrics, anchor charts)

2. Explicit Instruction with Modeling

- Teacher models thinking aloud (“I do, We do, You do”)
- Break tasks into manageable steps
- Utilize concrete, pictorial, and abstract models.

3. Visual Supports

- Anchor charts, graphic organizers, schedules, word walls, diagrams
- Visual directions paired with oral instructions

4. Flexible Grouping

- Mix whole group, small group, partner, and independent work
- Groups change based on skill or task, not labels
- Utilize student assessment data to inform instructional groupings

5. Scaffolds and Gradual Release

- Sentence frames, guided notes, checklists, partially completed examples
- Gradually remove supports as independence increases

Universal Supports Continued

6. Frequent Checks for Understanding

- Thumbs up/down, whiteboards, exit tickets, quick polls
- Adjust instruction in real time

7. Multiple Means of Engagement

- Choices in topics, materials, or product formats
- Hands-on activities, movement, games, technology

8. Multiple Means of Representation

- Teach content using visuals, text, audio, demonstrations, and manipulatives
- Pre-teach vocabulary and background knowledge
- Allow students extra time for work and assessment

9. Consistent Routines and Predictable Structure

- Clear expectations for transitions, work time, and participation
- Visual schedules and classroom norms

10. Timely, Specific Feedback

- Immediate feedback focused on effort, strategy, and growth
- Model self-assessment and reflection

What is MTSS A?

MTSS A (Multi-Tiered System of Supports – Academic)

MTSS A is a structured, data-driven framework designed to support the academic success of all students. By using a tiered approach, it ensures that students receive the appropriate level of instruction and intervention based on their individual needs. Through regular assessment, progress monitoring, and collaboration among educators, MTSS A helps identify struggling learners early and provides targeted support to close achievement gaps and promote academic growth.

We will use four comprehensive committees to explore MTSS A

Committee on Student Engagement and Attendance

This committee is dedicated to exploring strategies that promote student engagement and improve classroom attendance. With a total of 11 members, including a Team Leader, a Special Educator, and representatives from Math, Science, English, and Social Studies, the team brings a diverse set of perspectives and expertise. The remaining four members will help round out the team, offering additional insight and support. Together, the committee will analyze attendance records and trends to understand what drives student success in the classroom and why some students choose alternative educational paths. The ultimate goal is to develop meaningful, data-informed strategies that encourage students to stay engaged and invested in their learning.

Data Collection and Test Score Analysis Committee (Tools for Improving Scores)

This 11-member committee is focused on analyzing student performance data from the PSAT, SAT, and SAS exams to identify trends, strengths, and areas for growth. The team includes a Team Leader, at least two Special Educators, and representatives from Math, Science, English, and Social Studies, with three additional members to provide further support and insight. The goal is to organize and present data in a way that is accessible and actionable during departmental PLC meetings. Special Educators play a key role in offering strategies and feedback tailored to the needs of identified students, helping to ensure that all learners are supported in achieving their highest potential.

What is UDL?

Universal Design

Universal Design is an inclusive approach to teaching and learning that aims to meet the diverse needs of all students. By proactively designing lessons, materials, and environments that are accessible and flexible, educators can remove barriers and provide multiple means of engagement, representation, and expression. The goal of Universal Design is to create equitable learning opportunities where every student—regardless of ability, background, or learning style—can thrive and succeed.

We will use four comprehensive committees to explore Universal Design

Case Manager Push-In Model Committee

This 11-member committee is focused on developing and implementing a clear, effective vision for the Case Manager Push-In Model. The team includes a Team Leader, five Special Education Case Managers, and five general education staff members, ensuring a well-rounded perspective. The goal of the committee is to provide clear direction and support for all staff as they work within this inclusive model. The committee will create a comprehensive implementation plan that ensures students receive the support they need in the least restrictive environment, with educators positioned where their expertise is most impactful. This collaborative approach aims to strengthen co-teaching practices and promote success for all learners.

Universal Design Tools and Strategies

This 11-member committee, led by a Team Leader and made up of a diverse group of educators, is focused on deepening the school's understanding and implementation of Universal Design for Learning (UDL). Building on the foundation laid during Katie Novak's August professional development sessions, the committee will unpack the key components of the training and provide staff with practical, supplemental resources to support classroom application. As the school prepares for the rollout of the MTSS Tier One Student Support Implementation Process in September 2025, this group will play a vital role in ensuring UDL principles are effectively integrated, helping to create accessible and inclusive learning environments for all students.

UDL

Universal Design

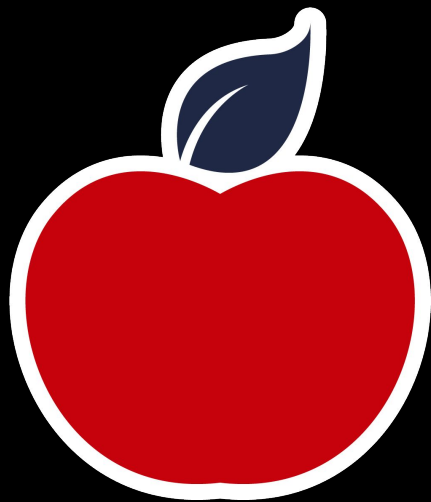
Universal Design is an inclusive approach to teaching and learning that aims to meet the diverse needs of all students. By proactively designing lessons, materials, and environments that are accessible and flexible, educators can remove barriers and provide multiple means of engagement, representation, and expression. The goal of Universal Design is to create equitable learning opportunities where every student—regardless of ability, background, or learning style—can thrive and succeed.

Behavior Response Plan and Discipline Monitoring Committee

This 11-member committee is focused on strengthening the school's approach to behavior management through data-driven decision-making and consistent practices. The team includes a Team Leader, a Special Educator, a School Counselor and representatives from Math, Science, English, and Social Studies, along with four additional members. The committee will analyze behavioral data across all grade levels to identify trends and areas of concern. Findings will be shared in PLCs to promote schoolwide consistency in recording, responding to, and monitoring behaviors. Additionally, the group will develop and distribute behavior response plans that include a variety of documented strategies, along with an added system of supports, ensuring that all students receive the interventions they need to succeed.

Curriculum Advancement Committee

This 11-member committee, composed of a Team Leader and a diverse mix of educators and school counselors, is dedicated to evaluating and evolving the academic offerings at LHS. By analyzing current curriculum trends and comparing them to past data, the committee will identify shifts in student interest, enrollment patterns, and instructional needs. With a focus on innovation and sustainability in the face of declining enrollment, the team will explore creative, forward-thinking opportunities to enhance student learning. A key objective is to tap into the unique talents and expertise of the LHS staff, ensuring the curriculum reflects both student needs and the strengths of the school community.



Any Questions?



*Londonderry School District
Dan Black
Superintendent of Schools*

Memo

To: Londonderry School Board
From: Dan Black
Date: 4/7/2026
Re: Day 120 Behavior Report for 2025-26 School Year

Attached to this memo is the Day 120 Behavior Report as well as the Day 60 Behavior Report as a comparison.

Each report breaks out the total student body at each school that falls into Tier 1, Tier 2, and Tier 3 Behavior outcomes based on the total number of incidents that involve the administration and reporting in each school. The bottom also summarizes the unsubstantiated and substantiated bullying/harassment investigations done, safety assessments, and Safe School Reports district wide.

Looking at the two charts we can still see in all the schools that the vast majority of students fall into the Tier 1 category which means they have 0 behavior incidents or 1 to 3 incidents. Each K to 8 school saw a decrease in students in the 0-incident category which is to be expected now that we are 2/3 of the way through the school year. The high school saw a larger drop due to their follow through on the cell phone policy (which is a good in terms of follow through and enforcement). Even with these incidents, 95% of the student body is in the Tier 1 group which is a great outcome for LHS. There was a similar drop at LMS as they continue to follow through on behavior expectations and making sure kids have consequences when they do meet expectations (which we want to see). Just like LHS, still 94% of the student body has 3 behavior incidents or less.

District Wide we have the following numbers of students in Tier 2 and Tier 3 due to the number of behavior incidents:

	Pre- K to 5	6 to 12
Tier 2	22	85
Tier 3	19	17

What we see from the data as well as conversations among all the schools is manageable behaviors that are in the Tier 2 level in terms of the different supports and programs we have in the schools. When it comes to the Tier 3 behaviors it really comes down to individual students that have very large needs that each school is working hard to accommodate and come up with the right mix to lessen the growth in the behaviors.

What we are also keeping an eye on at the middle and high school right now is banned substances. The tools and approaches we put in place over the last two years worked to decrease the issues in both buildings last year and the start of this year. We are seeing the problem grow right now because the students are finding ways to work around what we currently have in place. Both schools intend to layer on additional tools and resources to make sure we decrease the banned substances we see in both schools over the past few months. I believe we can handle the resource requests from both schools at this time within the current operating budget. *This paragraph is purposely vague to help both LMS and LHS put additional tools and resources in place to push back on banned substances in both schools.*

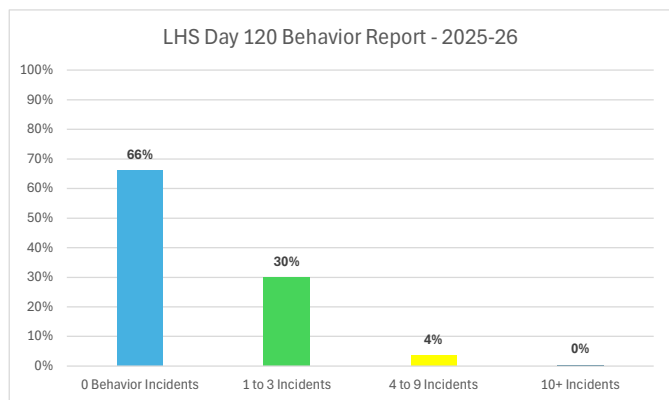
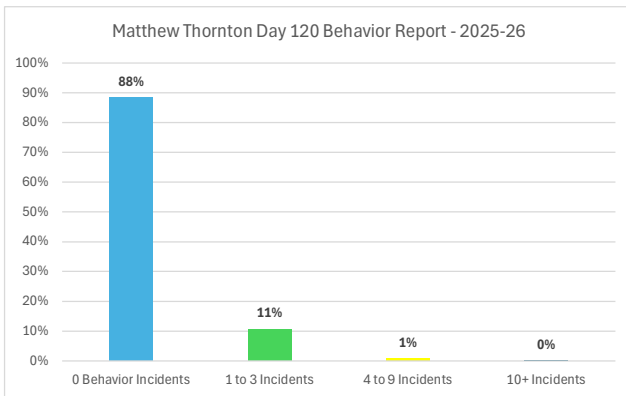
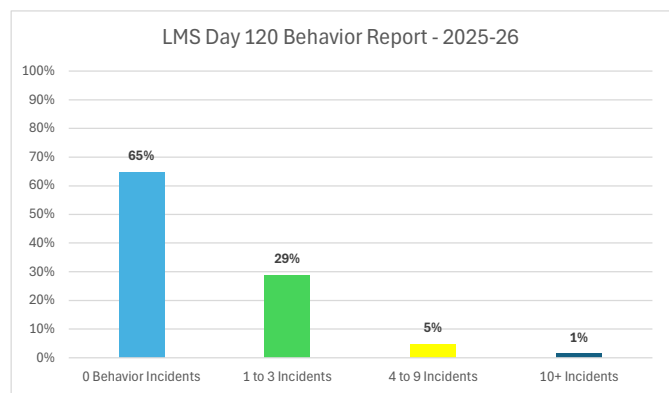
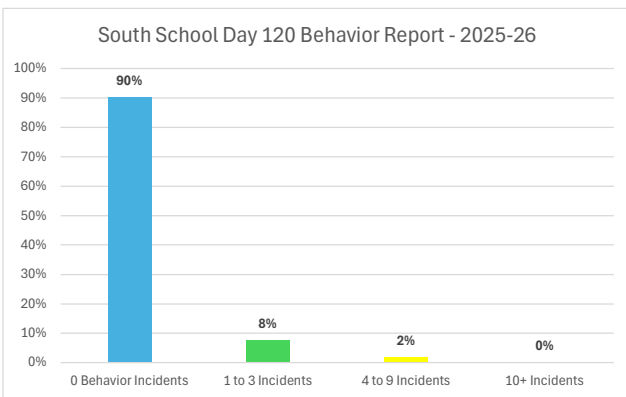
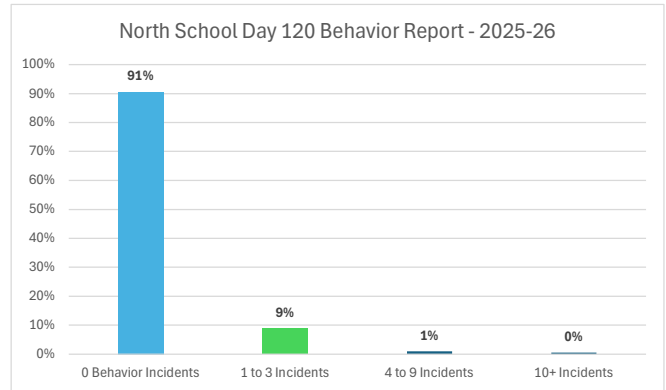
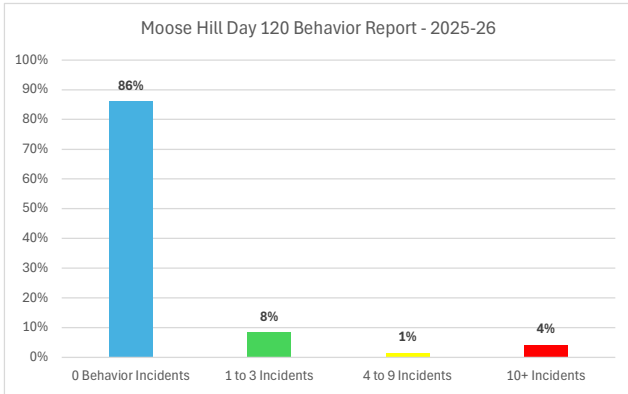
We will also have a larger conversation among the leadership and staff among both schools to figure out how we want to involve the parents and community on this topic.

Londonderry School District Day 1 to 120 Behavior Report - 2025-26 School Year

Tier 1 - 3 Incidents or less over an entire school year.

Tier 2 - 4 to 9 incidents over an entire school year.

Tier 3 - More than 10 incidents over an entire school year.



Most Common Incident Types Tier 1: Safety, Disrespect, Refusal, Cell Phones, Disruption, Academic Integrity, Not Following Directions.

Most Common Incident Types Tier 2: Safety, Disrespect, Refusal, Physical Contact, Verbal Disruption, Cell Phones, Physical Aggression, Derogatory Comments, Vandalism

Most Common Incident Types Tier 3: Safety, Physical Aggression, Physical Contact, Non Compliance, Respect, Banned Substances

District Wide Substantiated Bullying/Harrasment Investigations: 18

District Wide Un-Substantiated Bullying/Harrasment Investigations: 7

District Wide Risk Assessments: 43

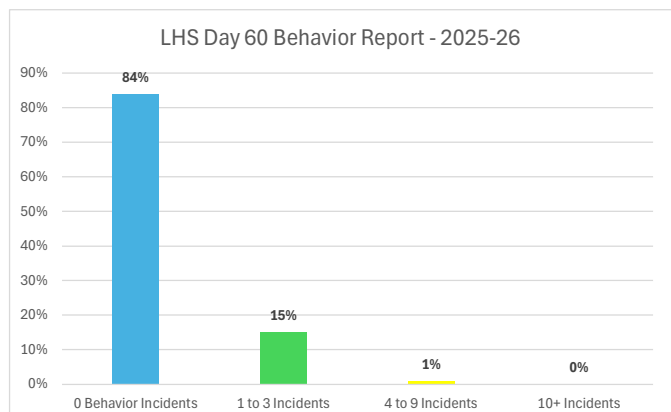
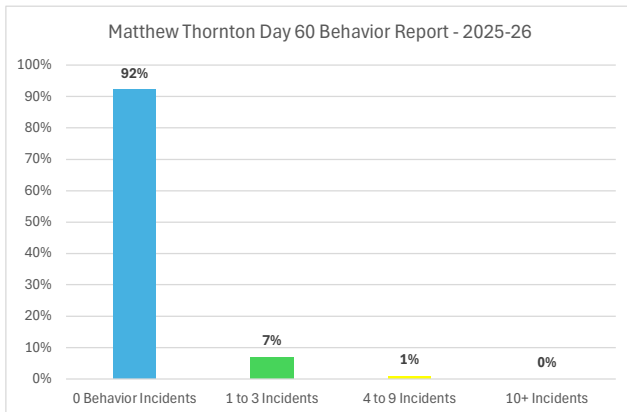
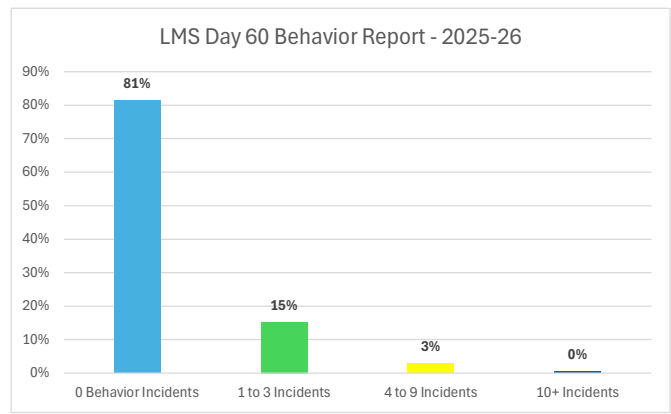
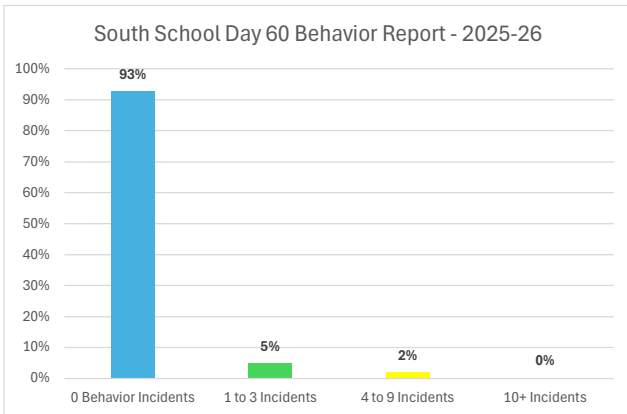
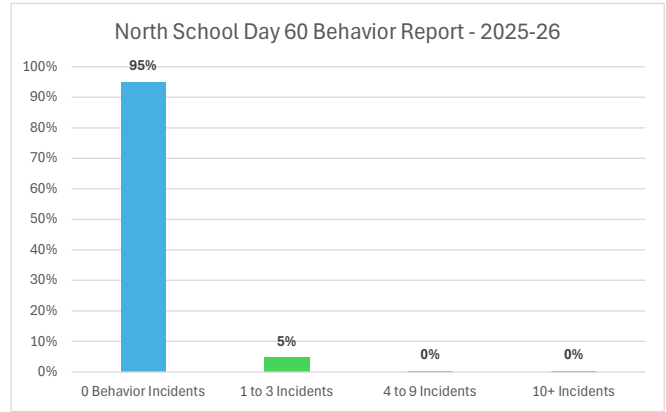
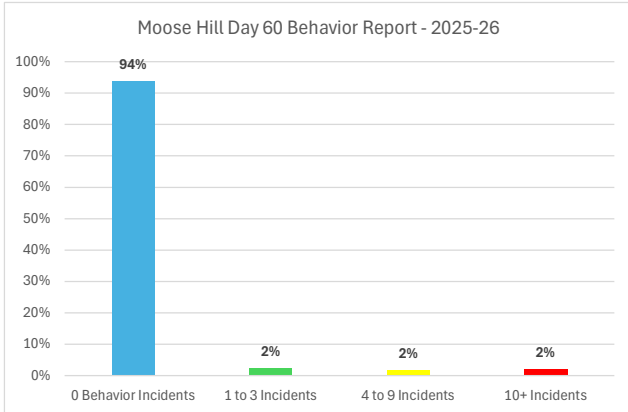
District Wide Safe School Reports: 6

Londonderry School District Day 1 to 60 Behavior Report - 2025-26 School Year

Tier 1 - 3 Incidents or less over an entire school year.

Tier 2 - 4 to 9 incidents over an entire school year.

Tier 3 - More than 10 incidents over an entire school year.



Most Common Incident Types Tier 1: Safety, Disrespect, Refusal, Cell Phones, Disruption, Academic Integrity, Not Following Directions.

Most Common Incident Types Tier 2: Safety, Disrespect, Refusal, Physical Contact, Verbal Disruption, Cell Phones

District Wide Substantiated Bullying Investigations: 8

District Wide Un-Substantiated Bullying Investigations: 6

District Wide Risk Assessments: 24

District Wide Safe School Reports: 3



*Londonderry School District
Dan Black
Superintendent of Schools*

Memo

To: Londonderry School Board

From: Dan Black

Date: 4/7/2026

Re: Policies

3rd Reading to Adopt Policy EBBCA Use and Location of External Defibrillators – This is the new recommended policy required by law for External Defibrillators that will clean up issues with language previously identified.

3rd Reading to Rescind Policy JLCEA Use and Location of Automated External Defibrillators – This is the previously adopted policy that we want to rescind in favor of EBBCA.

3rd Reading to Adopt Policy JFAB – Admission of Tuition and Non-Resident Students – This is new recommended language on Non-Resident Students that updates Policy JECB which has not been looked at since the 1990s. While we are doing that, we are also proposing the school board consider a policy that allows non-resident students of staff a tuition discount to attend the Londonderry Schools. The School Board does not need to make this policy change we just want to have the conversation because we know that other school districts are successful with similar policies. We believe we can recruit new families and students to the school district in this manner and do so by building a strong relationship for the long term. Seeing how much the housing market has changed in recent history, I do not think new staff will be able to afford to raise their children in Londonderry as has happened in prior generations. There is strong buy in from staff that currently live in town and work in the Londonderry School District – we risk losing that part of our culture with housing costs the way they are for educators. We also included old language from Policy JECB around exceptions to tuition that we have been using for many decades that makes sense to keep from our perspective.

I have been working on this proposal from watching the Open Enrollment discussion happen throughout the state and I think a relationship based growth model is a better way to attract new families and students than what Concord is proposing. Obviously, if Open Enrollment is

mandated by the state – some of these policy changes will be moot. However, I do think there will be years of legal battles over open enrollment considering the number of local districts that already had language on their warrant articles for this March. I want to stay out of the wasted time of that fray and find more ways to attract new families if possible by building strong relationships and/or arrangements with other school districts.

3rd Reading to Rescind Policy JECB Admission and Attendance of Non-Resident Students This is our old policy that we are replacing with JFAB. Some parts of this policy are transferring over to JFAB since we have been functioning on the provisions for a very long time and we think it is best to keep them.

3rd Reading to Adopt Policy JICN – Prohibition of Deepfake Images and Other Media - We are proposing to adopt this new policy to deal with the latest issues we have with Social Media and the Internet.

3rd Reading to Adopt Policy JICN - R – Prohibition of Deepfake Images and Other Media – Regulations - We are proposing to adopt this new regulation to deal with the latest issues we have with Social Media and the Internet.

USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATORS

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use. The Superintendent is encouraged to seek funding for additional AEDs from the State's AED Fund established under RSA 200:40-d.

The use/administration/maintenance of the AED is subject to the following conditions:

A. Location of the AED (s)

The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s). At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies and shall not be located in an office or be stored in a location that is not easily and quickly accessible. The AED location(s) shall be in accordance with guidelines set by the American Heart Association or other nationally recognized guidelines focused on emergency cardiovascular care.

Additionally, for schools which include any of grades 6-12, at least one AED shall be located at and readily accessible for use in responding to cardiac emergencies at each athletic event or venue where practices and competitions are held for use and in which students of the school are participating.

B. Training and Use of AED

AEDs should, when possible, be administered by those employees designated as "anticipated responders" by the Principal, in consultation with the school nurse. Schools that include any grades 6-12 shall have an individual trained in cardiopulmonary resuscitation supervise organized school-sponsored sports activities in which pupils of the school are participating. In the absence of such trained personnel, other persons may administer the AED provided they do so in good faith.

Anticipated responders are those who have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from the American Heart Association or other nationally recognized organization or association focused on emergency cardiovascular care. Regular staff CPR training satisfies the requirement to be an "anticipated responder".

C. Liability Limited

The district, and people administering the AED(s) in good faith and without compensation, renders emergency care by the use of an automated external defibrillator shall not be liable for civil damages for any acts or omissions unless the acts or omissions were grossly negligent or willful and wanton.

D. Maintenance

AEDs will be maintained by the School Nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).

E. Registration of AED(s)

In accordance with RSA 153-A:33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety within 30 days of acquisition of the AED. Information regarding registration may be found at NH Dept. of Safety - AED Registration (link tested 2025.11.11).

NH Statutes

RSA 153-A:28-33

RSA 200:40

RSA 200:40-c

RSA 200:40-d

Description

[Automated External Defibrillation](#)

[Emergency Care](#)

[Emergency Plans for Sports Related Injuries](#)

[AED Fund](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: February 17, 2026

2nd Reading to Adopt: March 25, 2026

3rd Reading to Adopt: April 7, 2026

Adopt

USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATORS

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use. The use/administration/maintenance of the AED is subject to the following conditions:

1. Location of the AED (s)

The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s). At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies and shall not be located in an office or be stored in a location that is not easily and quickly accessible.

2. Authorized Employees/Training of Users

AEDs will only be administered by those employees designated by the principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.

3. Maintenance

AEDs will be maintained by the School Nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).

4. Registration of AED(s)

In accordance with RSA 153-A:33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety.

5. Incident Reporting

The School Nurse, or his/her designee, shall report all instances of AED use with the New Hampshire Department of Safety.

6. Liability Limited

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

Legal

NH, Bureau of Emergency Med, Services, Appendix KFD-R
271-4568

Description

NH Statutes

RSA 153-A:28-33

Description

[Automated External Defibrillation](#)

RSA 200:40-c

[Emergency Plans for Sports Related Injuries](#)

LONDONDERRY SCHOOL BOARD

Adopted: November 4, 2025

1st Reading to Rescind: February 17, 2026

2nd Reading to Rescind: March 25, 2026

3rd Reading to Rescind: April 7, 2026

ADMISSION OF TUITION AND NON-RESIDENT STUDENTS

Non-resident students may only attend district schools when the Superintendent has approved their attendance. If the Superintendent agrees to enroll a non-resident student, the District will either charge tuition to the parent or, alternatively, the Superintendent may seek to enter into an agreement for the payment of tuition with the school district in which the student resides.

If a student's parents are divorced and the student lives primarily out-of-district, the student may nonetheless attend schools within the District and be considered a resident of the District for school attendance purposes provided the divorce decree, or parenting plan developed pursuant to RSA 461-A, states that the child's legal residence for school attendance purposes is with a parent residing in town. The parent must furnish a copy of the agreement to the school district in which the parent resides. Students in this situation will not be charged tuition. Transportation will not necessarily be provided for students admitted under this provision and under corresponding law.

The Superintendent acknowledges the provisions of RSA 193:3 which state that the district in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C.

The Superintendent's decision on whether to enroll a non-resident student will not be based, in whole or in part, on whether that student is a student with a disability, as defined by applicable state or federal law.

Non-resident students who are children of employees of the Londonderry School District, may attend the Londonderry School District if space is available. These students are not exempt from the requirement to have an agreement with their district of residence, regarding payment of special education costs, prior to admission. Employees should complete the application process to the Superintendent's Office no later than January 1st for students in grades 6 to 12 and April 1st for grades K to 5 of the preceding school year, and each school year thereafter. If there are more applicants than available spaces, determination will be made by lottery. Successful applicants will pay 50% of the annual tuition rate determined by the School Board.

Successful applicants must remain in good academic standing and must adhere to all behavior expectations of the Londonderry School District. Continued admission of non-resident students can be denied if they are found to have a negative impact on the Londonderry Schools. The Superintendent of Schools will make final determination regarding admission of non-resident students. Enrollment is subject to yearly review with the assumption that enrollment will ordinarily be continuous through the grade levels.

Tuition rates will be charged at a rate set by the Board and billed-quarterly in advance to the district of residence or parent responsible for payment. When a district of residence is responsible for tuition, approval is needed from the district's Superintendent.

Under normal circumstances, the district will not provide transportation to and from school for non-resident and tuition students at district expense.

The provisions of this policy may be modified on a case-by-case basis by the School Board, as needed, pursuant to separate contracts, agreements, and other binding arrangements.

NON-RESIDENT QUALIFICATION FOR TUITION WAIVER

1. Students from other Countries or States who are the guests of District residents under exchange programs recognized by the board for purposes of school attendance can be considered for a waiver.
2. Children of non-resident parents who will be moving into the district during the school year may enroll prior to actual establishment of residency, provided a written request and verification of the anticipated date of residency are submitted to and approved by the Superintendent. Such request shall be supported by appropriate documentation (lease, purchase agreement, etc.). Tuition may be waived by the Superintendent if residence is established within four weeks of the date the student is enrolled.
3. Children of non-resident parents entrusted to permanent custody and support of residents of the district shall be considered on a case-by-case basis for the purpose of attending Londonderry Schools tuition-free. The Londonderry resident must establish a bona fide and legal custody of the child and demonstrate to the satisfaction of the Superintendent that the child is not living in the district for the reason of obtaining an education at a Londonderry school.
4. Seniors whose families move after January 31 of their senior year and who wish to continue through graduation normally may do so at no tuition fee. All others allowed to continue by the Superintendent shall pay tuition on a pro-rata basis.
5. Students over eighteen (18) who are not living with parents in the Londonderry School District must show proof of residence by providing the district provided Residency Affidavit to attend Londonderry High School.

NH Statutes	Description
RSA 186-C	<u>Special Education</u>
RSA 186-C:13	<u>Special Education; Liability for Expenses</u>
RSA 193:12	<u>Legal Residency Required</u>
RSA 193:3	<u>Change of School or Assignment, Manifest Educational Hardship or Best Interest, Excusing Attendance</u>
RSA 461-A	<u>Parental Rights and Responsibilities</u>

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: February 17, 2026

2nd Reading to Adopt: March 25, 2026

3rd Reading to Adopt: April 7, 2026

ADMISSION AND ATTENDANCE OF NON-RESIDENT STUDENTS

No person shall attend school, or send a pupil to the school, in any district of which he is not an inhabitant, without the consent of the district or of the school board. (RSA 193:12)

Any student residing within the geographic boundaries of Londonderry under the immediate supervision and custody of a parent or legal guardian shall be deemed a lawful resident of Londonderry. All other students shall be deemed non-resident and shall be excluded from attendance in Londonderry schools unless by application to the Superintendent and upon presentation of evidence the Superintendent determines by a clear and convincing standard of proof that the student is a lawful resident of the District.

Students who do not legally qualify as residents of the Londonderry School District (the "District") may be admitted to Londonderry schools if, in the sole judgment of the School Board, there is adequate space available. Any non-resident student admitted into the District will be charged full tuition and special education costs, as described below, except and unless in a limited number of situations the Board may waive or reduce tuition. Several such situations are described in general below. Each situation will be considered on a case-by-case basis. Listing here does not constitute a guarantee that the Board will waive or reduce tuition in any particular situation.

NON-RESIDENT QUALIFICATION FOR TUITION WAIVER

1. Students from other Countries or States who are the guests of District residents under exchange programs recognized by the board for purposes of school attendance.
2. Children of non-resident parents, who will be moving into the District during the school year, may enroll prior to actual establishment of residency, provided a written request and verification of the anticipated date of residency are submitted to and approved by the Superintendent. Such request shall be supported by appropriate documentation (lease, Purchase agreement, etc.). Tuition may be waived by the Superintendent if residence is established within four weeks of the date the student is enrolled.
3. Children of non-resident parents entrusted to the permanent custody and support of residents of the District shall be considered on a case-by-case basis for the purpose of attending Londonderry schools tuition-free. The Londonderry resident must establish a bona fide and legal custody of the child and demonstrate to the satisfaction of the Superintendent that the child is living in the District for the reason of obtaining an education at a Londonderry school.
4. Seniors whose families move **after** January 31 of their senior year and who wish to continue through graduation normally may do so at no tuition fee. All others allowed to continue by the Superintendent shall pay tuition on a pro-rata basis.
5. Students over eighteen (18) not living with parents in the Londonderry School District must show proof of residence through driver's license, car registration, voter registration, or signed

lease/mortgage to attend Londonderry High School.

OTHER NON-RESIDENT STUDENTS

Unless non-resident students are given special consideration for the reasons stated above, or unless enrolled through an agreement with another school district or agency, all non-resident students shall be charged full tuition, as established by the board, plus the cost of any specific programs or special education services provided to the student by the district. The district shall not be liable for any cost of a non-resident student's out-of-district placement.

6. Any student who is found to be attending a Londonderry school and who is not residing with a parent or legal guardian within the geographic boundaries of the town of Londonderry shall be immediately excluded from attendance at school and shall not thereafter be allowed to return until that student has complied with the application to the Superintendent for determination of residency or waiver as set forth herein.
7. In the event a student is found to have been unlawfully attending a Londonderry school, the parents and/or legal guardian of said student shall be jointly and severally liable to pay the District the pro rata cost of tuition as determined by the Board policy for the period of time that the student is found to have been unlawfully attending the Londonderry school.
8. In addition, and not in limitation to other requirements set forth herein, in the event a student is found to be unlawfully attending a Londonderry school, the school officials shall notify the local law enforcement authorities as required under RSA 193:14 and 15, shall notify the district of lawful residence, if known, shall exclude the student from further attendance at the Londonderry school, and shall take such action as may be appropriate to recover any tuition costs to which the District may be entitled. In the event the School District takes legal action to recover its tuition costs, the parents and/or the lawful guardian shall be jointly and severally liable for the payment of any legal costs or court costs incurred by the district in pursuing such action.
9. Copies of RSA 193:1, 193:3, 193:12, 193:14, 14-a and 193:15 shall be attached to this policy and made available to any interested student, parent or guardian.
10. Notwithstanding the foregoing, in the event any student is found to have unlawfully attended a Londonderry school, the records and transcript of said attendance shall not be released by the school to any party unless and until all obligations to the School District have been fully satisfied.
11. Any student registering for attendance at a Londonderry school shall complete a registration form and certification of address form, setting forth the place or residence, the name and address of all supervising parents or guardians and such other information as the School District may from time to time reasonably request. The application shall be verified as to its factual content under oath by a parent or guardian. A copy of the registration form and the certification of address form is attached to this policy.

12. No student shall be allowed to enter a Londonderry school or participate in the educational program unless s/he has completed the registration form and the certification of address form, or been otherwise assigned to the school by the Superintendent or the School Board.
13. The parent or guardian providing the information for registration of any student shall have a continuing duty to advise the School District of any change in the facts of residence as represented on the registration form.

It is not possible in this policy to anticipate all situations that will arise or to describe precisely how all situations involving non-resident students will be handled. Notwithstanding any provision of this policy, the Board reserves the right to charge tuition or to deny admission to any non-resident student. The Board also reserves the right to admit non-resident students and waive tuition in situations not discussed in this policy.

LONDONDERRY SCHOOL BOARD

Adopted: April 25, 1978

Amended: October 22, 1996

1st Reading to Rescind: February 17, 2026

2nd Reading to Rescind: March 25, 2026

3rd Reading to Rescind: April 7, 2026

PROHIBITION OF DEEFAKE IMAGES AND OTHER MEDIA

The Londonderry School District is dedicated to maintaining a safe, respectful, and responsible digital environment for every student. Acknowledging the potential harm and legal consequences associated with deepfake media, the district will enforce a tiered system of disciplinary measures for students who create, share, or display deepfakes that conflict with district policies or state law (RSA 638:26-a). The intent of this policy aims to educate students about responsible digital citizenship, deter harmful behavior, and ensure accountability.

Definitions

Deepfake: Any synthetic media file (video, audio, or image) created or altered using artificial intelligence (AI) or other technologies to falsely depict an identifiable individual engaging in speech or conduct they did not perform.

Identifiable Person: Any individual who can be recognized from the deepfake, including but not limited to students or staff members.

Intent to Harm: Intentionally creating or distributing deepfakes with the purpose of embarrassing, harassing, entrapping, defaming, extorting, or otherwise causing financial or reputational harm.

Prohibited Conduct

Students are prohibited from creating, distributing, or presenting deepfakes of an identifiable person with the intent to harm, including but not limited to:

1. Creating deepfakes that depict students or staff in a false or misleading manner.
2. Creating deepfakes that include nudity or sexually explicit content—whether realistic or otherwise
3. Distributing deepfakes through school networks, personal devices, or social media platforms. For the purposes of this policy, showing others the deepfakes is the same as transmitting them electronically.
4. Presenting or otherwise displaying to others deepfakes during school activities or events.
5. Any deepfakes that violate RSA 638:26-a.

Additional Considerations

Legal Ramifications: Students and parents/guardians should be aware that creating and distributing deepfakes may have legal consequences under RSA 638:26-a, even for minors. Law enforcement may choose to file charges.

Documentation: All incidents of deepfake creation or distribution will be thoroughly documented, including evidence, witness statements, and disciplinary actions taken.

Collaboration with Law Enforcement: The district will collaborate with law enforcement agencies when necessary to investigate and address incidents of deepfake creation or distribution that violate state law.

Reporting: Students and staff are required to report any suspected incidents of deepfake creation or distribution to a school administrator. Reports should include as much detail as possible, including the names of the individuals involved, the nature of the incident, any supporting evidence, and the date and time of the incident.

Dissemination: This policy will be included in Student Handbooks annually.

Parent Involvement

Parents/guardians are expected to:

1. Have open and honest conversations with their student(s) about the dangers and consequences of deepfakes.
2. Monitor their students' online activity and technology use.
3. Support the school district's efforts to educate students about responsible digital citizenship.
4. Cooperate with school officials in addressing any incidents of deepfake creation or distribution.

Education and Prevention

The Londonderry School District will provide educational resources to students, staff, and parents on:

1. Understanding the risks and ethical implications of deepfakes.
2. Protecting personal information online and offline.
3. Safe and responsible use of technology.

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: February 17, 2026

2nd Reading to Adopt: March 25, 2026

3rd Reading to Adopt: April 7, 2026

PROHIBITION OF DEEFAKE IMAGES AND OTHER MEDIA – REGULATION

Consequences will be assigned based on the seriousness of the offense, the student's intent, and their prior disciplinary history. School administrators will use their judgment to determine the appropriate response. Severe infractions include, but are not limited to, deepfakes involving nudity, sexually explicit content, or any media that causes significant reputational, emotional, or physical harm to an individual. These consequences apply to the time, place, and circumstances of the incident, and extend to all school activities, including athletics and co-curricular programs. The purpose of these measures is to educate students and guide them toward positive behavior, rather than to serve solely as punishment.

- Consult with the School Resource Officer (SRO) to determine criminal activity.
- Parent/guardian notification.
- Referral to school counselor or Psychologist
- Removal of the deepfake from all platforms.
- Possible temporary suspension of technology privileges.
- Extended suspension from school activities, co-curriculars, athletics, and/or technology privileges.
- Formal disciplinary action, including in-school or out-of-school suspension.
- Other disciplinary measures, as identified by administration, that align with the school code of conduct.
- Referral to law enforcement, especially if the deepfake violates RSA 638:26-a or causes significant harm.
- Mandatory participation in restorative practices, which include digital citizenship training, and a behavioral intervention program.
- Discipline hearing with the Superintendent of Schools, as needed.

LONDONDERRY SCHOOL BOARD
1st Reading to Adopt: February 17, 2026
2nd Reading to Adopt: March 25, 2026
3rd Reading to Adopt: April 7, 2026

2026-2027 SCHOOL BOARD MEETING CALENDAR

Proposed

2026

APRIL	7	Regular Meeting
	21	Regular Meeting
MAY	5	Regular Meeting/Library
	19	Regular Meeting/Library
JUNE	2	Regular Meeting/Library
	16	Regular Meeting
JULY	14	Regular Meeting/Library
AUGUST	4	Regular Meeting/Library
	26	Building Tours (6:00 PM-NS, LMS, MT)
	27	Building Tours (6:00 PM-SS, MH, LHS)
SEPTEMBER	1	Regular Meeting/Library
	15	Regular Meeting/Library
OCTOBER	6	Regular Meeting/Library
	20	Regular Meeting
NOVEMBER	10	Regular Meeting
	24	Budget Presented to the Board
DECEMBER	3	Budget Workshop
	10	Budget Workshop
	17	Budget Workshop and Regular Meeting

2027

JANUARY	7	Budget Workshop and Regular Meeting
	14	Budget Hearing/Bond Hearing
	26	Regular Meeting
FEBRUARY	5	Deliberative Session - Meeting after Deliberative Session
	16	Regular Meeting
MARCH	2	Non-Public Session - 6:00
	9	Election Day
	16	School Board Reorganization

Bolded Red Denotes a Change

Meetings are at 7:00 PM in the LHS Cafe unless otherwise noted



*Londonderry School District
Amity Small
Business Administrator*

Memo

To: Daniel Black

From: Joe Parzych & Amity Small

Date: 4/7/2026

Re: Buildings and Grounds Capital Reserve Purchasing Requests

High School Gym Floor

The refinishing of the LHS Gym floor presented as part of the Buildings and Grounds Capital Reserve during the FY2027 budget season; the Reserve funds were approved by voters at the March 10, 2026 election. We posted an RFP from March 11th until March 23rd and received the following three bids:

- American Sports Floors \$48,536
- Gymnasium Floors \$51,987
- New England Sports Flooring \$42,400

After looking through the proposals and speaking to the three companies, the Director of Buildings and Grounds is recommending that we work with New England Sports Flooring. The company is the lowest bid and able to meet our tight summer timeline. This project is funded by the FY2027 Buildings and Grounds Capital Reserve Fund, and the work would commence after July 1, 2026.

North School Gym Floor Overpour

The overpour of the North School gym floor was presented as part of the Buildings and Grounds Capital Reserve during the FY2027 budget season; the Reserve funds were approved by voters at the March 10, 2026 election. We posted an RFP from March 11th until March 23rd and received the following three bids:

- American Sports Floors \$39,775
- Gymnasium Floors \$32,974
- New England Sports Flooring \$31,700

After looking through the proposals and speaking to the three companies, the Director of Buildings and Grounds is recommending that we work with New England Sports Flooring. The company is the lowest

bid and able to meet our tight summer timeline. This project is funded by the FY2027 Buildings and Grounds Capital Reserve Fund, and the work would commence after July 1, 2026.

LMS Pod Carpet Replacement

The replacement of carpets in one of the LMS pod locations was presented as part of the Buildings and Grounds Capital Reserve during the FY2027 budget season; the Reserve funds were approved by voters at the March 10, 2026 election. We posted an RFP from March 11th until March 23rd and received the following two bids:

- Northeast Flooring \$37,587
- R Fraser \$29,971

After looking through the proposals and speaking to the two companies, the Director of Buildings and Grounds is recommending that we go with R Fraser. The company is able to meet our tight summer timeline. This project is funded by the FY2027 Buildings and Grounds Capital Reserve Fund, and the work would commence after July 1, 2026.

LHS Infield Groomer

Our fields are used extensively by both the school teams and rec leagues, which takes a toll on the condition of the fields. To help keep our infield in excellent condition for the players, an infield groomer with grading system was presented as part of the Vehicles and Machinery Capital Reserve during the FY2027 budget season; the Reserve funds were approved by voters at the March 10, 2026 election. Due to the niche of this machine, we received two proposals.

- Alta Equipment Company \$50,100
- Turf Products \$39,356

After looking through the proposals, we would like to purchase from Turf Products. This replacement would be funded by the FY2027 Vehicle and Machinery Capital Reserve Fund, and the purchase would happen after July 1, 2026.



*Londonderry School District
Dan Black
Superintendent of Schools*

Memo

To: Londonderry School Board

From: Dan Black

Date: 4/7/26

Re: Updates on District Office Project

The next larger committee meeting will be held at 8am on April 23rd, 2026, in the Merrill Conference Room at Town Hall. During that meeting, we will choose a frequency of check-in times over the next year for the larger committee to meet. At this point, the larger committee will serve as more of a check-in function, while the staff in schools and town work together with our construction manager ReArch to complete the project by late Spring of 2027. Below are updates on the District Office Project:

- We met with our landlord at Kitty Hawk to let them know our goal would be to move out of the building by July 1st, 2027, if not sooner. He thanked us for being such a good tenant and certainly understands our need to move back to the center of town in a building that we do not rent.
- As part of the new parking lot that is being added, there is a small wetland area that needs to be addressed in this process. TF Moran has completed its site survey work and submitted the application to the State to be able to put a parking lot over the wetland space. Those plans have also been shared with Planning Board and Conservation Commission in Londonderry as well. We suspect the State of New Hampshire will approve the application for the parking lot by July 2026. Once that timeline is in place, the rest of the project can move forward smoothly. We need the parking lot's space for staging for the construction of the new building and to maintain parking for the functioning of Town Hall during that time period.
- The cutting down of trees for the parking lot area has begun.
- The Town has signed their contract for Marinace as the Architect and will be finalizing the contract with ReArch as the Construction Manager shortly.

- ReArch will be starting the initial bidding process in a few areas shortly.
- There are a few small projects they will also initiate for the existing Town Hall, such as updating their security systems so that it functions as one connected campus for the community. These costs are not part of the \$3.9M collective project between the Town and School and will be paid out of Capital Reserve Funds on the Town side.

TIMELINE TO

FULL DAY K 2026



THE DISTRICT WORKING TOGETHER TO BRING OUR YOUNGEST LEARNERS WHAT THEY NEED

MID MARCH

Principals review staffing/K openings and finalize moves



MID APRIL

Final drafts of classroom maps and move checklists completed



Purchasing lists due

APRIL & MAY



FDK site visits scheduled for staff to observe FDK and half-day K (in and out of District)

MID MAY

Packing materials distributed (boxes, tape, and labels for each room moving)

Bring personal items home (anything fragile, lamps, decor, seating that could be damaged)



MID MAY CONT'D

Dumpsters arrive at each school for purging of materials no longer needed; **on-site until 6/16**



JUNE 16

End of Year Packing complete



JUNE 24



JUNE - AUGUST

Approved summer curriculum time underway

EARLY JULY

Curriculum supplies ordered
ESY at Moose Hill & FRIENDS at South School



EARLY JULY CONT'D

MT & North School classroom moves



MID JULY

South School classroom moves



EARLY AUGUST

Tech set up underway



MID AUGUST

Curriculum Resource Room established at MH & remaining rooms at MH designated and moved

LATE AUGUST

Teacher Workshop & final room set-up



AUGUST 31, 2026



All hands on deck to welcome the District's first ever FDK students: Class of 2039