

Oyster River Cooperative School District  
REGULAR MEETING

**May 3, 2023**

**Moharimet - Cafeteria**

**7:00 PM**

- O. 6:30 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING
- I. CALL TO ORDER 7:00 PM
- II. APPROVAL OF AGENDA
- III. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*
- IV. APPROVAL OF MINUTES *Motion to approve 04/19/23 Regular Meeting Minutes.*
- V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS
  - A. District
  - B. Board
- VI. DISTRICT REPORTS
  - A. Assistant Superintendent/Curriculum & Instruction Report(s)
  - B Superintendent’s Report
    - Future Discussion Items until June 2023
    - Kindergarten Registration Update
  - C. Business Administrator
    - FY23 Budget Update
  - D. Student Representative (Paige Burt)
  - E. Finance Committee Report
  - F. Other:
- VII. UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}*
  - 2023-24 ESEA Program Assurances and Equitable Services Affirmation. *Motion to authorize the Board Chair and Superintendent to sign the 2023-24 ESEA Program Assurances and Equitable Service Affirmation.*
  - Nominate Mast Way Library Media Specialist. *Motion to nominate the selected Mast Way Library Media Specialist candidate.*
- VIII. DISCUSSION & ACTION ITEMS
  - 2023-24 Board Meeting Calendar
  - List of Policies for First Read: IKF – Graduation, JICI – Weapons on School Property and Safe Weapons Storage Education, HF – Superintendent’s Role in Negotiations
- IX. SCHOOL BOARD COMMITTEE UPDATES
- X. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*
- XI. CLOSING ACTIONS
  - A. Future meeting dates: May 17, 2023– Regular School Board Meeting @ 7:00 PM MS Recital Hall  
June 7, 2023 – Regular School Board Meeting @ 7:00 PM MS Recital Hall
- XII. NON-PUBLIC SESSION: RSA 91-A:3 II {If Needed}  
NON-MEETING SESSION: RSA 91-A2 I {If Needed}
- XIII. ADJOURNMENT

➤ **NESDEC Superintendent Search**– following the Regular Meeting.

Respectfully submitted,  
Superintendent

The School Board reserves the right to take action on any item on the agenda.

**Oyster River Cooperative School District  
SAU #5**

Welcome to the School Board meeting. If you wish to be heard by the Board, please note “Public Comment” at the beginning of the agenda (reverse side). During the comment section of the agenda each speaker may have up to three (3) minutes within the time frame allowed. Board Chair may limit time allotment as deemed necessary. Occasionally, the Board may “suspend its rules” to allow visitor participation at the time an issue of specific interest is being addressed. A speaker will not be recognized for a second time on a particular topic.

Visitors should not expect a Board response to their comments or questions under the above since the Board may not have discussed or taken a position on the matter. The Superintendent, without speaking for the Board, may offer clarification as appropriate.

Agendas and background information are available on the district website prior to meetings. Agendas and additional information are generally available at the entrance to the meeting room or distributed at the time the item is introduced for discussion.

The ORCSD School Board will meet in regular session on the first and third Wednesdays of the month with additional meetings when necessary. The School Board appreciates your attendance at these meetings and invites your continued interest in its work on behalf of the children and residents of the District.

**Oyster River Cooperative School District Members:**

- |                             |                            |
|-----------------------------|----------------------------|
| • Denise Day, Chairperson   | Term on Board: 2023 – 2026 |
| • Matthew Bacon, Vice Chair | Term on Board: 2022 - 2025 |
| • Brian Cisneros            | Term on Board: 2021 –2024  |
| • Daniel Klein              | Term on Board: 2021 - 2024 |
| • Thomas Newkirk            | Term on Board: 2023 - 2024 |
| • Heather Smith             | Term on Board: 2022– 2025  |
| • Giana Gelsey              | Term on Board: 2023 - 2026 |

**Information Regarding Nonpublic Session**

On occasion, the Board agenda may include (or be adjusted to include) a Nonpublic Session. When a motion is made to do so, it will be done under the provisions of the NH State Law RSA 91-A:3 II, and one or more of the following reasons will be claimed for entering Nonpublic Session:

- The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request will be granted.
- The hiring of any person as a public employee.
- Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.
- Consideration of the acquisition, sale or lease of real property or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency of any sub-division thereof, or against any member thereof because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled.

Office of the Superintendent  
Oyster River School District  
36 Coe Drive, Durham, NH 03824

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INTEROFFICE MEMORANDUM

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TO: School Board  
FROM: Dr. Jim Morse, Superintendent  
DATE: March 31, 2023/May 3, 2023  
RE: Future Discussion Items until June 2023

We are fast approaching the end of the 2022-23 school year. The Board's priorities for the year were progress on the Strategic Plan and completing your goals for the year. We have made multiple reports this year and have kept the Board abreast of district progress. In addition to normal agenda work items, the following Strategic Plan items are up for discussion/actions and are scheduled for the remaining six meetings.

- |   |          |
|---|----------|
| 1. MS Competency Reporting Survey Results,              | April 5  |
| 2. Board DEIJ Workshop - <a href="#">Rescheduled</a>    | April 19 |
| 3. NESDEC Super Search Discussion                       | May 3    |
| 4. Sustainability Report/ <a href="#">DEIJ Workshop</a> | May 17   |
| 5. Curriculum Cycle Discussion                          | June 7   |
| 6. End of the Strategic Plan Report                     | June 21  |
| DEIJ Final Report                                       |          |
| New Webpage Update                                      |          |
| 7. NESDEC full Board Workshop                           | July     |
| (Scheduled for the one meeting in July)                 |          |

The Board and administration have done a remarkable job staying focused on the strategic plan and Board goals. The items above bring closure to our work during the 2022-23 school year.

**Wendy DiFruscio**

# MASTWAY KINDERGARTEN UPDATE

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**From:** Christine Nelson  
**Sent:** Tuesday, April 18, 2023 9:03 AM  
**To:** Wendy DiFruscio  
**Cc:** Misty Lowe  
**Subject:** K registrations

Good morning,

As of today, 4/18, we have 49 kindergarten registrations and 1 retention.

Have a great day.

*Christine Nelson*

Admin. Assistant to Principal  
Mast Way Elementary School  
Ph: 603-659-3001  
Fax: 603-659-8612

The Right-To-Know Law provides that most e-mail communications to or from School District employees regarding the business of the School District are government records available to the public upon request. Therefore, this e-mail communication may be subject to public disclosure.

Wendy DiFruscio

# MOHARIMET KINDERGARTEN UPDATE

**From:** David Goldsmith  
**Sent:** Monday, April 17, 2023 3:46 PM  
**To:** Wendy DiFruscio; Misty Lowe  
**Subject:** Re: Kindergarten Registration Update

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Hi Wendy,

As of Monday, 4/17/23, we have 44 students enrolled in K for the 23-24 school year.

Thanks,  
David

Sent from my Verizon, Samsung Galaxy smartphone  
[Get Outlook for Android](#)

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**From:** Wendy DiFruscio <wdifruscio@orcsd.org>  
**Sent:** Monday, April 17, 2023 3:40:13 PM  
**To:** David Goldsmith <dgoldsmith@orcsd.org>; Misty Lowe <mlowe@orcsd.org>  
**Subject:** Kindergarten Registration Update

Good afternoon,

Jim has placed a kindergarten registration update on the May 3<sup>rd</sup> agenda. I will need this information by noon this Thursday (4/20) as I will be out next week and need to send this before I go. Sorry for the short notice. If you need me to send you what you submitted last year, just let me know.  
Thank you.

Wendy  
Wendy L. DiFruscio  
Executive Asst. to Superintendents  
SAU #5  
36 Coe Drive  
Durham, NH 03824  
603-389-3286

The Right-To-Know Law provides that most e-mail communication, to or from School District employees regarding the business of the School District, are governmental records available to the public upon request. Therefore, this e-mail communication may be subject to public disclosure. However, confidential information about students, staff, and parents may not be subject to disclosure. The confidentiality of information about students and personnel matters must be maintained by the individual or entity to which this e-mail is addressed. Any unauthorized review, use, disclosure, or distribution of confidential information is prohibited.

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## Equitable Services for Non-Public School Students

Following is the equitable services documentation that the LEA must complete demonstrating engagement in ongoing consultation with each non-public school in the LEA.

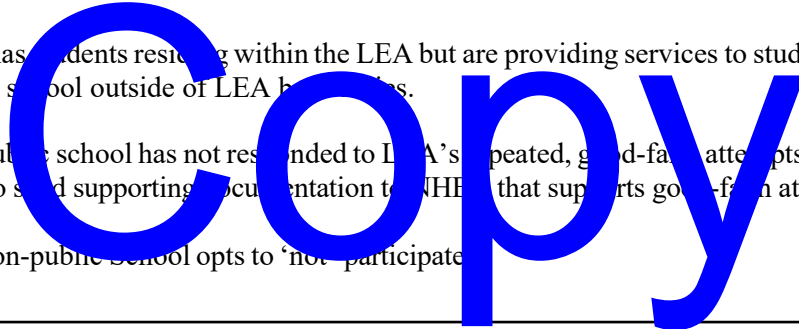
Deadline by **June 16, 2023**. The LEA must provide a copy to NHED by:

- Emailing to [ESAaffirmation@doe.nh.gov](mailto:ESAaffirmation@doe.nh.gov) **and**
- Uploading the document to the LEA Homepage in the Grants Management System (GMS).

The LEAs grant will not be made ‘Substantially Approved’ until all applicable Equitable Services Affirmations are provided, reviewed, and approved as fully executed. The LEA must maintain a copy of this form in its records.

**LEA School Official:** Review the [NHED List of NH Non-Public Schools](#). Select which is applicable from the following statements:

- There are NO eligible non-public schools within or outside the LEA’s boundaries.
- The LEA has students residing within the LEA and are providing services to students attending a non-public school inside LEA boundaries.
- The LEA has students residing within the LEA but are providing services to students attending a non-public school outside of LEA boundaries.
- The non-public school has not responded to LEA’s repeated, good-faith attempts (3) for consultation (required to send supporting documentation to NHED that supports good-faith attempts).
- Check if non-public school opts to ‘not participate’



**Non-Public School Identified for Equitable services:**  
*\*The LEA shall duplicate this form for each of its non-public schools.*

Local Education Agency (LEA): \_\_\_\_\_  
 LEA School Official Name and Title: \_\_\_\_\_  
 LEA School Official Contact Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

Non-public School Name: \_\_\_\_\_ In District  Out of District

Non-public School Address: \_\_\_\_\_  
 Non-public School Official: \_\_\_\_\_  
 Non-public School Contact Phone: \_\_\_\_\_  
 Non-public School Contact Email: \_\_\_\_\_

## NON-PUBLIC SCHOOL PARTICIPATION

The LEA must engage in ongoing consultation with each non-public school about all federal programs listed in the chart below. Each designated non-public school (non-profit) is to complete and return this form to the LEA and the LEA will email a copy to [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and upload a copy to the LEA Homepage in the Grants Management System (GMS) no later than **June 16, 2023**. Any non-public school that has students from other LEAs and wants to participate in Title programming for these students should contact all LEAs involved.

**Non-Public School Official:** Complete the chart indicating non-public school participation for each LEA funding source.

Program	Participating	Not participating
<b>Title I, Part A (Improving Basic Programs Operated by LEAs)</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title I, Part C (Education of Migratory Children)</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title II, Part A (Supporting Effective Instruction state grants)</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title IV, Part A (Student Support and Academic Enrichment Grants)</b> <small>** Participation means that ongoing consultation occurs through Non-public school representation on the Title IV-A Stakeholder Team</small>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title IV, Part B (21<sup>st</sup> Century Community Learning Centers)</b>	<input type="checkbox"/>	<input type="checkbox"/>

## AFFIRMATION OF CONSULTATION WITH NON-PUBLIC SCHOOL OFFICIALS

The goal of consultation is agreement between the LEA and appropriate non-public school officials on how to provide equitable and effective programs for eligible non-public school children. (*ESEA, as amended, Sections 1117(b)(1) and 8501(c)(1), (5)*).

The following topics **must** be discussed during the ongoing consultation process:

### Title I, Part A

- How will the LEA identify the needs of eligible non-public school children?
- What services the LEA will offer to eligible non-public school children?
- How and when the LEA will make decisions about the delivery of services?
- How, where, and by whom the LEA will provide services to eligible non-public school children? Answer should include a thorough consideration and analysis of the views of the non-public school officials on the provision of services through a contract with a third-party provider.



- How the LEA will assess academically the services to eligible non-public school children in accordance with 34 CFR§200.10 and how the LEA will use the results of that assessment to improve Title I services.
- The method or sources of data that the LEA will use under 34 CFR§200.78 to determine the number of non-public school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used.
- The equitable services the LEA will provide to teachers and families of participating non-public school children.
- If the LEA disagrees with the views of the non-public school officials on the provisions of services through a contract, the LEA must provide the non-public schools the reasons in writing why the LEA chooses not to use a contractor.
- How the proportion of funds allocated for equitable services is determined.
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity or third-party contractor.
- Whether to provide equitable services to eligible non-public school children by pooling funds or on a school-by-school basis.
- When, including the approximate time of day, services will be provided.
- Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services under programs covered under section 8501(b) to provide services to eligible non-public school children in participating programs.
- The written affirmation that consultation has occurred and provide the option for non-public school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible non-public school children. (ESEA Section 1117(b)(1)).

**Title VIII** (Title I, Part C; Title II, Part A; Title III, Part A; Title IV; Part A; Title IV, Part B) (ESEA, as amended, Section 8501(b).)

- How the amount of funds available for equitable services is determined.
- The expectation of the non-public school to have committed representation on the Program's Stakeholder Team in order to discuss and determine the needs of all students and teachers in the LEA's catchment area.
- Whether the agency, consortium, or entity responsible for providing equitable services will provide those services directly or through a separate government agency, consortium, or entity, or through a third-party contractor.
- Whether to provide equitable services to eligible non-public school participants by: (1) by creating a pool or pools of funds with all of the funds allocated under programs covered under section 8501(b); or (2) a school-by-school basis based on each the proportionate share of funds available to provide services in each school.
- Documentation: Each LEA shall maintain in the LEA's records, and provide to the SEA involved, a written affirmation signed by officials of each participating non-public school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for

non-public school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible non-public school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward to the NHED the documentation that such consultation has, or attempts at such consultation have, taken place. (SEC 8501(c)).

**Title III, Part A**

- How to identify English learners (ELs) in the nonpublic.
- What services will be offered?
- How, when and by whom the services will be provided?
- How the services will be assessed and how the results of the assessment will be used to improve those services.
- What amount of funds will be available for those services?
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the nonpublic school officials on the provision of contract services through potential third-party providers.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible non-public school children in the Title I, Part A program, Title III and Title VIII.

**Copy**

\_\_\_\_\_  
LEA School Official Signature      Date

\_\_\_\_\_  
Non-Public School Official Signature      Date

**Non-Public school official's agreement or non-agreement on Services:** Review the below statements and indicate if in agreement or non-agreement.

- Agreement – timely and meaningful consultation has occurred, and the program design is equitable with respect to eligible non-public school children.
- Non-agreement - timely and meaningful consultation has not occurred or the program design is not equitable with respect to eligible non-public school children.

\_\_\_\_\_  
Non-Public School Official Signature      Date

**New Hampshire Department of Education  
 School Year 2023-2024**

**GRANT PROGRAM ASSURANCES DOCUMENT**

Following are the 2023-2024 school year (SY) New Hampshire Department of Education (NHED) **ESEA Program Assurances** for the following federal formula grants (see below).

DEADLINE by **May 5, 2023**, the entire ESEA Program Assurances document should be:

- Emailed to [ESEAAssurances@doe.nh.gov](mailto:ESEAAssurances@doe.nh.gov) **and**
- Uploaded in the Grants Management System (GMS) on the LEA homepage for the 2023-2024 SY

**Superintendent/Charter School Administrator:** indicate which federal program(s) in which the LEA is accepting federal funds for the 2023-2024 SY.

Elementary and Secondary Education Act (ESEA) Programs	Participating	Not participating
<b>Title I, Part A</b> (Improving Basic Programs Operated by LEAs)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title II, Part A</b> (Supporting Effective Instruction state grants)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title III, Part A</b> (English Language Acquisition, Language Enhancement, and Academic Achievement Act)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title IV, Part A</b> (Student Support and Academic Enrichment Grants)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title IV, Part B</b> (21 <sup>st</sup> Century Community Learning Centers)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title V, Part B, Subpart 2</b> (Rural and Low-Income School Program)	<input type="checkbox"/>	<input type="checkbox"/>
<b>IDEA, Part B</b> (Individuals with Disabilities Education Act)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Perkins V</b> (Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act)	<input type="checkbox"/>	<input type="checkbox"/>

**Superintendent/Charter School Administrator Contact Information:**

Local Education Agency (LEA): \_\_\_\_\_ SAU Number: \_\_\_\_\_

Superintendent/Charter School Administrator Contact Name: \_\_\_\_\_

Superintendent/Charter School Administrator Contact Phone: \_\_\_\_\_

Superintendent/Charter School Administrator Contact Phone Email: \_\_\_\_\_

Local Education Agencies (LEAs) must submit a signed copy of these Grant Assurances to the NHED prior to receiving formula funds for grants awarded under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA) and Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act. By signing these Grant Assurances, the LEA assures that it will accept and administer these formula funds in accordance with all applicable Federal and State statutes and regulations.

As the Superintendent/Charter School Administrator you must carefully review and sign each funding source that you will be accepting for the 2023-2024 SY. There is a signature field for Title III certification and one signature block at the end of the document Assurances that must be signed. Once the document is fully executed it needs to be emailed to [ESEAAssurances@doe.nh.gov](mailto:ESEAAssurances@doe.nh.gov) and uploaded to the LEA homepage of the online Grants Management System (GMS) no later than May 5, 2023. The NHED ESEA team will review and subsequently approve/return the document if it is/is not fully executed. **ESEA grants will not be substantially approved until the LEA has a fully executed and approved ESEA Program Assurances document on file with NHED.**

At the end of this document, you will find the General Education Provisions Act (GEPA) Section 427 which requires each LEA applying for federal funds to include in its application a description of the steps the LEA proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from access to, or participation in, the federally funded projects or activities.

**Each LEA accepting federal grants must include a description of how it will ensure equitable access for students and teachers to participate in federally assisted programs.** Please provide a clear and succinct description of how you plan to address those barriers that are applicable to the LEA's circumstances.

Please remember that Program Assurances are reviewed and signed by you, the Superintendent/Charter School Administrator, as a way of indicating your agreement with the laws and regulations specific to certain grant types. The assurances below are not all-inclusive as to the entire scope of requirements for the LEA. Superintendents/Charter School Administrators are responsible for understanding all requirements of the grants they receive.

### **The Process:**

Please read each step carefully:

1. The Superintendent/Charter School Administrator indicates which federal program(s) in which the LEA is accepting funds for the 2023-2024 SY and provides their contact information.
2. The Superintendent/Charter School Administrator carefully reviews the assurances for each federal program in which the LEA is participating and consults with the LEA School Board/Board of Trustees about the assurances.
3. The Superintendent/Charter School Administrator signs and dates the bottom of the Program Assurance document.
4. **All** Superintendent/Charter School Administrators (or designee) must complete the GEPA section.
5. The assurances must then be emailed to [ESEAAssurances@doe.nh.gov](mailto:ESEAAssurances@doe.nh.gov) and uploaded to the LEA Homepage of the online Grants Management System (GMS) by May 5, 2023.

Please contact your NHED program manager if you have any questions.

## **Section A: Assurances for ESEA - Title I, Part A**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title I, Part A the LEA will:**

### **A-1 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES**

Use federal funds received under this part only to supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of students participating in programs assisted under Title I, and not to supplant such funds. *Section 1118(b).*

Under ESEA, LEAs must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all of the state and local money it would receive if it did not participate in the Title I program. This should expand Title I's spending options. Title I costs must still be allowable and must still support eligible students among other requirements.

### **A-2 MEET COMPARABILITY OF SERVICES REQUIREMENTS**

Ensure compliance with all comparability requirements, including establishing and implementing on a grade-span by grade-span basis or a school-by-school basis: (a) a local educational agency-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. *Section 1118(c).*

### **A-3 INFORM SCHOOLS ABOUT SCHOOL-WIDE PROGRAM OPTIONS AND PROVIDE TECHNICAL ASSISTANCE TO SCHOOL-WIDE PROGRAMS**

Inform eligible schools (40% poverty and above) and parents of schools with program authority and the ability of such schools to consolidate funds from federal, state, and local sources under *Section 1114.*

Provide technical assistance and support to school-wide programs, including a one-year planning period (exceptions provided in *Section 1114 (b)(1)*), in consultation with stakeholders described in *Section 1114(b)(2)* resulting in a written plan that addresses the required components pursuant to *Section 1114.*

### **A-4 PROVIDE SERVICES TO ELIGIBLE STUDENTS IN TARGETED ASSISTANCE SCHOOLS**

Provide supplementary services to educationally disadvantaged students in Title I schools. Eligible students are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria, pursuant to *Section 1115.*

### **A-5 PROVIDE ASSISTANCE TO SCHOOLS TO CLOSE THE ACHIEVEMENT GAP**

Ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. *Section 1112(b).*

**A-6 ENSURE QUALIFIED AND EFFECTIVE EDUCATORS IN ALL LEA SCHOOLS**

Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that students from low-income families and minority students are not taught at higher rates than other students by unqualified, out-of-field, or beginning educators. *Section 1111(g)(1)(B).*

Ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *Section 1111(g)(2)(J).*

At the beginning of each school year, the LEA receiving funds under this Part shall notify the parent(s) of each student attending any school receiving funds under this Part that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (I) Whether the students' teacher (I) has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and, (III) is teaching in the field of discipline of the certification of the teacher. *Section 1112(e)(1).*

**A-7 USE INTERVENTIONS THAT IMPROVE OUTCOMES FOR STUDENTS**

Take into account the strength of the evidence when selecting curricula and relevant interventions, identifying supports, services, and interventions that are likely to be effective for improving student outcomes. Title I, Section 1003 requires the use of evidence-based interventions that meet higher levels of evidence for schools identified for Comprehensive or Targeted Support and Improvement. *Section 1003(d)(1)(A) and Section 8101(21)(A).*

**A-8 ASSIST SCHOOLS TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Develop and maintain a written policy on parent and family engagement that work in consultation with schools as they develop and implement their plans for activities under *Section 1116*. Parents shall be notified of this policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. *Section 1116(b)(1).*

Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this Part consistent with this Section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the LEA's expectations and objectives for meaningful parent and family involvement. *Section 1116(a)(1-2).*

**A-9 ALIGN EARLY CHILDHOOD SERVICES WITH HEAD START STANDARDS**

In the case of an LEA that chooses to use funds under this Part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under *Section 641A(a)* of the Head Start Act (*42 USC §9836a(a)*). *Section 1112(c)(7).*

**A-10 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS:**

Provide, after timely and meaningful consultation with private school officials, equitable services to eligible students attending private elementary and secondary schools in accordance with *Section 1117*.

The LEA must consult with each non-public school about the Title I, Part A grant. The LEA must maintain a written record of the consultation in its records and provide a copy to the SEA by emailing [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

**A-11 IMPLEMENT THE STATEWIDE ASSESSMENT PROGRAM AND USE ASSESSMENT RESULTS TO REVIEW AND ASSESS PROGRESS:**

Comply with the statewide assessment program requirements under *Section 1111 (b)(2)* or Innovative Assessment and Accountability Demonstration Authority under *Section 1204(b)(1)*, (i.e. Performance Assessment for Competency Education). Use the results of the statewide assessment and other measures or indicators available to the LEA, to review annually the progress of each school served by the LEA and receiving funds under this Part. In addition, make widely available through public means (includes posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA for each grade level served, information on each assessment required by the State to comply with *Section 1111*, other assessments required by the State, and where such information is available and feasible to report on other assessments required by the LEA, including: (i) subject matter assessed; (ii) the purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available: (a) the amount of time students will spend taking the assessment and the schedule of the assessment, and (b) the time and format for disseminating results.

**A-12 PARTICIPATE IN THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP), GRADES 4 and 8, READING AND MATHEMATICS:**

Participate, if selected, in NAEP for reading and mathematics in grades 4 and 8 carried out under *Section 303(b)(3)* of the NAEP Authorization Act (*20 USC SEC 9622(b)(3)*).

**A-13 PROVIDE TIMELY STUDENT REPORTS TO PARENTS AND TEACHERS**

Ensure that the results from the statewide academic assessments required under *Section 1111(b)(2)* and *Section 1204(b)(1)* will be provided to parents and teachers as soon as practicable after the assessment is taken, in an understandable and uniform format and, to the extent feasible, in a language that the parents can understand.

**A-14 PUBLICLY DISSEMINATE ANNUAL LEA AND SCHOOL REPORT CARDS**

Disseminate LEA and school report cards containing, at a minimum, information on teacher quality, assessment, and school and LEA accountability to all schools in the LEA and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand, and make the information available through public means. *Section 1111(h)(2)*.

**A-15 COORDINATE WITH OTHER EDUCATIONAL SERVICES**

Coordinate and integrate services provided under this Part with other educational services at the LEA or individual school level, such as services for English Learners, children with disabilities, migratory children, American Indian, Alaska Native, and the Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

In compliance with *Section 1112*, coordinate and integrate services with other programs under this Act (including Title I, Part C, Title II, Title III, etc.), the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the McKinney-Vento Homeless Assistance Act, the Head Start Act, the Adult Education and Family Literacy Act, and other Acts, as appropriate. Equity of services will be met for disadvantaged students, to include:

- Selecting migratory children who are eligible to receive services on the same basis as other children who are selected to receive services;
- Conducting outreach to identify homeless children and youth and working in consultation with shelters and other community agencies to identify and remove barriers to enrollment;
- Assuring space is available in Title I programs for students in foster care, homeless children and youth, and that homeless students are eligible for Title I services by virtue of their homelessness.
- Complying with the requirements of Immigrant Data Collection Survey located in the NH DOE Education Statistics System on an annual basis to ensure appropriate services are provided to English language learners; and
- If the LEA uses Title I or Title III funds to provide a language instruction educational program as determined under Title III, the LEA must comply and coordinate parent services for English learners as outlined in *Section 1112(3)(A-D)*.

**A-16 ENSURE THE EDUCATIONAL STABILITY OF STUDENTS IN FOSTER CARE**

Enroll foster youth or allow the foster youth to remain in their school of origin, unless a determination is made that it is not in the child's best interest to attend that school. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child was enrolled at the time of placement. *Section 1111(g)(1)(E)(i)*.

Ensure that if a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school when if the child is unable to produce records normally required for enrollment. *Section 1111(g)(1)(E)(ii)*.

LEAs will immediately contact the school of origin to obtain relevant academic and other records. *Section 1111(g)(1)(E)(iii)*.

Develop and implement clear written procedures governing transportation for students in foster care in their school of origin when in their best interest. The procedure will be provided, arranged, and funded for the duration of their time in foster care, and ensure that students promptly receive that transportation. The transportation procedure must describe how this requirement will be met in the event of a dispute regarding which agency or agencies (LEA, multiple LEAs or child welfare agency) will pay any additional costs incurred in providing transportation and must describe which agency or agencies will initially pay the additional costs so that transportation is provided promptly during the pendency of the dispute. *Section 1112(c)(5); 34 Code of Federal Regulations §299.13(c)(1)(ii)*.

Designate a point of contact (POC) if the corresponding child welfare agency notifies the LEA in writing that it has designated an employee to serve as a POC for the LEA. *Section 1111(g)(1)(E)(iv)*.

**A-17 COORDINATION REQUIREMENTS:**

Coordinate activities described under Section 1119 (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities, i.e., systematic procedures for receiving records of preschool children, communication, parent and



family engagement, teachers and Head Start to discuss needs of children, joint transition-related training and linking LEA educational services with Head Start agencies. *Section 1119.*

**A-18 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS**

Reserve Title I, Part A funds as necessary to provide comparable services to homeless children and youth that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children and youth in public schools, shelters and other locations where children may live (institutions for neglected children and, where appropriate, local institutions such as local community day school programs). This reservation requirement is not formula driven. The method of determination of such funds shall be determined as follows:

- Based on the total allocation received by the LEA; and,
- Prior to any allowable expenditure or transfers by the LEA. *Section 1113(c)(3)(A).*

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## **Section B: Assurances for ESEA - Title II, Part A**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title II, Part A the LEA will:**

### **B-1 ENGAGE IN CONSULTATION AND USE DATA**

Use data (*Section 2102(b)(2)(D)*) and ongoing consultation described in *Section 2102(b)(3)* to continually update and improve activities supported under this Part.

### **B-2 TARGET FUNDS TO NEEDIEST SCHOOLS**

Target funds to schools within the jurisdiction of the LEA that are implementing comprehensive support and improvement activities under *Section 1111(d)* and have the highest percentage of low income children counted under *Section 1124(c)*. *Section 2102(c)*

### **B-3 ENSURE PRIVATE SCHOOL PARTICIPATION**

Comply with *Section 8501* regarding equitable participation by private school teachers in professional development activities. Provide for the equitable participation of private school teachers, and other educational personnel in private schools, and engage in meaningful consultation, in a timely manner, with private school officials during the design and development of their Title II, Part A program. *Section 2102(b)(2)(E)*.

The LEA must consult with each non-public school about the Title II, Part A grant. The LEA must maintain a written record of this consultation, its results and provide a copy of the SEA by emailing [ESAIinformation@doe.nh.gov](mailto:ESAIinformation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

### **B-4 PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES**

Ensure that all professional development activities provided are evidenced-based and intended to improve the subject matter knowledge and the teaching and leadership skills of teachers, principals, and administrators and, in appropriate cases, paraprofessionals, and coordinated with professional development activities authorized under this Part with professional development activities provided through other Federal, State, and local programs. *Section 2102(b)(2)(F)*.

### **B-5 SUPPLEMENT, NOT SUPPLANT**

Ensure that Title II, Part A funds shall only be used to supplement, and not supplant, non-federal State and local funds that would otherwise be used for activities authorized under Title II, Part A. *Section 2301*.

## **Section C: Assurances for ESEA - Title III, Part A**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title III, Part A the LEA will:**

### **C-1 CONSULT WITH OTHERS ON PLAN DEVELOPMENT**

Assure consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. *Section 3116(b)(4)(C).*

### **C-2 ASSESS ENGLISH PROFICIENCY ANNUALLY**

Assess annually the English proficiency of all English learners participating in a program funded under Title III, consistent with *Section 1111(b)(2)(B)* and *(G)*. *Section 3113(b)(3)(A)* and *(B)*.

### **C-3 USE EFFECTIVE APPROACHES AND METHODOLOGIES**

Use effective approaches and methodologies for teaching English learners and immigrant children and youth to: 1) develop and implement new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs, 2) carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, 3) implement, within an individual school, school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth, 4) implement within the entire jurisdiction of a local educational agency agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth. *Section 3115(a)(1-4).*

### **C-4 COMPLY WITH PRIVATE SCHOOL PARTICIPATION REQUIREMENTS**

After timely and meaningful consultation with appropriate private school officials, provide to children who are enrolled in private elementary and secondary schools in areas served by such agency, consortium, or entity and to their teachers or other educational personnel, on an equitable basis, educational services or other benefits that address their needs under Title III the program. *Section 8501.*

The LEA must consult with each non-public school about the Title III, Part A grant. The LEA must maintain a written record of the consultation in its records and provide a copy to the SEA by emailing [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

### **C-5 ASSESS ENGLISH LEARNERS IN ENGLISH**

Comply with the requirement in *Section 1111(b)(2)(B)(ix)* regarding assessment of English learners in English. *Section 3113(b)(3)(A).*

### **C-6 BE IN COMPLIANCE WITH STATE LAWS**

Assure, by signing in this section, that the LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners (EL), consistent with *Sections 3125 and 3126. Section 3116(b)(4)(B).*

- C-7 USE TITLE III FUNDS TO ONLY SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES**  
Use Title III funds in order to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learner and Immigrant children and youth, and in no way supplant such Federal, State, and local public funds. *Section 3115(g).*
  
- C-8 USE OF FUNDS**  
Use Title III funds to increase the English language proficiency of English learners, provide effective professional development, and implement effective parent, family, and community engagement activities and strategies that enhance or supplement language instruction educational programs for ELs. *Section 3115(c).*
  
- C-9 SELECT METHODS OF EFFECTIVE INSTRUCTION**  
Select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards. *Section 3115(f)(1)*
  
- C-10 COMPLY WITH PARENT REQUESTS FOR INFORMATION ABOUT STAFF EDUCATING THEIR CHILDREN**  
Ensure that each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year. *Section 3116(b)(4)(A).*
  
- C-11 COORDINATE WITH LOCAL HEAD START AND EARLY HEAD START**  
Coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies (including migrant and seasonal Head Start agencies) and other early childhood education providers. *Section 3116(b)(4)(D).*
  
- C-12 USE OF IMMIGRANT STUDENT ASSISTANCE FUNDS**  
Understand that by accepting Title III Immigrant Student Assistance funds, if applicable, to use these funds to support activities that provide enhanced instructional opportunities for immigrant children and youth and agree to comply with all associated program requirements. *Section 3115(e).*
  
- C-13 REPORT ON A BIENNIAL BASIS**  
Ensure that at the conclusion of every second fiscal year during which the subgrant is received, the LEA provides the Department of Elementary and Secondary Education (DESE) with a report in the form prescribed by the DESE, on the activities conducted and children served as described in *Section 3121*. ESSA, Title III, *Section 3121(a).*

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<b>Title III</b>	
<b>LEA CERTIFICATION ON TEACHERS' FLUENCY IN ENGLISH</b>	
I certify that all teachers in any language instruction educational program for English learners that is, or will be, funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. <i>Section 3116(c).</i>	
<b>Signature of the Superintendent / Charter School Administrator</b>	<b>Date</b>

## **Section D: Assurances for ESEA - Title IV, Part A**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title IV, Part A the LEA will:**

### **D-1 UNDERSTAND THE PURPOSE OF THE TITLE IV, PART A PROGRAM [ESSA SECTION 4101]**

The purpose of the Title IV-A Program is to improve students' academic achievement by increasing the capacity of the LEA schools, and local communities to:

- (1) provide all students with access to a well-rounded education;
- (2) improve school conditions for student learning; and
- (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

### **D-2 PRIORITIZE THE DISTRIBUTION OF FUNDS TO MOST IN NEED SCHOOLS OR STUDENT POPULATIONS [ESSA SECTION 4106 (e)(2)(A)]**

The LEA, or consortium of LEAs, shall assure they prioritize the distribution of Title IV, Part A funds to schools that:

- (a) are among the schools with the greatest need (as determined by the LEA);
- (b) have the highest percentages of low-income students;
- (c) are identified for comprehensive support and improvement;
- (d) have consistently underperforming subgroups;
- (e) are identified as a persistently dangerous public elementary school or secondary school under Section 8532.

### **D-3 DEVELOP AN APPLICATION THROUGH CONSULTATION WITH A TITLE IV-A STAKEHOLDER TEAM [ESSA SECTION 4105 (c)]**

An LEA, or consortium of LEAs, shall develop its application through consultation with a Title IV-A Stakeholder Team that includes representatives from a variety of stakeholder groups. The Stakeholder Team should include, but not be limited to, parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, private school leaders who participate in equitable services, other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV-A.

### **D-4 PRIORITIZE ACTIVITIES IN THE APPLICATION ON NEED AND CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT, IF NECESSARY [ESSA SECTION 4106 (d)]**

The Stakeholder Team of an LEA, or consortium of LEAs, shall prioritize the needs based on an assessment of for improvement of—

- (a) access to, and opportunities for, a well-rounded education for all students;
- (b) school conditions for student learning in order to create a healthy and safe school environment; and
- (c) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

**Exception:** A local educational agency receiving an allocation under section 4105(a) in amount that is less than \$30,000 shall not be required to conduct a comprehensive needs assessment.

**Frequency of Needs Assessment:** Each LEA, or consortium of LEAs, shall conduct a needs assessment described above at least once every 3 years.

**D-5 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS [ESSA SECTION 4106 (e)(2)(B)]**

The LEA will provide, after timely, meaningful, and continued consultation with private, nonprofit (ESSA Section 8101) school officials, equitable services to eligible students attending private, nonprofit elementary and secondary schools in accordance with Section 8501.

The LEA must consult with each non-public school about the Title IV, Part A grant, and include representation on their Stakeholder Team. The LEA must maintain a written records of consultation and participation in its records and provide a copy of the initial consultation to the SEA by emailing [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

**D-6 USE TITLE IV, PART A FUNDS FOR STUDENT SUPPORT AND ACADEMIC ENRICHMENT [ESSA SECTION 4106 (e)(2)]**

The LEA will assure that one of these conditions shall apply:

(1) If the LEA, or consortium of LEAs, receives a Title IV-A allocation in an amount less than \$30,000, shall be required to develop activities that support at least one of the three Title IV-A Program areas. [ESSA Section 4106 (f)]

(2) If the LEA, or consortium of LEAs, receives a Title IV-A allocation greater than \$30,000, the LEA shall be required to develop activities that support at least one of the three Title IV-A Program areas, in the following proportion:

- use not less than 20 percent of funds received under Title IV-A to support one or more of the activities authorized under section 4107; activities to support well-rounded educational opportunities. [ESSA Section 4106 (e)(2)(C)]
- use not less than 20 percent of funds received under Title IV-A to support one or more of the activities authorized under section 4108; activities to support safe and healthy students. [ESSA Section 4106 (e)(2)(D)]
- use a portion of funds received under Title IV-A to support one or more activities authorized under section 4109(a), but will not use more than 15% of funds for this program area to purchase technology infrastructure to support the effective use of technology, according to section 4109(b). [ESSA Section 4106 (e)(2)(E)]

**D-7 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES [ESSA SECTION 4110]**

The LEA will use Title IV, Part A funds only to supplement, not supplant, non-Federal funds that would otherwise be used for activities that are authorized under Title IV, Part A, but are either state/locally required or have been previously funded through state or local budgets.

**D-8 ANNUAL REPORTING TO THE STATE [ESSA SECTION 4104]**

The LEA will annually report to the State for inclusion in the report described in Section 4104(a)(2) how funds are being used under Title IV-A, including the degree to which the LEA has made progress toward meeting the objectives and outcomes of their activities as described in 4106(e)(1)(E).

## **Section E: Assurances for ESEA - Title IV, Part B**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title IV, Part B the LEA will:**

**E-1** Operate all Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) programs in a

manner that will maximize the program's impact on the academic performance of the participating students. Programs will provide a breadth of activities and services that offer opportunities for students to learn new skills, develop creative ways to approach challenges and achieve academic success (ESEA Section 4204(b)(2)(J)).

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. Lesson and/or unit plans for academic enrichment activities will be required. Each student in the program must be offered the full breadth of programming each week (ESEA Section 4204(b)(2)(B), ESEA Section 4205(a) and ESEA Section 4204(a)(2)).

Services and benefits provided must be secular, neutral and non-ideological. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship or prayer. Faith-based organizations (FBOs) may offer such practices, but not as part of the program receiving federal assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. (21 CFR 3474.15).

**E-2** Implement activities based on evidence-based research. The authorizing statute provides measures of effectiveness to guide applicants in successfully identifying and implementing programs and activities that can demonstrate student learning, one of which includes activities based on evidence-based research. The programs or activities must be based in research that shows that the students will meet challenging state academic standards (ESEA Section 4204(b)(2)(E)).

**E-3** Use 21<sup>st</sup> CCLC funds to increase the level of state, local and/or other nonfederal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds (ESEA Section 4204(b)(2)(G)). Programs must also coordinate Federal, State, and local programs to make the most effective use of resources (ESEA Section 4204(b)(2)(C)). Programs are prohibited from using 21<sup>st</sup> CCLC funds to pay for existing levels of service; rather, grant funds must supplement, not supplant, existing services. Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within a local education agency (LEA)/ community-based organization (CBO) that has a 21<sup>st</sup> CCLC grant.

**E-4** Will provide program facility(ies) that are as available and accessible to participants as the students' local school. The facility(ies) has/have sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating facility, safe recreational area and study area. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home (ESEA Section 4204(b)(2)(A)(ii)). The program will take place in a safe and easily accessible facility (ESEA Section 4204(b)(2)(A)(i)).

- E-5** Will provide nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. Depending on when the 21<sup>st</sup> CCLC program operates, a supplemental snack and/or meal must be offered to each student, each day. Students shall not be charged for costs associated with supplemental snacks/meals. Documentation of meeting supplemental snack/meal requirements is required and may be subject to monitoring. (7 CFR 210.10 and 7 CFR 210.9(c)(1-8)).
- E-6** Offer children with special needs the same opportunities as children in the general population in accordance with state and federal laws. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21<sup>st</sup> CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. Description of services to students with special needs shall be documented and may be subject to monitoring (GEPA 427 General Educational Provisions Act).
- E-7** In accordance with ESEA SEC 4201(a)(3), 21<sup>st</sup> CCLC programs are required to offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. For purposes of this program, the term family includes parents, caregivers, guardians, and other family members such as grandparents, who act in the stead of parents. A minimum of three (3) meaningful family engagement activities will occur throughout the year. Programming will be designed to provide adult family members with the tools necessary to support their student's academic achievement goals.
- E-8** Have a professional development plan that is responsive to the needs of staff and identifies the professional development activities for staff relative to program activities. Conferences and trainings will be linked to the 21<sup>st</sup> CCLC funding purpose. 21<sup>st</sup> CCLC orientation/professional development and evidence of staff training shall be documented, uploaded to Cayen systems and may be subject to monitoring (ESEA Section 4203(a)(6)). In accordance with ESEA Section 4204(b)(2)(M), if the program plans to use volunteers in activities carried out through the community learning center, a description is needed of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers.
- E-9** Have partners to help coordinate the use of resources and implement components of programming that are not paid for with 21<sup>st</sup> CCLC funds. Partnerships through public and private community agencies will be developed to help carry out the activities identified in the needs assessment and in the development of a well-rounded community learning center that offers diversity in programming. In accordance with ESEA Section 4204(b)(2)(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity needs to be established prior to entering into a relationship with any entity. Funded 21<sup>st</sup> CCLC programs will complete a memorandum of understanding (MOU) as a formal agreement between all relationships with a partner/contractor, as described in 2 CFR Part 200.331 and maintain documentation to support that the partnership is completed prior to engaging the outside entity.
- E-10** According to ESEA, Section 4204(b)(2)(D), the 21<sup>st</sup> CCLC program will document that it was developed and implemented in active collaboration with the school district attended by the participating students. Adequate communication between the 21<sup>st</sup> CCLC program staff and the



students' regular school day teachers, school administrators and family members is critical to ensure student needs are addressed in the 21<sup>st</sup> CCLC program. **The agency has a written MOU with the school district stating how pertinent student data will be shared from the school district to the 21<sup>st</sup> CCLC program and how these groups will share information about the needs and performance of 21<sup>st</sup> CCLC students.** The written MOU will also include how the regular school lessons will be identified and reinforced during the 21<sup>st</sup> CCLC program.

- E-11** In accordance with ESEA Sec. 4204(b)(2)(K), have at least a preliminary plan for how the 21<sup>st</sup> CCLC program will continue after funding ends. Program will plan to sustain their 21<sup>st</sup> CCLC program by building partnerships and collaborating with other school and community agencies to build support for resources needed to sustain the program. Must demonstrate how the proposed program will coordinate federal, state and local programs and make the most effective use of public resources. Establish a written plan to be disseminated through community outreach and engagement strategy that communicates the benefits of the program and persuades community leaders and entities to provide in-kind and/or financial support to sustain and expand access to community learning centers to low-income students (ESEA Section 4204 (b)(2)(C)).
- E-12** Establish a local 21<sup>st</sup> CCLC Advisory Board comprised of students, teachers, parents and members of community agencies and businesses. The agency will collect and maintain documentation of board meetings, such as minutes and attendance lists. The Advisory Board will consider such topics as program needs and concerns, operations and sustainability. The Advisory Board will include **at least one parent and one student (if the program is serving middle or high school students) and take place a minimum of three (3) times per school year.** Documentation of 21<sup>st</sup> CCLC advisory board meetings are required to be uploaded to Cayen system and may be subject to monitoring.
- E-13** Manage property acquired (e.g., computers, classroom desks, table) under the 21<sup>st</sup> CCLC program in accordance with Federal regulations. Equipment and supplies will remain within the appropriate facility for continued use in the 21<sup>st</sup> CCLC program after the funding period has expired. If the 21<sup>st</sup> CCLC program at the facility (if it is not maintained for federal funding expires, all equipment and supplies will be used and/or distributed in accordance 2 CFR 200.313 and 2 CFR 200.314.
- E-14** Fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the NHED and/or authorized representatives. The subrecipient agrees to participate in all statewide evaluation activities (e.g., cooperate with site visits, cooperate with the quality improvement evaluation process, responding to data requests, submitting accurate and on time data). The subrecipient will submit all required data and reports, as required and/or requested, to the NHED and the US Department of Education (USED) (ESEA Section 4203(A)(14)).
- E-15** Ensure that all procedures and regulations for health, fire, safety, pick-ups, parental/guardian consents, transportation, field trips, food, medical and other emergency procedures, etc. will be clearly listed and widely disseminated, and that they will conform to applicable local and state practices/standards (ESEA Section 4204(b)(2)(iii)).
- E-16** Provide a timely and meaningful consultation with private school officials, providing equitable services to eligible students attending private elementary and secondary schools. The subrecipient must consult with each non-public school about the 21<sup>st</sup> CCLC grant. Consultation to private schools must be completed on an annual basis with the required Equitable Services Affirmation document by emailing [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS) by June 30<sup>th</sup> prior to the start of each fiscal year, throughout the five (5) year grant cycle, in order for the grant to be approved to expend funds in the upcoming fiscal year. The applicant shall give the appropriate

representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section. (Title IX, Part E Uniform Provisions, Subpart 1, Section 9501).

- E-17** The 21<sup>st</sup> CCLC program will target students who primarily attend schools with eligible programs under ESEA Section 1114, 1111, 1115 and 1113 and the families of such students (ESEA Section. 4204(b)(2)(F), ESEA Section. 4203(a)(3) and ESEA Section 4204(i)(1)(A)(i)).
- E-18** Agree that the NHED 21<sup>st</sup> CCLC Program Office shall periodically review the progress made on the activities and deliverables listed. If the subrecipient fails to meet and comply with the activities/deliverables (example: daily attendance numbers, amount of days and time of operation, required reporting, required submission of information, proposed activities and/or proposed goals/objectives) or to make appropriate progress on the activities and/or towards the development of the program, and they are not resolved within four (4) weeks of notification, the 21<sup>st</sup> CCLC Program Office will (1) approve a reduced payment, (2) request the applicant redo the work and/or (3) terminate the project (2 CFR 200.339).

Copy

## **Section F: Assurances for ESEA - Title V, Part B, Subpart 2**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title V, Part A, Subpart 2 the LEA will:**

### **F-1 USE FEDERAL FUNDS FOR AUTHORIZED ACTIVITIES**

Use Title V, Part A, Subpart 2 funds only for the following:

- (1) Activities authorized under part A of title I.
- (2) Activities authorized under part A of title II.
- (3) Activities authorized under title III.
- (4) Activities authorized under part A of title IV.
- (5) Parental involvement activities. *Section 5222.*

### **F-2 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES**

Use Title V, Part A, Subpart 2 funds only to supplement, not supplant, non-Federal funds that would otherwise be used for Title V, Part A, Subpart 2 activities. *Section 5232.*

**Copy**

## SECTION G: ASSURANCES FOR IDEA, Part B

All Sections cited are from the Individuals with Disabilities Education Act as amended by P.L. 108-446, and the IDEA Regulations (34 CFR §300.201 through §300.213) unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in IDEA, Part B the LEA will:

**G-1. Assure that the LEA meets each of the conditions in 34 CFR §300.201 through §300.213, including:**

### **§300.201 Consistency with State policies.**

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under Sec. 300.101 through 300.163, and Sec. 300.165 through 300.174. (Authority: 20 U.S.C. 1413(a)(1))

### **§300.202 Use of amounts.**

(a) General. Amounts provided to the LEA under Part B of the Act--

- (1) Must be expended in accordance with the applicable provisions of this part;
- (2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and
- (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) Excess cost requirement.

(1) General.

(i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children of these ages. However, the LEA must comply with the non-supplanting and other requirements of this part in providing the education and services for these children.

(2) (i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of excess costs in Sec. 300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with Sec. 300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in Sec. 300.16 in those agencies for elementary or secondary school students, as the case may be. (Authority: 20 U.S.C. 1413(a)(2)(A))

### **§300.203 Maintenance of effort.**

(a) *Eligibility standard.* (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

- (i) Local funds only;

- (ii) The combination of State and local funds;
  - (iii) Local funds only on a per capita basis; or
  - (iv) The combination of State and local funds on a per capita basis.
- (2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§ 300.204 and 300.205 that the LEA:
- (i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and
  - (ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.
- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.
- (b) *Compliance standard.* (1) Except as provided in §§ 300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.
- (2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§ 300.204 and 300.205:
- (i) Local funds only;
  - (ii) The combination of State and local funds;
  - (iii) Local funds only on a per capita basis; or
  - (iv) The combination of State and local funds on a per capita basis.
- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.
- (c) *Subsequent year.* (1) If, in the fiscal year beginning on or after July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of § 300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.
- (2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.
- (3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.
- (d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the

amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower. (Approved by the Office of Management and Budget under control number 1820-0600) (*Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014)*)

**§ 300.204 Exception to maintenance of effort.**

Notwithstanding the restriction in Sec. 300.203(a), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

- (a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
  - (b) A decrease in the enrollment of children with disabilities.
  - (c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child--
    - (1) Has left the jurisdiction of the agency;
    - (2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
    - (3) No longer needs the program of special education.
  - (d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
  - (e) The assumption of cost by the high cost fund operated by the SEA under Sec. 300.704(c).
- (*Authority: 20 U.S.C. 1413(a)(2)(B)*)

**§ 300.205 Adjustment to local fiscal efforts in certain fiscal years.**

- (a) Amount of excess. Notwithstanding Sec. 300.203(a)(2) and (b) and Sec. 300.203(a), and except as provided in paragraph (c) of this section and Sec. 300.230(a)(2), for any fiscal year for which the allocation received by the LEA under Sec. 300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by Sec. 300.203(a) by not more than 50 percent of the amount of that excess.
- (b) Use of amounts to carry out activities under ESEA as amended by ESSA. If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA as amended by ESEA regardless of whether the LEA is using funds under the ESEA as amended by ESSA for those activities.
- (c) State prohibition. Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.
- (d) Special rule. The amount of funds expended by an LEA for early intervening services under Sec. 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section. (*Authority: 20 U.S.C. 1413(a)(2)(C)*)

**§ 300.206 Schoolwide programs under Title I of the ESEA as amended by ESSA.**

- (a) General. Notwithstanding the provisions of Sec. Sec. 300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA as amended by ESSA, except that the amount used in any schoolwide program may not exceed--
  - (1) (i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by
  - (ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

- (2) The number of children with disabilities participating in the schoolwide program.
- (b) Funding conditions. The funds described in paragraph (a) of this section are subject to the following conditions:
- (1) The funds must be considered as Federal Part B funds for purposes of the calculations required by Sec. 300.202(a)(2) and (a)(3).
- (2) The funds may be used without regard to the requirements of Sec. 300.202(a)(1).
- (c) Meeting other Part B requirements. Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools--
- (1) Receive services in accordance with a properly developed IEP; and
- (2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act. (*Authority: 20 U.S.C. 1413(a)(2)(D)*)

**§300.207 Personnel development.**

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of Sec. 300.156 (related to personnel qualifications) and section 2122 of the ESEA as amended by ESSA. (*Authority: 20 U.S.C. 1413(a)(3)*)

**§300.208 Permissive use of funds.**

- (a) Uses. Notwithstanding Sec. Sec. 300.202, 300.203(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:
- (1) Services and aids that also benefit nondisabled children. For the costs of special education and related services and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from the services.
- (2) Early intervening services. To develop an implementation coordinator, early intervening educational services in accordance with Sec. 300.216.
- (3) High cost special education and related services. To establish and implement cost or risk sharing funds, consistent with the cooperation of the LEA and 1611 for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.
- (b) Administrative case management. An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities, that is needed for the implementation of those case management activities. (*Authority: 20 U.S.C. 1413(a)(4)*)

**§300.209 Treatment of charter schools and their students.**

- (a) Rights of children with disabilities. Children with disabilities who attend public charter schools and their parents retain all rights under this part.
- (b) Charter schools that are public schools of the LEA.
- (1) In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must--
- (i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and
- (ii) Provide funds under Part B of the Act to those charter schools--
- (A) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under Sec. 300.705 and includes other public schools--

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section. *(Authority: 20 U.S.C. 1413(a)(5))*

**§300.210 Purchase of instructional materials.**

(a) General. Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under Sec. 300.172.

(b) Rights of LEA.

(1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in Sec. 300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner. *(Authority: 20 U.S.C. 1413(a)(6))*

**§300.211 Information for SEA.**

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to Sec. 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act. *(Authority: 20 U.S.C. 1413(a)(7))*

**§300.212 Public information.**

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act. *(Authority: 20 U.S.C. 1413(a)(8))*

**§300.213 Records regarding migratory children with disabilities.**

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA as amended by ESSA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. *(Authority: 20 U.S.C. 1413(a)(9))*

**G-2 PRIVATE SCHOOL PARTICIPATION**

Provide for services on behalf of students with disabilities enrolled in private schools as required by IDEA. *(Authority: 20 U.S.C. 1412(a)(10)).*

**G-3. IEP SERVICES CONSISTENT WITH LAW**

Provide all services specified in eligible students' accepted individualized education programs (IEPs) consistent with the requirements of state and federal special education law and regulations. *(Authority: 20 U.S.C. 1414(d); NH PART Ed1109).*



## **Section H: Assurances for the Strengthening Career and Technical Education for 21<sup>st</sup> Century Act (Perkins V).**

*All Sections cited are from the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act P.L. 115-224, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in the Strengthening Career and Technical Education for 21st Century Act, the LEA will:**

- H-1 Administer each program, service or activity covered by the LEA local application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for 21<sup>st</sup> Century Act and in accordance with *Section 135 Local Uses of Funds*.
- H-2 Be in compliance with *Executive Order 12246; Title VI of the Civil Rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act* and any other federal or state laws, regulations and policies which apply to the operation of the programs.
- H-3 Comply with the requirement of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (*Section 122(d)(13)(A)*).
- H-4 Not to expend funds under the Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any employee of the acquiring entity, or any organization associated with such employee. (*Section 122(d)(13)(B)*).
- H-5 Comply with all reporting requirements in a timely manner and ensure that the information reported is valid, reliable, and accurate.
- H-6 Not discriminate on the basis of sex, race, color, national origin or handicap in the educational programs, services or activities being provided. (*Section 122(b)(9)(B)*).

**By signing this document, I attest I have read and understand the obligations of all the assurance statements above (Section A through H) and will ensure that the LEA complies with the assurances for the federal program(s) in which the LEA is accepting federal funds for the 2023-2024 SY. I further attest that I have provided a copy of all the assurances for the program the LEA will participate in to the LEA School Board and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA will email [ESEAAssurances@doe.nh.gov](mailto:ESEAAssurances@doe.nh.gov) and electronically attach this signed document in the online Grants Management System LEA homepage and a copy will be kept on file at the LEA.**

\_\_\_\_\_  
Superintendent/Charter School Administrator Signature

\_\_\_\_\_  
Date

# General Education Provisions Act (GEPA) Section 427 and 442 Requirements

*Please compose answers carefully and completely. Use additional pages as needed.*

Contact information for the person responsible for fulfilling GEPA requirements:

Name/Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

\_\_\_\_\_  
Superintendent/Charter School Administrator Signature

\_\_\_\_\_  
Date

## GEPA 427 General Educational Provisions Act Requirement

1. Section 427 of GEPA (20 U.S.C. 1228a), requires subrecipients to provide a description of the steps it proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including those based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

DESCRIPTION: \_\_\_\_\_

**Copy**

## GEPA 442 General Educational Provision Act Requirements

1. Section 442 of GEPA requires subrecipients to provide opportunities for the participation in, planning for, and operation of each program supported by ESEA and IDEA funds, by teachers, parents, and other interested agencies, organizations, and individuals.

**Please describe how such participation opportunities will be provided.**

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2. Section 442 of GEPA requires subrecipients applications, evaluations, plans, or reports related to each program will be made available to parents and the public.

**Please describe how such information will be made available to parents and the public.**

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Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 17

Name:	Chris Hall
Date:	04/19/23
Position:	Librarian Media Specialist
School for Position	<input checked="" type="checkbox"/> MW <input type="checkbox"/> MOH <input type="checkbox"/> MS <input type="checkbox"/> HS
Person Replacing:	Suzanne Tomaszewski
Budgeted Amount:	\$ 96,753
Recommended Step/Salary:	\$ 96,753
Interviewed By:	Misty Lowe, Maria Bowden-Gerard, Susan Leifer, Nick Bellows, Heather Spinelli, Alison Neri, Chris Milner.
# Interviewed:	4
Education:	Master of Education in Elementary Education Library Media Specialist certification (K-12) in process (expected certification, fall 2023).
Certification:	NH Experienced Educator License
Related Experience:	ORMS teacher for over 20 years. Working on completing the Library Media Specialist certification program at Plymouth State University.
Comments:	Chris is a passionate member of the ORCSD community who is excited to move to the Library Media Specialist position at Mast Way. He is a long standing member of OR who is excited about this new direction of becoming a library media specialist. Chris looks forward to supporting classroom teachers while embedding the librarians role into the general curriculum, and is eager to collaborate with our Tech Integrator and specialists.
Date: <u>4/20/23</u>	Authorized Signature: <u>MISTY LOWE</u>

**REQUIRED Attachments:**

Resume  3 Letters of Recommendation  Copy of Certification

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT  
2023 - 2024 MASTER SCHEDULE OF SCHOOL BOARD MEETINGS**

**School Board Approval - To Be Determined**

<u>DATE</u>	<u>LOCATION 7:00 pm</u>
July <u>  </u> Manifest Review Meeting (3:30 PM).....	SAU Office - Conference Room
July 19.....	Middle School Recital Hall
August 2.....	Middle School Recital Hall
August 16.....	Middle School Recital Hall
August 30 Manifest Review Meeting (3:30 PM).....	SAU Conference Room
September 7.....	Middle School Recital Hall
September 20.....	Middle School Recital Hall
October 4.....	Middle School Recital Hall
October 18.....	Mast Way Cafeteria
<b>October <u>  </u></b> ~ ½ day Budget Workshop .....	Durham Council Chambers
November 1.....	Middle School Recital Hall
November 15.....	Middle School Recital Hall
November 29 – Manifest Review Meeting (3:30 PM)...	SAU Office – Conference Room
December 6.....	Middle School Recital Hall
December 20.....	Middle School Recital Hall
January 3.....	Middle School Recital Hall
January 10 <sup>1</sup> Bond & Budget Hearing.....	Middle School Recital Hall
January 17.....	Middle School Recital Hall
January 31 – Manifest Review Meeting (3:30 PM) .....	SAU - Conference Room
February 7 – Regular Meeting .....	Middle School Recital Hall
February 6 <sup>2</sup> Annual Meeting-Session I.....	Middle School Recital Hall
<b>February <u>  </u></b> <sup>3</sup> Candidates Night .....	High School Room C120-TBD
February 21 .....	Middle School Recital Hall
March 6 - Regular Meeting .....	Middle School Recital Hall
March 12 - Annual Meeting - Session II.....	Town Voting Locations
March 20 - Regular Meeting .....	Middle School Recital Hall
April 3 .....	Middle School Recital Hall
April 17.....	Middle School Recital Hall
May 1 .....	Moharimet Cafeteria
May 15 .....	Middle School Recital Hall
May 29 – Manifest Review Meeting (3:30 PM) .....	SAU - Conference Room
June 5 .....	Middle School Recital Hall
June 19 .....	Middle School Recital Hall

<sup>1</sup> Bond hearing- snow date – January 11<sup>th</sup>

<sup>2</sup> Session I- snow date – February 8<sup>th</sup> \*Subject to change

**<sup>3</sup> Candidates** Night –Snow Date – February - TBD

**This calendar subject to change with Board action pending needs of the District**

*23-24 Board Misc.*

Policies for  
 First/Second Read/Adoption/Deletion  
**SB Meeting of**  
**May 3, 2023 - First Read**

Title	Code
<b>Policies for First Read</b>	
Graduation	IKF
Weapons on School Property and Safe Weapon Storage Education	JICI
Superintendent's Role in Negotiations	HF
<b>Policies for Second Read/Adoption - Unanimous Consent</b>	
<b>Policies for Deletion/Replacement</b>	
<b>Policies in Process</b>	
Discipline Polices to be reviewed	JIDD
Website Accessibility and Grievance	KEE

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IKF
Date of Revision: May 1, 1996; August 9, 2006 First Read to SB: September 21, 2011 Second Read/Adoption to SB: October 5, 2011 Policy Committee: October 26, 2016 School Board First Read: November 2, 2016 School Board Second Read/Adoption: February 1, 2017 <a href="#">Policy Committee Review: April 13, 2023</a> <a href="#">School Board First Read: May 3, 2023</a>	Page 1 of 1 Category: Recommended

## GRADUATION

Graduation from our public schools implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with the State of New Hampshire Code of Administrative Rules (Ed. 306.27m) standards for credit and course requirements and in accordance with their respective abilities to achieve and that they have satisfactorily passed any examinations and other requirements set by the faculty. In addition, students shall have maintained a satisfactory record of citizenship during their progression through the instructional program of the schools.

The faculty will establish their detailed requirements to agree with the goals of our schools as adopted by the board. It is expected that insofar as possible the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant ~~his/her~~ graduation according to the terms of the above paragraph.

At the beginning of the final examination period, students who are expected to earn all credits by the end of their senior year, as determined by the principal, may be allowed to participate in graduation and commencement exercises. If, after final exams, such students fall short in their credit requirements, they will not be allowed to participate in the ceremony. The deficiencies must be correctable no later than the beginning of the fall school term which immediately follows in order to receive their same year diploma. Total required credits for graduation are 22.

The staff will arrange each spring for appropriate awards and recognition programs and graduation exercises. There will be no formal graduation exercises for elementary and middle schools.

The following credit hour distributions are required for graduation and must be successfully completed to earn an Oyster River High School diploma:

English	4 credits
Social Studies	2 ½ credits
Mathematics	3 credits
Science	2 credits
Physical Education	1 credits
Health Education	½ credit
Fine <del>and Practical</del> Arts	½ credit
Economics	½ credit
Computer Science	½ credit
Electives	7.5 credits

Note: 14 of the 22 credits must be achieved in ORCSD courses. Transfer students and other accredited high school courses will be reviewed on a case-by-case basis at the discretion of the building principal or designee.

Electives – Each student shall elect the remainder of credits from among electives suited to individual needs, interests, abilities, and plans for the future.

### Cross Reference:

- IHBH,R,R1,R2 – Extended Learning Opportunities
- IHBI – Alternative Learning Plan
- IKAA – Interdisciplinary Credit Toward Graduation
- ILBAA – High School Graduation Competencies
- IMBD – High School Credit for 8 Grade Advanced Coursework

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICI
School Board Second Read/Adoption: June 15, 2011 Policy Committee: March 11, 2015 & April 8, 2015 School Board First Read: April 15, 2015 School Board Second Read/Adoption: May 6, 2015 <a href="#">Policy Committee Review: April 13, 2023</a> <a href="#">School Board First Read: May 5, 2023</a>	Page 1 of 1 Category: Priority

## **WEAPONS ON SCHOOL PROPERTY AND SAFE WEAPON STORAGE EDUCATION**

### **Weapons on School Property**

Weapons are not permitted on Oyster River Cooperative School District property, in school vehicles or at school-sponsored activities. This policy applies to students, staff and members of the public alike. Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities. Members of the public who violate this policy will be reported to local law enforcement authorities.

The term “weapons” includes, but is not limited to, firearms (rifles, pistols, revolvers, pellet guns, BB guns, or look-alikes, etc.) knives, slingshots, metallic knuckles, firecrackers, billy-clubs, stilettos, switchblade knives, swords, canes, pistol canes, black jacks, daggers, dirk knives, explosives, incendiaries, martial arts weapons or self-defense weapons (as defined by RSA 159:24 and RSA 159:20 respectively), or any other object or substance which, in the manner it is used or threatened to be used, is known to be capable of producing death or bodily injury.

In addition, any student who brings a firearm (as defined by 18 U.S.C. §921) to school will be expelled for not less than one year (365 days). This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

Weapons under control of law enforcement personnel are permitted.

All students will receive written notice of this policy at least once each year.

### **Safe Weapon Storage**

[Given the high incidence of youth gun accidents and death, ORCSD is committed to reminding adults of proper gun and ammunition storage. ORCSD will send notice to the community on proper gun and ammunition storage with emphasis on safety.](#)

### **Legal References:**

- 18 U.S.C. § 921 Et seq., Firearms
- 20 U.S.C. § 7151, Gun-Free Schools Act
- RSA 193-D, Safe School Zones
- RSA 193:13, Suspension and Expulsion of Students
- NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process

### **Cross Reference:**

- JICD – Student Conduct, Discipline and Due Process – Safe School Zone
- JIH – Student Searches and Their Property
- JICI – Weapons on School Property
- JIHB – Searches of Student Automobiles on School Property



OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: HF
Date of Adoption: September 21, 1988 Review/First Read School Board: December 5, 2012 Second Read/Adoption: December 19, 2012 Policy Committee Review: April 13, 2023 <a href="#">School Board First Read: May 3, 2023</a>	Page 1 of 1

SUPERINTENDENT’S ROLE IN NEGOTIATIONS

The Oyster River Cooperative School District Superintendent is a “member” of the Board negotiations team, acting as its advisor and agent in the preparation and conduct of negotiations. At the discretion of the Board, the Superintendent and/or Board may delegate direct negotiating responsibilities.



*New England School Development Council*

28 Lord Road, Marlborough, MA 01752 ➤ Tel: 508-481-9444 ➤ [www.nesdec.org](http://www.nesdec.org)

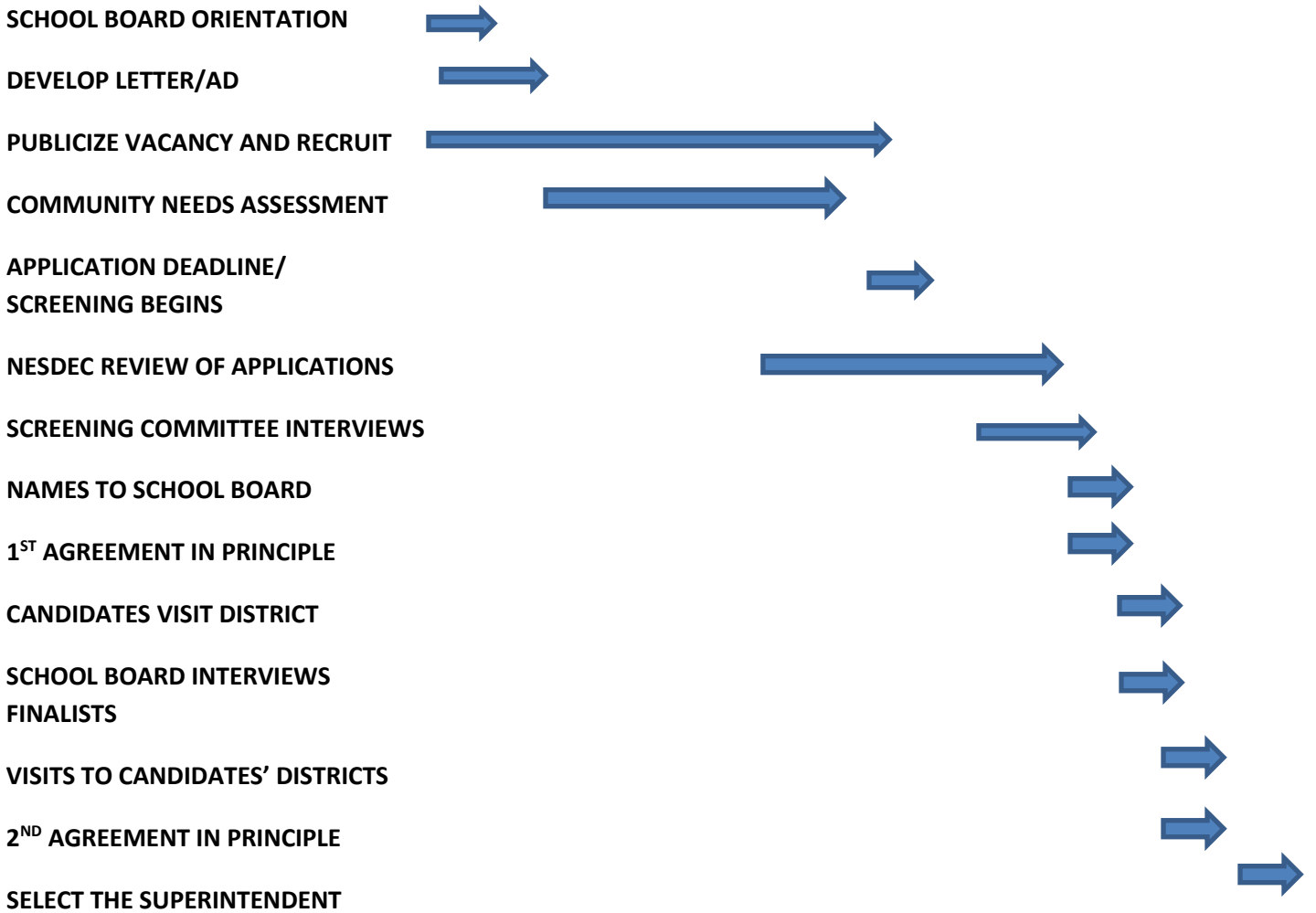
**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT, NH  
SUPERINTENDENT SEARCH**

**ORGANIZATIONAL MEETING GUIDE  
May 3, 2023**

- 1. Overview of Search Process**
- 2. Communication**
  - Name school department liaison(s)
  - Name official spokesperson for superintendent search
- 3. Timeline**
  - Review Typical Timeline
- 4. Needs Assessment Process**
  - Focus Groups
  - Interviews
  - Online Survey
- 5. Informational Letter**
  - Review Drafting Process
  - Determine Approval Process
- 6. Advertisements/Outreach/Recruitment**
  - Review procedures/options
- 7. Screening Procedures:**
  - Role of School Board (discuss, clarify)
  - Role of consultants (discuss, clarify)
  - Screening of candidates (School Board/Screening Committee)
- 8. Meeting of School Board/Screening Committee**
  - Interview/selection workshop
- 9. Other matters?**
  - Example of contract for candidates
  - Job description
  - Informational documents for candidates (budget summary, organizational chart, etc.)
  - District website address for linkage

## TIMELINE FOR A TYPICAL STANDARD SEARCH

DAYS 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120



### MILESTONES

- Organizational Meeting w/School Board
- Recruitment Begins
- Develop Executive Opportunity Letter/Advertisements
- Publicize Vacancy and Recruit
- Needs Assessment Completed
- Candidate Profile to School Board
- Application Deadline/Screening Begins
- Screening Committee Begins Interviews
- Candidate Names Presented to School Board
- School Board Interviews Finalists
- School Board Selects Superintendent