New Hampshire
Department of Education

New Hampshire Department of Education School Year 2026-2027

GRANT PROGRAM ASSURANCES DOCUMENT

The following are the 2026-2027 school year (SY) New Hampshire Department of Education (NHED) **Program Assurances** for the following federal formula/competition grants:

- Title I, Part A (and if applicable, Title I, Part A- 1003)
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Title IV, Part B
- Title V, Part B, Subparts 1 & 2
- IDEA, Part B
- Perkins V

Subrecipients must submit a signed copy of the Program Assurances to the NHED prior to receiving federal 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 (Perkins V). By signing the Program Assurances, the subrecipient assures that it will accept and administer the funds in accordance with all applicable Federal and State statutes and regulations. Program Assurances shall be provided as part of the 2026-2027 ESEA, IDEA, and Perkins Consolidated Applications within the Grants Management System (GMS) by uploading this fully executed document to the LEA Homepage in GMS. Failure to upload a fully executed copy of this document will result in an incomplete application. Incomplete applications will be returned for revision but must be received **no later than July 1, 2026,** for a subrecipient to receive a subaward.

Attached is **Appendix A** which outlines the items removed from prior years "Grant Program Assurances Document". Please note that while these items were removed because they do not require the subrecipient to provide assurance, they are still requirements per legislation that the subrecipient must adhere to.

Additionally, section **Title VIII, Part C and bullet point A-9** have been added this year for those subrecipients participating in any of the Title Programs and/or receiving school improvement funding. While these are new to the document, they are not new to statute. Please review to ensure compliance.

Lastly, the language within this document has been updated to reflect a broad array of subrecipients. Subrecipients are defined by statute and may be, but not limited to, local educational agencies, community based organizations, nonprofit organizations, adult education centers, etc. The subrecipients authorized official is the top executive in the organization that makes decisions on spending, staffing, and policies.

Superintendent/Charter School Administrator Contact Information:

Subrecipient Name:	Justin Krieger
Subrecipient Authorized Official Name:	Justin Krieger
Subrecipient Authorized Official Title:	Superintendent
Subrecipient Authorized Official Phone:	603 382 6119
Subrecipient Authorized Official Email:	justin.krieger@timberlane.net

The Subrecipient Authorized Official must review and sign each section. There is a signature field for Title III, Part A certification and one signature block at the end of the Program Assurances that must be signed. Once the document is fully executed it needs to be uploaded to the GMS LEA Homepage as part of the ESEA, IDEA, and/or Perkins Consolidated Applications no later than July 1, 2026. The NHED will review and subsequently approve/return these assurances if not fully executed. **Subawards will not be awarded until the subrecipient has a fully executed and approved Consolidated Application document on file with NHED (inclusive of these Assurances).**

At the end of this document, are the General Education Provisions Act (GEPA) Section 427 which requires each subrecipient applying for federal funds to include a description of the steps the subrecipient proposes 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. Determine needs based on whether these or other barriers may prevent students, teachers, or other staff from such access to, or participation in, the federally funded projects or activities.

Each subrecipient accepting federal grants must provide 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 the subrecipient plans to address the barriers that are applicable to the subrecipients needs.

Program Assurances are reviewed and signed by the Subrecipient Authorized Official, indicating agreement with the laws and regulations specific to a grant type. The assurances below are not all-inclusive as to the entire scope of requirements for the subrecipient. Subrecipient Authorized Officials are responsible for understanding all requirements of the grants.

Process

Each subrecipient must fully execute these assurances by;

1. The Subrecipient Authorized Official reviews the assurances for each federal program in which the subrecipient is participating and consults with the School Board/Board of Trustees/Directors about the assurances.
2. The Subrecipient Authorized Official signs and dates the Title III, Part A certification (page 8), if applicable.
3. The Subrecipient Authorized Official signs and dates the bottom of the Program Assurance document.
4. **All** Subrecipient Authorized Official's must complete the GEPA section.
5. **Local Educational Agency (LEA) subrecipients**: upload the document in its entirety to the LEA 2026-2027 homepage in the Grants Management System (GMS).
6. **Reporting Authority (RA) subrecipients**: if in GMS, upload the document in its entirety to the RA 2026-2027 homepage in GMS.
7. **Other subrecipients (not in GMS)**: return this document to the appropriate Federal Program Manager.

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 subrecipient hereby assures the New Hampshire Department of Education (NHED) that pursuant to the requirements in ESEA, Title I, Part A the subrecipient will:

A-1 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, Part A 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 local educational agency (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-2 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-3 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 by executing the *2026-2027 Equitable Services Affirmation for Non-Public Schools Related to ESEA*

Programs and upload as part of the ESEA Consolidated Application via the online Grants Management System by July 1, 2026.

A-4 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, 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: (I) the amount of time students will spend taking the assessment and the schedule for the assessment; and (II) the time and format for disseminating results.

A-5 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-6 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, Part A, Title III, Part A 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, Part A programs for students in foster care, homeless children and youth, and that homeless students are eligible for Title I, Part A services by virtue of their homelessness;
- Complying with the requirements of Immigrant Data Collection Survey located in the NHED Education Statistics System on an annual basis to ensure appropriate services are provide
- d to English language learners; and
- If the LEA uses Title I, Part A or Title III, Part A funds to provide a language instruction educational program as determined under Title III, Part A, the LEA must comply and coordinate parent services for English learners as outlined in *Section 1112(3)(A-D)*.

A-7 ENSURE THE EDUCATIONAL STABILTY 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 is 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, even 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-8 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).*

If applicable , the following assurance must also be made for those subawarded funds under Title I, Part A, Section 1003 for School Improvement:

A-9 SUBMIT AN APPLICATION TO THE STATE EDUCATIONAL AGENCY, WHICH MUST INCLUDE;

An assurance that each school the local educational agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. ESEA Section 1003(e)(2).

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 subrecipient hereby assures the New Hampshire Department of Education (NHED) that pursuant to the requirements in ESEA, Title II, Part A the subrecipient will:

B-1 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 the consultation in its records by executing the *2026-2027 Equitable Services Affirmation for Non-Public Schools Related to ESEA Programs* and upload as part of the ESEA Consolidated Application via the online Grants Management System by July 1, 2026 .

B-2 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)*.

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 subrecipient hereby assures the New Hampshire Department (NHED) of Education that pursuant to the requirements in ESEA, Title III, Part A the subrecipient 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, Part A plan. *Section 3116(b)(4)(C)*.

C-2 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-3 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-4 COORDINATE WITH 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)*.

Title III, Part A **LEA CERTIFICATION ON TEACHERS' FLUENCY IN ENGLISH**	
I certify that all teachers in any language instruction educational program for English learners that is, or will be, funded under Title III, Part A are fluent in English and any other language used for instruction, including having written and oral communication skills. *Section 3116(c)*.	
Justin Krieger	06 / 24 / 2026
Subrecipient Authorized Official Signature	Date

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 subrecipient hereby assures the New Hampshire Department of Education (NHED) that pursuant to the requirements in ESEA, Title IV, Part A the subrecipient shall:

D-1 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, will prioritize the distribution of funds to schools served by the LEA, or consortium of LEAs, that—

1. are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
2. have the highest percentages or numbers of children counted under section 1124(c);
3. are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);
4. are implementing targeted support and improvement plans as described in section 1111(d)(2); or
5. are identified as a persistently dangerous public elementary school or secondary school under section 8532;

D-2 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, non-profit elementary and secondary schools in accordance with Section 8501. The LEA must maintain a written record of the consultation in its records by executing the *2026-2027 Equitable Services Affirmation for Non-Public Schools Related to ESEA Programs* and upload as part of the ESEA Consolidated Application via the online Grants Management System by July 1, 2026.

D-3 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, Part 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, Part A Program areas. [ESSA Section 4106 (f)]

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

- use not less than 20 percent of funds received under Title IV, Part 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, Part 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, Part A to support one or more activities authorized under section 4109(a), but will not use more than 15% of funds in 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-4 ANNUAL REPORTING TO THE STATE [ESSA SECTION 4104]

The LEA, or consortium of LEAs, annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E), including the degree to which the local educational agencies have made progress toward meeting the objectives and outcomes described in section 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 subrecipient hereby assures the New Hampshire Department of Education (NHED) that pursuant to the requirements in ESEA, Title IV, Part B the subrecipient will:

E-1 USE OF FUNDS TO EXPAND OR ENHANCE CURRENT ACTIVITIES

Use Title IV, Part B 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. *Section 4204(b)(2)(G).*

E-2 USE OF SAFE AND EASILY ACCESSIBLE FACILITY

The Title IV, Part B program will take place in a safe and easily accessible facility. *Section 4204(b)(2)(A)(i).*

E-3 PROGRAM WAS DEVELOPED AND CARRIED OUT IN COLLABORTATION The program will be developed in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools. All participants of the eligible entity and any partnership entities have has a written MOU stating how pertinent student data will be shared from the school district to the Title IV, Part B program and how these groups will share information about the needs and performance of students in alignment with the challenging State academic standards and any local academic standards. *Section 4204(b)(2)(D).*

E-4 TARGET ELIGIBLE POPULATION

The Title IV, Part B program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students. *Section, 4204(b)(2)(F).*

E-5 PROVIDE NOTICE TO COMMUNITY

The program shall provide notice to the community of its intent to submit an application, and any waiver request will be available for public review after submission of the application. *Section 4204(b)(2)(L).*

Section F: Assurances for ESEA - Title V, Part B, Subpart 1 and 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 subrecipient hereby assures the New Hampshire Department of Education (NHED) that pursuant to the requirements in ESEA, Title V, Part B, Subpart 1 and Subpart 2 the subrecipient will:

F-1 USE OF APPLICABLE FUNDING

Use Title V, Part B, Subpart 1 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 part A of Title III.
4. Activities authorized under Part A or B of Title IV. *Section 5211*.

F-2 NOTIFY THE NHED OF INTENT TO USE FUNDING

An eligible LEA shall notify the NHED of the LEA's intention to use the applicable Title V, Part B, Subpart 1 funding by a date that is established by NHED for the notification. *Section 5211*.

F-3 USE FEDERAL FUNDS FOR AUTHORIZED ACTIVITES

Use Title V, Part B, 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 part A of Title III.
4. Activities authorized under part A of Title IV.
5. Parental involvement activities. *Section 5222*.

F-4 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

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

Section G: Assurances for ESEA – Uniform Requirements

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 subrecipient hereby assures the New Hampshire Department of Education (NHED) that pursuant to the requirements in ESEA, Title VIII, Part C – Coordination of Programs; Consolidated State and Local Plans and Applications, the subrecipient will:

G-1 ADMINISTRATION

Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

G-2 CONTROL OF FUNDS

(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.

G-3 PROPER METHODS OF ADMINISTRATION

The applicant will adopt and use proper methods of administering each such program, including—

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

G-4 EVALUATION

The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.

G-5 FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES

The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of and accounting for, Federal funds paid to the applicant under each such program.

G-6 REPORTING AND RECORDS

The applicant will— (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or

the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

G-7 PUBLIC COMMENT

Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

Section H: Assurances for IDEA, Part B

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

The subrecipient hereby assures the New Hampshire Department of Education (NHED) that pursuant to the requirements in IDEA, Part B the subrecipient will:

H-1 Assure that the subrecipient meets each of the conditions in 34 CFR §300.201 through §300.213, including:

§300.201 Consistency with State policies.

The local educational agency (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 §300.101 through 300.163, and §300.165 through 300.174. *(Approved by the Office of Management and Budget under control number 1820-0600) (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 nonsupplanting 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 §300.16. That amount may not include capital outlay or debt service.
(3) If two or more LEAs jointly establish eligibility in accordance with §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 §300.16

in those agencies for elementary or secondary school students, as the case may be. *(Approved by the Office of Management and Budget under control number 1820-0600) (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 adjustments 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 years*.
(1) If, in the fiscal year beginning on 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.
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 §300.203(b), 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 §300.704(c).

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(2)(B))

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

(a) *Amounts in excess*. Notwithstanding §300.202(a)(2) and (b) and §300.203(b), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(b) by not more than 50 percent of the amount of that excess.

(b) *Use of amounts to carry out activities under ESEA*. 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 regardless of whether the LEA is using funds under the ESEA 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 §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section. *(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(2)(C))*

§300.206 Schoolwide programs under Title I of the ESEA.

(a) *General*. Notwithstanding the provisions of §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, 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 §300.202(a)(2) and (a)(3).

(2) The funds may be used without regard to the requirements of §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. *(Approved by the Office of Management and Budget under control number 1820-0600) (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 §300.156 (related to personnel qualifications) and section 2102(b) of the ESEA. *(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(3))*

§300.208 Permissive use of funds.

(a) *Uses*. Notwithstanding §300.202, §300.203(b), 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 these services.
(2) *Early intervening services*. To develop and implement coordinated, early intervening educational services in accordance with §300.226.
(3) *High cost special education and related services*. To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or 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. *(Approved by the Office of Management and Budget under control number 1820-0600) (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

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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 §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. *(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20U.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 §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 §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner. *(Approved by the Office of Management and Budget under control number 1820-0600) (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 §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))*

H-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))*.

H-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 I: Assurances for the Strengthening Career and Technical Education for 21st 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 21st Century Act P.L. 115-224, unless otherwise noted.

The subrecipient hereby assures the New Hampshire Department of Education (NHED) that pursuant to the requirements in the Strengthening Career and Technical Education for 21st Century Act (Perkins V), the subrecipient will:

I-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 21st Century Act and in accordance with *Section 135 Local Uses of Funds*.

I-2 Use Perkins V funds to develop, coordinate, implement, or improve CTE programs that are of sufficient size, scope, and quality, addressing the required use categories in Section 135(b) as noted below:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
2. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
3. Support integration of academic skills into career and technical education programs and programs of study to support—
   - CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
   - CTE participants at the postsecondary level in achieving academic skills.
4. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113.
5. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment re quired under section 134(c) and the local report required under section 113(b)(4)(B).

I-3 Fully cooperate with all monitoring, 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, respond to data requests, submit accurate and on time data). (Section 123 (b)(1-3))

I-4 Be in compliance with *Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Appendix B to Part 100, Title 34;* and any other federal or state laws, regulations and policies which apply to the operation of the programs.

I-5 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))*.

I-6 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 affiliated with such an employee. *(Section 122 (d)(13)(B))*.

I-7 Utilize funds made available under this Act for career and technical education activities to supplement, and not supplant, non-Federal funds expended to carry out career and technical education activities (Section 211 (a)).

I-8 Use not more than 5 percent of Perkins V funds for costs associated with the administration of Perkins V activities (Section 135 (d)). Reimbursement of indirect costs for Perkins V funds is subject to this administrative restriction as noted in 34 CFR 75.564(a).

General Education Provisions Act (GEPA) Section 427 Requirements

Please summarize your answers carefully and completely. Use additional pages as needed.

Contact information for the person responsible for fulfilling the GEPA requirement below:

Name and Title:	Sandra Allaire
Phone Number:	603 382 6119
Email Address:	sandra.allaire@timberlane.net

GEPA 427 General Educational Provisions Act Requirement

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under the formula programs within these Program Assurances. All applicants must include answers to the following four (4) sections.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

   Please see attached document.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

   Please see attached document.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

   Please see attached document.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

   Please see attached document.

SIGNATURE PAGE

By signing this document, I attest I have read and understand the obligations of all the assurance statements above (Section A through I) and will ensure that the subrecipient complies with the assurances for the federal program(s) in which the subrecipient is accepting federal funds for the 2026-2027 SY. I further attest that I have provided a copy of all the assurances for the program the subrecipient will participate to the School Board/Board of Trustees/Directors and have consulted with them, including explaining the obligations of the subrecipient under these assurances. I will ensure that the subrecipient will upload this signed document to the LEA Homepage in GMS or provide a copy to the appropriate Program Manager and a copy will be kept on file at the subrecipients location.

Furthermore, I have completed GEPA section 427 to the best of my abilities and assure the necessary steps will be taken to ensure equitable access of federal funding and programming for all students, families, teachers, etc.

Justin Krieger	06 / 24 / 2026
Subrecipient Authorized Official Signature	Date

Appendix A
The following sections have been removed from this year's assurance document as they do not require assurance from the subrecipient. However, the subrecipient must comply with the requirements as they are in law.

Title I, Part A

- **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.

- **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)*.

- **INFORM SCHOOLS ABOUT SCHOOLWIDE PROGRAM OPTIONS AND PROVIDE TECHNICAL ASSISTANCE TO SCHOOLWIDE PROGRAMS**

Inform eligible schools (40% poverty and above) and parents of schoolwide 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 schoolwide 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*.

- **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*.

- **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)*.

- **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 (b)(1)(B)* and *Section 8101(21)(A)*.

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

Develop and maintain a written policy on parent and family engagement and 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)*.

- **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.

- **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)*.

- **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*.

Title II, Part A

- **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.

- **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)*

- **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*.

Title III, Part A

- **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)*.

- **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 learner 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 program, 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)*.

- **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 and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

- **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)*.

- **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)*.

- **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)*.

- **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)*

- **USE OF IMMIGRANT SET-ASIDE FUNDS**

Understand that by accepting Title III Immigrant Set-Aside 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).*

- **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 New Hampshire Department of Education (NHED) with a report in the form prescribed by the NHED, on the activities conducted and children served as described in *Section 3121*. ESSA, Title III, *Section 3121(a)*.

Title IV, Part A

- **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.

- **DEVELOP AN APPLICATION THROUGH CONSULTATION WITH A TITLE IV-A STAKEHOLDER TEAM [ESSA SECTION 4106 (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.

- **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.

- 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 and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

- **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.

Title IV, Part B

- Operate all Nita M. Lowey 21st Century Community Learning Centers (21stCCLC) 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. (2 CFR 3474.15).

- 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 21st 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 21st CCLC grant.

- 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)).

- 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 directly enhance 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)).

- 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 21st 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)).

- 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 21st 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).

- In accordance with ESEA SEC 4201(a)(3), 21st 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 or others 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.

- Have a professional development plan that is responsive to the needs of its staff and identifies the professional development activities for staff delivering program activities. Conferences and trainings will be linked to the 21st CCLC funding purpose. 21st 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.

- Have partners to help coordinate the use of resources and implement components of programming that are not paid for with 21st 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 21st 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.

- In accordance with ESEA Sec. 4204(b)(2)(K), have at least a preliminary plan for how the 21st CCLC program will continue after funding ends. Program will plan to sustain their 21st 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)).

- Establish a local 21st 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 supporting 21st CCLC advisory board meetings are required to be uploaded to Cayen systems and may be subject to monitoring.

- Manage property acquired (e.g., computers, classroom desks, tables) under the 21st CCLC program in accordance with Federal regulations. Equipment and supplies will remain within the appropriate facility for continued use in the 21st CCLC program after the funding period has expired. If the 21st CCLC program at the facility(ies) is not maintained after federal funding expires, all equipment and supplies will be used and/or distributed in accordance 2 CFR 200.313 and 2 CFR 200.314.

- 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)).

- 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)).

- 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 21st 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 and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS) by June 30th 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).

- Agree that the NHED 21st 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 21st 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).

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- Administer each program, service or activity covered by the local application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for 21st Century Act and in accordance with *Section 135 Local Uses of Funds*.

- Comply 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.

- 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))*.

- 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 affiliated with such an employee. *(Section 122 (d)(13)(B))*.

- Comply with all reporting requirements in a timely manner and ensure that the information reported is valid, reliable, and accurate.

- 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))*.

2026-2027 GEPA 427 General Educational Provisions Act Requirement

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth. This mission serves as the cornerstone of our commitment to equitable access and participation in all our endeavors.

Aligned with our mission, we have developed robust policies and initiatives to ensure that every student, regardless of background or circumstance, has equitable access to the opportunities presented by our projects and activities. All programs, courses, and classes are conducted without discrimination on the basis of gender, sexual orientation, race, color, religion, nationality, ethnic origin, language, disability, or age. We prioritize inclusive educational programs such as co-teaching and non pull-out programming, which provide students with opportunities to learn in diverse settings alongside their peers. These approaches not only support academic growth but also cultivate a sense of belonging and community among all students.

Additionally, we are dedicated to ongoing district-wide work in creating Multi-Tiered Systems of Support (MTSS) for all students. Through MTSS, we provide comprehensive and coordinated assistance to address the academic, behavioral, and social-emotional needs of every student. By implementing evidence-based practices and interventions within a framework of universal screening and progress monitoring, we ensure that all students receive the targeted support they need to succeed.

Our district Strategic Plan includes goals connected to the adoption of the principles of Universal Design for Learning (UDL) throughout our district and the district is a member of the NH Department of Education (DOE) UDL Innovation Network. UDL is a framework that guides the design of educational environments and materials to accommodate the diverse needs of all learners. By providing multiple means of representation, expression, and engagement, UDL ensures that every student can access and engage with the curriculum effectively. By embracing UDL, we are not only removing barriers to learning but also empowering students to become self-directed learners who can navigate and succeed in a diverse and ever-changing world.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

The district anticipates the following potential barriers that may impede equitable the equitable access and participation of students and educators in our proposed projects or activities:

- **Limited Funding**:
    - Due to the Targeted Assistance programming and limited funding, Danville Elementary, and Pollard Elementary may not have sufficient resources to serve all students with identified needs. This limitation means that some students requiring academic support might not receive the necessary interventions and services, impacting their educational progress at these schools.
    - Lack of Funding for Professional Learning Stipends: The district has been unable to increase mentor stipends and provide stipends or other financial incentives to encourage participation in professional learning opportunities. Without these incentives,

staff and administrators may be less motivated to invest their time and effort in these programs, particularly if they have to do so outside of their regular working hours.

- **Transportation**:
    - Students and families may face challenges attending programs offered outside regular school hours, such as summer or after-school programs. Lack of reliable transportation can prevent students from participating, causing them to miss out on crucial academic enrichment opportunities.
- **Time Constraints and Conflicts:**
    - Professional staff and administrators often have demanding schedules filled with teaching responsibilities, administrative duties, meetings, and other commitments. Finding time for professional learning can be challenging, especially if opportunities are scheduled during school hours or conflict with essential school activities. This constraint limits their ability to engage fully in professional development programs.
    - Student activities and parental involvement opportunities may be scheduled at times that conflict with other important responsibilities or commitments for students and their families, such as part-time jobs, family care duties, or other extracurricular activities, limiting their ability to participate consistently.
- **Awareness and Communication**:
    - Some students and their families may not be fully aware of the available activities or may not understand how to access these resources, resulting in underutilization of the programs designed to support them.
- **Accessibility and Relevance**:
    - Professional learning opportunities must be accessible and directly relevant to the needs of the staff and administrators. If the programs offered do not align with their immediate needs or career goals, they may be less likely to participate. Additionally, if opportunities are not easily accessible, whether due to location or format, participation rates may decline.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

A. **Addressing Limited Funding:**

- The district will seek additional funding sources such as grants and community partnerships to supplement existing funding resources. The district will also prioritize budget allocations to increase mentor stipends and provide financial incentives for participation in professional learning opportunities. Additionally, the district will explore external funding and grants specifically aimed at supporting professional development.

B. **Providing Transportation Solutions:**

- **Student and Family Transportation:** To facilitate attendance at summer and after-school programs, the district will collaborate with local transportation providers to offer reliable transportation options. This may include arranging school buses or partnering with community organizations to provide transportation vouchers or ride-sharing solutions.

C. **Managing Time Constraints and Conflicts:**

- **Flexible Scheduling for Professional Learning:** The district will offer professional learning opportunities at various times, including during school hours, evenings, and weekends, to accommodate the diverse schedules of staff and administrators. Additionally, online and asynchronous learning options will be provided to offer more flexibility.
- **Scheduling Student and Parental Activities:** The district will ensure that student activities and parental involvement opportunities are scheduled at multiple times, avoiding conflicts with other important responsibilities. Communication with families will be enhanced to identify the most convenient times for participation.

D. **Enhancing Awareness and Communication:**

- **Information Dissemination:** The district will improve communication strategies to ensure that students, families, and staff are fully aware of available activities. This will include using multiple communication channels such as newsletters, social media, school websites, and community meetings to reach a broader audience.
- **Clear and Accessible Information:** Information about programs and resources will be made clear and easily accessible. The district will provide detailed guides and offer assistance to families and staff on how to access these resources.

E. **Ensuring Accessibility and Relevance:**

- **Aligning Professional Learning with Needs:** The district will conduct needs assessments to ensure that professional learning opportunities are directly relevant to the immediate needs and career goals of staff and administrators. Feedback from participants will be regularly solicited to adjust and improve the programs offered.
- **Convenient Locations and Formats:** Professional learning opportunities will be offered in easily accessible locations and formats. This includes leveraging technology to provide online training sessions, which can be accessed from anywhere, and ensuring that in-person sessions are held in convenient, central locations.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

A. **Addressing Limited Funding**
   a. By August, 2026: Our grant writing team will begin to research and apply for grants and, when appropriate, seek to establish partnerships with community organizations.
   b. Reallocate budget to prioritize mentor stipends and financial incentives for professional learning.
   c. June 2027: Review funding effectiveness and identify additional funding opportunities for the following year.

B. **Providing Transportation Solutions**
   a. March, 2027: Develop a transportation plan for summer and after-school programs.
   b. June, 2027: Review transportation effectiveness and plan for the next school year. Secure long-term transportation agreements.

C. Managing Time Constraints and Conflicts

a. September, 2026: Coordinate with school leaders to schedule student and parent activities at multiple times to maximize participation.
b. September, 2026: Conduct a survey to determine optimal times for professional learning and student activities.
c. November, 2026: Analyze survey data and develop a flexible scheduling plan.
d. Action: Schedule student and parental activities at multiple times to maximize participation.

D. Enhancing Awareness and Communication

a. December, 2026: Coordinate with the Community Engagement Committee to review and update a comprehensive communication plan.
b. Identify key communication channels and begin regular updates.
c. Create and distribute detailed guides on how to access programs and resources.
d. June, 2027: Assess the effectiveness of communication strategies.

E. Ensuring Accessibility and Relevance

a. September, 2026: Conduct needs assessments for professional learning. Gather feedback from staff and administrators on their professional development needs.
b. Launch professional learning opportunities tailored to identified needs.
c. Ensure sessions are accessible, including online options.
d. April, 2027: Gather and analyze feedback from participants on professional learning sessions.

CERTIFICATE *of* SIGNATURE

REF. NUMBER
C7KLQ-EPL3V-AXVSU-WSLMH

DOCUMENT COMPLETED BY ALL PARTIES ON
24 JUN 2026 16:58:11
UTC

SIGNER	TIMESTAMP	SIGNATURE
JUSTIN KRIEGER EMAIL JUSTIN.KRIEGER@TIMBERLANE.NET	SENT 24 JUN 2026 16:48:45 VIEWED 24 JUN 2026 16:50:08 SIGNED 24 JUN 2026 16:58:11	 IP ADDRESS 174.196.193.236 LOCATION BOSTON, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
24 JUN 2026 16:50:08