

CONTOOCOOK VALLEY SCHOOL DISTRICT
Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

October 15, 2018

SAU Boardroom

5:30 PM

Minutes

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, and Crista Salamy (Chair)

Present: Crista Salamy, Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Stephan Morrissey, Myron Steere, Dr. Ann Forrest, Cari Christian-Coates, Rich Cahoon, Elizabeth Ring-Fortin, Tim Iwanowicz, Dorene Decibus, Sarah Grossi, Kathie Morrocco

Crista Salamy called the meeting to order at 5:32 p.m.

5:30 Approval of September 17, 2018 Minutes

Dick Dunning moved to approve the minutes of September 17, 2018. Janine Lesser second. Unanimous.

5:35 Middle School Inquiry Groups

Related to exploring educational equity in the middle schools

Elizabeth Ring-Fortin, Tim Iwanowicz, and Dorene Decibus presented on the collaboration between the two schools (SMS and GBS). Letitia Rice is also part of this group.

Tim Iwanowicz reported that the initial impetus was to resolve the age old issue about the perceived inequities between GBS and SMS.

Group work among middle school teachers took place to learn more and provide direction. Great things came out of meeting; the group enjoyed collaborating together to learn more. This was teacher led inquiry.

Six PLC groups evolved; 3 groups on competencies, one each in the areas of equity, advisory, and middle school models.

The middle school model group is still in the research stage.

The equity group split in half to conduct their research on socioeconomics and looking at other schools while the other synthesized the data collected. Data continues to be analyzed.

What is equity?

Ann Forrest said that where consistency is needed across the middle schools was looked at. They will not be identical. Decisions on where the two schools need to be consistent is important.

Another example was shared should the students be required to read a book and one student needed a braille book.

The group was urged to consider equity and not equality as the focus. Do kids get what they need to get where they need to go?

Caution was shared about looking at inequities dependent on how materials or products (ex. mountain bikes) are arrived at. Fundraising opportunities afford certain things to happen in one school that might not in another.

Which differences are justified and which are not? What is the measure that determines one way is better than another in a school? What does it mean to be a middle school student in the ConVal School System is the question? An example might best exemplify the question when considering advisories. Advisory is different from one grade to another.

Advisories – work is being done to survey how both schools look at advisories. Data is being analyzed.

Competencies – research has been done on what competencies mean, looking at models, shifts in schools, what the high school is doing, the strategic plan, and review the state website about competencies. Visits to other schools will take place. A rubric was developed on *Habits of Work* that looked at meeting deadlines, participation, meeting quality standards, behavior, and social/civic expectations. This is tied to report card ratings. Piloting is underway to determine specific expectations; executive function.

Next steps include the PLC's meeting for an equivalent of one day per quarter. New hires will meet with the group leaders and join one of the inquiry groups. Facilitators will meet to share out on the progress. *Habits of Work Rubric* will be piloted.

This will return to the Education Committee at the end of the year to report on findings.

5:45 Status of SWIFT

Related to a request made during the August 2018 School Board Retreat. Also related to SP Focus Area 2.1.

Sarah Grossi, Kathie Morrocco, and Cari Christian-Coates reported on the status of SWIFT (Schoolwide Integrated Framework for Transformation). It is a framework for helping organize everything we do.

Domain features (5) include administrative leadership, multi-tiered system of support, integrated educational framework, family & community engagement, and inclusive policy structure and practice.

Non-negotiables include the ability for each building to have a SWIFT Leadership Team. Annual SWIFT Practices were shared.

FIA (Fidelity Integrity Assessment) is a tool used to assess where the school currently falls in each of the five domains. Once complete, a facilitator reviews the opinions and suggestions of where one believes a school falls. Discussion takes place. A determination of where a school falls results. The focus of work becomes clear.

What is the Multi-Tiered System of Support? It is an educational system with a tiered infrastructure that uses data to help match academic and behavioral support to students' needs.

A suggestion was made that a definition of what SWIFT is and what it is not should be well communicated to parents.

Changing the name is under consideration. Funding is no longer available in NH. SWIFT is not a program. 60 second videos are available on the SWIFT website www.swift.org.

Discussion took place about misconceptions about what SWIFT is and is not. Some in the community believe that SWIFT prevents students from being removed from a classroom for poor behavior. While SWIFT actually helps organize and make it equitable why a student would be removed from a classroom.

SWIFT does not prevent us from removing students from a classroom nor will SWIFT prevent class leveling at the high school.

Discussion took place about the different level of need that students have to be successful. Focus was on behavioral support.

Significant behavior issues exist in our schools. The district provides various levels of support to the students and for some, to their families as well.

6:00 Fidelity Integrity Assessment (FIA)

Related to a request made during the August 2018 School Board Retreat. Also related to SP Focus Area 2.1.

Discussed under Status of SWIFT above.

6:15 I Policies Needing Review

I Policies need review. As an example, IMBC: Alternative Credit Options, needs review to determine credits that may be earned through alternative methods. Other policies need review. Other policies include IHBB and IMBA. One policy is referred to but does not exist. Consistency is needed. In addition, the number of credits through VLACS needs to be stated if it is limited.

Great discussion took place about the need to address these things. Should we update policy language to reflect the modern world?

Recommended actions include the approval of student handbooks. Reviewing policy and making a recommendation, adopting a distance learning policy, policy and handbook language on VLACS should be drawn.

To what degree are we going to use ConVal resources to support students taking VLAC courses?

Distance Learning Policy development is a priority. IBMA will be addressed at the next meeting.

The Education Committee should read through the policy and report on any issue that arises from reading. Questions should be sent to Crista Salamy and Ann Forrest. Ann suggested those that serve on both the Policy and the Ed Committee meet. Input to Crista and Ann should be shared by October 19th.

6:30 Other

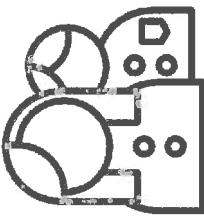
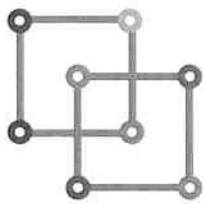
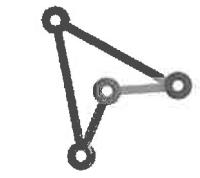
None.

**Bernd Foecking motioned to adjourn at 7:29 p.m. Dick Dunning second.
Unanimous.**

Respectfully submitted,

Brenda Marschok

DOMAINS & FEATURES



Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports
- Develop guidelines to implement curriculum with universal design for learning (UDL)

Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Inclusive Policy Structure & Practice

Strong LEA/School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand

Strong & Positive School Culture

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Behavior Instruction

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

10.2 Our LEA (District) uses school-building information to support, and ensure training regarding research and/or research-based practices.

Main idea: By using multiple data sources, including input from school-based staff, to select research-based practices and provide professional learning opportunities to school-based educators, the practices and training will result in meaningful change in instruction for the benefit of all students.

O = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our district is exploring the benefit of a policy and process to select research-based instructional practices. Our district does not have or does not fully utilize a formal procedure to select research-based practices or our school is not aware of or involved in the process.	Our district is developing a policy and process for selecting research-based practices. The process involves school administrators to solicit input and feedback.	Our district has a clear policy and process for selecting research-based practices and the selection process involves school administrators.	This policy and process are monitored and reviewed for continuous improvement by school and district administrators.

How do we know?

- Review a procedure for selecting research-based practices
 - Does our district, in collaboration with school building administrators, have a formalized procedure to select research-based practices?
- Review district reports
 - Does our district proactively review our school data to provide supports?

Strong LEA (District) /School Relationship -
LEA (District) Addresses Barriers -

9.2 Our LEA (District) addresses and removes policy and other barriers to success.

Main idea: *The school/district uses a systematic procedure to review policy barriers and fidelity of implementation, and to address barriers and/or change policy to promote the successful implementation of evidence-based practices at the school/level.*

LEA (District) Addresses Barriers -			
0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our district, in collaboration with our School Leadership Team representative(s), is exploring the need for a systematic procedure to address possible policy changes or other barriers to SWIFT implementation.	Our district, in collaboration with our School Leadership Team representative(s), is developing capacity and/or refining procedures to deal with policy issues and other barriers to implementing SWIFT.	Our district has a clear, documented process to identify and address policy or other barriers to implementing SWIFT. This process is used consistently, has been found to be successful and includes building Leadership Team representative(s).	Our district has a clear, documented process to identify and address policy or other barriers to implementing SWIFT. This process is used consistently, has been found to be successful, and includes School Leadership Team representative(s). Our district monitors and reviews the process for changing policy and for addressing barriers to school implementation of SWIFT. The process is examined as part of continuous improvement efforts.
Our school has encountered some policy or barriers to effective SWIFT implementation. However, we have no formal procedure to address those issues.	Our district SWIFT Leadership Team is reviewing SWIFT domains/core features and school action plans to identify possible policy barriers to implementation.		

How do we know?

- A procedure to address policy and other barriers
 - Does our LEA have a formal procedure to change policies and remove barriers for SWIFT implementation with school building administrators?

8.2 Our school offers various resources to benefit the surrounding community.
Main idea: The whole community benefits when the school shares resources (e.g. space, technology) and engages community members as volunteers.

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring how to open school resources and facilities to the public and benefit community members. We may have ways for community members to use school facilities; however, the request procedure is not clear and/or accessible for community members.	Our school is reviewing current community use of school facilities. We are identifying what space and facilities will be available. Our request procedure is being modified (or newly developed) to increase public access and improve the management system.	Our school offers school resources (e.g., space, technology) for community use, trains volunteers, and provides a volunteer handbook. We have a clear procedure available for community members to request the use of school resources or serve as volunteers.	Our school offers school resources (e.g., space, technology) for community use, trains volunteers, and provides a volunteer handbook. We have a clear procedure available for community members to request the use of school resources or serve as volunteers.
Our school currently does not provide volunteer opportunities or our volunteer training has not been provided with clear guidelines and materials. We have not yet developed a volunteer handbook.	Our school has assigned tasks to a team or person to identify volunteer areas and necessary training. We are developing new volunteer training or training materials, including a volunteer handbook.	The School Leadership Team monitors the use of school resources by the community and the nature of those community partnerships and reviews results for continuous improvement.	

How do we know?

- School space and resource availability for community use
 - Are our school space and facilities open to community use?
- School activities to train volunteers
 - Does our school train volunteers? Have we developed a handbook?

7.2 All personnel in our school understand the importance of building positive partnerships with their students' families.
Main idea: Positive family-school/partnerships result when educators intentionally seek family input on the school's educational practices and include family members on school teams and committees.

O = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring how to evaluate the quality of partnerships with families. We have not formally evaluated families' perceived quality of partnership with our educators and staff. We have conducted a family survey; however, the quality of partnership is not well captured by the survey questions.	Our school assigns tasks to a team or person to define major indicators of quality for our partnership with families (e.g., school-parent communication, volunteer opportunities, school-decision making) and develops a method to evaluate those from a family perspective.	All school personnel understand the importance of partnership with families. Our school or district systematically solicits input and has evidence showing how family input and feedback have been incorporated in school governance decisions.	All school personnel understand the importance of partnership with families. Our school or district systematically solicits input and has evidence showing how family input and feedback have been incorporated in school governance decisions.

How do we know?

- Quality partnership assessment results (family perception of the quality of partnership)
 - Does our school have a system that all families have equal opportunities to participate in committees and school teams for school governance?
 - Does our school assess the quality of family partnership and use the data to improve it?

6.2 All school personnel (i.e., instructional and other personnel) share responsibility and employ culturally responsive practices to educate all students in our school.

Main idea: *Culture is central to learning. Learning environments and activities that reflect students' social, cultural, and linguistic experiences maximizes learning opportunities and makes instruction relevant for students.*

O = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is discussing how to engage all adults in the building in the teaching and learning process. Some personnel such as security guards, janitorial staff, or administrative assistants are not a part of the teaching and learning process at all and do not have any shared responsibility for student academic and/or behavior outcomes.</p> <p>Our school is exploring the benefits of culturally responsive practices. Our educators are not fully aware of the influence of cultural background of students on teaching and learning in both academic and behavior areas.</p> <p>No evaluation has been conducted to check our culturally responsive practice status.</p>	<p>Our school is modifying job descriptions and policies to actively engage all adults in the school community in the teaching and learning process.</p> <p>Educators are learning about culturally responsive practices and their importance in the student outcomes. Tasks are assigned to a team or person to find essential features of successful culturally responsive practices in such areas as leadership, policy, family involvement, curriculum, teaching and learning, behavior supports, etc.</p> <p>An evaluation tool selection process is underway to effectively monitor our improvement on culturally responsive practices.</p>	<p>All adults in our school are actively involved in social and/or academic instruction of students. A formal policy indicates that all faculty and staff in the school have defined responsibilities for all students in the school. Job descriptions for faculty and staff indicate defined responsibilities for student outcomes.</p>	<p>Culturally responsive practices are well recognized by all school staff and all staff consider student needs associated with various cultural backgrounds. The school assesses for culturally responsive practices in various areas (e.g., school leadership, policy, family involvement, teaching and learning, etc.) and uses assessment results to improve practices.</p> <p>The School Leadership Team monitors culturally responsive practices and shared responsibility for student outcomes throughout the entire school community and reviews these data for continuous improvement.</p>

How do we know?

- Culturally responsive practices assessment results
 - Does our school assess the status of culturally responsive practices and plan actions to improve it?
 - Educator job descriptions
 - Are all educators in our building responsible for all students (regardless of IEPs)?
 - Are all adults including non-instructional educators responsible for all students' academic and/or behavior outcomes with a formal policy or a job description?

5.2 Our school embraces non-categorical service delivery to support diverse needs of students. Main idea: When faculty and staff are expected to support all students, regardless of their title or particular student need, instruction and supports are respectful, and can be flexible and innovative, meeting the diverse needs of students.		0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is working to understand what “non-categorical” services are and investigating the need for non-categorical service delivery.	Our school uses categorical language to refer to services, and sometimes to students who receive those services, such as Special Education or SPED, ELL students, etc.	Our school assigns tasks and develops plans to deliver non-categorical services.	Our school is planning or has begun to train all educators for the non-categorical service delivery.	A team or person is reviewing possible policy items to be included in the non-categorical service delivery.	Educators and other staff are trained to understand and utilize the non-categorical service policy. Non-categorical languages can be observed everywhere in our building (e.g., building signage, personnel titles, etc.).

Fully Integrated Organizational Structure - Non-Categorical Service Delivery

How do we know?

- Documents regarding non-categorical policy
 - Does our school have written policy to support non-categorical service including service delivery, language use, training, and building practices?
- Materials sent home, provided to students, and posted in the school
 - Does our school use non-categorical language?

5.1 All students in our school participate in the general education curriculum instruction/activities of their grade level peers.		Main idea: All students, even those with the most extensive support needs, will be more successful when they learn in the general education classroom with their same-age grade level peers.			
O = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation		
Our school has students with disabilities or who need supports placed in separate classes, or in other schools or settings. Some students (including students with IEPs, 504 plans, or English learners) are not participating in the general education curriculum of their grade level peers, or do not participate in Tier I reading or math.	Our school has students with disabilities or other conditions placed in separate classes, or in other schools or settings. Some students (including students with IEPs, 504 plans, or English learners) are not participating in the general education curriculum of their grade level peers, or do not participate in Tier I reading or math.	Educators are being trained to provide collaborative instruction (e.g., peer-assisted instruction). Tasks are assigned to prepare documented expectations and guidelines for the collaborative instruction. Paraeducators do not participate in collaborative team planning and are not included in professional learning offered to general and special educators. Our school is considering how to ensure that we can educate all students in our building. We are exploring the benefit of an inclusive education philosophy where the grade-level classroom is the primary placement for all students, and all students access their grade level core curriculum. We are looking at our organizational structure to build an effective model where teachers are the primary instructor and paraeducators provide support to any student who needs it, under the teacher's direction.	Our school serves all students in the neighborhood, and no student is intentionally placed/sent to another school/setting due to our lack of capacity to serve them (except extreme cases such as physical safety/psychiatric concerns or the family prefers alternative placement). All students' primary placement is a grade level classroom. All students (including students with IEPs, 504 plans, and English learners) participate in the general education curriculum of their grade level peers, including Tier I reading and math, with the assistance of collaborative learning strategies (e.g., peer-assisted learning). Collaborative learning is a documented expectation in our school. Our school is reviewing and rearranging paraeducators' schedules to include them in professional learning and collaborative team processes.	Educators are being trained so that paraeducators can work with all students in grade level classrooms. Our school is working toward educating all students. We have a clear plan and procedure to bring students with disabilities who are placed in another setting into general education in our school, unless they have serious physical safety concerns or their family prefers an alternative to the inclusive placement.	Paraeducators are responsible and have roles to educate all students (including those without special needs) in grade-level classrooms with general educators. Teachers have scheduled time to collaborate for instructional planning. A comprehensive system for monitoring integrated structures is in place and the School Leadership Team reviews it for continuous improvement.

Fully Integrated Organizational Structure - Tier I Instruction for All

4.3 Our school identifies and prioritizes instructional interventions based on analyzing multiple sources of behavior data.
Main idea: A data-based decision-making process that uses multiple data sources to plan, monitor, and implement behavior supports at all tier levels will enable the school to effectively select, design, and modify behavioral interventions.

O = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring universal screening and progress monitoring tools for behavior.</p> <p>Our school is exploring systems to organize schoolwide and student-level behavioral data.</p> <p>Instructional decisions for behavior are based primarily on individual teacher anecdotal reports.</p> <p>Behavior interventions are determined primarily by administrators.</p>	<p>Our school is investigating universal screening tools for behavior. We are supporting teachers to understand and utilize universal screening tools and data.</p> <p>Our school is investigating progress monitoring tools for behavior. We are supporting teachers to understand and utilize progress monitoring tools and data.</p> <p>Our school is preparing a data system to organize screening, progress monitoring, intervention, and other data. We are developing a system to use these data sources guide instructional decision making.</p>	<p>Universal screenings are in place for behavior and conducted three times per year.</p> <p>Progress monitoring data are gathered to check student improvement</p> <p>Educators use student data to guide their behavior instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check if interventions are implemented as planned.</p> <p>Our school reviews behavior outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of behavior instruction and interventions.</p>	<p>Universal screenings are in place for behavior and conducted three times per year.</p> <p>Progress monitoring data are gathered to check student improvement</p> <p>Educators use student data to guide their behavior instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check if interventions are implemented as planned.</p> <p>Our school reviews behavior outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of behavior instruction and interventions.</p> <p>A comprehensive data system is in place for monitoring behavior and the School Leadership Team reviews it for continuous improvement.</p>

How do we know?

- Universal screening data collected at least annually
 - Does our school have a universal screener for behavior to proactively provide supports for students at risk?
 - Fidelity data documenting implementation of Tier II and/or Tier III behavior interventions and supports
 - Does our school measure and monitor fidelity of Tier II and III behavior supports?
 - Review grade-level or instructional support team meeting minutes
 - Do school teams review behavior data as well as academic data together to understand student performance?

(continued)

4.2 Our school provides research-based, multi-tiered interventions based on functions of behavior with fidelity.			
Main idea: When research-based multi-tiered interventions are designed on data that indicates the function served by the behavior, then behavioral interventions will be appropriate and effective.			
O = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring universal behavioral supports.</p> <p>We have some behavioral interventions in place. We are unsure if our interventions are research-based.</p> <p>Advanced interventions for behavior are only available to students based on eligibility for special education or other student support services.</p> <p>Behavior issues are handled primarily by administrators.</p>	<p>Our school is building a multi-tiered instructional system for behavioral support and intervention. We are supporting teachers to understand and utilize a multi-tiered instructional system for behavior support and interventions.</p> <p>Our school is investigating research-based behavior interventions. We are developing clearly defined decision rules for access to and exit from the interventions; and procedures to monitor the fidelity of implementation.</p> <p>Our school is recruiting grade level and special educators to work as a team to monitor students' behavioral progress.</p>	<p>Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services.</p> <p>Interventions for behavior are matched by function and intensity to student need, and interventions are research-based</p> <ul style="list-style-type: none"> • have clearly defined decision rules for access and exit • have procedures in place to monitor the fidelity of implementation and the overall effectiveness. 	<p>Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services.</p> <p>Interventions for behavior are matched by function and intensity to student need, and interventions are research-based</p> <ul style="list-style-type: none"> • have clearly defined decision rules for access and exit • have procedures in place to monitor the fidelity of implementation and the overall effectiveness. <p>Our school as Behavior Intervention Plans (BIP) that incorporate input from families and/or students and assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc.</p> <ul style="list-style-type: none"> • include prevention strategies, strategies for increasing desired behavior, and strategies for minimizing rewards for problem behavior. <p>Well functioning multi-tiered interventions for behavior are in place and the School Leadership Team reviews them for continuous improvement.</p>

Inclusive Behavior Instruction - Behavior Intervention

3.3 Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.
Main idea: When teachers and school teams use data to make decisions about school practices, they are likely to design appropriate instructional strategies, interventions and individualized academic supports.

O = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
<p>Our school is exploring universal screening and progress monitoring tools for reading and math.</p> <p>Our school is exploring systems to organize schoolwide and student-level data.</p> <p>Instructional decisions are determined primarily by administrators and based predominantly on state assessment data or pre-planned curricula.</p>	<p>Our school is investigating universal screening tools for reading and math. We are supporting teachers to understand and utilize universal screening tools and data.</p> <p>Our school is investigating progress monitoring tools for reading and math. We are supporting teachers to understand and utilize progress monitoring tools and data.</p> <p>Our school is preparing a data system to organize screening, progress monitoring, intervention, and other data. We are developing a system to use these data sources guide instructional decision making.</p> <p>Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.</p>	<p>Universal screenings are in place for both reading and math and conducted three times a year.</p> <p>Progress monitoring data are gathered to check our students' improvement.</p> <p>Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check if interventions are implemented as planned.</p> <p>Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions.</p>	<p>Universal screenings are in place for both reading and math and conducted three times a year.</p> <p>Progress monitoring data are gathered to check our students' improvement.</p> <p>Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check if interventions are implemented as planned.</p> <p>Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions.</p> <p>A well-functioning data system informs our MTSS for reading and math and the School Leadership Team reviews it for continuous improvement.</p>

How do we know?

- Grade-level or instructional support team and School Leadership Team meeting minutes
 - Does our school use all levels of outcome data (individual, classroom, grade level, student subgroups) to develop appropriate instruction?
- Inventory of tool(s) used to assess fidelity of implementation
 - Does our school monitor the implementation of instructional practices and use fidelity data to determine the effectiveness of interventions?
- Process and content for data collection, summary and use for decision making
 - Does our school have a consistent formal procedure to collect student academic performance data and summarize them?

How do we know?

- Grade-level and instructional support team meeting minutes
 - Do special educators regularly and formally meet with grade level educators to discuss progress of students at risk and plan tiered interventions?
- Tier I reading and math curricula
 - Does our school have research-based core Tier I curriculum for reading and math? And do we have fidelity measures available to ensure that instructions are delivered as intended?
 - Universal screenings to identify students at risk of academic failure occur at least 3 times a year, and are more frequent assessments available to monitor their progress on both reading and math?
- Tier II & III intervention guidelines, including instructional fidelity records and rules for student access to and exit from interventions
 - Does our school have research-based Tier II and III interventions, and are those interventions delivered with fidelity as intended?
 - Does our school have clear access and exit rules to identify when students need to participate in advanced tier interventions?

2.2 In our school, personnel evaluation is supportive and useful for educators to build instructional knowledge and skills.
Main idea: When educator evaluations provide positive and constructive feedback, educators will have the information to improve their instructional/practices.

O = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
We are exploring methods for using personnel evaluation and feedback to improve instructional practices and increase student outcomes. Personnel evaluation is used primarily to meet compliance requirements and/or for state reporting.	Our school is establishing a personnel evaluation and feedback process focused on improving instructional practices and increasing student outcomes. Teachers report that feedback is supportive.	Our personnel evaluation results in identification of strengths and specific areas for improvement in teaching and learning. Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data.	Our personnel evaluation results in identification of strengths and specific areas of improvement in teaching and learning. Teachers report that feedback is supportive. Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data. The personnel evaluation and feedback process are used consistently and our School Leadership Team uses the information for continuous improvement.

How do we know?

- Teacher evaluation procedures and other administrator observation schedules and feedback systems
 - Does our educator evaluation use multiple sources and provide useful information and feedback for educators to improve instructions?
- Report from educators
 - Do educators in our school report that feedback from the educator evaluation are useful?

1.2 The Principal and School Leadership Team encourage open communication and support all educators and families to contribute to core school decisions.

Main idea: When the whole school/ community has the opportunity to participate in implementation decisions, the greater the likelihood that the work will be consistent and sustain over time.

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring the meaning of distributed leadership and what it might look like in our school. Leadership decisions are handled primarily by administrators.	Our school is developing communication structures that foster an open exchange of ideas. Our leaders are figuring out how to delegate authority to members of the school community and empower school teams to contribute to key decisions. The School Leadership Team is planning for family input into school decisions.	Educators, other school staff, and families have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders. Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions. Families contribute to core school decisions.	Educators, other school staff, and families have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders. Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions. Families contribute to core school decisions. Team functioning and effectiveness of communication are reviewed by the School Leadership Team for continuous improvement.

How do we know?

- School Leadership Team meeting minutes or other similar documents
 - Are team meetings designed so that team members contribute to decisions and school practices?
- Educators' perceptions
 - Are our School Leadership Team and administrators easy to access so that all stakeholders have the opportunity to exchange ideas and contribute to school decisions?
- Written procedures for key school teams
 - Does our school have clearly documented roles and functions of each school team, which includes core decisions that a team can make and their communication with the School Leadership Team and/or administrators?

IHBH – Extended Learning Opportunities

Purpose

The Board encourages students to pursue Extended Learning Opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended Learning Opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of Extended Learning Opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ Extended Learning Opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and the District's curriculum standards. All Extended Learning Opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO Coordinator(s) for approval. The name and contact information for the school's ELO Coordinator(s) will be found in the Student/Parent Handbook and by contacting the Principal's Office and/or the Guidance Department. The designated ELO Coordinator will assist students in preparing the application form and other necessary paperwork.

The Principal and/or designee will have primary responsibility and authority for ensuring the implementation of Extended Learning Opportunities and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a **Memorandum of Understanding for Educational Services** signed by the parent/legal guardian and returned to the district before beginning the program.

All extended learning opportunities, **including the cost of fees, books, and transportation**, not initiated and designed by the District, shall be the financial responsibility of the student or his/her parent/legal guardian.

High School Extended Learning Opportunities

Extended Learning Opportunities may be taken for credit or may be taken to supplement regular academic courses. If the Extended Learning Opportunity is taken for credit, the provisions of Policy IMBC, *Alternative Credit Options*, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, *Assessment of Educational Programs*, and ILBAA, *High School Competency Assessments* as evaluated by Highly Qualified Teachers.

Extended Learning Opportunities may also be used to fulfill prerequisite requirements for advanced classes based on competencies evaluated by a Highly Qualified Teacher.

The Principal and/or designee will review and determine credits that will be awarded for extended learning opportunities towards the attainment of a high school diploma. Parents/Guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see appeal process).

Students electing independent study, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal, or designee, will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal, or designee, or assigned Highly Qualified Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the school's existing grading procedures will be followed.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student grade report records.

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated by the Guidance Counselor and Principal.

Legal References:

*NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Extended Learning Opportunities
NH Code of Administrative Rules, Section Ed. 306.26(f), Extended Learning Opportunities – Middle School NH Code of Administrative Rules, Section Ed. 306.27(b)(4), Extended Learning Opportunities – High School*

Category: R

See also IHBI, ILBA, ILBAA, IMBC

1st Read: October 28, 2008

2nd Read: December 2, 2008

Adopted: December 2, 2008

IHBI – Alternative Learning Plans

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for Alternative Learning Plans for students to obtain either a high school diploma or its equivalent. The start of a multi-year plan can be initiated at any point in the students high school enrollment.

Alternative Learning Plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of Alternative Learning Plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ Alternative Learning Plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative Learning Plans may include Extended Learning Opportunities taken for credit or taken to supplement regular academic courses. If the Alternative Learning Plan includes Extended Learning Opportunities taken for credit, the provisions of Policy IMBC will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA and ILBAA. Highly Qualified Teachers must authorize the granting of credit for learning accomplished through Extended Learning Opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

Teachers, guidance counselors and administrators should inform students of the District's promotion of Alternative Learning Plans and similar programs. Students expressing interest in pursuing such a plan or program should be referred to the guidance department, principal, or the principal's designee(s).

The guidance counselor or principal's designee is responsible for assisting students and their parents/guardians in preparing Application Forms and other necessary paperwork for Alternative Learning Plans. The Alternative Learning Plan components will be determined through a team consisting of student, school personnel, parent/guardian and other appropriate people based on individual student need.

Students approved for Alternative Learning Plans must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program, as a part of the approved Alternative Learning Plan. For Alternative Learning Plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

The principal or principal's designee and the designated team will have primary responsibility and authority for approval and implementation of Alternative Learning Plans and will oversee all aspects of such programs.

Alternative Learning Plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All Alternative Learning Plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Approved Alternative Learning Plans and credits awarded toward the attainment of a high school diploma or its equivalent shall be reviewed and approved by the principal.

Parents/guardians and/or students may appeal decisions rendered by the principal within the provisions set forth below.

Students engaged in Alternative Learning Plans will remain as enrolled students of their district. Alternative Learning Plans that are approved by the district become the responsibility of the district to implement, and may include associated costs.

Approval Process

1. The student/parent/guardian seeking an Alternative Learning Plan shall meet with the guidance counselor or principal to discuss Alternative Learning Plan options and initiate the formation of an Alternative Learning Plan team. In the case of a Special Education student, the team will include the IEP Team. The Team, including student and parent/guardian, will meet to design the Alternative Learning Plan designed to enable the student to remain enrolled in school and complete educational requirements.
2. The Principal will review the paperwork and will determine whether or not to approve the Alternative Learning Plan. If Special Education, the Principal will review the paperwork in conjunction with the IEP Team. The Principal's decision will be made within ten (10) days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit towards obtaining a high school diploma or its equivalent. In the case of a Special Education student, the program placement determination will be made by the IEP Team. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
4. The District reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

At a minimum, all Alternative Learning Plans must meet the following criteria:

- Provides for proper administration and supervision of the program or plan
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity, if included in the Alternative Learning Plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards
- Includes age-appropriate academic rigor and the flexibility to incorporate the pupil's interests and manner of learning
- Are developed and amended, if necessary, in consultation with the pupil, a school guidance counselor, the school principal and at least one parent or guardian of the pupil

If the submitted plan is rejected, the Principal will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the Principal may appeal that decision to the Superintendent.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the District's policies on graduation.

If a student is unable to complete the Alternative Learning Plan for valid reasons, the principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The principal will determine the validity of such reasons on a case-by-case basis.

If a student ceases to attend or is unable to complete Alternative Learning Plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Legal References:

RSA 193:I, Duty of Parent; Compulsory Attendance By Student

NH Code of Administrative Rules, Section Ed. 306.04(a) (13), Extended Learning Opportunities

NH Code of Administrative Rules, Section Ed. 306.27(6)(4), Extended Learning Opportunities – High School

Category: P

See Also: IKF, IMBA, IMBC

1st Reading: October 28, 2008

2nd Reading: March 31, 2009

Adopted: March 31, 2009

Contoocook Valley School Board

IHBG – Home Education Instruction

Eligibility

The School Board recognizes the right of parents to pursue home education within the parameters RSA 193-A and other applicable state laws and regulations.

Enrollment Procedures

Any parent commencing a home education program for a child who withdraws from the School District shall notify the New Hampshire Department of Education, the Superintendent, or a non-public school within five (5) business days of commencing the home education program. Such notification shall include the names, addresses and birth dates of all children who are participating in the home education program. If notice is provided to the Superintendent, he/she will acknowledge receipt of notification within fourteen (14) days.

Annual notification of intent to home education is not required.

If requested by the parent, the Superintendent will assist parents in making such notification and in complying with applicable statutory requirements.

State attendance laws and District attendance policies shall apply to all students within the District until the commissioner of education, the Superintendent, or principal of a non-public school receives notice from a student's parent/guardian of the commencement of a home education program, consistent with the requirements of RSA 193-A:5.

Evaluation Procedures

Parents electing to request the School District's participation in the annual evaluation must make arrangements to do so with the appropriate building Administrator prior to the end of the public school year, provided the School District is acting as the participating agency. In this case, the Superintendent shall provide evaluation services, if the parent so requests. If the District is not acting as the participating agency, the Superintendent shall provide evaluation services at his/her discretion.

The Superintendent will review the results of the annual education evaluation of children in home educational programs. If the home-educated child has not demonstrated educational progress, the Superintendent will notify the parent in writing that educational progress has not been achieved. Likewise, the Superintendent or his/her designee will notify the parent in writing within 21 days of the evaluation if the child has demonstrated educational progress.

The Superintendent will ensure that the evaluation includes all information, dates and signatures required by state statute and/or regulation.

Parents shall maintain a portfolio of records and materials relative to the home education program and must provide for an annual evaluation documenting the child's demonstration of educational progress at a level commensurate with the child's age and ability, in accordance with RSA 193-A and NH Code of Administrative Rules, Section Ed 315.

Re-enrollment into the School District

Parents deciding to re-enroll their children into the school district following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with the School Board policy governing student placements (NHSBA Sample Policy JG) and are subject to the same appeal process.

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

Graduation/Diplomas

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

Participation in school curricular and co-curricular activities

Regulations regarding the participation of home education students in District curricular and extra-curricular programs are established in Appendix IHBG-R. The Superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the District.

Legal References:

RSA 193-A, Home Education

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

RSA 193:1-a, Dual Enrollment

RSA 193:1-c, Access to Public School Programs by Nonpublic or Home Educated Pupils

NH Code of Administrative Rules, Section Ed 315, Procedures for the Operation of Home Education Programs

Appendix IHBG-R

Category: R

See also JG, JH

1st Read: November 5, 2013

2nd Read: December 3, 2013

Adopted: December 3, 2013

ILBA – ASSESSMENT OF EDUCATIONAL PROGRAMS

The Superintendent or his/her SAU level designee will develop and manage an assessment framework and program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use and interpretation of assessment instruments, including both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

Administration and Use of Assessment Instruments

The assessment program will include an approximate schedule for statewide assessments. The schedule will be distributed to staff and the Board at the beginning of the school year.

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

Assessment Results

Assessment results will be analyzed and used with other data for the following purposes:

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

Interpretation of Assessment Instruments

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

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

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

Evaluation of Assessment Instruments

The Superintendent will evaluate the instructional programs annually in accordance with Board policies and state guidelines. He/she shall have the responsibility to report annually to the Board on the progress the District is making towards the attainment of its educational goals.

Legal References:

*RSA 193-C, Statewide Education Improvement and Assessment Program
NH Code of Administrative Rules, Section Ed 306.24(b)(1), Local Assessment
NH Code of Administrative Rules, Section Ed 306.24(c)(4), Evaluation of Curriculum*

Category: R

1st Read: November 17, 2015

2nd Read: December 1, 2015

Adopted: December 1, 2015

ILBAA – High School Competency Assessments

For the purpose of assessing high school course work through student demonstration of course competencies, the following definitions are established:

Course Level Competency: a statement of an essential understanding and/or skill that must be learned at a proficiency or mastery level.

Performance-Based Assessment: a process by which a student demonstrates learning of course competencies at a proficiency or mastery level.

Proficiency/Mastery: the level of evidence acceptable as a demonstration of student learning relative to course competencies.

Course credit will be awarded through demonstration at a proficiency/mastery level of a student's learning the essential knowledge/skills (competencies) in a given course. Such credit may be used to fulfill prerequisites for other courses. However, credit will not be given for a course in a subject area lower in sequence than one for which the student has already earned credit.

A student's academic grade in a course will be factored into that student's grade point average.

Students who are involved in an approved Extended Learning Opportunity to satisfy course requirements in whole or in part shall demonstrate proficiency/mastery through a method or methods approved by a highly qualified instructor. Competency assessments will be selected, conducted, and reviewed by a highly qualified instructor in conjunction with the provisions of Policy ILBA.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the competencies students are expected to learn. Assessment standards, procedures, and uses shall be equitable for all students.

Legal Reference:

NH Code of Administrative Rules, Section ED. 306.27(d), Mastery of Required Competencies

See Also: ILBA

1st Reading: October 28, 2008

2nd Reading: December 2, 2008

Adopted: December 2, 2008

IMBC – Alternative Credit Options

The School Board encourages increased educational options for students. Credits may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

- The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent or his/her designee to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year – school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of the District
- The procedure will be made public on the ConVal District web site and within the ConVal Regional High School Student Handbook.

It is the policy of the Board that alternative methods for awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Policy ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school, or a home-schooling experience
- Transfer of credits earned by students before enrolling in the district, such as student moving into New Hampshire from another state or country
- Extended Learning Opportunities under the provision of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA
- College Credit/Duel Credit
- Early College

- Middle School acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

If the student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent or his/her designee and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the District, and the course is not completed, the student must reimburse the District for expenses.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Alternative Means of Earning Credit

Category: P

See also IHBH, IHBI, ILBA, ILBAA

1st Reading: June 3, 2014

2nd Reading: August 19, 2014

Adopted: August 19, 2014