

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

POLICY COMMITTEE

October 16, 2018

SAU Finch Room

6:00 PM

Agenda

Committee Members:

Rich Cahoon – Chair, Janine Lesser, Kristen Reilly, Crista Salamy, Jerry Wilson, Stephan Morrissey, Kimberly Saunders, Ann Forrest

Attendees:

1. Call to Order & Approval of October 2, 2018 Minutes

2. Policies to the Board:

The following policies are being presented to the Board for a second read:

- a) BA: Evaluation of Board Operational Procedures
- b) JLCL: Life Threatening Allergies

The following policies are being presented to the Board for a first read:

- a) BBA: School Board Powers and Duties
- b) BEDB: Agenda Preparation and Dissemination

3. Policies for Review:

Coming Back From October 2nd meeting:

- a) BEDG: Minutes (Included is a copy of our Non-Public policy, BEC, and highlighted the reference regarding sealed minutes/board member review.
- b) EFDA: Overdue Accounts
- c) JFAB: Admission and Tuition of Non-Resident Students
- d) JKAA: Use of Restraint, Seclusion, and Physical Contact

4. New Policies for Discussion

- a) CHCA: Approval of Handbooks and Directives

The following policies fall under the Assessment category for the Strategic Plan:

- b) IHBH: Extended Learning Opportunities
- c) IHBI: Alternative Learning Plans
- d) ILBA: Assessment of Educational Programs
- e) ILBAA: High School Competency Assessments
- f) IMBC: Alternative Credit Options

Additional **B Policy Review** -- this agenda includes only those B policies that have recently been updated by the NHSBA. Includes our version as well as the NHSBA version.

- a) BEDG-R: Access to Minutes and Public Records
- b) BCA: Note call letter change. No further action required.
- c) BCA-R: Acknowledge of School Board Ethics Policy

Pending from Past Meetings: Not in this packet

- a) STA Kindergarten Drop-off Procedure: under review by Legal and Bus Company
- b) EEAG – Use of Private Vehicles on School Business: Changed “teacher’s to “employees” in paragraph two. The Superintendent wants to discuss Legal’s edits with Dean Eggart.
- c) ILD & ILD-R: Non-Educational/Non-Academic Questionnaires, Surveys, and Research – pulled pending further research.
- d) JLD: Guidance Counselors: awaiting feedback from Legal

5. Strategic Plan Related Policies: Not in this packet

Below is our original list of Strategic Plan-related policies from August 2016 with determination of committee ownership: Status Report

- a) Communications: BHC, GBD; Communications Committee
- b) Assessment: IGA, IHBH, IK, ILBA, IMBC; presented to Education Committee (see above)
- c) Community Partnerships: KCB; Communications

6. Next Meeting: November 6, 2018

POLICY COMMITTEE

October 2, 2018
SAU Finch Room
6:00 PM

Minutes

Committee Members:

Rich Cahoon – Chair, Janine Lesser, Kristen Reilly, Crista Salamy, Jerry Wilson, Stephan Morrissey, Kimberly Saunders, Ann Forrest

Attendees: Rich Cahoon, Stephan Morrissey, Jerry Wilson, Janine Lesser, Myron Steere, Kimberly Saunders

1. Call to Order & Approval of September 18, 2018 Minutes

The meeting was called to order at 6:09 PM.

Stephan Morrissey moved to accept, Jerry Wilson seconded. All in favor. Minutes adopted as written.

2. Policies to the Board:

The following policies are being presented to the Board for a second read:

- a) AC: Non-Discrimination
- b) GBJ: Personnel Records (Included is policy JRA for possible wording on photocopying fees.)
- c) JIHB: Searches of Student Automobiles on School Property

Business: Rich Cahoon mentioned the policy that covers policies that reference Handbook policies He investigated a number of school districts and found that each of these handbook type documents all have School Board approval. To save paper, he would like to provide a list of those “policies as outlined in District-related documents”.

The following policies are being presented to the Board for a first read:

- a) BA: Evaluation of Board Operational Procedures
- b) JLCL: Life Threatening Allergies

3. Policies for Review:

Coming Back From September 18th meeting:

Our meeting ended during the discussion of this policy; status unknown.

- a) BBA: School Board Powers and Duties – contains paragraph from Policy BB: School Board Legal Status
Kimberly Saunders asked about the qualifications, Rich Cahoon feels we should leave out qualification.

ACTION: Incorporated Rule 303 into policy, edit, and submit for a 1st read.

- b) BEDB: Agenda Preparation and Dissemination, also includes BEDA and BEDH
Rich Cahoon pointed out that in paragraph 5, we do not follow the process listed. See edits to rework the text.

Robert's Rules "Accept the minutes from the last meeting and approve the agenda".
Also, see edits on paragraph 2. Stephan Morrissey asked if we have any policies based on subcommittees. Rich Cahoon believes we do.

Rich Cahoon asked that, for School Board meetings, if we can send separate emails for the supporting materials (to Board members only), or do we table the discussion due to its unavailability. Ms. Saunders will follow up with Brenda Marschok.

ACTION: Send for a first read.

- c) BEDG: Minutes
Rich Cahoon discussed the reference of Drafts in nonpublic sessions. Ms. Saunders asked if the Board wants us to record decisions only. Rich Cahoon indicated he did not. The Board will be receiving separate folders for non-public.

Stephan Morrissey asked about the review of past non-public minutes. This has been postponed indefinitely.

Rich Cahoon asked about the right of Board members to review non-public minutes. It is their right; however, he feels that presently they do have the right. This may exist in the non-public policy. Carol Hills will check the policy.

ACTION: Bring back to next meeting.

Additional B Policy Review -- this agenda includes only those B policies that have recently been updated by the NHSBA. Includes our version as well as the NHSBA version.

- a) BEDG-R: Access to Minutes and Public Records
- b) BCA: Board Member Ethics - Recommended – Our ethics policy is BBFE (included)

We will have to reset the call letters to BCA from BBFE.

Stephan asked about a School Board member handbook of the policies (related to the Board). For new members in March. Use a sentence describing the policy.

ACTION: Revise the call letters to BCA from BBFE. Carol Hills will create binders for the Board consisting all Board-related policies; due March 2019.

- c) BCA-R: Acknowledge of School Board Ethics Policy
Used to censor a Board member.

Pending from Past Meetings: Not in this packet

- a) STA Kindergarten Drop-off Procedure: under review by Legal and Bus Company
Ms. Saunders sent this committee's comments/questions to the Bus Company.
- b) EEAG – Use of Private Vehicles on School Business: Changed "teacher's to "employees" in paragraph two. The Superintendent wants to discuss Legal's edits with Dean Eggart.
- c) EFDA: Overdue Accounts – the following paragraph is the only reference to Overdue Accounts in our Meal Charging policy, EFAA:

If parents continue to fail to provide the student with a meal sent from home, continue to fail to provide funds for their student to use the school lunch program, continue to refuse to cooperate with reasonable requests by District staff to address the overdue debt, and the parent is believed to have the ability to pay, the Superintendent may pursue payment through civil legal action, including filing a claim in small claims court pursuant to RSA Chapter 503.

The Superintendent is delegated authority to assess the likelihood that civil action will lead to payment, the resources required to pursue collection, and to pursue such action only when doing so is in the best interest of the District. Note: this does not apply to free or reduced priced meals.

This is still an urgent issue (see prior minutes regarding this. We are presently trying to secure a Chromebook. Rich asked if we can hold record transfer until they are returned. Not if they were identified. Would this be considered a form of neglect? DCYF may not do anything but there would be a record. We are in the hole for \$53K for Food Service for over a 3-year period. We know that families are still struggling.

ACTION: Bring EFDA back to next meeting. Will cover over the next several meeting if possible.

- d) ILD & ILD-R: Non-Educational/Non-Academic Questionnaires, Surveys, and Research – pulled pending further research.

ACTION: Ms. Saunders will follow up with Ann Forrest.

- e) JFAB: Admission and Tuition of Non-Resident Students – pulled pending further discussion with Student Services

ACTION: Carol will check to see if we adopted this.

- f) JKAA: Use of Restraint, Seclusion, and Physical Contact – Legal is looking to make sure that this policy is not tying the hands of Special education.

- g) JLD: Guidance Counselors: awaiting feedback from Legal.

Ms. Saunders indicated that there are multiple issues regarding the terminology of this policy.

5. Strategic Plan Related Policies: Not in this packet

Below is our original list of Strategic Plan-related policies from August 2016 with determination of committee ownership: Status Report?

- a) Communications: BHC, GBD; Communications Committee
 - b) Assessment: IGA, IHBH, IK, ILBA, IMBC; presented to Education Committee
 - c) Community Partnerships: KCB; Communications
- ACTION: Put on next Ed Committee agenda.**

Moved to adjourn at 6:59 by Stephan Morrissey. Seconded by Janine Lesser.

6. Next Meeting: October 16, 2018

Respectfully Submitted,

Carol Hills

BA – Evaluation of Board Operational Procedures

The ConVal School Board will attempt to conduct a review of goals. The Board will establish annual goals and objectives that will serve as a benchmark and criteria for annual reviews.

The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Relationship with the Superintendent
2. Community relations
3. Board meetings
4. Staff and Personnel Relationships
5. Relationship to Instructional Program
6. Financial Management of Schools
7. Policy development
8. Risk management
9. Other areas the Board determines should be evaluated

While the Board may decide to do so, it is not expected that every area listed above will necessarily be annually reviewed.

The Board desires that the annual self-evaluation and goal setting will clarify the Board's role within the school community, address areas for the Board to improve, and address areas for which the Board should be commended.

Legal References:

NH Code of Administrative Rules, Section ED. 303.01 (g), Substantive Duties of School Boards

Appendix: BA-R1; BA-R2

Category: *Recommended*

First Read: October 2, 2018

Second Read: **October 16, 2018**

Adopted:

JLCL – Life Threatening Allergies

The Contoocook Valley School District recognizes that students are being diagnosed with life threatening allergies and is committed to the safety and health of all students.

The policy goals are to:

1. Provide a safe and healthy learning environment for all students;
2. Reduce the likelihood of severe or potentially life-threatening allergic reactions;
3. Ensure an appropriate and rapid response in the event of a severe or potentially life-threatening allergic reaction;
4. Protect the rights of students with severe or potentially life-threatening allergies to participate in all school activities.

The parent/guardians will provide the school nurse, prior to the start of the school year or as soon as possible after diagnosis, with written documentation from the licensed health care provider on the ConVal form “Medical Action Plan for Allergic Reactions” (MAPAR) or health care provider allergic reaction plan, which will serve as the basis for the development of the Integrative Health Care Plan (IHCP for Allergic Reactions). This form is available on the ConVal web site.

The parent/guardian must ensure the prescribed medication is available to student at all times or the student will not be permitted to attend off campus activities.

Annual education and training on the management of students with life threatening allergies will be given to all staff interacting with the student on a regular basis.

References:

http://www.cdc.gov/healthyyouth/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf
<http://www.nasn.org/ToolsResources/FoodAllergyandAnaphylaxis>

1st Read: October 2, 2018

2nd Read: **October 16, 2018**

Adopted

BBA -- School Board Powers and Duties

State law provides that public schools will be operated and maintained by local School Boards. As agents of the state, School Boards are required to implement state laws pertaining to public education and to carry out the rules of the State Board of Education.

The ConVal Board is an agent of the State and derives its authority from the New Hampshire Constitution, New Hampshire Statutes, and Rules of the State Board of Education.

This School Board shall exercise all the powers and duties prescribed to them by applicable state and federal laws, and rules of the New Hampshire State Board of Education.

~~According to Ed 303.01 Substantive Duties, each school board shall:~~

- ~~(a) Adopt policies necessary and desirable to control and effectuate the recruitment, employment, evaluation and dismissal of teachers and other employees and may delegate authority to the superintendent of schools to carry out the provisions of such policies provided that no teacher shall be employed who is not certified or who has not been nominated by the superintendent of schools and elected by the school board.~~
- ~~(b) Adopt policies necessary and desirable to control and effectuate the purchase of equipment, supplies, or services and may delegate to the superintendent of schools the authority to make financial commitments in accordance with such policy.~~
- ~~(c) Provide, through documented planning and public meetings and quorum votes, accommodation for all pupils in approved schools or other facilities in accordance with state law.~~
- ~~(d) Provide required transportation of students consistent with these rules and provide that all school buildings and other learning environments be maintained in a manner consistent with standards of health and safety as required by these rules.~~
- ~~(e) Oversee the preparation of an annual budget in accordance with RSA 32 and comply with all federal and state laws and rules.~~
- ~~(f) Hold meetings for the transaction of business at least once monthly and require the attendance of the superintendent or designee. The board shall cause a written record to be kept of each meeting in accordance with RSA 91-A.~~
- ~~(g) In consultation with the superintendent and in accordance with statutes and rules of the state board of education, determine the educational goals of the district, develop long-range plans and identify measurable and attainable short-term objectives. The school board shall require the implementation of educational programs designed to reflect the goals and objectives and, further, the school board shall review such programs and make public the results of such investigation.~~
- ~~(h) Annually evaluate the superintendent based on written criteria established by the school board(s)/SAU board.~~
- ~~(i) Adopt a rule to ensure that there shall be no unlawful discrimination on the basis of sex, gender, race, age, creed, color, marital status, national origin, or disability in educational programs or activities consistent with local standards which may be stricter in specific areas than the broader statewide standards.~~

BBA -- School Board Powers and Duties

~~(j) Establish a policy on sexual harassment, written in age appropriate language and published and available in written form to all those who must comply, which includes, at a minimum, the elements specified below.~~

~~Exercise all powers and perform all duties vested in and imposed upon the school board by law or rules of the state board.~~

PART Ed 303 DUTIES OF SCHOOL BOARDS

Ed 303.01 Substantive Duties. Each school board shall:

(a) Adopt policies necessary and desirable to control and effectuate the recruitment, employment, evaluation and dismissal of teachers and other employees and may delegate authority to the superintendent of schools to carry out the provisions of such policies provided that no teacher shall be employed who is not certified or who has not been nominated by the superintendent of schools and elected by the school board;

(b) Adopt policies necessary and desirable to control and effectuate the purchase of equipment, supplies, or services and may delegate to the superintendent of schools the authority to make financial commitments in accordance with such policy;

(c) Provide, through documented planning and public meetings and quorum votes, accommodation for all pupils in approved schools or other facilities in accordance with state law;

(d) Provide required transportation of students consistent with these rules and provide that all school buildings and other learning environments be maintained in a manner consistent with standards of health and safety as required by these rules;

(e) Prepare an annual budget in accordance with RSA 32 and comply with all federal and state laws and rules;

(f) Hold meetings for the transaction of business at least once in 2 months and require the attendance of the superintendent or designee. The board shall cause a written record to be kept of each meeting in accordance with RSA 91-A;

(g) In consultation with the superintendent and in accordance with statutes and rules of the state board of education, determine the educational goals of the district, develop long-range plans and identify measurable and attainable short-term objectives. The school board shall require the implementation of educational programs designed to reflect the goals and objectives and, further, the school board shall review such programs and make public the results of such investigation;

(h) Exercise all powers and perform all duties vested in and imposed upon the school board by law or rules of the state board;

(i) Adopt a rule to ensure that there shall be no unlawful discrimination on the basis of sex, gender, race, age, creed, color, marital status, national origin, or disability in educational programs or activities consistent with local standards which may be stricter in specific areas than the broader statewide standards;

BBA -- School Board Powers and Duties

(j) Establish a policy on sexual harassment, written in age appropriate language and published and available in written form to all those who must comply, which includes, at a minimum, the elements specified below:

- (1) A statement that sexual harassment is against the law and against school district policy;
- (2) A definition of sexual harassment with examples of actions that might constitute sexual harassment;
- (3) The names and roles of all persons involved in implementing the procedures;
- (4) A description of the process so all parties know what to expect, including time frames and deadlines for investigation and resolution of complaints;
- (5) A prohibition against retaliation toward anyone involved in a complaint;
- (6) A description of possible penalties including termination;
- (7) A requirement that a written factual report be produced regardless of the outcome of the investigation;
- (8) At least one level of appeal of the investigators recommendation; and
- (9) A clear statement that someone can bypass the internal process and proceed directly to the New Hampshire commission on human rights, with address and phone number, or office of civil rights, with address and phone number; and

(k) Annually evaluate the superintendent based on written criteria established by the school board (s)/SAU board.

(l) Adopt a teacher performance evaluation system, with the involvement of teachers and principals, for use in the school district, pursuant to RSA 189:1-a,III.

Legal References:

RSA 189:1-a, Duty to Provide Education

RSA 195:5, Cooperative School Districts: School Board Powers and Duties

N.H. Code of Administrative Rules-Section Ed. 303.01, Duties of School Board

Category: R

~~1st Read: February 21, 2012~~ **October 16, 2018**

~~2nd Read: April 3, 2012~~

~~Adopted: April 3, 2012~~

BEDB – Agenda Preparation and Dissemination

~~The Superintendent shall prepare all agendas for meetings of the ConVal School Board. In doing so, the Superintendent shall consult with the Board Chair and appropriate members of the executive staff.~~

~~Items to be placed on the agenda should be in the hands of the Superintendent or Board Chair on or before the seventh day preceding the meeting. Every Board member has the right to place items on the agenda. Items not included on the agenda may be brought before the meeting with the consent of the Board. However, the Board may choose not to deal with every agenda item.~~

~~Items of business may be suggested by any Board member, staff member, student, or citizen of the District. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Superintendent and Board Chair. The agenda, however, shall always allow adequate time for the remarks of the public who wish to speak before the Board.~~

~~The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.~~

~~The agenda, together with supporting materials, shall be distributed to Board members at least four days prior to the Board meeting, to permit them time to give items of business careful consideration. Board members are expected to read the information provided them and to contact the Superintendent or Board Chair to request additional information that may be deemed necessary to assist them in their decision-making responsibilities. The agenda shall also be made available to the press and others upon request.~~

~~The agenda will be posted in the building where the meeting is held, in the foyer of all schools and in the foyer of the SAU Office, and on the District's website.~~

~~Category: R~~

~~See also BEDA, BEDH~~

~~1st Read: June 19, 2012~~

~~2nd Read: August 14, 2012~~

~~Adopted: August 14, 2012~~

The Superintendent shall prepare all agendas for meetings of the Board. In doing so, the Superintendent shall consult with the School Board.

Items to be placed on the agenda should be received by the Superintendent at least seven days prior to the meeting. Every Board member has the right to place items on the agenda. Matters not included in the

BEDB – Agenda Preparation and Dissemination

agenda may be presented during the meeting provided the Board agrees to discuss the matter. The Board may choose not to deal with every any agenda item.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into a non-public session and the statutory reason for doing such.

Any Board member, staff member, student, or citizen of the District may suggest items of business. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Board Chairperson.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the Board Chair without objection of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda and supporting materials should be distributed to Board members at least four two days prior to the Board meeting. Board Members shall be expected to read the information provided them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities.

When the final agenda has been established, it will be made available to the public, upon request. Members of the public who wish to speak at Board meetings regarding an agenda item are encouraged to contact the Superintendent prior to the Board meeting. Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only. Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential. Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's web site in a reasonably accessible location.

Legal Reference:

RSA 91-A:5, IX.

Category: *Recommended*

See also: *BEDA, BEDH*

First Read: October 16, 2018

Second Read:

Adopted:

BEDG -- Minutes

A record of the actions of School Board meetings will be maintained at the SAU Office. The minutes of the Board will be kept in an official file and will include resolutions and motions. Papers not a part of a formal motion may be omitted if they are referred to and identified by some method.

Copies of the draft minutes of a meeting will be sent to the members of the Board before the meeting at which they are to be approved. Corrections to the minutes may be made at the meeting at which they are to be approved.

All minutes will be kept in accordance with RSA 91-A:2 and RSA 91-A:3 and will be in the custody of the Superintendent. Minutes of all public meetings will be made available on the District website for public inspection no later than five (5) business days after the meeting and will be designated as DRAFT until they have been approved. Minutes for all non-public sessions will be made available for public inspection within seventy-two (72) hours after the non-public session unless sealed.

Legal References:

RSA 91-A:2 II, Public Records and Meetings: Meetings Open to Public

RSA 91-A:3 III, Public Records and Meetings: Non-Public Sessions

RSA 91-A:4 I, Public Records and Meetings: Minutes and Records available for Public Inspection

1st Read: February 5, 2012

2nd Read: May 7, 2013

Adopted: May 7, 2013

EFDA – Overdue Accounts

Prior to the start of each school year, parents/guardians shall be advised of meal prices and payment options, as well as information on participation in the Free and Reduced Lunch Program. In order to participate in the ConVal Food Service program, parents may utilize the online payment system prior to purchasing school meals.

Student Accounts:

Accounts due may not exceed \$50.00 for students. Any account in excess of \$50.00 unpaid for more than 30 days will be considered overdue and responsible persons who have not contacted ConVal Food Service with genuine difficulties or acceptable explanation will be notified regarding their overdue account. If no payment is received or contact made with the District within 14 days of this notification, ConVal Food Service will contact the responsible party and seek agreement and resolution. If such agreement or resolution is not possible, or should an agreement previously reached not be honored, the account shall be referred to the Superintendent or designee who may pursue such remedy as she/he deems appropriate including, but not limited to legal action referral to an outside collection agency. In no case will action be taken against a student because of an overdue account.

Staff Accounts:

Accounts due may not exceed \$40²⁵.00 for staff. An account in excess of \$40²⁵.00 unpaid for more than 30 days will be brought to the attention of the Superintendent or designee.

~~1st Read: September 7, 2010~~ November 6, 2018

~~2nd Read: February 3, 2011~~

~~Adopted: February 3, 2011~~

JFAB - Admission And Tuition Of Nonresident Students

Students who are not residents of the Contoocook Valley School District may attend District schools so long as there is space available, and upon payment of established tuition fees, **this includes students in Foster Care**. Except as set forth in paragraph 3, below, admission of nonresident students shall be subject to approval by the School Board upon the recommendation of the Superintendent. The Superintendent shall establish criteria for the admission of nonresident students. Such students shall be assigned to a school by the Superintendent of Schools. An application for admission shall be granted on an annual basis; if the nonresident student wishes to continue to attend District schools, then the parent or legal guardian must reapply prior to the start of each school year.

When a nonresident student **or foster student** is enrolled in the District, the District shall immediately notify the district of residence of the name, date of birth, address, and grade assignment of the student. Such notification shall be made at the beginning of each school year for which the child is enrolled.

The District acknowledges the provisions of RSA 193:3, which states that the District in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C. The Superintendent's decision on whether to enroll a nonresident student will not be based, in whole or in part, on whether that student is a student with a disability as defined by applicable State or Federal law.

Students who are not residents of the District, who are admitted by the Superintendent, shall be charged tuition, except under the following circumstances:

1. To bring into the school system on occasion, students from other countries who are the guests of district residents under exchange programs that have been recognized for purposes of school attendance by the Superintendent.
2. Seniors whose families move during their senior year may complete the current school year in the District, tuition free. If the student does not graduate at the conclusion of that school year then the student must apply to enroll in the District and if admitted, he/she shall be required to pay tuition. All other students who move during the school year and are admitted by the Superintendent as a nonresident student for the remainder of the school year, shall pay tuition on a pro-rata basis.
3. Children of Contoocook Valley School District employees who are not district residents, will be permitted to attend a school in the Contoocook Valley School District. Such students will attend at a reduced tuition so that the District's share of that student's costs will not exceed two-thirds (2/3rds) of the District's per student costs for the previous school year. The Superintendent's decision regarding admittance is non-grievable.
4. Except as set forth above, or unless enrolled through separate agreement with another school system or agency, all nonresident day students shall be charged tuition at a rate set by the School Board. Tuition shall be billed quarterly in advance to the district of residence or the parent responsible for payment. When a district of residence is responsible for tuition, prior approval must be granted by that district's school board, and the districts may elect to enter into an agreement for payment of tuition.

JFAB - Admission And Tuition Of Nonresident Students

Conditions and Procedures for Students Who Are Reassigned Through Mutual Agreement of Superintendents

1. The Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment.
2. The Superintendent will fully consider this written request, will meet with the parent/ guardian, if necessary, and will make a decision concerning the reassignment request.
3. The Superintendent's decision will be based on the best interests of the pupil, as determined by the Superintendents.
4. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.
5. If the Superintendents of the districts determine that the best interests of the pupil warrant a reassignment, he/she may seek Board approval of reassignment of the pupil to a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU.
6. The Superintendent will seek School Board approval of any student being reassigned to the ConVal School District.
7. The Superintendent will issue a written decision to the parent/guardian. The Superintendent's decision will be final and binding.
8. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater.

Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation:

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned. Said pupil's resident or sending district will be charged tuition, which shall include the cost of any special education programming and services.

The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil.

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

Role of the Department of Education

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

JFAB - Admission And Tuition Of Nonresident Students

Manifest Educational Hardship Change of Assignment

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, the parent/guardian may seek a change of assignment in accordance with applicable provisions of RSA 193:3 and Board Policy JEC – Manifest Educational Hardship.

All Non-Resident Students Admitted to the ConVal School District

Nonresident students who are admitted to the District shall comply with all District policies, rules, and regulations, including but not limited to the District's code of conduct and its bullying policy.

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

Legal Reference:

RSA 186-C:13, Special Education; Liability of Expenses

RSA 193:3, Change of School or Assignment

RSA 193:12, Legal Residence Required

Category: P

~~1st Read: November 3, 2015~~

~~2nd Read: November 17, 2015~~

~~Adoption: November 17, 2015~~

JKAA – Use of Restraint, Seclusion, and Physical Contact

The District and all of its employees and contractors have a duty to maintain an orderly, safe environment that is conducive to learning and the District's educational mission. Positive behavioral interventions based on the results of behavioral assessment, shall serve as the foundation for any program used to address the behavioral needs of students. When reasonable to do such, staff shall first seek to address a student's behavioral needs through positive behavioral interventions and supports before resorting to restraint or seclusion.

In ~~extreme-certain~~ circumstances **defined by this policy**, restraint or seclusion of a student will become necessary for the District to fulfill its duty to maintain a safe and orderly environment. However, restraint or seclusion shall only be used when needed to protect the student or others from a substantial and imminent risk of serious bodily harm.

Restraint

The use of restraint in schools shall be limited to physical and restraint, and only to the extent permitted by State Law and this policy. "Physical restraint" shall be deemed to have occurred when a manual method is used to restrict a child's freedom of movement or normal access to his or her body. This includes any manual method that immobilizes a student or restricts their freedom of movement of the torso, head, arms, or legs. Mechanical restraints may be used in the transportation of children when case-specific circumstances dictate that such methods are necessary.

A physical restraint shall only be used:

1. To ensure the immediate physical safety of a person or persons when there is a substantial and imminent risk of serious bodily harm to the child or others; and,
2. By trained personnel using extreme caution when all other interventions have failed or been deemed inappropriate.

The determination of whether the use of restraint is justified shall be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others.

A restraint shall not be imposed for longer than is necessary to protect the child or others from a substantial and imminent risk of serious bodily harm. Children in restraint shall be the subject of continuous direct observation by personnel trained in the safe use of restraint.

No period of restraint of a child may exceed 15 minutes without the approval of the principal or a supervisory employee designated by the principal to provide such approval. No period of restraint of a child may exceed 30 minutes unless a face-to-face assessment of the mental, emotional, and physical well-being of the child is conducted by the principal or by a supervisory employee designated by the principal who is trained to conduct such assessments. The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by state law. Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall

JKAA – Use of Restraint, Seclusion, and Physical Contact

be retained by the facility or school as part of the written notification and record-keeping requirements set forth in state law.

Prohibited Forms of Physical Restraint

All district employees and contractors are prohibited from using or threatening to use:

1. Any physical restraint or containment technique that:
 - a. Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity, or restricts the movement required for normal breathing;
 - b. Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
 - c. Obstructs the circulation of blood;
 - d. Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or wash clothes; or,
 - e. Endangers a child's life significantly or exacerbates a child's medical condition.
2. The intentional infliction of pain, including the use of pain inducement to obtain compliance.
3. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.
4. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.

Restraints shall not be used explicitly or implicitly as punishment for a child's behavior.

Mechanical Restraint

The proper use of seat belts or safety belts while transporting students shall not be deemed mechanical or physical restraint. "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body. Mechanical restraint shall only be used in the transportation of children when case-circumstances dictate that such methods are necessary to safely transport the child.

Whenever a child is transported to a location outside a school, the principal or their designee shall ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the child in a manner which:

- (a) Prevents physical and psychological trauma;
- (b) Respects the privacy of the child; and
- (c) Represents the least restrictive means necessary for the safety of the child.

JKAA – Use of Restraint, Seclusion, and Physical Contact

The use of mechanical restraint shall be documented, and notice of such restraint shall be provided to the parents/guardian of the child. The individual or individuals responsible for implementing a mechanical restraint shall be trained in the proper use of the mechanical restraint.

Actions not Deemed Restraint

In accord with state law, the following actions shall not be considered restraint:

(1) Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

(2) The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.

(3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

(4) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

(5) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child. However, such use of force shall require a report to the parents/guardians of intentional physical contact, as discussed below.

Prohibition of Medical Restraint

Medication restraint is defined in the law as occurring when a child is given medication involuntarily for the purpose of immediate control of the child's behavior. All schools are prohibited from using medication of any kind as a form of restraint.

This prohibition shall not be interpreted to prohibit the administration by a school nurse of a lawfully prescribed medication for purposes other than medication restraint; provided such occurs in accord with the District's policies on the administration of medication in the schools and state law pertaining to the administration of medication by a school nurse.

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Seclusion

Seclusion means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. The fact that the place has a window or other device for visual observation does not serve as an exception to this definition.

Seclusion may only be used when a child's behavior poses a substantial and imminent risk of physical harm to the child or other others, and may only continue until that danger has dissipated.

Seclusion shall only be used by trained personnel after other approaches to the control of behavior have been attempted and been unsuccessful, or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child. Each use of seclusion shall be directly and continuously visually and auditorially monitored by a person trained in the safe use of seclusion.

Seclusion shall not be used as a form of punishment or discipline. Seclusion shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

Rooms used for seclusion must meet the minimum requirements set forth in RSA 126-U, including having doors which are either not equipped with locks, or are equipped with devices that automatically disengage the lock in case of an emergency. See more specifically RSA 126-U:5.

Parents or guardians should notify their child's school principal if a court has appointed a guardian ad litem to represent their child's interests.

Events not deemed Seclusion

Seclusion shall not be deemed to include:

The voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave; or

Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.

Internal and External Reporting

The District shall follow the provisions of RSA 126-U and ED1202.02 with regard to the internal reporting of physical restraint or seclusion as well as the external reporting to parents/guardians. Parents or guardians should notify their child's school principal if a court has appointed a guardian ad litem to represent their child's interests.

JKAA – Use of Restraint, Seclusion, and Physical Contact

Oral Reporting

Unless prohibited by court order, the building level administrator shall, as soon as reasonably possible, verbally notify the parent or guardian whenever seclusion or restraint has been used on a child. In no event shall this oral notice be later than the time of the return of the child to the parent or guardian or the end of the school day. Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time. Any incident of seclusion or restraint involving any injury to anyone (student, employee, or other) shall also be immediately reported to the Superintendent or her designee.

Internal Written Reporting and Notification Form

Within five (5) business days of the use of seclusion or restraint, the school employee that used the seclusion or restraint shall submit a written report to the school principal which contains the information required in RSA 126-U:7 and ED1202.02. The District administration shall develop a reporting and notification form to be used for this written report.

Written Notification of Parents

Unless prohibited by court order, the principal or his or her designee shall, within two (2) business days of receipt of the internal written report set forth above, send or transmit by first class mail or electronic transmission to the child's parent or guardian and the guardian ad litem the information contained in the internal written reporting and notification form referenced above. The District administration may develop a parental notification form, or may elect to use a single reporting and notification form for both internal and external reporting, but the form shall meet all the requirements of NH RSA 126-U:7(II), RSA 126-U:11 (notification of restraints exceeding 15 and 30 minutes) and ED1202.02. Each notification prepared under this section shall be retained by the school or facility for review in accordance with rules adopted under RSA 541-A by the state board of education and the department of health and human services.

Reporting of Serious Bodily Injury

If an incident of restraint or seclusion results in serious injury or death the Superintendent shall, in addition to the notice set forth above, also notify the commissioner of the department of education, the attorney general, and the state's federally-designated protection and advocacy agency for individuals with disabilities. Such notice shall include the written notification required for the parents under RSA 126-U:7(II) and ED1202.02.

Intentional Physical Contact

Whenever a school employee or contractor has intentional physical contact with a student which is in response to a student's aggression, misconduct, or disruptive behavior, the school principal or his/her designee shall make reasonable efforts to promptly notify the student's parent/guardian. Such notification shall be made no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. Notification shall be made in a manner calculated to give the parent/guardian actual notice of the incident at the earliest

JKAA – Use of Restraint, Seclusion, and Physical Contact

practicable time. The administration of the District shall develop a form for providing the required written notice to parents, and the content of the notice shall comply with RSA 126-U:7(V) and District policy/procedures.

Other Physical Contact

The following physical contact need not be reported as intentional physical contact:

- (a) When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. However, if the child is actively combative, assaultive, or self-injurious while being escorted, the event shall be reported as intentional physical contact;
- (b) When actions are taken such as separating children from each other, inducing a child to stand, or otherwise physically preparing a child to be escorted.
- (c) When the contact with the child is incidental or minor, such as for the purpose of gaining a misbehaving child's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to reporting as intentional physical contact.

An incident reported as physical restraint or seclusion need not be reported as intentional physical contact.

Procedures and Forms

The Superintendent and/or his/her designee shall develop written procedures and forms regarding implementation of this policy. The procedures shall be consistent with this policy and all applicable laws and regulations.

IEP Team Review of Record

Upon information that restraint or seclusion has been used for the first time upon a child with a disability as defined in RSA 186-C:2, I or a child who is receiving services under Section 504 of the Rehabilitation Act of 1973, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.

A parent or guardian of a child with a disability may request such a review at any time following an instance of restraint or seclusion and such request shall be granted if there have been multiple instances of restraint or seclusion since the last review.

JKAA – Use of Restraint, Seclusion, and Physical Contact

Internal Duty to Report and Complaints

Notice is given in accord with State Department of Education regulations, and RSA 126-U, that the District's employees have a duty to report to the school administration any violation of RSA 126-U ("Limiting the Use of Child Restraint in Schools and Treatment Facilities") when that employee has reason to believe that the action of another constitutes a violation of RSA 126-U and rises to the level of misconduct or suspected misconduct pursuant to ED 510. The District expressly prohibits any form of harassment or retaliation for the making of such a report in good faith. Any person may make a complaint of a violation of RSA 126-U to the school principal. Schools shall document receipt of any such complaint, including any complaint they determine does not meet the criteria for a violation of RSA 126-U. The documentation shall include the evidence the principal relied upon, and it shall be forwarded to, and maintained by the District's administration. The District's administration, may, at its election, review the building level disposition of the complaint to ensure compliance with RSA 126-U, the state regulations, and this policy.

Legal References:

*RSA 627:6, II Physical Force By Persons With Special Responsibilities Ed
1113.04-1113.05*

*RSA 126-U Limiting the Use of Child Restraint Practices in Schools and Treatment
Facilities Revised 10-4-10*

ED1200 Restraint and Seclusion for Children

Catetory: *Priority/Required by Law*

1st Read: October 7, 2014

2nd Read: October 7, 2014

~~Adopted: October 7, 2014~~

1st Read: November 6, 2018

2nd Read:

Adopted:

CHCA – Approval Of Handbooks and Directives

In order that pertinent School Board policies, regulations, and school rules and procedures may be known by all staff members and students affected by them, district administrators and principals are granted authority to issue staff and student handbooks.

It is essential that the contents of all handbooks conform with district-wide policies and regulations. The Superintendent or his/her designee must approve all handbooks. School Board members may access handbooks online, and may request a hardcopy.

1st Read: June 4, 2013
2nd Read: June 18, 2013
Adopted: June 18, 2013

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.

EXTENDED LEARNING OPPORTUNITIES

(continued)

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.

EXTENDED LEARNING OPPORTUNITIES**(continued)**

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

1st Read: October 28, 2008
2nd Read: December 2, 2008
Adopted: December 2, 2008

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.

*Category P**See Also: IKF, IMBA, IMBC***ALTERNATIVE LEARNING PLANS**

(continued)

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.

*Category P**See Also: IKF, IMBA, IMBC***ALTERNATIVE LEARNING PLANS**

(continued)

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

*Category P**See Also: IKF, IMBA, IMBC***ALTERNATIVE LEARNING PLANS
(continued)**

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 193:1, 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

1st Reading: October 28, 2008

2nd Reading: March 31, 2009

Adopted: March 31, 2009

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

ILBA – ASSESSMENT OF EDUCATIONAL PROGRAMS - continued

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

See Also: ILBA

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

1st Reading: October 28, 2008

2nd Reading: December 2, 2008

Adopted: December 2, 2008

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

ALTERNATIVE CREDIT OPTIONS

(continued)

- 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/Dual 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

1st Reading: June 3, 2014
2nd Reading: August 19, 2014
Adopted: August 19, 2014

ACCESS TO MINUTES AND PUBLIC RECORDS

1. These procedures will apply to all requests for access to public records and minutes received by the administrative offices of the school district.
2. The Board encourages members of the public to make their requests for access to public records in writing and to include a specific description of the desired documents. No request will be denied if it is not in writing. All steps taken to comply with such requests will be documented in writing and will include a specific description of all documents that were made available.
3. Public documents requested under the Right-to-Know Law must be made available within five (5) business days. In the event a reply will take longer than five (5) days, a letter will be sent to the individual requesting the documents acknowledging receipt of the request and either estimating when a substantive reply will be available or explaining why such documents are unavailable.
4. Access to public records will ordinarily be afforded by providing photocopies of the requested materials. In some instances alternate methods -- such as allowing personal review of a particularly voluminous file -- may be more appropriate.
5. The school district will charge a basic fee of \$.10 per page for producing photocopies of records.
6. Records must be reviewed in their entirety by either the Superintendent or building principal before they are released, in order to ensure that no confidential or exempted information is disclosed.
7. Records exempted from disclosure requirements include: personnel records; student records; privileged documents (e.g. lawyer-client communication); records pertaining to litigation; collective bargaining; real estate negotiations; records containing certain types of confidential commercial or financial information; and other such documents as defined in RSA 91-A:5.
8. It is possible that only a portion of the information contained in a district record will be subject to public access under the Right-to-Know Law. In such cases the district will make a reasonable effort to provide access to the public portions of the record. For instance, a redacted photocopy of the document may be provided.
9. This procedure shall be effective immediately and shall continue in force until otherwise amended or repealed.

BOARD MEMBER ETHICS*Category: Recommended**See also Appendix BCA-R*

In order to fulfill its duty under state law to provide education to pupils within the District, the Board adopts the following expectations for each of its members.

AS A MEMBER OF THE SCHOOL BOARD, AND IN ACCORDANCE WITH MY OATH OF OFFICE, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION BY STRIVING TO ADHERE TO THE FOLLOWING EXPECTATIONS:

1. Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning issues to be considered at those meetings.
2. Understand that the Board, as governing body, does not manage the District, but rather sets the broad goals and standards for the District by way of policies adopted by a quorum of the Board at proper meetings under the Right-to-Know law.
3. Be informed about current educational issues by individual study and through information, such as those sponsored by my state and national school board associations.
4. Make decisions and take votes based upon the available facts, the full deliberation of the Board, and my independent judgment, and refuse to surrender or subordinate that judgement to any individual or special interest group.
5. Work respectfully with other Board members by encouraging the free expression of differing opinions and ideas.
6. Seek opportunities for the Board to establish systematic communication channels with students, staff, and members of the community.
7. Recognize that as a general principle the District and its students benefit when Board decisions, which have been made following consideration of all sides and vote of a quorum, receive the subsequent support of the whole Board, whenever practicable.
8. Respect the confidentiality of information that is privileged under applicable law or is received in confidence or non-public session.
9. Recognize that individual Board members are without authority to act relative to School District business, and that I may not individually commit the Board to any action except as specifically designated to do so by Board action.
10. Understand the chain of command and refer problems or complaints to the proper administrative office per applicable School Board policies.
11. Work with the other Board members to establish effective Board policies, and foster a relationship with the District administration toward the effective implementation of those policies and management of the District operations, personnel and facilities.

BOARD MEMBER ETHICS

12. Communicate to the Superintendent and to the Board (only as consistent with the Right-to-Know law) expressions of public reaction to Board programs, policies and other Board actions.
13. Present personal criticisms concerning District operations, staff, etc. to the Superintendent, not to District staff, the public, or unnecessarily at a Board meeting.
14. Establish policies and protocols for systematic communications with students, staff, and members of the community. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.

See also: Appendix BCA-R

History:

First reading: _____

Second reading/adopted: _____

Legal References:

189:1-a "Duty to Provide Education"; and RSA 189:1 "Days of School"

NHSBA history: Revised: May 2018; May 2006; November 1999
Reviewed: February 2004

NHSBA revision note: May 2018 - This sample policy has been: (a) revised to include language to better reflect that, while school board decisions tend to be more effective and successful when supported by all members (after a majority vote), individual members do not at any time lose their individual right to express dissent; (b) amended to include provisions better identifying the distinction between governance and management; and (c) generally reorganized for better flow.

w/p-update/spring2018/ BCA Board Ethics 2018-5 (f)

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SCHOOL BOARD MEMBER ETHICS

ACKNOWLEDGMENT OF SCHOOL BOARD ETHICS POLICY

I, *school board member name* , have read *school district name* School Board Policy BCA – School Board Ethics.

I shall, to the best of my ability, adhere to all ethical statements and considerations contained within that policy.

Signature of School Board member

Date

Signature of School Board Chair

Date

Witness: _____

Superintendent