

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

EDUCATION COMMITTEE

January 28, 2019

SAU Boardroom

5:30 PM

Agenda

Committee Members:

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

Approval of December 17, 2018 Minutes

Student Achievement Presentation

Extended year and summer Programming – Summer Adventures Program and Communication Plan

SP Action Step 1.2.6 Develop and implement an extended day and year on an as needed basis for students to assure all students make or exceed a year's worth of growth.

VLACS discussion

Policies IHBH, IHBH-R (NHSBA Version) IHBI, ILBA, ILBAA, and IMBC

Other

Next meeting: Monday, February 18, 2019 at 5:30pm in the SAU Boardroom

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Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197
EDUCATION COMMITTEE

December 17, 2018

SAU Boardroom

5:30 PM

Minutes

Committee Members:

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

Present: Crista Salamy, Dick Dunning, Bernd Foecking, Crista Salamy, Cari Christian-Coates, Nicole Pease, Larry Pimental, Ben Moenter, Dr. Ann Forrest, Kim Chandler, Amy Janoch

Crista Salamy called the meeting to order at 5:34 p.m.

Approval of November 19, 2018 Minutes

Dick Dunning moved to accept the minutes of November 19, 2019. Bernd Foecking second. Crista Salamy abstained. All others in favor. Motion carried.

Update on multiage at DCS

SP Action Step 3.1.2; make a determination on whether to pursue multiage/multigrade as a District practice

Nicole Pease reported that the main goal was to be able to develop a schedule where she and another teacher could work with grades 3, 4, and 5 students. After 3.5 months, reflection results in things that are going well. Co-planning is possible one hour each week. Collaborating and sharing ideas and concerns about what is and is not working well has been positive. Time to work together has allowed integration across curriculum areas. The ability to specialize in a particular curriculum has been great. Being able to look at learning progressions is more evident working across three grades. Time being pulled out of the classroom for professional development is now distributed between the two teachers, allowing for time in class. Looking at assessing the group as a whole and regrouping to meet learning needs is a goal.

Ms. Pease broke down what a typical day looks like.

Specializing in math and science across three grades has allowed a strong familiarity with the curriculum. It allows the ability to see how the grade levels come together.

Moving forward, focus on developing learning progressions and assessments is a goal.

Discussion took place about the ability or inability to move a child to a different group based on their level of learning.

What does inclusion look like in the ConVal School District?

Request made during the August School Board retreat. Also related to SP Focus Area 2.1e

Ben Moenter distributed information that detailed focus areas and action steps on this topic (see attached). Progress related to co-teaching; 11 classes at the high school are co-taught; at each level at the middle school; and a range of no co-teaching to all co-teaching at the elementary level.

The ability to co-teach at each grade level, grades K-4, is difficult. Planning time does not match up to allow for this possibility. It is impossible for one person. In part, this is one reason for the number of paraprofessionals in buildings.

Cari Christian-Coates reported that the district is headed in the right direction with co-teaching. We are currently at 60%.

ConVal 2025, formerly SWIFT, is focused on Domain II.

If the district is going to continue to do inclusion in the classroom, how many co-teachers do we need to be successful for that to happen? We likely cannot afford the numbers given the current configuration of the district. What are we going to do in the interim to meet the needs of these kids? Is there a plan to allow for regrouping?

The response was that we don't have a choice, it is the law. We are working toward it and have made many changes toward it. Classrooms look different today as a result. Is it challenging at the high school to co-teach if a student is struggling to get them into a TASC spot? There are opportunities to meet with kids at TASC, but if there are a number of students who have a need, it is difficult to get one-on-one time.

Barriers to forcing co-teaching are the lack of training for staff.

Co-teaching is one way to support inclusion.

Has the co-teaching model improved learning outcomes? Has it had less stress on teachers? Are parents satisfied? How can we measure success? Changing the parameters for measurement and asking the right questions is important.

Inclusion is about the least restrictive educational setting for a student. The challenge is difficult to make sure there is balance in planning, scheduling and staff resources.

Update on SEL (Tier 1) at the Elementary-level

Social Emotional Learning (SEL) Curriculum update – implementation in schools. Amy Janoch surveyed K-4 teachers on this topic. 32 respondents or 63% of teachers completed the survey (see attached).

Regulation stations are in all classrooms and are used regularly. Teaching children to identify their emotional state and using strategies to get to the "green zone" i.e. ready to learn and calm.

What works well? Happy to have a common language to identify what is helping or interfering with the ability to learn. Teachers were eager to learn more strategies in this area.

In Antrim, it is working for a lot of the kids. Kids need more Tier 2 and 3 assistance.

At PES, most teachers have regulation stations. Challenges include professional development and training for all staff. Consistency is important. Time to assess if the

curriculum delivered and training is effective is needed. Not all staff have been trained in Zones of Regulation. Giving kids time to get ready to learn might be an emphasis.

Review Director of School Counseling Job Description.

Cari Christian-Coates said that there is a hope to make a shift in this position to a K-12 focus as opposed to a grade 9-12 focus. This will provide an opportunity to spend more time with people at all levels and provide counselors support. This is viewed as a phase in process. District and high school responsibilities were broken out.

Looking at a total redistribution of responsibilities is a goal. This would allow the counselors that travel additional support.

In terms of evaluation; whose evaluation is brought forward should there be a disagreement between the primary and secondary evaluator? It is a collaborative process; not one or the other but an evaluation of input together. The principal is the primary evaluator and would be contributing more to the conversation.

Should this move forward, when would it be effective? Not a current expectation.

How will the workload at the high school be addressed? This will be revisited. Redistribution of workload would allow for this to occur potentially.

Is there a financial impact? Currently unknown.

While reviewing the job description, it was noted that "Compile, generate, and interpret all data related to student achievement K-12" is a responsibility of the Assistant Superintendent.

Looking at 504's K-12 are being reviewed in terms of focus on the process; this position change will benefit the process.

Discussion took place about support at the high school. Further discussion took place about what the position would look like.

Workload for this position was asked for more information.

Policy

Review language in Policies IHBH and IMBC (attached)

Policy language was said to be redundant in places. It is difficult to eliminate some of the language. Ann Forrest said that she does not see the policies as limiting. She was open to postponing this conversation so more information could be gained.

A smaller subcommittee to review policies in more detail to bring the information back to the Education Committee was suggested.

Limiting the number of credits that could be used toward a ConVal Diploma prompted this discussion.

Ann Forrest cited differences in the ConVal policy against the NH School Board policy.

Crista Salamy and Dick Dunning agreed to meet in advance of Education Committee meetings to look at policy.

Other

**Dick Dunning motioned to adjourn at 7:23 p.m. Crista Salamy second.
Unanimous.**

Respectfully submitted,

Brenda Marschok

Summary of SEL Curriculum Survey

12/10/18

32 respondents - 63% of teachers completed the survey

95% of the respondents are implementing morning meeting 4 - 5 times a week.

53% of respondents are implementing closing circle 4 - 5 times a week.

Regulation stations are in all classrooms and used on a regular basis. Respondents are teaching children to identify their emotional state and using strategies to get to the "green zone" ready to learn/calm.

52% of the teachers report that the regulation station works for 80% or more of the students in the classroom. Another 11% said that it works for 40% of the students.


51% of teachers work with children to set goals for behavior for the day and 27% of the teachers check in at the end of the day to see how the children did with meeting their goals.

When asked **what works well**, teachers reported the following:

- Dedicated time to teach strategies for managing behavior
- Incorporate the strategies in the moment to help students get to "calm"
- Common language for managing emotions and behavior
- Use of Zones to help students understand how they are feeling and how that affects learning.
- Concrete strategies for getting managing disregulated behavior
- Consistent structure across school

What are **roadblocks** for implementing the social emotional curriculum?

- Time
- Lessons are too long. Need to be broken down more and extended longer
- Lack of training
- Adjusting the curriculum for younger students - language like regulated and disregulated
- Need for more resources

Focus Areas	Action Steps
 <p>2.1 Students with special educational and behavioral needs will be integrated into the general education classroom to the maximum extent appropriate to meet their needs.</p>	<ul style="list-style-type: none"> 2.1.1 The School District will implement co-teaching models at all levels. 2.1.2 The School District will train staff to provide interventions that address behavior concerns. 2.1.3 The School District will implement the use of instructional strategies that positively impact all learners. 2.1.4 The School District will apply to become a <u>SWIFT</u> district. 2.1.5 The School District will train applicable personnel in <u>SWIFT</u> practices. 2.1.6 The School District will begin implementation process for <u>SWIFT</u>. 2.1.7 The School District will promote and support collaboration between parents or guardians, staff, and outside agencies. 2.1.8 The School District will partner with behavioral health and substance abuse task force.
<p>2.2 The School District will promote collaboration between students, staff, and community by demonstrating respect for self, peers, adults, and the facility.</p> <p><i>SEL, Responsive classroom, Zones of regulation, Social emotional learning, all kinds of Minds, PBIS Positive behavior intervention</i></p>	<ul style="list-style-type: none"> 2.2.1 The School District will train students to create personalized Plans for Success (document that outlines their goals and how to attain them). 2.2.2 The School District will implement community/school recognition programs. 2.2.3 The School District will create local internships related to Applied Technology career paths. 2.2.4 The School District will establish service learning opportunities that require interaction with area service agencies.
<p>2.3 The School District will provide enhanced <i>Support</i> curricular opportunities through community partnerships.</p>	<ul style="list-style-type: none"> 2.3.1 The School District will expand middle/high school summer opportunities. 2.3.2 The School District will create partnerships with local businesses. 2.3.3 The School District will establish articulation agreements with other local institutions. 2.3.4 The School District will expand partnerships with Harris Center, Cornucopia Project, and ConVal Youth Sports Association.
<p>2.4 The School District will showcase student activity and achievement to increase school visibility in community.</p>	<ul style="list-style-type: none"> 2.4.1 The School District will create District-wide Arts and Science/Tech Days in conjunction with local events.
<p>2.5 The School District will provide clear communication tools for use by students, staff, and community.</p>	<ul style="list-style-type: none"> 2.5.1 The School District will update District website. 2.5.2 The School District will create a social media presence where appropriate.

School Improvement through Inclusive Education

Wayne Sailor, Allyson Satter, Kari Woods, James McLeskey, Nancy Waldron

25 OCTOBER 2017

Inclusive educational practices have recently become a driving force for school improvement. These practices are rooted in a body of research which indicates that when students with disabilities are meaningfully included in general education classrooms and schools, academic and social outcomes improve for students with and without disabilities.”

General Overview and Advances in Inclusive School Improvement

Ainscow 2005 argues that inclusive school improvement needs to extend beyond individual schools, and that it includes systemic change that challenges views of disability—not as inherent problems within a student, but as a process for identifying and removing barriers to improve participation and achievement of all students.

Artiles and Kozleski 2007 and Artiles and Kozleski 2016 view inclusive education as the cornerstone of education reform, asserting that an inclusive education should not just be about students with disabilities, but also about increasing access, participation, and outcomes for all students who are marginalized.

McLeskey, et al. 2014 defines inclusive practices and makes the case that inclusive schools require schoolwide systemic change that is focused on teacher practice and capacity building in areas teachers are motivated to improve. Furthermore, the authors agree with Liasidou 2015 that such a change requires time for planning before systemic changes are implemented.

Waldron and McLeskey 2010 describes how comprehensive school reform can be used to focus on the development of inclusive schools.

Sailor and McCart 2014 and Sailor 2015 define and outline current advances in inclusive school improvement and provide some suggested next steps for developing inclusive systems.

In Sailor 2016, the problem is further described as framing education in terms of categorical, specialized services. Sailor argues for using a Multi-Tiered System of Support (MTSS) as a way to equitably distribute resources; that is, by matching resources to measured student needs.

Choi, et al. 2016 statistically demonstrates the positive effects of an equity-based inclusive education model on student reading and math achievement.

30 Years of Research = Benefits of Inclusive Education

Hunt, Farron-Davis, Beckstead, Curtis, Goetz, 1995; Ryndak, Morrison, & Sommerstein, 1999; Fisher & Meyer, 2002; Jorgensen, McSheehan 2005; Hunt, Farron-Davis, Beckstead, Curtis, Goetz, 1996; Fryxell & Kennedy, 1995; Schnorr, 1990, 1997 and more.... Swiftschools.org

- **Higher expectations for ALL students**
- **Better performance for ALL students in academic areas (reading and math)**
- **Increased communication skills**
- **Decrease in challenging behaviors**
- **Fewer days missed from school**
- **Fewer suspensions and expulsions**
- **Opportunities to develop social relationships**
- **Students and teachers report increased “kindness”**
- **Promotes the value of diversity for ALL students**
- **Improved post school options**

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.

IHBH - Extended Learning Opportunities

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.

IHBH - Extended Learning Opportunities

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

EXTENDED LEARNING OPPORTUNITY – APPLICATION

Request for Approval of Extended Learning Opportunity Program of Study

Student: _____ Current Grade: _____ Application Date: _____

Course/Program to be taken and course number: _____

Semester/Year course is to be taken: _____

School: _____ Location: _____

Course description: (Please attach)

Reason for request (check all appropriate boxes):

☐ Review for credit/summer school (make-up course work for a previously failed course)

Failed course: _____

☐ Advanced course level in a given sequence for upcoming school year

☐ Name of (DISTRICT SCHOOL) equivalent course: _____

☐ Earn additional high school credit (check all appropriate options)

_____ College course work for high school credit

_____ College course work for the alternate graduation option

_____ Independent study

_____ Distance Learning course work (online or virtual high school)

_____ Request for credit to be utilized for early graduation

☐ Other: _____

Rationale for request: (Attach pages if necessary.) _____

If course is approved, _____ credits will be awarded upon proof of successful completion.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

School Counselor Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Copy to: ☐ Student/Parent ☐ Student File ☐ Guidance Counselor

See Policy IHBH

New Appendix: May 2008

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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.

IHBI - Alternative Learning Plans

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

IHBI - Alternative Learning Plans

- 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 193:1, 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

Category: P

See Also: IKF, IMBA, IMBC

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

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.

IMBC - Alternative Credit Options

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
Ed 306.14(a)(14), Alternative Means Of Demonstrating Achievement Of Graduation Competencies
Ed 306.21, Alternative Programs*

Category: P

See also IHBH, IHBI, ILBA, ILBAA

1st Reading: June 3, 2014

2nd Reading: August 19, 2014

Adopted: August 19, 2014