

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road
Peterborough, New Hampshire**

CONTOOCOOK VALLEY SCHOOL BOARD

Policy Committee

**Tuesday, June 1, 2021
5:00 p.m.**

Physical Location: SAU #1, Board Room
106 Hancock Road, Peterborough, NH

Virtual Location:

<https://us02web.zoom.us/j/84451447524?pwd=ZUNKSW9wMWFPRmtQa0pzNGNqMWordz09>

Meeting ID: **844 5144 7524**

Passcode: **04FF7i**

Phone: +1 312 626 6799 US

Meeting ID: **844 5144 7524**

Password: **788293**

Minutes

School Board Committee Members:

- Keira Christian
- Katherine Heck
- Janine Lesser
- Kevin Pobst
- Stephen Ullman

1. Call to order

2. Approval of the minutes from May 18, 2021 (pg. 1-3)

3. DIA –Fund Balances Policy- second read

ILD- Non-Educational/Non-academic Questionnaires, Surveys and Research- first read

4. Review input and feedback on policies: (pg. 4-13)

- **IHAK** -Character and Citizenship Education -Adopted 2013
- **IHCD**- Advanced Coursework -Adopted 2015
- **LEB** – Advanced Course Work- Adopted 2015
 - **LCC**- Dual Enrollment-Adopted2017- Rescind and Merge into LEB and IHCD
- **CBI** – Evaluation of the Superintendent and Goal Setting

5. Non-Public Session RSA 91-A - Personnel

6. Policy status:

- **JICFA**- Hazing -Adopted 2011
 - In development
- **JLCL** -Concussions and Head injuries- Adopted 2013.
 - Under review by district personnel

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Policy Committee

**Tuesday, May 18, 2021
5:00 p.m.**

Physical Location: SAU #1, Board Room
106 Hancock Road, Peterborough, NH

Virtual Location:

<https://us02web.zoom.us/j/85412958786?pwd=ell5TINDQkZlYWNKQ3YrYk5HSUJlZz09>

Meeting ID: **854 1295 8786**

Passcode: **10cpqV**

Phone: +1 312 626 6799 US

Meeting ID: **854 1295 8786**

Password: **418402**

Minutes

School Board Committee Members:

- Keira Christian
- Katherine Heck
- Janine Lesser
- Kevin Pobst
- Stephen Ullman

Committee Members Present: Katherine Heck, Keira Christian, Janine Lesser, Kevin Pobst, Stephen Ullman

Others Present: Dr. Kimberly Saunders, Dr. Ann Forrest, Cari Christian-Coates, Lori Schmidt, Alan Edelkind

1. Call to order

Katherine Heck called the meeting to order at 5:02 p.m.

2. Approval of the minutes from May 4, 2021

Stephen Ullman moved to approve the minutes of May 4, 2021. Janine Lesser second. Unanimous.

3. DIA –Fund Balances Policy- requested legal review 5/4/20

Kevin Pobst asked when the committee reviews something and it goes off for further review, does it come back to committee for further review or directly to the board. In other words, are the changes made after it goes to the administrator or legal for review, or does it return to the committee first before going to the board? If there were changes before it goes for a first read, it would be better to make changes first.

Discussion took place. There are not major changes to this policy but the wording is important.

Katherine Heck said that this can go for a first read and incorporate the changes for a second read.

4. Review of the following required by law policies:

- **IHAK -Character and Citizenship Education -Adopted 2013**

Legal updates occurred in 2017 and it was reviewed for compliance. The ConVal Policy and NHSBA version were compared.

Janine Lesser suggested listing all of the bullets in the NHSBA Policy in the ConVal Policy or none.

Dr. Forrest confirmed that when developing curriculum, the policies that impact this work are pulled. Dr. Kimberly Saunders said that there are members in the NHDOE that talk about the fact that we are a republic. There are clear pieces in here such as “a democratic government”. This committee should make sure that what you want and don’t want in the policy are included and not.

Katherine Heck said that this is a required policy.

Referring to the relative RSA was suggested.

Janine Lesser said that the policy is a statement to the public that makes our position clear; they should be listed.

Keira Christian agreed that everything should be listed so it is in one spot.

Kimberly Saunders suggested the addition of #9 to include gender identity.

Stephen Ullman said that he would rewrite this policy.

Kimberly Saunders said that when there are specific concerns about how policy was written, they have taken the policy back to be rewritten. Stephen Ullman agreed to draft a rewrite.

Consensus of the committee to add all 17 points from the NHSBA Policy?

Katherine Heck agreed that all should be listed.

Kevin Pobst noted that there is language in the policy, such as “right to work” that is political and intentional in the policy.

Stephen said that he would like a chance at rewriting the 17 points and come back to the committee.

- **IHCD- Advanced Coursework -Adopted 2015**

It was noted that updates were made in the NHSBA policy in 2017 and 2019.

- **LEB – Advanced Course Work- Adopted 2015**

Policies IHCD and LEB are mirror policies. The NHSBA policy is different.

Policy LEB was referenced as well. Katherine Heck and Kimberly Saunders will look for alignment.

Keira Christian suggested pulling them into one policy.

Janine Lesser said that the “L” and “I” policies fall under two categories.

LCC would have to come into an “I” policy was the intention.

Support of having a counselor involved in course selection was suggested.

Janine Lesser said that the Equity Committee is going in the opposite direction of having to have a recommendation to enroll in a course.

There are prerequisites in place for access to courses.

Kimberly Saunders and Katherine Heck agreed to develop a suggestion and recommendation for the next meeting and it will move to the Equity Committee.

- **ILD- Non-Educational/Non-academic Questionnaires, Surveys and Research**

Work had previously been done on this policy.

Kevin Pobst said that he thought it was the law that an affirmative consent, and not passive consent, must be in place.

Kimberly Saunders said that every time a survey comes out, determination if it is academic or not occurs.

Katherine Heck said that sexual orientation and gender identity should be added to the policy. The ConVal School Board policy was developed to meet all of the requirements on NHSBA.

Katherine Heck said that she would like to move this to a first read so that it is on the books.

ILD-R is comprehensive.

- **JICFA- Hazing -Adopted 2011**

The ConVal version was updated in 2011 and 2017 to meet RSA 631:7. There is some acknowledgement to that RSA. The last two paragraphs are slightly different. The second paragraph has additional language as well. We have measures in place to prevent this but policy should meet legal language.

Discussion took place about the first paragraph.

Kevin Pobst suggested that language about not belong to a secret society should not lead in the first paragraph. It should be at the bottom.

Kimberly Saunders suggested that whatever rewrite takes place should go to legal for review.

Kevin Pobst was asked to redraft.

Janine Lesser said that moving the first sentence about secret organizations and second paragraph of ConVal organization includes the same information.

- **JLCL -Concussions and Head injuries- Adopted 2013.**
This policy will be reviewed to make sure that everything is in alignment.

Kimberly Saunders asked that this policy revision might best be given to the nurses for review. Confirmed. Cari Christian-Coates will receive the copy from Katherine Heck to bring forward to nurses.

5. Non-Public Session RSA 91-A (If Required)

None.

Kevin Pobst motioned to adjourn at 5:55 p.m. Janine Lesser second. Unanimous.

Respectfully submitted,

Brenda Marschok

Category: Priority/Required By Law

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others.
2. Fairness, integrity, and justice.
3. Respect, courtesy, and human worth.
4. Community service.
5. The rights and responsibilities of citizenship.
6. Each individual's dignity and worth.
7. Respect for persons, property, and self.
8. Each individual's right to learn and freedom to achieve.
9. Each individual's right to equal opportunity, regardless of age, gender, race, creed, color, religion, marital status, sexual orientation, gender identity, national or ethnic origin, and disability.
10. Each individual's right to personal liberties.
11. All individuals' responsibility for their own actions.
12. The obligation to exercise self-discipline, where and when appropriate.
13. Each individual's responsibility to the group as well as to society.
14. Democratic government based on the principles of majority rule and protection of individual rights.
15. Devotion to the rule of law.
16. Problem solving through reason and orderly processes.
17. Tolerance of others' beliefs and their freedom to express their own.
18. Each individual's right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship will take place throughout the K-12 program.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(5), Character and Citizenship
NH Code of Administrative Rules, Section Ed 306.04(i), Character and Citizenship
Revised: September 2017

IHAK - CHARACTER AND CITIZENSHIP EDUCATION

Sample NHSBA Policy

Category: Priority/Required By Law

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others.
2. Fairness, integrity, and justice.
3. Respect, courtesy, and human worth.
4. Community service.
5. Pursuant to RSA 186:13, the rights and responsibilities of citizenship.
6. Each individual's dignity and worth.
7. Respect for persons, property, and self.
8. Each individual's right to learn and freedom to achieve.
9. Each individual's right to equal opportunity, regardless of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability.
10. Each individual's right to personal liberties.
11. All individuals' responsibility for own actions.
12. The obligation to exercise self-discipline where and when appropriate.
13. Each individual's responsibility to the group as well as to the total society.
14. Democratic government is established by majority vote and protection of individual rights.
15. Devotion to the rule of law.
16. Problem solving through reason and orderly processes.
17. Tolerance of others' beliefs and their freedom to express his/her own.
18. Each individual's right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship will take place throughout the K-12 program.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(5), Character and Citizenship
NH Code of Administrative Rules, Section Ed 306.04(i), Character and Citizenship
Revised: September 2017

Priority-IHCD Advanced Coursework CV 2015 - Policy review .

NHSBA revision notes, November 2019 - revised in response to 2019 N.H. Laws Ch. 322 (SB 276). Revisions include: (a) opening dual/concurrent enrollment programs to sophomores, (b) reference to a career readiness credential, and (c) replacement of guidance counselor with school counselor. **December 2017** - revised to reflect that the Dual and Concurrent Enrollment Program is specific to STEM courses and further that the Superintendent/designee is responsible for coordinating any agreements between the district and CCSNH, as required under 188-E:28. **September 2017** - updated to incorporate the Dual and Concurrent Enrollment Program established by 2017 N.H. Laws 210 (SB 101) which required districts to adopt a policy permitting qualified students to participate in the program.

w/p-update/2019 Fall /IHCD - Advanced Coursework Dual Enrollment 2019 (d)

IHCD – Advanced Coursework CV Version

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the school district, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. These means may include taking courses at a different public school or a private school, or through distance education courses or other suitable means.

Credit may be given, provided the course conforms to applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

This policy will be published annually in the High School Student Handbook.

Legal References:

NH Code of Administrative Rules, Section Ed 306.14(g), Advanced Course Work

Category: P

See also: IK, IKF, IMBA, IMBC, LEB

1st Read: September 15, 2015

2nd Read: October 6, 2015

Adopted: October 6, 2015

LEB – Advanced Course Work CV Version

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the school district, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. These means may include taking courses at a different public school or a private school, or through distance education courses or other suitable means.

Credit may be given, provided the course conforms to applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

This policy will be published annually in the High School Student Handbook.

Legal References:

NH Code of Administrative Rules, Section Ed 306.14(g), Advanced Course Work

Category: P

See Also IK, IKF, IMBA, IMBC, IHCD

1st Read: November 17, 2015

2nd Read: Waived

Adopted: November 17, 2015

LCC – Dual Enrollment and Relations with Community Colleges

CV Version- Recind?

The Contoocook Valley School Board recognizes the educational opportunity of allowing and encouraging its students to earn community college credit while still enrolled as secondary students at the ConVal Regional High School (ConVal) through both dual enrollment and concurrent-enrollment courses. "Dual enrollment" means college courses taught by Community College System of New Hampshire (CCSNH) college faculty in which high school students earn college credit while they are still enrolled in high school or career technical education (CTE) classes. "Concurrent enrollment" means ConVal courses taught by ConVal's faculty approved by the Community College System of New Hampshire (CCSNH) in which ConVal students earn both high school and college or university credit while students are still attending high school or a career technical education center.

Student participation in the Dual and Concurrent-Enrollment Program (Program) established under state law, RSA 188-E:26, is limited to ConVal students in grades 11 or 12 enrolled in courses designated by CCSNH as part of the Program. The Program permits limited tuition reimbursement for designated STEM and STEM-related courses. Students shall be responsible for registering and paying in the first instance for both dual and concurrent-enrollment courses by the deadlines designated by both ConVal and CCSNH.

ConVal hereby identifies CCSNH, its College administrators, and faculty participating in either concurrent or dual-enrollment courses involving ConVal students, as school officials with a legitimate educational interest in accessing pertinent student record information regarding students enrolled in a dual or concurrent enrollment course without prior written parental or adult student consent.

ConVal shall annually notify students and their parents of dual and concurrent enrollment opportunities and those courses that have been specifically designated by CCSNH as eligible for reimbursement under the Program. This notice shall include a statement that student/parent reimbursement is contingent upon an eligible student completing a Program course with a grade of C or better. This notice shall also inform students, parents, and employees that dual and concurrent enrollment courses are college-level courses and students enrolling should expect a level of academic rigor higher than that usually associated with a high school course. This annual notice may be furnished through such electronic and/or print media as the Superintendent or his/her designee deems appropriate.

The Superintendent shall designate an individual or individuals to serve as the point of contact on matters related to the Program including, but not limited to, student counseling, support services, course scheduling, managing course forms and student

registration, program evaluation, course transferability, and assisting with online courses.

Each semester, ConVal shall provide CCSNH with grades for all students enrolled in a concurrent-enrollment course with the expectation that CCSNH shall provide ConVal with grades for all ConVal students enrolled in a dual-enrollment course.

Requests for accommodation by students with disabilities shall be communicated by the ConVal Student Services Department and processed through the College Disabilities Coordinator and approved by the CCSNH department head. ConVal will make students aware that accommodations that may be available under an IEP for high school courses may not meet the standards applicable to college courses. Neither dual nor concurrent enrollment for college credit will be permitted where a student utilizes modifications or accommodations that are deemed by CCSNH as not appropriate for college courses.

Concurrent-Enrollment Courses

To the extent possible, ConVal commits to concurrent-enrollment courses in which:

1. The curriculum in the course offered at ConVal shall be the same as that offered by the College, including College department approved texts, course outlines, exams, and the CCSNH grading system. The grades earned shall award dual credit both at ConVal and at the Community College (College).
2. The ConVal transcripts shall reflect course credit the same as that of other high school courses, but shall also designate a college-level course credit equal to that of comparable college courses. ConVal reserves the right to determine and periodically revise the conditions under which courses may be offered for college credit and jointly assumes responsibility with CCSNH for supervision of course development, implementation, and administration of concurrent enrollment courses.
3. Concurrent enrollment courses shall be taught over a time period that fits within the ConVal academic calendar and schedule; which shall be comparable to that offered by the College, or for such time period as is otherwise approved by the College.
4. ConVal's faculty teaching concurrent-enrollment courses shall provide the CCSNH College with a resume and transcripts demonstrating that they meet the same educational and experiential standards specified for college faculty. It is understood that the CCSNH College will assess credentials based upon its relevant departmental credentialing standards, as well as standards established by CCSNH's accrediting body, the Commission for Institutions of Higher Education. The College Vice President of Academic Affairs shall be deemed to have final authority to determine whether a proposed instructor meets specified standards.
5. ConVal's participation in concurrent enrollment courses shall be contingent upon the CCSNH College providing a faculty partner in accord with the terms of a Dual and

Concurrent Enrollment Agreement between ConVal, its sending school districts, and CCSNH.

6. ConVal acknowledges that applicable academic policies and regulations as set forth in the CCSNH College catalogue will apply to all concurrent enrollment courses, including prerequisite skills and course requirements, class attendance and accommodations provided to students with disabilities.

Dual-Enrollment Courses

1. ConVal acknowledges that curriculum in dual-enrollment courses shall be the same as that offered by the College, including College department approved texts, course outlines, exams, and the CCSNH grading system. The grades earned are awarded dual credit – high school and college.

2. ConVal transcripts will reflect course credit the same as that of comparable high school courses.

3. CCSNH shall be deemed responsible for development, implementation, and administration of dual-enrollment courses.

4. The individual designated by the Superintendent as the point of contact on matters related to the Program shall take receipt of College grades earned by students in dual-enrollment courses.

5. The Board acknowledges that dual-enrollment courses will be taught at the Colleges during time periods that are set by the Colleges. These time periods may not coincide with the ConVal academic calendar, and thus student enrollment shall not unreasonably interfere with the requirements of the ConVal academic year and schedule.

6. Students shall be expected to comply with both the ConVal and College Codes of Conduct while participating in a dual-enrollment course.

7. Students shall also be subject to all applicable academic policies and regulations as set forth in the College catalogue, including prerequisite skills and course requirements, class attendance, and accommodations provided to students with disabilities.

This Policy is being adopted on an interim basis for a period of six (6) months and shall be subject to such review, revision, and amendment as the Board deem appropriate. It is also the intent of the Board to enter into an Agreement with CCSNH, and its sending Districts with regard to the Dual and Concurrent-Enrollment Program authorized by RSA 188-E:26 through RSA 188-E:29. To the extent that subsequent Agreement conflicts with, or further clarifies, this Policy, the Agreement shall control.

Legal References:

*RSA 188-E:26 – RSA 188-E:29 Dual and Concurrent Enrollment Program;
Programs Established*

See also: IHCD

First Read: Waived at December 5, 2017 School Board Meeting

Second Read: Waived at December 5, 2017 School Board Meeting

Adopted: December 19, 2017

**IHCD/LEB - ADVANCED COURSE WORK/ADVANCED PLACEMENT
COURSES & STEM DUAL & CONCURRENT ENROLLMENT
PROGRAM** **NHSBA Version** **MERGE CV IHCD&LEB with LCC**

Category: Priority/Required by Law

Identical policy: LEB†

Related policy: IKF

ADOPTION NOTES -

This text box, and all highlights within the policy should be removed prior to adoption.

(a) †This policy is coded in two sections, Education Agency Relations (LEB) and Instruction (IHCD). The two policies used to be written separately for each section/application, but have now been merged into this one version. Districts may, but need not, maintain both. If choosing to maintain one, NHSBA recommends using ICD, and further that the board formally withdraw the other policy, with a permanent record of the withdrawn policy. See 2019 NHSBA Fall Update sample GBA for what record of a withdrawn policy might look like.

(b) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.

(c) For districts without high schools, only section A is required, which also should be modified to remove reference to dual and concurrent enrollment/credits.

(d) General - As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.

(e) Withdrawn and earlier versions of revised policies should be maintained separately as permanent records of the District. Some districts maintain a "Repealed/Revised" section within their manuals.

A. Advanced Course Work/Advanced Placement Courses

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and *school* counselors will *aid* students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or *school* counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with

applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades **10** and 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH").

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities; *and*
10. *Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy IKFG.*

Legal References:

RSA 188-E:25 through RSA 188-E:26-28

Ed 306.141(a)(6), Advanced Course Work