

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

CONTOOCOOK VALLEY SCHOOL BOARD

POLICY COMMITTEE MEETING

Tuesday, January 18, 2022

6:00 PM

Location: SAU Finch Conference Room

Agenda

Committee Members: Keira Christian, Katherine Heck (Chair), Janine Lesser, Kevin Pobst, Stephen Ullman

1. Call to order

2. Approval of the January 4, 2022 Minutes

3. 2nd Read

DGA- Authorized Signatures

The above policy will go before the School Board tonight for a first read..

4. Policy Review

FAA – Annual Facility Plan -Recommended policy -Related Policies: FA

Policy FAA relates to the maintenance of annual records of facilities and usage, and to provide for organized long-term planning and efficiency in facility use. It also accounts for new statutory obligations requiring annual reports to the N.H. Department of Education of germane to unused facilities for which there is no plan for usage in the next 2 years pursuant to RSA 194:61 (HB 278).

IKF - High School Graduation

This version has been reviewed and recommended by the Education Committee

5. Non-Public Session RSA 91-A:3 II (If Required)

Policy Status Update:

JLCL - Concussions and Head injuries

- a. Under review

Under review by Education Committee

- a. IK - Earning of Credit
- b. IKF – High School Graduation Requirements
- c. IMBC - Alternative Credit Options
- d. IHCD/LEB – Advanced Course Work

i. Related Policies: IK, IKFA, JLBA & IMBC

LCC- Dual Enrollment

- a. Under review by district personnel, the Equity Committee will review.

LC – Relations with Education Research Agencies

- a. Under review by administration

In legal review:

GBCD - Background Investigation and Criminal History Records Check

EBCF - Pandemic/Epidemic Emergencies

JLCE - Emergency Care and First Aid

EBCG - Communicable and Infectious Diseases

JLCG - Exclusion of Students Who Present a Hazard

JCA – Change of Class of School Assignment Best Interests and Manifest Hardship

Next Agenda Items:

“D” Financial Policy Review Schedule

DFA- Investments- Annual Review Required

DJE Bidding Requirements

DJ-Purchasing

DID-Fixed Assets

Requests for Policy Review:

JBAB -Transgender and Gender Non-Conforming Students

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

CONTOOCOOK VALLEY SCHOOL BOARD

POLICY COMMITTEE MEETING

Tuesday, January 4, 2022

6:00 PM

Location: SAU Finch Conference Room

Minutes

Committee Members: Keira Christian, Katherine Heck (Chair), Janine Lesser, Kevin Pobst, Stephen Ullman

Present: Katherine Heck, Janine Lesser, Kevin Pobst, Stephen Ullman, Rich Cahoon, Kat Foecking

1. Call to order

Katherine Heck called the meeting to order at 6:07 p.m.

2. Approval of the December 21st Minutes

Kevin Pobst moved to approve the minutes of December 21, 2021. Janine Lesser second. Unanimous.

3. 1st Read

DGA- Authorized Signatures

The above policy will go before the School Board tonight for a first read.

4. 2nd Read:

JRA - Students records. Privacy , Family, Student Rights

The above policy will go before the School Board tonight for a second read.

5. Policy Review-

LC – Relations with Education Research Agencies- review requested.

Rich Cahoon said that Policy LC is one policy that speaks to a concern of his. Our policies ought to conform to the State and Federal level. We are not compliant in a few ways.

Related to information gathering by organizations that receive federal funds. When it comes to surveys, there are those directly sponsored by the DOE and there are others. For those under the category of others, parents can request to see them.

Reasonable standards should be in the policy. The process on how to request to see the curriculum should be published.

The law requires that policies are developed in conjunction with parents.

PPRA requires any instructional materials used by students to be made available to parents upon request. Once policies are created, they are required to be communicated to parents on an annual basis.

Another policy that references any other policy that it is applicable was suggested as an umbrella.

Schools are required to develop and adopt policies, in conjunction with parents, regarding the following:

- The rights of parents to inspect upon request, a survey created by a third party before the survey is administered or distributed by a school to students.
- Arrangements to protect student privacy in the event of the administration of a survey to students, including the right of parents to inspect, upon request, the survey, if the survey contains one or more of the same eight items of information noted.
- The right of parents to inspect, upon request, any instructional material used as part of the educational curriculum for students.
- The administration of physical examinations or screenings that the school may administer to students.
- The collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.
- The right of parents to inspect, upon request, any instrument used in the collection of information, as described above.

Policies should be added to the student handbooks.

Stephen Ullman shared concern with people outside of professional educators developing curriculum.

It is about a policy that allows access to curriculum and not the development of curriculum. What would a reasonable amount of time be to provide access?

Discussion took place about providing curriculum with regard to copyright and licensing issues.

JCA – Change of Class of School Assignment Best Interests and Manifest Hardship
Related Policies: JFAA, JFAB & JG

- Revisions reflect 2021 amendments to RSA 193:3, I-II, & VI (HB388) which (i) expanded allowable best interest and manifest hardship reassignments to include “approved” private schools (irrespective of whether sectarian), and (ii) added language to 193:3, IV clarifying that if denial of a manifest hardship assignment is based upon a child’s disability, a complaint may be filed with the N.H. Human Rights Commission.

Katherine Heck referenced the changes in law above. Katherine said that she thought that this policy should go back to Dean Eggert for legal review.

Stephen Ullman shared his concern with the definition of “manifest educational hardship”.

Kimberly Saunders shared information on the process in the past.

6. Non-Public Session RSA 91-A:3 II (If Required)

None.

Policy Status Update:

JLCL - Concussions and Head injuries

- a. Under review

Under review by Education Committee

- a. IK - Earning of Credit
- b. IKF – High School Graduation Requirements
- c. IMBC - Alternative Credit Options
- d. IHCD/LEB – Advanced Course Work
- i. Related Policies: IK, IKFA, JLBAA & IMBC

LCC- Dual Enrollment

- a. Under review by district personnel, the Equity Committee will review.

In legal review:

GBCD - Background Investigation and Criminal History Records Check

EBCF - Pandemic/Epidemic Emergencies

JLCE - Emergency Care and First Aid

EBCG - Communicable and Infectious Diseases

JLCG - Exclusion of Students Who Present a Hazard

Next Agenda Items:

“D” Financial Policy Review Schedule

Requests for Policy Review:

JBAB - Transgender and Gender Non-Conforming Students

Janine Lesser motioned to adjourn at 6:56 p.m. Kevin Pobst second. Unanimous.

Respectfully submitted,

Brenda Marschok

ANNUAL FACILITY PLAN

Category: Recommended

Related Policies: FA



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- (b) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- (c) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (d) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



A. **Drafting and Adoption.** Each year, the School Board shall adopt an updated Facility Plan.¹ The first Facility Plan shall be adopted no later than November 15, 2021², with an updated plan approved by the Board by June 1 of 2023 and each year thereafter.

The Facility Plan shall be developed and drafted by the Superintendent or his/her designee, and it shall be proposed to the School Board for comment and adoption at least 30 days prior to the adoption deadlines articulated above.

B. **Contents of Facility Plan.** The Facility Plan shall account for each facility owned by the District and document the use of each such facility. For each then unused facility, the plan shall specify any uses intended within the next two years of the annual plan approval relative to academic purposes, extracurricular activities, administrative functions, and/or sports. Facilities for which no current or intended use is included on the plan shall be referred to in this policy as “Unused Facilities”.

C. **Annual Report to N.H. Department of Education.** The Superintendent shall submit a report of Unused Facilities to the New Hampshire Department of Education, with the first such report due January 1, 2022 and subsequent reports due July 1 each year thereafter. Pursuant to RSA 194:61, such Unused Facilities are then encumbered by a right of first refusal (“ROFR”) available to every approved charter school operating in New Hampshire. The specifics of the ROFR are described in RSA 194:61, III-VII.

¹ [Delete footnote] This policy and the “Annual Facility Plan” is not intended to replace or even serve the same purpose of a capital improvement or strategic plan. Rather, it is to help assure compliance with newly enacted 194:61. Existing capital improvement, strategic or other such plans should inform the Annual Facility Plan.

² [Delete footnote] Under RSA 194:61, the District is required to submit a list of “unused facilities” to the DOE no later than January 1, 2022, and updated plans each July 1 thereafter. The dates used in this policy for the local board to approve/adopt a plan are intended to give Districts ample time to meet the statutory reporting time. Districts may use other dates to best suit their local needs.

ANNUAL FACILITY PLAN

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

RSA 194:61, Unused District Facilities

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: New policy – September 2021.

NHSBA notes, September 2021: This Sample Policy was developed to encourage districts to maintain annual records of facilities and usage, and to provide for organized long-term planning and efficiency in facility use. It also accounts for new statutory obligations germane to unused facilities lacking in an official plan pursuant to RSA 194:61, as effected in HB 278. Under RSA 194:61, the District is required to submit a list of “unused facilities” to the DOE no later than January 1, 2022, and updated plans each July 1 thereafter.

w/p-update/2021-U2 Fall/FAA Annual Facility Plan 2021-U2 (vF)

© 2021 NHSBA

DISCLAIMER: This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABC, ABC-RA, ACA, ACD, ACG, ACG-RA, ACG-RB, DNA, ECM, ECM-RA, FAA-RA, JEE, JEE-RA
Responsible Office: Chief Operating Officer

Educational Facilities Planning

A. PURPOSE

To affirm the Montgomery County Board of Education’s commitment to continuing to provide high-quality facilities that support the educational programming needed to ensure that every Montgomery County Public Schools (MCPS) student is well-prepared for success consistent with the Board’s core values of Learning, Relationships, Respect, Excellence, and Equity

To establish an educational facilities planning process that effectively anticipates MCPS educational facility needs and establishes a framework for making equitable and fiscally responsible facility decisions in an uncertain future, while considering instructional program priorities, physical condition of the schools, and the impact of under- or overutilized facilities on the educational program

To promote public understanding of MCPS educational facilities planning processes and provide opportunities for stakeholders to engage in, inform, and respond to those processes

To coordinate MCPS facilities planning processes with those of other units of local governments and municipalities in Montgomery County

B. BACKGROUND

Educational facilities planning is essential to identify the infrastructure needed to ensure success for every student. The Board has primary responsibility to plan for educational facilities that sustain high-quality MCPS educational programs while effectively responding to changes in student enrollment, educational programming, and physical plant infrastructure.

C. ISSUE

1. MCPS is among the largest school systems in the country in terms of enrollment. MCPS serves a county that encompasses approximately 500 square miles, and is made up of communities of varying population density, ranging from rural to urban. Montgomery County has experienced continuing development of commercial and residential centers, as well as significant changes in its transportation infrastructure over the past few decades – all of which impact student enrollment.
2. The ability of school facilities to meet the needs of educational programming changes over time. The Board is continuously challenged to provide appropriate spaces for educational programming and services and to maintain safe, secure, and healthy learning and working environments for students and staff, while responding to aging structures and building systems at a reasonable cost.

MCPS endeavors to maintain all school facilities at consistently high operational levels to maximize the life-span of existing physical plant assets through the coordinated scheduling of building system maintenance, repairs, and replacements. While building codes and advances in construction technology have vastly increased the expected life span of structures and building systems built or installed over time, the Board requires an educational facilities planning process to determine when maintenance is no longer viable for an educational facility or its component building systems, and systemic replacement or a major capital project is required to keep current with educational programming.

3. The fundamental goal of educational facilities planning is to provide a sound educational environment amid changing student enrollment, variations in the geographic distribution of students across schools, and the effects of racial, ethnic, and other socioeconomic and demographic diversity on educational programming. Enrollment changes are driven by a wide variety of factors including the strength of the economy and employment rates; policies set by federal, state, and local governments; fluctuations in the housing market driven by residential development and other changes in land use patterns; shifting trends in household composition; fluctuating birth rates; realignment of school boundaries; and movement within and into the school system from other parts of the United States and the world.

D. POSITION

The Board requires an educational facilities planning process that includes the following elements: ongoing analyses of student enrollment projections, physical condition of educational facilities and building systems; stakeholder engagement and input into facility decision-making; and a decision-making framework that generates responsive options and

leads to equitable and fiscally responsible and educationally sound decisions, in compliance with all local, state, and federal requirements.

This policy guides the educational facilities planning process in an efficient and fiscally responsible way to meet the varied educational needs of MCPS students with consideration of environmental sustainability. The process is designed to promote public understanding of MCPS educational facilities planning processes and ensure that there are opportunities for input from parents/guardians, students, staff, community members and organizations, local government agencies, and municipalities.

1. Facility planning starts with an analysis of student enrollment projections; educational program requirements; facility utilization rates; school site size; capacity calculations; the impact of county planning as well as trends in development, land use, transportation, and housing patterns; and Key Facilities Indicators as described in section D.1.c below.
 - a) Student enrollment projections take into consideration shifting demographics, while projected educational program requirements take into consideration existing and new program offerings.
 - b) School site size and capacity calculations comply with established guidelines adopted as part of the Board review of the superintendent of schools' recommended Capital Improvements Program.
 - c) Key Facilities Indicators are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics.
 - d) The Key Facilities Indicators approach is used to identify and provide a basis for prioritizing options responsive to changing facility needs. A schedule of county-wide systemic replacement projects and major capital projects at specific schools shall be adopted and revised as appropriate as part of the Board review of the superintendent of schools' recommended Capital Improvements Program based on the analysis described above. These options may include –
 - (1) county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and

- (2) major capital projects which include facility-specific projects to add capacity; renovate, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate.
 - e) Facility planning also includes analyses of non-capital strategies to address capacity requirements and facility needs, which may include, as appropriate–
 - (1) adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or incentivize transfers from over-capacity schools, which may include, but are not limited to –
 - (a) boundary changes, or
 - (b) geographic student choice assignment plans (such as consortia); and/or
 - (2) school closures and/or consolidations in the event of declining enrollment levels.
- 2. Such analyses inform the Capital Improvements Program, which is the mechanism through which the Board requests funding from the Montgomery County Council and the state of Maryland for county-wide systemic replacement projects and major capital projects.
 - a) The six-year Capital Improvement Programs includes the following elements:
 - (1) Data on enrollment projections, educational programming, available school capacity county-wide, and facility utilization levels
 - (2) Proposed county-wide systemic replacement projects as set forth in section D.1.e)(1)
 - (3) Proposed new facilities and major capital projects as set forth in section D.1.e)(2)
 - b) The Educational Facilities Master Plan is prepared by the superintendent of schools each June and summarizes all decisions by the Montgomery County Council on requests submitted in the Capital Improvements Program.

3. Longer-term planning: The Board utilizes a longer-term (i.e., beyond the six-year Capital Improvements Program interval) scenario planning framework to inform the development of the Capital Improvements Program and identify facility options that allow MCPS to innovate and align with advances in pedagogy and educational programming; and are responsive to enrollment projections, facility utilization rates, physical condition of schools, and analyses of available school capacity and nontraditional sites.
4. As permitted by overall district facility and capacity requirements, holding facilities may be designated for the purpose of temporarily relocating student populations to facilitate major capital projects.

E. STAKEHOLDER INPUT

1. The superintendent of schools shall direct staff to develop options for selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, closing or consolidating schools, and such other facility-related issues as identified by the superintendent of schools.
2. Staff-developed options put forward for community input will reflect a range of approaches to advance each of the factors set forth in section G below and provide a rationale that demonstrates the extent to which any option advances each of those factors.
3. In accordance with Board Policy ABA, *Community Involvement*, the superintendent of schools shall direct staff to seek input for the purpose of advising the superintendent regarding the impact on the community of staff-developed options, as follows:
 - a) The superintendent of schools shall direct staff to seek input from multiple stakeholders, and to engage in efforts to obtain broad representation from affected communities
 - b) The superintendent of schools will direct staff to conduct broad outreach using multiple strategies for obtaining community input which may vary according to the nature, size, and scope of the project. These community outreach strategies may include, but are not limited to, systemwide committees, focus groups, task forces, work groups, roundtable discussion groups, surveys, technologically-facilitated communications, and/or other planning sessions, such as charrettes that are designed for collaboration among all interested or impacted parties and provides information and feedback to staff.

4. After gathering feedback through the stakeholder process, the superintendent of schools develops recommendations to be presented to the Board along with a summary of stakeholder input. Recommendations of the superintendent of schools are made available to the public, affected school communities, and other stakeholders as appropriate.

F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS

1. Based on further analysis of the factors considered through the stakeholder input process, the Board may, by majority vote, identify one or more alternatives to the superintendent of schools' recommendations. Alternatives put forward by the Board will advance one or more of the factors set forth in section G below. Staff will develop options consistent with the alternatives identified.
2. The Board will allow time to hold public hearings and solicit written testimony on the recommendations of the superintendent of schools and Board identified alternatives for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations.
3. The Board has the discretion to adopt minor modifications to the superintendent of schools' recommendation(s) or Board-identified alternatives if, by a majority vote, the Board has determined that such action will not have a significant impact on an option for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations that has received public review.
4. The Board may approve a different and/or condensed process and time schedule, developed by the superintendent of schools and in accordance with applicable state or county requirements, for making recommendations to the Board regarding the capital improvements program and the facility planning activities listed above, including but not limited to selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, and closing or consolidating in the event that the Board determines that unusual circumstances exist.

G. FACTORS TO BE CONSIDERED

1. When developing recommendations for the Board, the superintendent of schools will provide a rationale for each recommendation that demonstrates the extent to which any recommendation advances the factors below. While each of the factors will be considered, it may not be feasible to reconcile each and every recommendation with each and every factor.
2. Factors to be considered in selecting sites for new schools, changing school boundaries, or establishing geographic student choice assignment plans

a) Demographic characteristics of student population

Analyses of options take into account the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. Demographic data showing the impact of various options include the following: racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs.

b) Geography

In accordance with MCPS' emphasis on community involvement in schools, options should, unless otherwise required, take into account the geographic proximity of communities to schools, as well as articulation, traffic, and transportation patterns and topography. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

c) Stability of school assignments over time

Options should result in stable assignments for as long a period as possible. Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

d) Facility utilization

School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 percent efficient range over the long term, whenever possible. Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases, taking into consideration the impact of the resulting articulation pattern on the community. Plans should be fiscally responsible to minimize capital and operating costs whenever feasible.

3. Site selection

In addition to the foregoing factors, when evaluating potential new school sites, including nontraditional sites and those acquired through dedication or purchase

and placed in the Board’s inventory, the following factors should be considered: the geographic location relative to existing and future student populations and existing schools; size in acreage; topography and other environmental characteristics; availability of utilities; physical condition; availability and timing to acquire, and cost to acquire, if private property.

4. Facility design

Educational facility designs shall consider community input and provide for a healthy, safe, and secure environment, in alignment with principles of environmental stewardship, and consistent with current educational program needs as well as anticipated future program needs.

5. The process for closing and consolidating schools shall meet the requirements of Maryland law and the provisions of this policy.

H. DESIRED OUTCOMES

1. The educational facilities planning process will deliver high quality educational facilities to all students by –

- a) identifying the infrastructure and other available options necessary,
- b) responding to current and projected conditions,
- c) incorporating the input of parents/guardians, students, as appropriate, staff, and the community and,
- d) taking a balanced approach to decisions to maintain, upgrade, renovate, or replace building systems and facilities.

2. The Board expects all recommendations and decision making regarding selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, or closing or consolidating schools, to take into account the equity implications of Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.

3. Over time, facility planning processes will create increased opportunities for students to attend schools where they may attain the significant educational benefits of the broad diversity of students in Montgomery County.

4. The superintendent of schools will develop regulations with stakeholder input to guide implementation of this policy.

I. REVIEW AND REPORTING

1. The annual June publication of the Educational Facilities Master Plan will constitute the official reporting on facility planning processes and actions taken during the year by the Board and approved by the Montgomery County Council, and will include the enrollment and utilization of each school, approved projects to sustain MCPS educational facilities in good condition, and/or schools and sites that may be involved in future activities to adjust capacity through major capital projects or other non-capital strategies.
2. The superintendent of schools will monitor, evaluate, and report to the Board the outcome of the processes and their alignment with the policy.
3. This policy will be reviewed in accordance with the Board policy review process.

Related Sources: *Code of Maryland Regulations* §13A.01.05.07 and §13A.02.09.01-.03

Policy History: Adopted by Resolution No. 257-86, April 28, 1986; amended by Resolution No. 271-87, May 12, 1987; amended by Resolution No. 831-93, November 22, 1993; amended by Resolution No. 679-95, October 10, 1995; amended by Resolution No. 581-99 September 14, 1999; updated office titles June 1, 2000; updated November 4, 2003; amended by Resolution No. 268-05, May 23, 2005; amended by Resolution No. 282-14, June 17, 2014; amended by Resolution No.436-18, September 24, 2018.

Note: Tenets of Board Policy FKB, *Sustaining and Modernizing MCPS Facilities*, were incorporated into Resolution No.436-18, amendments to this policy, and Policy FKB was rescinded upon adoption of amended Board Policy FAA on September 24, 2018.

IKF - High School Graduation - Reviewed and recommended by Education Committee

Students earn a high school diploma through the successful completion of a course of study that includes the 26 subject credits and/or related competencies required by the District for graduation. Methods for earning credit are outlined in Board policy IK, while competencies are defined in Board policy ILBAA.

This policy outlines the specific requirements before a student will receive a diploma or other graduation credential. The Board reserves the right to impose additional academic requirements necessary to graduate and or receive a diploma.

A. Credit Requirements.

1. *Awarding of Credit.* Credit will be awarded in accordance with Board policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with Board policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.
2. *Required Subjects and Credits.* A minimum of twenty-six (26) credits are required to graduate and earn a high school diploma, as outlined below. Effective starting with the class of 2023.

English	4 credits
Social Studies (including 1 in US History, .5 in US/NH Gov., .5 in Economics, 1 in Global Studies)	3 credits
Science (1 in Biological, 1 in Physical)	3 credits
Mathematics (including Algebra I)*	4 credits
Physical Education	1 credit
Health	1 credit
Digital Literacy/Information and Communications Technologies (ICT)	.5 credit
Arts Education	.5 credit
Elective Offerings	9 credits
Total:	26 credits

*Starting with the Class of 2023, students must complete 4 credits of Math, including Algebra I. Students must also be enrolled in a math class every semester until the Algebra I requirement is met. Students who have successfully completed the Algebra I credit prior to entering high school will be deemed to have met the Algebra I requirement. The Algebra I requirement may be waived by the Special Education Director through the IEP process.

3. *Alternative Credit Options.* The Principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans,

or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Board policy IMBC, Alternative Credit Options and other applicable Board policies.

B. Passage of Civics Exam.

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

Effective for students graduating in 2024, the district will also administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services (“U.S. Citizenship Test”). This exam may be modified for a student with a disability in accordance with the student’s individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

C. Federal Student Aid Application.

Effective starting with the Class of 2024, as a requirement for receiving a high school diploma, each student who is at least 18 years of age or legally emancipated, or the parent/guardian of such a student who is under 18 years of age, shall either:

1. file a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education; or
2. file a waiver on a form created by the N.H. Board of Education with the District indicating that the parent/guardian or, if applicable, the student, understands what FAFSA is and has chosen not to file an application.

The District shall provide to each student and, if applicable, the parent/guardian, any support or assistance necessary to comply with the requirement above.

The District shall award a high school diploma to any student who is unable to meet the requirement above if the student has met all other graduation requirements and the building Principal attests that the District has made a good faith effort to assist the student or parent/guardian in filing an application or waiver.

The Board supports early graduation as a means to earn a high school diploma (see Board policy IKFA). Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

D. Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of Board policy IHBI, Alternative Learning Plans, shall apply in such an event.

Legal References:

RSA 189:11

RSA 193:26-a, Graduation Requirements: Free Application for Federal Student Aid

N.H. Dept. of Education Administrative Rule – Ed 306.27

Category: R

See also ILBAA, IMBC

1st Reading:

2nd Reading:

Adoption: