

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

EDUCATION COMMITTEE MEETING

Monday, August 15, 2022

5:30 PM

Physical Location: SAU Boardroom

Agenda

Education Committee Members: Tom Burgess, Keira Christian, Richard Dunning, Liz Swan, and Stephen Ullman (Chair)

5:30 Approval of [June 13, 2022 Meeting Minutes](#)

5:35 ConVal's 1st 8 Weeks of School Curriculum (Quick Update)

5:45 Assessment Schedule for 2022-2023

- [Policy ILBA - Assessment of Educational Programs](#) states "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."

6:00 2022-2023 Draft Timeline for Education Committee Meetings

6:20 Policy IKL- Academic Integrity and Honesty

- This is an optional policy.
- The School Board has not adopted a Policy IKL, so this would be a new policy.
- The Policy Committee referred this policy to the Education Committee for review (see attached sample policy from the New Hampshire School Board Association).

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EDUCATION COMMITTEE MEETING AGENDA

Monday, June 13, 2022

5:30 PM

Location: SAU Boardroom

MINUTES

Education Committee Members: Tom Burgess, Keira Christian, Richard Dunning, Liz Swan, and Stephen Ullman (Chair)

Present: Tom Burgess, Richard Dunning, Dr. Ann Forrest, Amy Janoch, Janine Lesser, Emily LaCroix, Kris Levesque-Lee, Terri Drogue

5:30 Approval of May 16, 2022 Minutes

Dick Dunning moved to approve the minutes of May 16, 2022. Tom Burgess seconded. Unanimous.

5:35 Learning Recovery Update

- Elementary Social Emotional Learning Curriculum - First 8 Weeks of School

Amy Janoch reported that a system to address social/emotional needs was being worked on years ago with Eric Mann, MSW. A curriculum was developed that incorporated Responsive Classroom and Zones of Regulation practices. The goal was to implement it and make revisions based on teacher feedback and bring it forward to the board. It got put to the side when COVID happened.

Social Emotional Learning (SEL) came to the surface as a priority and a goal. The elementary principals drew on the curriculum this year to assess effectiveness and make revisions. If approved, the implementation plan would be followed. The plan included a review of Eight Weeks to Establishing an SEL Supportive School with Elementary Administrators and SEL Team. The SEL Team would work to develop an orientation presentation which would be brought to new staff during orientation. During August Professional Development Days, the curriculum would be reviewed and shared. From there, it would be implemented. In October and November, a self-evaluation with fidelity would take place. The plan would be considered for expansion.

Kris Lee, PES Assistant Principal, shared goals when addressing Social Emotional Learning:

Goal 1 centered around creating a safe and predictable environment so students can engage in academic learning.

Goal 2 centered on ensuring that all students have the tools to be well-regulated so they can engage in learning e.g. regulate stress, regulate thoughts and feelings as well as body energy.

When people are well-regulated, they are available to learn, be a good friend, and be a thoughtful decision maker.

Emily LaCroix, HES Teacher, shared the Social-Emotional Learning (SEL) Implementation Plan for ConVal Elementary Schools. The calendar of implementation was reviewed. Expectations and the definition for Morning Meeting is shared. Links for teachers to access information as well as request an observation from a colleague are embedded in the plan.

The same holds true for Closing Circle as Morning Meeting.

Interactive Modeling is possible. The “why” for each segment is embedded to stress the importance. The plan is full of resources for teachers.

A “Signal to Shift” for the next academic activity was shared. It could simply mean dimming the lights etc. “Regulation Station” helps a student self-regulate on their own.

Amy Janoch said that after teachers have implemented the first eight weeks, they will complete a fidelity of implementation assessment to help inform if the curriculum is effective.

Dick Dunning asked about looking at the plan in two-week chunks rather than the end of eight weeks to allow shifts to occur. When will staff have the opportunity to meet to brainstorm how things are going? Staff meeting was seen as a natural place for this opportunity.

It is an eight week introduction but will be implemented for the entire year. It began back in 2018-2019 but fell to the side. Amy Janoch was a principal then but in her role now she is able to lift this from principals to move forward.

One of the goals for the elementary schools this year was to see if this curriculum was being implemented. Principals went into classrooms and looked for items on the rubric to see if they were in motion. The programs and techniques are research based.

Examples of how students have adapted and used strategies were shared.

Ann Forrest shared that the curriculum is approved by the Board.

- Enrollment for Summer Programming

Amy Janoch reported that at Peterborough Elementary School there are 37 students enrolled. Of the 37, 16 are first and second graders with the remaining third and fourth graders. Dublin, Peterborough, Temple and Greenfield students make up the 37.

The summer units by grade were shared.

At Antrim Elementary School, enrollment is 18 students from Antrim, Hancock, Frankestown and Bennington.

At the middle school, the 5-6 program has 17 students while the 7-8 program has 16 students.

At the high school, there are 34 recovery students. They are open to anyone.

6:05 CVHS Course Enrollment Fall 2022

Terri Drogue, ConVal Director of School Counseling, shared a “Course Request Tally”. It reflected the number of requests for specific courses for the upcoming school year. Students have the opportunity to choose an alternative elective should the first choice not be available.

Decisions for low enrolled classes would need consideration.

Access to Advanced Placement (AP) courses was discussed in terms of equity. Terri shared that students are opting to take Running Start courses where they receive college credit upon passing. Taking an AP Course requires a student to test and achieve a three or higher in order

to request a college to accept. Colleges may or maynot accept the AP score for credit. Running Start credits are accepted in many places. It is college credit at the community college level. An official transcript is provided to the student and high school. Running Start enrollments are up for next year.

This brings us back to the question of "How small is too small?" Classes with over fifteen students enrolled run but those with fewer might require consideration.

AP courses are also run through VLAC.

Most classes are a semester long while some courses run an entire year.

Looking at the high school schedule was discussed. Block vs. seven periods or a hybrid of the two is under review.

Ms. Drogue said that students and parents will have access to their schedule during the first week in August.

Janine Lesser motioned to adjourn at 7:09 p.m. Dick Dunning seconded. Unanimous.

Respectfully submitted,

Brenda Marschok

IKL - ACADEMIC INTEGRITY AND HONESTY

(Download policy)

Category: *Optional*

Related Policies: [EGAD](#), [JICD](#) & [JICL](#)

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**ADOPTION/REVISION NOTES -**  
**Text between the highlighted lines "~~~~~", and highlights in this sample should be removed prior to adoption.**

(a) *New policy May 2022.*

(b) **USER SUGGESTION** - *Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the "Previous Policy Updates" link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*

(c) *General - As with all sample policies/procedures, 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.*

(d) **Highlighted language** or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.

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

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A. STATEMENT OF POLICY. All students are expected to demonstrate academic integrity and honesty. Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential. These expectations are

directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior.

B. PROHIBITED BEHAVIOR. In addition to any standards or rules established by individual classroom teachers, the following behaviors are in violation of the standards of academic integrity and honesty and are specifically prohibited:

1. Cheating. Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.

2. Plagiarism. Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, or electronic sources.

3. Academic Misrepresentation. Academic misrepresentation occurs when a student has another student or individual substitute for himself or herself during the taking of a test or other assessments.

4. Academic Collusion. Academic collusion is the sharing of test or other assessment questions or answers with another student without the instructor's permission. Academic collusion includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.

5. Dishonesty in Papers. Dishonesty in papers entails using a writing service or having someone else write a paper for the student. All work submitted for a course must be the student's own original work unless the sources are cited.

6. Self-Plagiarism (Work Done for One Course and Submitted in Another). Self-Plagiarism occurs when a student for a class refers to work previously submitted in another class in order to fulfill the academic requirements in that latter class. In

some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.

7. Unfair academic advantage. Unfair academic advantage occurs when a student acts in such a way as to prevent or hinder another student's performance with respect to an academic activity. Examples include: concealing, destroying, or stealing research or library materials with the purpose of depriving others of their use; sabotaging another student's work; or attempting intimidation for academic advantage.

8. Facilitating academic dishonesty. Facilitating academic dishonesty occurs when one student completes an academic activity (e.g., homework, test, paper, etc.) for another student, or collaborates with another student on an academic activity when instructions have called for independent work.

9. Other Academic Dishonesty. This policy also prohibits any intentional act that violates the spirit of academic integrity and this policy. Such prohibited conduct includes, but is not limited to, stealing assessments; tampering with academic records; including inaccurate academic information on any application or resume; altering academic tests or assessments, grades or other student records; distributing materials for the purpose of cheating or facilitating; inappropriate or unethical use of technology (pre-program of graphing calculator, smart phones, etc.); or feigning illness or personal circumstances to avoid an academic activity (e.g., test, quiz, paper, homework, lecture, etc.).

C. CONSEQUENCES.

The disciplinary consequences for violations of this policy shall be consistent with Board policy and the **Student Code of Conduct** _____. The minimum consequence **[should/shall]** be a zero relative to the specific assignment, test or quiz, and a conference with the student's parent/guardian. The Superintendent or designee shall list in the applicable **Code of Student Conduct** the specific range of additional consequences that may be imposed on a student for violations of this policy. **For high school student, violations of academic integrity and honesty are cumulative during the student's high school years.**

District Policy History:

First reading: _____

Second reading/adopted: _____

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 - May 2022

NHSBA revision notes, May 2022, new policy prepared at the request of multiple NHSBA member boards.

w/p-update/2022-U1 Spring/IKL - Academic Integrity & Honesty 2022-U1 (f)

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