

**SANBORN REGIONAL SCHOOL BOARD**  
**POLICY COMMITTEE MEETING MINUTES**

**September 5, 2018**

1. Meeting called to order at 5:30 PM. In attendance: Larry Heath, Pam Brown, Tammy Mahoney, and Superintendent Ambrose.

2. **Approve minutes of 8/22/18 meeting. Draft:** Meeting called to order at 5:30PM. In attendance Board members Larry Heath, Pam Brown, Tammy Mahoney and Superintendent Ambrose. Minutes of 8/15/18 meeting approved. Brown reported NHSBA review of Sections D-F and Section K were received August 7th. We await Section G. Section D will be revised by NHSBA in the Fall so Brown suggested we delay review of D. Ambrose asked J and I be prioritized and offered SAU Office help.

BE: Committee agreed to recommend repeal of policy BE at Sept 5<sup>th</sup> Board meeting.

BEA: Committee agreed to forward NHSBA sample policy BEA with the subcommittee's changes for 1<sup>st</sup> read at Sept 5<sup>th</sup> Board meeting. This is a new SAU 17 policy.

BEB: Committee agreed to forward NHSBA sample policy BEB with the subcommittee's changes for 1<sup>st</sup> read at Sept 5<sup>th</sup> Board meeting. This is a new SAU 17 policy.

JCA: Committee agreed to forward policy JCA with NHSBA's recommended revisions for 1<sup>st</sup> read at Sept 5<sup>th</sup> Board meeting. Superintendent Ambrose will check on the reason for revised wording "determination" in place of "decision."

JCB: Committee agreed to forward policy JCB with NHSBA's one recommended revision for 1<sup>st</sup> read at Sept 5<sup>th</sup> Board meeting.

JCC: Committee agreed to recommend repeal of policy JCC at Sept 5<sup>th</sup> Board meeting.

JCC-R: Committee agreed to recommend repeal of policy JCC-R at Sept 5<sup>th</sup> Board meeting.

JLCJ: Committee agreed to forward NHSBA sample policy JLCJ for 1<sup>st</sup> & 2<sup>nd</sup> read at Sept 5<sup>th</sup> Board meeting. This is a new SAU 17 policy.

JJF, JJF-R-E1, JJF-R-E2 to R12 (Student Activities Fund) were tabled until B.A. Croteau provides input.

I HBAA, IKFA, ILBAA, IMBC were tabled until district administrators provide feedback.  
Adjourned 6:50 PM.

3. Old Business

3.1 Review of policies on 9/5/18 Board Agenda – CCA, JCA, JLCJ.

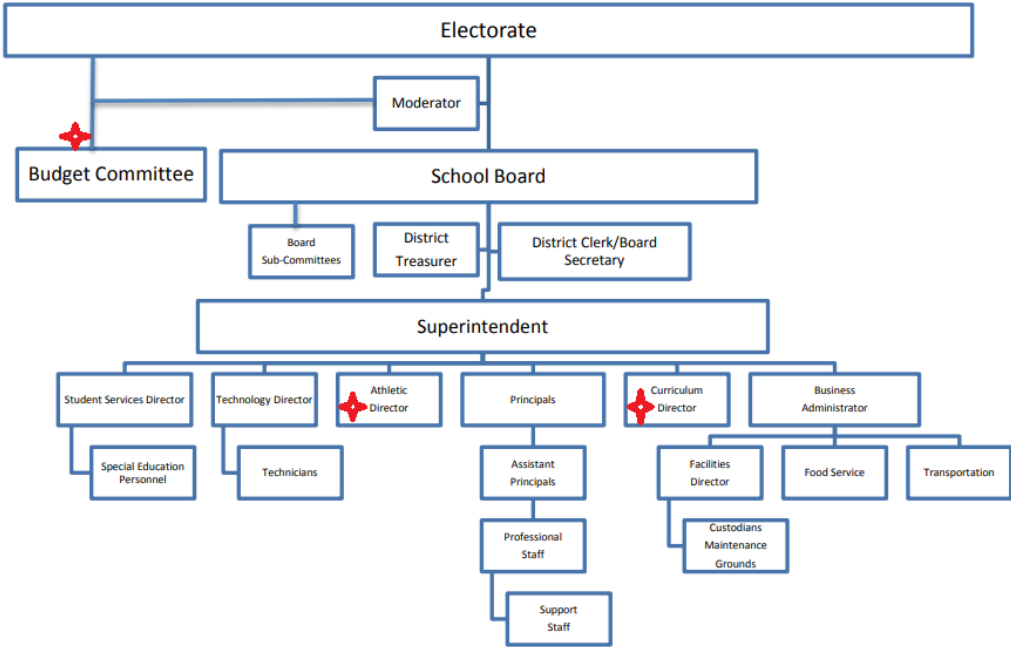
3.2 IHBA, IKFA, ILBAA, IMBC

3.3 JJF, JJF-R-E1, JJF-R-E2 to R12 (Student Activities Fund) – not attached

4. New Business
  - 4.1 CBI-R: EVALUATION OF SUPERINTENDENT OF SCHOOLS
  - 4.2 IMBA: DISTANCE EDUCATION (p. )
  - 4.3 Policy Revision Guidelines
  - 4.4 Revisions related to GCEB
  
5. Other Business/future agenda items
  
6. Adjournment

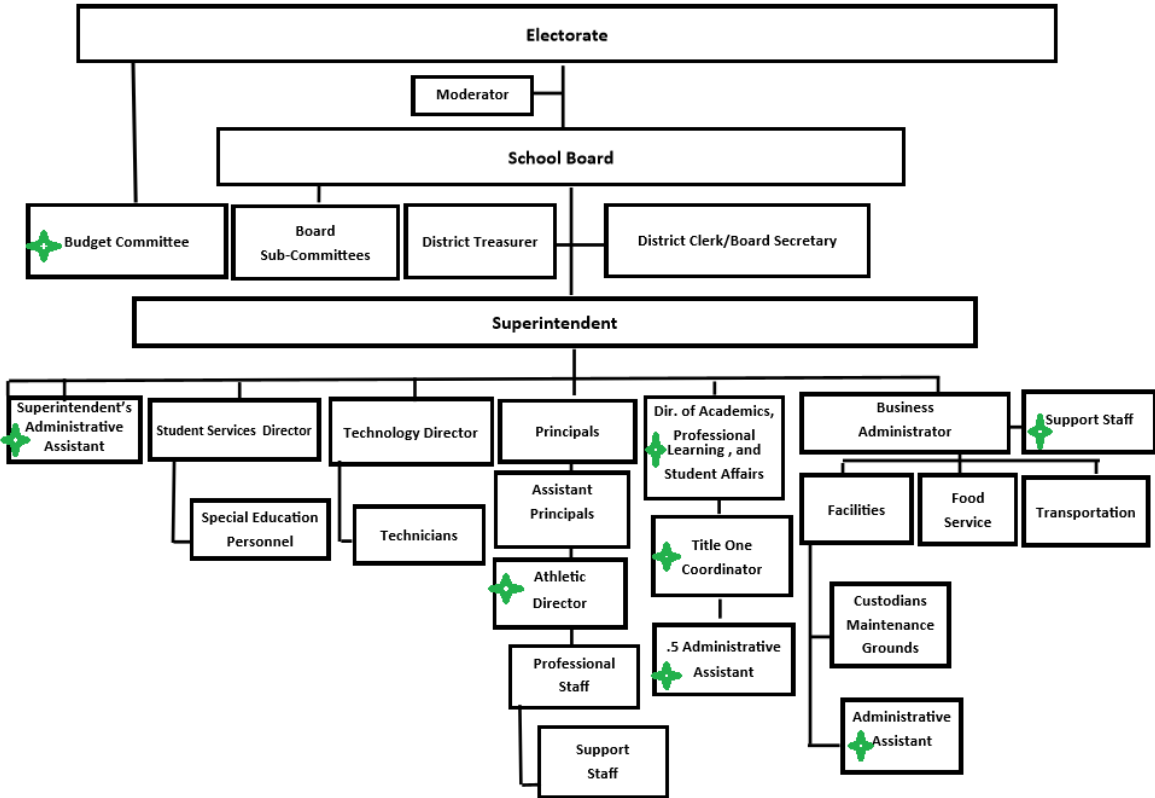
**CCA: SRSD ORGANIZATIONAL CHART**

**CURRENT**



**REVISED**

Sanborn Regional School District Organizational Chart SRSD FILE: CCA



**Changes (in red) for Board meeting 9/5/18**

# CHANGE OF SCHOOL OR ASSIGNMENT

## Statement of Purpose

It is the purpose of this policy to prescribe the manner in which students shall be assigned to a school.

## Statement of Policy

~~As a matter of school district policy, each elementary school age student shall attend the elementary school that exists within his/her town of residence.~~

In circumstances where the best interests of a pupil warrant a change of school or assignment, the Superintendent is authorized to reassign a pupil from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a pupil from a school district that is not part of the SAU, under the following conditions and procedures.

## **Conditions and Procedures for Reassignment**

1. Either the parent/legal guardian or the Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the pupil warrant a reassignment.
2. The Superintendent will fully consider this written request, will meet with the parent/guardian, if necessary, and will make a ~~decision~~ **determination** concerning the reassignment request.
3. The Superintendent's decision will be based on the best interests of the pupil, as determined by the Superintendent. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.
4. If the Superintendent determines that the best interests of the pupil warrant a reassignment, he/she **will present the matter to the school board. The board must vote to approve the reassignment before the reassignment can occur. Upon school board approval, the Superintendent** may ~~approve reassignment of~~ **reassign** the pupil to: (a) another school within the same school district; (b) another school district within the same SAU; or (c) a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU. **and approval of the school boards of both the sending and receiving school districts.**
5. The Superintendent will issue a written decision to the parent/guardian.
6. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, **unless the school board votes to exceed this limit.**
7. Reassignments made under this policy that exceed the percentages provided in Paragraph #6 must have the prior written approval of the School Board.

## **Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation**

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.

The cost of transportation for any pupil reassigned under this policy will be the sole responsibility of the parent/guardian.

### **Role of the Department of Education**

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

### **Manifest Educational Hardship Change of Assignment**

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

### **Special Education Placements**

**A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.**

### **Legal References:**

*RSA 193:3, III, Change of School Assignment*

*RSA 193:3, I, II, Manifest Educational Hardship*

*RSA 193:14-a, Change of School Assignment; Duties of State Board of Education*

Related Policy: JEC **& JFAB**

Original Effective: March 1, 1989

Revised: November 3, 1997

Revised: November 2, 2011

*NHSBA Notes: Minor amendment made as a result of SB 316, which amends RSA 193:3 to clarify that the placement or change of school assignment made pursuant to a student's special education needs and services does not constitute a change of placement for purposes of RSA 193:3. Changes are made to paragraphs #4, #5 and #6 under "Conditions and Procedures for Reassignment" section. Changes are necessitated due to legislative changes to RSA 193:3.*

**tentative file: JLCJ**

## **NEW POLICY (NHSBA sample language)**

# **CONCUSSIONS AND HEAD INJURIES**

The School Board recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. The Board recognizes that the majority of concussions will occur in

"contact" or "collisions" sports. However, in order to ensure the safety of all District student-athletes, this policy will apply to all competitive athletic activities as identified by the board and administration.

Consistent with the National Federation of High School (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA), the District will utilize recommended guidelines, procedures and other pertinent information to inform and educate coaches, youth athletes, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians of student-athletes in competitive sport activities prior to the student-athlete's initial practice or competition.

For purposes of this policy, "student-athlete" means a student involved in any intramural sports program conducted outside the regular teaching day or competitive student sports program between schools in grades 4 through 12.

For purposes of this policy, "student sports" means intramural sports programs conducted outside the regular teaching day for students in grades 4 through 12 or competitive athletic programs between schools for students in grades 4 through 12, including all NHIAA sanctioned activities, including cheer/dance squads, or any other district-sponsored sports or activities as determined by the board or administration.

For purposes of this policy, "head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion which is the most common type of sports-related brain injury.

All coaches, including volunteers, will complete training as recommended and/or provided by NHIAA, New Hampshire Department of Education and/or other pertinent organizations. Additionally, all coaches of competitive sport activities will comply with NHIAA recommended procedures for the management of head injuries and concussions.

### **Athletic Director or Administrator in Charge of Athletic Duties**

Updating: Each spring, the athletic director or designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA or the District's on-call physician, if applicable [← n/a for our district]. If there are any updated procedures, they will be adopted and used for the upcoming school year.

Coach Training: All coaches shall undergo training in head injury and concussion management at least once every two years by one of the following means: (1) through viewing the NHIAA sport-specific rules clinic; or (2) through viewing the NHIAA concussion clinic.

Parent Information Sheet: On a yearly basis, a concussion and head injury information sheet shall be distributed to the student-athlete and the athlete's parent/guardian prior to the student-athlete's initial practice or competition. This information sheet may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics.

Coach's Responsibility: A student-athlete who is suspected of sustaining a concussion or head injury or other serious injury in a practice or game shall be immediately removed from play.

Administrative Responsibilities: The Superintendent or his/her designee will keep abreast of changes in standards regarding concussion, explore staff professional development programs relative to concussions, and will explore other areas of education, training and programs.

### **Removal From Play and Protocol For Return To Play**

Any coach, official, licensed athletic trainer, or health care provider who suspects that a student-athlete

has sustained a concussion or head injury in a practice or game shall immediately remove the student-athlete from play. A student-athlete who has been removed from play shall not return to play on the same day or until he/she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider to return to play. The student-athlete shall also present written permission from a parent/guardian to return to play.

The District may limit a student-athlete's participation as determined by the student's treating health care provider.

### **Concussion Awareness and Education**

To the extent possible, the District will implement concussion awareness and education into physical education and/or health education curriculum.

### **Academic Issues in Concussed Students**

In the event a student is concussed, regardless of whether the concussion was a result of a school-related or non-school-related activity, school district staff should be mindful that the concussion may affect the student's ability to learn. In the event a student has a concussion, that student's teachers will be notified. Teachers should report to the school nurse if the student appears to have any difficulty with academic tasks that the teacher believes may be related to the concussion. The school nurse will notify the student's parents and treating physician. Administrators and district staff will work to establish a protocol and course of action to ensure the student is able to maintain his/her academic responsibilities while recovering from the concussion.

Section 504 accommodations may be developed in accordance with applicable law and board policies.

### **Legal References**

*RSA 200:49, Head Injury Policies for Student Sports*

*RSA 200:50, Removal of Student-Athlete*

*RSA 205:51, School Districts; Limitation of Liability*

*RSA 200:52, Definitions*

### ***Additional Resources:***

*<http://nhiaa.org/PDFs/3076/SuggestedGuidelinesforManagementofConcussioninSports.pdf>*

*<http://www.bianh.org/concussion.asp>*

**tentative file: IHBA**

## **NEW POLICY (NHSBA sample language)** **EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES**

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

Related Policies: IHBA

**Legal References:**

*NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children With Specific Learning Disabilities  
Appendix IHBAA-R*

~~~~~  
*NHSBA Note, September 2016: Significant changes and amendments are made to this Sample Policy following NHSBA consultation with the NHDOE Special Education Department and other special education practioners. [sic] The intent of these revisions is to ensure compliance with all special education rules as well as to ensure consistency with NHDOE recommendations. Since such evaluations are required to be followed by all school districts, recitation of laws specific to special education evaluation via school board policy is unnecessarily repetitive and duplicative. Rather, a statement directing interested persons to the NHDOE's Special Education Procedures Manual is within the school board's policy-making role.*

**tentative file: IKFA**

**NEW POLICY (NHSBA sample language)**  
**EARLY GRADUATION**

The Board supports early graduation as a means to earn a high school diploma. 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.

**Legal References:**

*NH Code of Administrative Rules, Section Ed 306.27(ad), Early Graduation*

~~~~~



*NHSBA Note, May 2014: This policy is now categorized as Priority/Required by Law. Content of policy has not changed. Change to Legal References.*

**tentative file: ILBAA**

**NEW POLICY (NHSBA sample language)**

**HIGH SCHOOL GRADUATION COMPETENCIES**

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

- (1) "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies.
- (2) "District competencies" mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.
- (3) "Graduation competencies" means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school.
- (4) "Mastery" means a high level of demonstrated proficiency with regard to a competency.

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with

the high school Principal and shall be responsible for ensuring that all high school courses include appropriate competency assessments. Competency Assessments will be selected, conducted, and reviewed 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 standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

**Legal References:**

*Ed 306.02(d), Competencies*

*Ed 306.02(g), District competencies*

*Ed 306.02(j), Graduation competencies*

*Ed 306.02(l), Mastery*

*Ed 306.04(a)(16), Tracking Achievement of Graduation Competencies*

*Ed 306.04(a)(25), (26), Graduation competencies*

*Ed 306.141(a)(6), Achievement of District and Graduation Competencies*

~~~~~  
*NHSBA Note, May 2014: Title of the policy has changed. The policy is now Priority/Required by Law. Changes to the definitions listed on Page 1. The content of the policy remains largely unchanged. Some changes to last paragraph on Page 1. Many changes to the Legal References.*

**tentative file: IMBC**

**NEW POLICY (NHSBA sample language)**

**ALTERNATIVE CREDIT OPTIONS**

Credit 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.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

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 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 student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the 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 students moving into New Hampshire from another state or country
- Extended learning opportunities under the provisions of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA [**← we lack policy IMBA: Distance Education**]
- College Credit/Dual Credit
- Early Graduation
- Middle school acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

If a 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 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 the expenses.

### Legal References:

*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*

**SRSD FILE: CBI-R**

## **Change (in red) for Board meeting 9/5/18**

# **EVALUATION OF THE SUPERINTENDENT OF SCHOOLS**

## **Statement of Purpose**

This procedure defines the criteria upon which the Superintendent of Schools will be evaluated by the Sanborn Regional School Board.

## **Statement of Procedure**

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school organization. The overall purpose of this evaluation is to provide a vehicle by which the Superintendent of Schools can receive input that may enhance his/her job performance in relation to his/her ability to meet the identified needs of the school district. This evaluation will also provide a process by which the following issues will be addressed:

1. Assessment and documentation of the level of job performance of the Superintendent of Schools.

2. Clarification of the Board's role expectations of the Superintendent of Schools.
3. Development of a constructive, harmonious working relationship.
4. Identification of those factors that enhance or inhibit the Superintendent's effective leadership.
5. Development of goals that will facilitate the Superintendent's efforts to maintain high quality programs in the district.

This evaluation instrument will be open to school board members, administrators, faculty, community and the superintendent from January 1 – 18th for the job performance of our Superintendent for the period commencing the prior January through December year.

The entire school board will then meet in non-public session at the second meeting in February without the Superintendent of Schools to reach a consensus from the evaluations submitted. The School Board Chairperson will summarize the ratings. With the Superintendent of Schools present at the first meeting in March and remaining in non-public session, the school board will discuss in depth all sections of the evaluation. The report will be discussed in the second meeting in March by the standing school board. The Superintendent of Schools will have an opportunity to respond in writing or orally to the evaluation.

Finally, a copy of the consensus evaluation will be submitted to the Superintendent of Schools and a copy, in a sealed envelope, will be placed in his/her personnel file. Under ordinary circumstances, only the Superintendent of Schools and Chairperson of the School Board will have access to this envelope. If, because of prolonged illness or absence, the Chairperson is unable to respond to a request for information requiring the use of material on the consensus evaluation, the Vice-Chairperson of the School Board will be empowered to have access to materials in the Superintendent of Schools' file.

**The timeline for the evaluation of the Superintendent may be modified by a two-thirds vote of the School Board.**

Related: CBI, CBI-R1

Effective: December 2, 1992

Revised: April 1, 1998

Revised: February 20, 2002

Revised: December 17, 2014

**tentative file: IMBA**

**NEW POLICY (NHSBA sample language)**

**DISTANCE EDUCATION**

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.

If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.

Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.

The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives,

the virtual school or online teacher and others.

The school district will provide safeguards for students participating in online instruction activities, and Policy EGA/IJNDB [←? the NHSBA archive states these two policies are no longer in force, are the appropriate references now BGEF and JICL? ask Will], School District Internet Access for Students, will apply.

Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

**Legal References:**

*Ed 306.04(a)(12), Distance Education*

*Ed 306.22, Distance Education*

*NHSBA Note, May 2014: This policy is only Required by Law if your district chooses to offer Distance Education.*

