

# **Policy Development Committee Agenda**

**4/14/2023**

**7:00 A.M. ~ Gilford High School Library**

## **Policies to Review**

Student Handbook Review

BEDH – Public Participation at Board Meetings

IHBA – Programs for Pupils with Disabilities

IHBA-P – Requirements for the Development and operation of Programs for Students with Educational Disabilities

IHBAB – Child Find

## **GES Proposed Student Handbook Changes**

### **Page 5**

- School Board member changes

### **Page 6**

- Changed School Calendar to FY23-24 School Calendar

### **Page 7**

- Staff Faculty and Staff changes to reflect new hires

### **Page 49**

- Student and Parent/Guardian Chromebook Use Agreement

### **Page 51**

- JH Policy: ATTENDANCE, ABSENTEEISM AND TRUANCY

## GMS 2023-2024 Parent/Student Handbook

Additions: New Attendance Policy  
New Chromebook User Policy

### **Gilford Middle School Information:**

At Gilford Middle School, we embrace and appreciate this unique time in the lives of children as they progress through adolescence. *Our goal is for all GMS learners to develop the habits, qualities and values to make Wise Choices, Include Others, Navigate Challenge, Give Respect and to be Safe in order to promote a positive environment that is optimal for student learning.* This common goal for students will be embedded in all we do. Students and parents will know the clear expectations for the children of GMS as they progress through their middle school years.

### **CONFERENCES & OPEN HOUSE:**

Conferences with parents are an important part of our middle school program. The Middle School Open House will be scheduled for **September 7th, 5-6p.m.** and Learner-Led Conferences will be scheduled on **November 7th, 8:00 a.m. to 3:00 p.m.** All important dates will be published ***and posted on the school website.*** Conferences with grade level teams or teachers may be scheduled at any time by contacting the middle school counselor, grade level team leader and/or the individual teacher.

# Gilford School District

## Competency-Based Education

### Guide for Families

The Gilford School District has adopted a **Competency-Based Learning Model** for learners in grades K-12. This means that learning is driven by clear targets (competencies) that learners are expected to master by the end of each course/year. At regular intervals, families will receive feedback on where their child is on their journey to meet each competency.



In addition, learners will receive feedback and reflect on their demonstration of our **Portrait of a Learner attributes**. We believe it is essential for our learners to develop their ability to **Collaborate, Innovate, Self-Direct, and Critically Think**. A shared vision of the attributes enables our learners to thrive in an ever-changing world as they become college, career, and life ready.

| Traditional Assessment & Grading Model  | GSD Competency-Based Model   |
|---|--|
| Grades are recorded by the type of assessment (i.e. test, quiz, project, homework).                                 | Learner achievement is recorded by competency statement.                                       |
| Assessments are categorized as tests or quizzes.  | Assessments fall into one of two categories: formative or summative.                           |
| Assessments report an overall grade with little or no details regarding achievement of learning targets.            | Assessments provide feedback that is directly tied to a competency statement.                  |
| Tests are “terminal” events. Grades do not change and learners move on whether or not they understand the material. | Learners are able to relearn and reassess in order to demonstrate mastery of learning targets. |
| Academic achievement and behavior are combined and reported as one grade.   | Academic achievement is reported for each competency and behaviors are reported separately.    |

|  |  |
|--|--|
| Grades are calculated by adding up points, which are unique from teacher to teacher.                     | Competency grades are derived using common practices at the course level.  |
| Final course grades are derived by trimester.  | Teachers will provide snapshots throughout the year/course of learner progress (ex: learner-led conference, report card).                                |
| Tests, quizzes, homework, and projects carry weights and average together to make a final overall grade. | Competency grades are based on learning demonstrated through assessments. Teachers use common course and/or content area rubrics to derive final grades. |

## Communicating Learner Progress

### Course Competency Grades

#### Exceeds Competency (EC)

- The learner consistently and independently applies learned competencies in multiple ways and is working above grade level standards.

#### Meeting Competency (MC)

- The learner is meeting course level competencies, independently, and is working at grade level standards.

#### Approaching Competency (AC)

- With assistance, the learner is beginning to meet course level competencies and is approaching grade level standards.

#### Not Meeting Competency (NC)

- The learner is not meeting course level competencies and is working below grade level standards.

#### Insufficient Evidence (IE)

- The learner has not yet produced sufficient work to assess competence.

### What happens if my child is Not Meeting the Competency (NC)?

This learning is so important that we need to work together to bring your learner to Meeting Competency (MC). Therefore, your learner may need to do one or more of the following:

- Relearn and reassess with their teacher
- Participate in a competency completion program such as:
  - Tiered interventions
  - Before and/or after school tutoring
  - Summer academies

#### Exceptionalities:

If you have a question about how the Competency-Based Learning Model supports learners with a 504 Plan or IEP, please contact your learner's Case Manager.

## Glossary of Terms

### **Competency Statement**

Competency is a mastery of knowledge and content in a setting that requires a learner to transfer learning in the curriculum.

### **Formative Assessment**

Formative assessments are used to monitor learner understanding and provide feedback for further learning and mastery of a competency statement.

### **Performance Based Assessment**

Performance based assessments require learners to apply the problem-solving process to create a product or answer a question in order to demonstrate proficiency of a skill(s) and understanding(s).

### **Relearning & Reassessment**

Relearning and reassessment are used to bring learners to mastery.

### **Performance Indicator**

Performance indicators are the specific, measurable stages of learner achievement; they describe what learners should know and be able to do.

### **Summative Assessment**

Summative assessments are used to measure learner's mastery of the competencies; they provide cumulative data that indicate the level of learning for grade reporting.

### **Rubric**

Rubrics are assessment tools used by teachers to communicate various performance levels of content mastery.

## **HOMEWORK GROUP:**

The GMS Library is open weekly in the afternoon until 3:30pm to provide supervised academic support for students. The starting date of homework club will be announced at the beginning of the year and the days it is being offered each week will be in our weekly GMS newsletter.



## GMS WINGS EXPECTATION MATRIX

|                                | Wise Choices   | Include Others   | Navigate Challenge   | Give Respect  | Safety First   |
|--------------------------------|--|--|--|---|--|
| <b>Hallways</b>                | <p>Appropriate voices &amp; language</p> <p>Give others personal space</p>                     | <p>Greet others quietly</p> <p>Help others<br/>Be kind to others</p>     | <p>Manage your time wisely</p> <p>Direct path to destination</p>                     | <p>Keep the hallway clean</p> <p>Respect school property</p>  | <p>Walking on correct side of hall</p> <p>Wait outside classroom for teacher</p>                                     |
| <b>Cafeteria</b>               | <p>Appropriate voices &amp; language</p>   | <p>Equal seating opportunities for everyone</p> <p>Be kind to others</p> | <p>Make good seating choices</p>   | <p>Keep area clean</p> <p>Respect school property</p> <p>Direct path to destination</p>   | <p>Enter/exit appropriately</p> <p>Stay seated while at lunch</p> <p>Ask permission from an adult to leave lunch</p> |
| <b>Assembly or Performance</b> | <p>Appropriate voices &amp; language</p> <p>Give others personal space</p>                     | <p>Make room for others</p> <p>Participate appropriately</p>             | <p>Make good seating choices</p>   | <p>Give attention to speaker / performer</p> <p>React appropriately</p>   | <p>Enter/exit appropriately</p> <p>Stay seated</p>   |
| <b>Recess</b>                  | <p>Take care of equipment</p> <p>Be prepared for weather</p> <p>Give others personal space</p> | <p>Share materials</p> <p>Involve all who would like to play</p>         | <p>Work together to find solutions calmly</p> <p>Seek an adult if help is needed</p> | <p>Understand personal boundaries</p> <p>Use appropriate language</p> <p>Follow the rules of the game &amp; be a good sport</p> | <p>Use equipment correctly</p> <p>Stay within boundaries</p> <p>Carefully entering and exiting building</p>          |
| <b>Bathroom</b>                | <p>Wash your hands</p> <p>Use supplies as needed</p> <p>Monitor your volume</p>                | <p>Respect privacy of others</p>   | <p>Wait patiently if all bathrooms are being used</p> <p>Use your time wisely</p>    | <p>Keep area clean</p>  | <p>Use facilities responsibly</p>  |

## **Cell Phone Usage**

Parent/child communication is an important part of the developing adolescent. Gilford Middle School has phones available for student/parent communication during the school day. Cell phones are not permitted by students during school hours without adult permission. Cell phones should be powered off and in their lockers during the school day. Cell phones/communication devices may never be used in either bathrooms or locker rooms.

Violation of the above will result in confiscation (by staff member) of the offending device. First offense, if students are found to have cell phones or other electronic devices without teacher or administrative permission, they will be taken and turned into the office. Students may pick them up at the end of the day (verbal warning). A second offense will result in the student having to turn an electronic device into the office at the start of the day as well as a consequence.

1<sup>st</sup> offense - verbal warning

2<sup>nd</sup> offense - Turn into the office in the am – 2 weeks

3<sup>rd</sup> offense - Turn into the office in the am – 4 weeks

4<sup>th</sup> offense - Turn into the office in the am – 6 weeks

5<sup>th</sup> etc.....

**AirPods, headphones and other audio listening devices are are not permitted by students during school hours without adult permission**



## Proposed Student Handbook Changes 2023-2024

- Pgs. 1 & 2 Staff List (name changes as necessary)
- Pg. 6 Absence from School - Replace old version of Attendance, Absenteeism and Truancy Policy JH with most recently adopted version.
- Pg. 18 [Update NHS Entry](#) (changes were made to correct grammar and typos only - see below)

### **National Honor Society**

The National Honor Society (NHS) is a national organization committed to supporting and recognizing student excellence in four areas: scholarship, leadership, service and character. The NHS is a program sponsored by the National Association of Secondary School Principals. The Gilford High School Chapter is an official, registered charter of the NHS, and the GHS Chapter of the NHS follows the guidelines provided by the national organization in its bylaws.

According to the bylaws of the GHS Chapter of the National Honor Society, a candidate for membership to the NHS must be a current student of the sophomore, junior, or senior class who has attended GHS the equivalent of one trimester, maintained a minimum cumulative unweighted GPA of 3.70 (Sophomores) or 3.50 (Juniors and Seniors) and has no major infractions on their discipline record including plagiarism or other violations of school policies. Each academic year, the GHS Faculty Council assembles a list of students who meet these fundamental qualifications and notifies these eligible students in writing, inviting them to apply for the NHS.

Eligible students who feel they can demonstrate a commitment to each of the four criteria for membership (scholarship, leadership, service and character) should submit an application. The NHS Faculty Adviser will hold an interest meeting for candidates to discuss the application process. The application requests information regarding participation in co-curricular activities, service activities, community activities and employment, including any achievements and leadership positions held. Candidates will also submit an essay, based on a specific statement, to demonstrate leadership, behavior, and character. Lastly, candidates for membership to the NHS will request teacher recommendations to give insight into classroom leadership, behavior, and character.

Only complete applications received by the deadline are reviewed by the GHS Faculty Council, and only candidates with applications that demonstrate outstanding performance in all four criteria: scholarship, leadership, service and character, are offered membership into the NHS. Candidates are notified in writing of membership status by the NHS Adviser, on behalf of the GHS Faculty Council. Candidates become members when inducted at a special ceremony. Upon request, the Faculty Adviser will hold a conference with any student who wishes to

discuss their application. Following this meeting, students who wish to appeal the decision of the Faculty Council may submit an appeal in writing to the Principal within 1 week of receiving notification of status.

Once inducted in the Gilford Chapter of the NHS, members are expected to continue to uphold the standards by which they were selected for membership; failure to do so may result in dismissal. In all cases of impending dismissal, a chapter member shall be notified in writing of the offense and have the opportunity to a hearing before the Faculty Council. Following the hearing, the Faculty Council will vote on whether to dismiss and the result of the vote is reviewed by the principal before confirmation and notification of the decision is made, in writing, to the student.

- Pg. 24 Electronic Equipment

Current language:

Cell phones, electronic communication devices, earbuds/headphones, and other electronics are prohibited from use in the classroom without the prior consent of the teacher and/or administration.

Proposed Change:

Cell phones, electronic communication devices, earbuds/headphones, and other electronics are prohibited from use in the classroom without the prior consent of the teacher and/or administration **and are only to be used strictly for academic purposes.**

- Pg. 25 In-School Suspension (ISS)

Proposed addition:

7. Students are not permitted to use their cell phones during an in-school suspension, detentions, or when they are sent to the office from a class.

- Pg. 38 Updating both the Student Acceptable Use Policy and the [Chromebook Agreement](#) once finalized and approved by Policy Committee and GHS School Board.
- Pg. 40 replace School Wide Rubrics with [Portrait of a Learner rubrics](#)

*Current GSD. Suggest updating to reflect the passage of RSA 189:74.*

*3-10-2023 Policy Committee*

*4-3-2023 First Reading*

*4-14-2023 Policy Committee*

**BEDH**

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## **PUBLIC PARTICIPATION AT BOARD MEETINGS**

The Board encourages citizens of the district to attend its sessions so that they may become better acquainted with the operation and programs of the schools and that the Board may have the opportunity to hear the comments and suggestions of the public. ~~The board, however, reserves the right to meet in non-public session in accordance with RSA 91.~~

**Consistent with RSA 189:74, the Board will provide the opportunity for members of the public to comment on school district matters at all Board meetings with the exception of emergency meetings called under RSA 91-A:2, II, or at meetings for which the sole purpose is to address one or more issues in non-public session under RSA 91-A:3.**

In order to assure that persons who wish to appear before the Board may be heard ~~and, at the same time~~ **while**, conducting its meeting properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at board meetings.

1. The chairperson shall designate a portion of each agenda for public input purposes.
2. Any individual desiring to speak shall give ~~his or her~~ **a or their** name, address, and the group, ~~if any, that he/she represents.~~ **they represent, if any.**
3. The presentation should be as brief as possible. The Board reserves the right to place time limits on any presentation.
4. Speakers may offer comments, suggestions, or objective criticism of school operations, policies, and programs.
5. The Board will not hear complaints against any person connected with the school system. Other channels provide for board consideration and disposition of legitimate complaints involving individuals.
6. **The Board will provide a minimum of thirty minutes to hear public comment at each meeting.**
7. **Individual speakers will be allotted three minutes per person and each speaker will be permitted equal time.**

The Board vests in its chairperson or other presiding officer authority to terminate the remarks of any individual when they do not adhere to the rules established above.

~~Persons appearing before the Board are reminded, as a point of information, that Members of the Board are without authority to act independently as individuals in official matters. With the approval of the chairperson, a question may be answered by an individual Board member or administrator.~~

### **Legal Reference:**

*RSA 91-A:2, Meetings Open to Public*

*RSA 91-A:3, Non-Public Sessions*

**(Adopted: 2/18/91**

**(Revised: 9/12/98, 4/4/05, 6/6/05, 10/2/17)**

**(Ref. 9120)**

Current GSD policy revised to reflect SB 394 and HB 1513 which both amend the definition in RSA 186-C:2 of "child with a disability" to include such children until they reach the age of 22.

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## PROGRAMS FOR PUPILS WITH DISABILITIES

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and New Hampshire Law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes, which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, educational safeguards and educational placement. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's ~~21<sup>st</sup>~~ **22<sup>nd</sup>** birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of ~~21~~ **22** during the academic year may be allowed to complete the remainder of the school year.

### Legal References:

*20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act*

*34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities*

*RSA 186-C, Special Education*

*N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With Disabilities*

(Adopted: 8/12/80)

(Revised: 9/9/80, 5/16/83, 7/27/83, 3/84, 4/7/86, 4/5/99, 3/4/02, 4/20/09)

Current GSD policy revised to reflect SB 394 and HB 1513 which both amend the definition in RSA 186-C:2 of "child with a disability" to include such children until they reach the age of 22.

4-14-2023 Policy Committee

## **REQUIREMENTS FOR THE DEVELOPMENT AND OPERATION OF PROGRAMS FOR STUDENTS WITH EDUCATIONAL DISABILITIES**

### Programming in Regular Class Environments

- When students with educational disabilities participate in regular education classes or programs, the integrity and appropriateness of the curricula of the classes or programs shall be maintained for both the students with educational disabilities and the students who do not have educational disabilities. Prior to the participation of a student with educational disabilities in a regular class or program, the local education agency shall, based on the student's individualized education program, identify any expectations for the student with disabilities that are different from the range of expectations for other students and shall, according to the nature and severity of the student's disability, provide the student and/or teachers with additional help.
- Establishment of Education Programs for Students with Educational Disabilities as required by RSA 186-C:10, "*A school district shall establish an approved program or programs for educationally disabled children, or shall enter into cooperative agreements with other school districts to provide approved programs for students with educational disabilities, or shall pay tuition to such an approved program maintained by another school district or by a private organization. Eligibility for participation in an approved program of special education shall be determined by the school board of the school district, in accordance with Chapter Ed. 1100.*"
- Each program maintained by a school district, private organization, or another governmental agency shall provide for interaction with students of similar age and/or development who do not have educational disabilities to the maximum extent appropriate considering the nature and severity of the educational disability.

### Curricula

- The local education agency shall ensure that, to the maximum extent appropriate, every student with educational disabilities has full access to the district's full elementary and secondary curricula, including vocational training. To the extent that the district's curricula require modification to meet the unique needs of students with educational disabilities, the local education agency shall adapt equipment, modify instructional materials, and use interpreters. However, the student's individualized education program shall not be considered as a complete or total curriculum for a special education program.

### Diplomas

- The school board shall ensure that all students with educational disabilities have equal opportunity to complete a course of studies leading to a high school diploma.

*Current GSD policy revised to reflect SB 394 and HB 1513 which both amend the definition in RSA 186-C:2 of “child with a disability” to include such children until they reach the age of 22.*

*4-14-2023 Policy Committee*

**IHBA-P  
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### Supervision and Administration

- Students with educational disabilities shall be entitled to continue in an approved program until such time as the student has acquired a high school diploma or has attained the age of ~~21~~ **22**, whichever occurs first, or until the school district responsible for developing the student’s individualized education program determines that the student no longer requires special education in accordance with Ed. 1107.07.

**(Adopted: 3/4/02)**

**(Reaffirmed: 4/2/2012)**



*Current GSD policy revised to reflect SB 394 and HB 1513 which both amend the definition in RSA 186-C:2 of “child with a disability” to include such children until they reach the age of 22.  
4-14-2023 Policy Committee*

## **CHILD FIND**

In order to insure that all families, private schools, and other relevant agencies and organizations within the boundaries of the local school district, are aware of the district’s child find efforts and of the process for referring a child who is suspected of having an educational disability, the district has developed the following policy.

### 1. Children Ages Birth to 3 Years

The District, using the special education evaluation team process, shall evaluate all children who are suspected of having an educational disability, and who are potentially in need of special education or special education and educationally related services. Students who are in need of services are referred to the appropriate community agency.

### 2. Students Ages 3 through 21 Years

The District, using the special educational evaluation team process, shall identify, evaluate, and classify all students determined to be students with educational disabilities from age 3 to ~~21~~ **22**. This includes students who are placed unilaterally in a private school by their parents without involving the Gilford School District.

### 3. Child Count

The District counts persons birth through ~~21~~ **22** who are suspected of being students with disabilities by using the State Department of Education Information System (SPEDIS) and provides child find data to SPEDIS on an on-going basis.

## **CHILD FIND PROGRAM**

The Gilford School District has established the following procedures for identifying children who may be in need of special education or special education and related services.

### 1. In-School Child Identification

a) Students may be referred to the Special Education Team for reasons including but not limited to the following:

- Failing to pass a hearing or vision screening;
- Unsatisfactory performance on group achievement tests or accountability measures;
- Receiving multiple academic and/or behavioral warnings;
- Repeatedly failing one or more subjects;
- Identification as at risk through preschool screening results; and
- Identification as educationally disabled prior to transfer to Gilford School District.

*Current GSD policy revised to reflect SB 394 and HB 1513 which both amend the definition in RSA 186-C:2 of “child with a disability” to include such children until they reach the age of 22.  
4-14-2023 Policy Committee*

2. Communication with Sectarian/Non-Sectarian Private Schools

a) The Gilford School District annually contacts all schools within its jurisdiction to advise them of the district’s responsibility to identify and evaluate all students who are suspected of or known to have an educational disability and who are enrolled in such schools. Esther Kennedy, Director of Student Services, serves as Gilford’s contact person.

b) Referrals from schools shall be forwarded to the Gilford School District Special Education Evaluation Team for a dispositional review.

3. Communication with Other Service Providers

a) The Gilford School District annually contacts all social service agencies within its jurisdiction which provides medical, mental health, welfare, and other human services to advise them of the district’s responsibility to identify and evaluate all students who may have an educational disability.

b) Referrals from these agencies shall be forwarded to the Gilford School District Special Education Evaluation Team for a dispositional review.

4. Dissemination of Information

a) The Gilford School District annually disseminates information which describes its child find program. This includes a description of the local school district’s special education program, and a contact person in the school system for further information or referral.

5. Parent Information

a) The Gilford School District annually provides all parents of students with education disabilities with information regarding their rights and responsibilities under federal and state law regarding special education. The District will make significant efforts to ensure material is printed in language that is understandable to the parent.

b) The Gilford School District ensures that all referrals from parents and others who suspect or know a student to have an education disability are referred to the Gilford School District Special Education Evaluation Team.

c) The Gilford School District provides the parents with a written notice of any referral other than one initiated by the parent.

**(Adopted: 4/19/99)  
(Revised: 5/4/09, 1/7/2013)  
(Reaffirmed: 12/3/2018)**