

3500 Instructional Policies

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The School Board, upon recommendation of the Superintendent and in accordance with regulations of the New Hampshire State Board of Education as delineated in the New Hampshire Minimum Standards for Public Schools Approval, shall determine the curriculum for instruction of its eligible students.

Adopted 2/1973

Revised 5/1975, 3/1976, 4/2008

The Superintendent shall annually recommend a school calendar to the School Board for its approval. The superintendent shall ensure that the calendar conforms to the number of days and hours of instruction and employment as required by law, state and local Board policy, and where applicable, collective bargaining agreements. To the extent possible, the calendar will be coordinated with area vocational schools, special education programs, and other districts in the vicinity of the SAU.

RSA 189:1
ED 306.19

Adopted 2/1973
Revised 6/1975, 4/2008

The length of the students school day shall be in accordance with the New Hampshire Minimum Standards for Public Schools. A regular school day may be shortened when an emergency condition exists that may adversely affect the health and safety of students. To count as a full day, such shortened days shall be in accordance with the New Hampshire Minimum Standards for Public School Approval.

RSA 189:1
ED 306.18

Adopted 2/1973
Revised 6/1975, 4/2008

School-aged children enrolled in the District must attend school in accordance with all applicable state laws and Board policies

Absences Defined:

The School Board recognizes that absences from school may be necessary under certain circumstances. The Board recognizes two general types of absences; excused and unexcused. School officials determine whether a student's absences are excused or unexcused.

In general, the following are considered excused absences:

1. Absences due to illness, medical/dental appointments, or family emergencies.
2. Absences related to bereavement.
3. Religious reasons.
4. Waivers approved by the Superintendent under RSA 193:1, I
5. Other good cause as deemed acceptable by the Principal/designee.

In the event of a student's absence due to illness, bereavement, or religious observance, parents must contact the school and inform the school of the student's reason for absence. The Principal/designee may require parents/guardians to provide additional written documentation in support of their notice.

If parents/guardians wish for their child to be absent for reasons other than those listed above, the parent/guardian must provide a written explanation of the reason for the absence and the length of time the student will be absent. The Principal/designee shall make a determination as to whether the request meets good cause. Should the Principal/designee not authorize the request, the parents/guardians may appeal to the Superintendent.

Truancy:

- Truancy is an unexcused absence as determined by the School Principal/designee.
- Ten half days of unexcused absence during a school year constitute habitual truancy.
- Half day absences shall be defined as a student missing more than two hours of school time but less than three and one half hours of school time.
- Full day absences shall be defined as missing more than three and one half hours of school time.
- The Principal/designee is responsible for managing truancy within the school building.

Intervention Process:

1. When a student has accumulated six half-days of unexcused absences, the Principal/designee shall contact the parent/guardian to discuss the reasons for non-attendance.

2. When a student has accumulated eight half-days of unexcused absence, the Principal/designee shall contact the parent/guardian and request a meeting to discuss the matter and to develop an intervention plan to prevent further unexcused absences. The intervention plan may include an investigation into the causes of the truancy and strategies to prevent further truancy. The Principal/designee shall provide to the parent/guardian copies of RSA 193:1 and consequences should the student reach ten unexcused half-days. The Principal/designee shall also provide notice to the truant officer of the possibility of habitual truancy and may include the officer at the meeting with the parent. The Principal/designee will also consider whether the school record keeping practices and notification to parents or guardians of the child's absences have an effect on the child's attendance.
3. When a student has accumulated ten half-days, a truancy report shall be formally filed with the truant officer and the Principal/designee may report the situation to the New Hampshire Division of Child, Youth, and Family Services (DCYF). Parents/guardians shall be notified by certified mail.

Parental Notification:

The Principal shall ensure that parents and guardians are notified of this policy by including it annually in the school's student/parent handbook.

References:

HB 154
RSA 189:34, II
RSA 189:35-a

Adopted: 2/1973

Revised: 5/1975, 8/2001, 11/2010, 1/2014

The Milford School District recognizes that children learn at different rates and through varying styles. The District is committed to supporting the academic success of each student through personalized learning strategies. In general, most students demonstrate progress toward grade level standards that results in their promotion to the next grade level. While research does not generally support retention as a long-term beneficial practice for children, on rare occasions, it may be best for some students to repeat a grade level.

Before considering a student for retention, it is important that school personnel and parents have met to discuss the student's academic progress and that collaborative efforts to produce a successful school year for the student have been attempted. The decision to recommend the retention of a student in a grade level shall be carefully deliberated by school administration, teachers, and parents. Factors that influence the decision for retention include the child's chronological age, physical size, academic, social, and emotional growth, and attendance. A review of the student's personalized learning profile and cumulative file, an analysis of standardized learning assessments, and examination of appropriate teaching and learning strategies for the next school year shall provide information necessary to make the best placement decision for the student. Under no circumstances shall retention be considered for punitive reasons.

Each School Principal shall develop specific building-level procedures for retention decision-making that ensure that parents, except in unusual situations, are given adequate notification and input into the process no later than January 31st. Principals shall develop procedures that will study the reasons for a student's lack of progress and that will support personalized efforts to attempt to enable the student's success. Advancement from one grade to the next at the high school level shall be determined by earned credits.

As per the New Hampshire Department of Education's Administrative Rules, final decisions of child placement shall rest with the Superintendent of Schools.

Adopted: 06/1980
Revised: 01/2008

The School Board shall provide a comprehensive Physical Education and Health Education program for students. It is expected that all students will participate in Physical Education and Health Education classes that are required by the District. Such classes shall reflect the standards in accordance with the New Hampshire School Administrative Rules.

Students may be excused from participation in Physical Education classes upon receipt of a notice from a licensed physician. Temporary excuses from physical education participation may be granted by the principal/designee on a daily basis. The Principal may require a written request from the parents/guardians.

Parents/guardians who do not want their child to participate in particular Physical Education or Health Education classes for religious reasons are allowed to have their child opt out of such instruction upon written request to the principal. Alternate assignments will be provided to the student.

Adopted: 2/1973

Revised: 6/1975, 9/2001, 1/2008, 9/2010

In the event parents/guardians find specific course material objectionable, the parents/guardians may notify the Building Principal of the specific material to which they object and request that the student receive alternative instruction that meets state requirements in the particular subject area. This notification and request shall be in writing.

Parents may submit an alternative education proposal in writing to the Principal, and if the proposal is mutually agreeable, the proposal shall be implemented. The proposal must meet state minimum standards and any costs shall be borne by the parents/guardians.

The name of the parent or legal guardian and any specific reasons disclosed to school officials for the objection to the material shall not be public information and shall be excluded from access under RSA 91-A.

Adopted: 2/2012

Ref: RSA 186:11

In order to participate in graduation, students must be enrolled and in regular attendance at Milford High School for at least one semester in their final year. Students may participate in only one graduation exercise.

Milford High School will present a diploma to those students who meet all graduation requirements as set forth in the Milford High School Program of Studies.

Adopted 05/1991
Revised 12/2007

- A. In order to be eligible for graduation from the Milford High School and Applied Technology Center with a Regular Diploma, students must successfully complete District credit requirements listed below:

<u>Regular Diploma Requirements</u>	
English	4
Math	4
Science	3
Social Studies	3
Applied Technology*	1
Arts Education	1
Wellness (P.E. & Health)	2
Career Focus Electives	2
Open Electives	6
Total	26

*One credit in an Applied Technology course that meets advanced information and communication technology (ICT) standards chosen from a list of approved courses, or one credit in a non ICT Applied Technology course along with a .5 credit digital portfolio.

- B. A State Minimum Standards Diploma may be awarded to any student who completes the state minimum required units of study as defined by Ed 306.27(I) as listed below. A total minimum of 20 credits and acceptance into the program is required. Attainment of such will be noted in the graduation program for individual students.

<u>State Minimum Standards Diploma Requirements</u>	
English	4
Math	3
Science	2
Social Studies	2.5
Information & Communications Tech.*	0.5
Arts Education	0.5
Physical Education	1
Health Education	0.5
Electives	6
Total	20

*Half credit in an Applied Technology course that meets advanced information and communication technology (ICT) standards chosen from a list of approved courses, or .5 credit digital portfolio independent study.

- C. A New Hampshire Scholars Diploma may be awarded to any student who completes the required units of study at a college preparation level and achieves a minimum grade point average as listed below. Attainment of such will be noted on a student's diploma, transcript and in the graduation program.

A minimum grade point average of 3.0 at the time of graduation is required.

Courses must be taken at the A, Honors or AP-level.

New Hampshire Scholars Requirements	
English	4
Math	4
Science	3
Social Studies	3.5
World Language	2
Information and Communication Tech.	1
Fine Art	1
Wellness	2
Electives	5.5
Total	26

Detailed information regarding coursework is available in the High School Program of Studies.

D. Awarding of High School Credit

A unit of credit or fraction thereof shall be given upon satisfactory completion of a course (including on-line/virtual education), or demonstration of competency, or completion of an approved extended learning opportunity in compliance with the district-specified curriculum and assessment standards. The final awarding of credit will be the responsibility of the building principal. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

1) Completion of a Course

- A credit or portion thereof is awarded to a student upon the satisfactory completion of a credit-bearing course listed in the Milford High School & Applied Technology Center Program of Studies. Satisfactory completion of a course will mean that a student has demonstrated mastery of course competencies and requirements as assessed by the assigned instructor.

2) On-line/Virtual Education

- Students shall make advanced application to take an on-line/virtual education course for credit.
- A completed application shall include:
 - ◆ A detailed description of the course,
 - ◆ A designated faculty supervisor from the subject area involved,

- ◆ Certification that the course meets District, State, and National curriculum standards,
 - ◆ Approval of the Administration,
 - ◆ A statement from student's guidance counselor indicating that the course meets the student's program needs.
- Approved on-line/virtual 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 and online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher with others.
 - Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program.
 - Credit for the course is not recognized until an official record of the final grade has been received from the student's approved faculty supervisor.
 - Any course related activities by the student that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

3) Demonstration of Competencies

- Any student wishing to receive high school credit through demonstration of mastery of course competencies must complete an approved application in advance.
- A faculty supervisor from the designated subject area shall be assigned to the student and will be responsible for the scheduling and review of competency assessments. The faculty supervisor shall evaluate mastery of competencies consistent with existing grading standards for regular course completion.
- The principal reserves the right to limit the number of demonstrations of competency mastery administered school-wide in any semester based on available resources and to limit the annual or cumulative number for any one student.

4) Extended Learning Opportunities

- Students shall make advanced application to engage in any credit bearing extended learning opportunity.
- A completed application shall include:
 - ◆ A detailed description of the extended learning opportunity,
 - ◆ A designated faculty supervisor from the subject area involved,
 - ◆ Certification that the extended learning opportunity meets District, State, and National curriculum standards,
 - ◆ Approval of the Administration,
 - ◆ A statement from the student's guidance counselor indicating that the extended learning opportunity meets the student's program needs.
- Such application shall include a detailed description of the extended learning opportunity (including timeline, benchmarks and assessment protocols), a designated faculty supervisor from the subject area involved, and approval of the Director of Academics or Director of Technical Studies and the student's guidance counselor certifying that the course meets

District, State and National Curriculum standards, and is in harmony with the student's program needs.

- Extended Learning Opportunities may include, but not be limited to, independent study, on-line/virtual education, community service projects, internships and work study.
- The principal reserves the right to limit the number of extended learning opportunities administered in any semester based on available resources. Under no circumstances shall a student receive more than four credits for extended learning opportunities during his/her high school career.
- Credit for the course is not recognized until an official record of the final grade has been received from the student's approved faculty supervisor.
- Unless otherwise recommended by the Administration, students or their parents/guardians shall be responsible for related expenses including tuition, transportation and textbooks.

5) Interdisciplinary Credit

- A student may request that a credit earned in one content area be applied to another content area provided that the course in which the credit was earned has been approved for interdisciplinary credit by the high school administration. Interdisciplinary credit may be counted only once in meeting graduation requirements.

6) Advanced Course Work

- The high school shall provide assistance to eligible students who wish to enroll in advanced course work or advanced placement courses. The District will not be responsible for any costs associated with out-of-district courses.

7) High School Credit for 7th/8th Grade Coursework

- Students in the 7th or 8th grade who are deemed academically eligible to take advanced courses at the high school may apply the credit of the courses toward high school graduation, provided the course demonstrates content requirements consistent with related high school courses and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery and competency shall apply. High School on-line courses may also be applied for credit.

The high school principal shall approve such course work and credit prior to the student enrolling in the class in order for such credit to be applied toward high school graduation.

References:

Ed 306.27: High School Curriculum, Units of Credit, Graduation Requirements, and Co-curricular Program.

Ed 702: NH Adult High School Diploma Requirements.

Adopted: 10/1980

Revised: 3/1996, 3/2005, 4/2007, 2/2012, 5/2013, 10/2014, 4/2015.

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

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

High School and Career Technical Education Center students in grades 11 and 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in a course designated by the Community College System of New Hampshire ("CCSNH") as part of the dual and concurrent enrollment program. The Superintendent shall designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which:

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

Legal References:

RSA 188-E:25 through RSA 188-E:28
ED 306.141 (a)(7), Advanced Course Work

Adopted: 4/2018

Early Graduation is an option for certain students with specific needs. It is only allowed after careful consideration by the student, his parents and the school personnel. The following shall serve as a basis for any program toward 3 or 3 1/2 year graduation.

1. The application for early graduation must be obtained by the student from the Counseling and Guidance office, and a preliminary conference concerning this matter should be scheduled by the student with his counselor.
2. An Early Graduation application must be completed and returned by the student to the Counseling and Guidance office.
3. A written outline of needed credits and unfulfilled graduation requirements will be made by the student and counselor. This process must be completed within 10 school days of the student's final school year.
4. All early grads are responsible to find out the necessary information regarding graduation and related matters. The best way to accomplish this is to communicate with class officers, advisors, and the school administration.

Adopted 04/1973

Revised 06/1995, 12/2007

**MILFORD HIGH SCHOOL
COUNSELING AND GUIDANCE DEPARTMENT
Early Graduation Credit Sheet**

Name of Student _____ Counselor _____ Date _____

Credits earned at start of this academic year _____

Final year/half credits needed _____

Previous YOG _____ New YOG _____

Total Credits _____

Final year/half year courses:

<u>Course Name</u>	<u>Semester</u>	<u>Credit</u>
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Total Credits _____

The following scheduled courses must be completed successfully to meet minimum graduation requirements:

I have read and understand the requirements for Early Graduation. I recognize that termination may result if these requirements are not met.

Student Signature _____ Parent Signature _____

Date _____ Date _____

Counselor Signature _____ Principal Signature _____

Date _____ Date _____

EARLY GRADUATION APPLICATION

Please check the appropriate box:

- 3 year early graduate
- 3 1/2 year early graduate

Explain fully your reason for wishing to apply for early graduation:

Parent's Signature

Date

Student's Signature

Date

Teacher Recommendations

By signing below please indicate that you have discussed this matter and that you feel Early Graduation is a reasonable program for this student to pursue.

Teacher's Signature

Date

Teacher's Signature

Date

3545 ADULT STUDENTS ATTENDING MILFORD HIGH SCHOOL 3545

Adults may be permitted to enroll and participate in instructional programs during the day at the High School. All applications will be filed with the High School Principal and forwarded to the Superintendent of Schools for their joint review and recommendation to the School Board.

Applicants will be subject to the same background reviews as for District employees. Participation will be on a space available basis and may not involve the use of special services.

For the purpose of this Policy, an adult is considered to be any person who has received a high school diploma or has reached the age of twenty one (21).

Adopted 11/1993
Revised 12/2007

1. Eligibility:

The Board recognizes the right for parents to provide home education in accordance with RSA 193-A:3. As such, the Superintendent, School Board, school Principal, or other district official shall not propose, adopt, or enforce any policy or procedure governing home educated pupils that is inconsistent with or more restrictive than the provisions of this chapter and any rules adopted pursuant to RSA 193-A:3.

2. Enrollment Procedures:

Any parent commencing a home education program for a Milford child, for a child who withdraws from the Milford school district, or for a child who moves into the Milford school district shall notify the Superintendent/designee within 5 business days of commencing the program. The Superintendent/designee shall acknowledge receipt of notification within 14 days of such receipt.

Once a parent has provided written notification of intent to home educate a child to either the Department of Education, the Milford Superintendent/designee, or a non-public school Principal, the notification of intent status remains unless otherwise notified by the parent. Notification of intent to home educate does not need to be provided each school year to the participating agency.

3. Records and Evaluation:

I. The parent shall maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. Such portfolio shall be preserved by the parent for 2 years from the date of the ending of the instruction.

II. The parent shall provide for an annual educational evaluation in which is documented the child's demonstration of educational progress at a level commensurate with the child's age and ability. The child shall be deemed to have successfully completed his annual evaluation upon meeting the requirements of any one of the following:

(a) A certified teacher or a teacher currently teaching in a nonpublic school who is selected by the parent shall evaluate the child's educational progress upon review of the portfolio and discussion with the parent or child;

(b) The child shall take any national student achievement test, administered by a person who meets the qualifications established by the provider or publisher of the test. Composite results at or above the fortieth percentile on such tests shall be deemed reasonable academic proficiency;

(c) The child shall take a state student assessment test used by the resident district. Composite results at or above the fortieth percentile on such state test shall be deemed reasonable academic proficiency; or

(d) The child shall be evaluated using any other valid measurement tool mutually agreed upon by the parent and the commissioner of education, resident district superintendent, or nonpublic school principal.

III. The parent shall maintain a copy of the evaluation. The results of the evaluation:

(a) May be used to demonstrate the child's academic proficiency in order to participate in public school programs, and co-curricular activities which are defined as school district-sponsored and directed athletics, fine arts, and academic

activities. Home educated students shall be subject to the same participation policy and eligibility conditions as apply to public school students.

(b) Shall not be used as a basis for termination of a home education program.

(c) Provides a basis for a constructive relationship between the parent and the evaluator, both working together in the best interest of the child.

Evaluations do not need to be reported to the Superintendent/designee on an annual basis. While the evaluation must be done each year, it does not have to be shared with the Superintendent/designee but rather is to be kept by the parent as a record of progress.

4. Re-enrollment into the School District:

Parents deciding to re-enroll their children into the Milford school district following a period of home education will make arrangements with the appropriate building principal for an evaluation to determine appropriate placement in the school's program. Placements will be consistent with the School Board policy governing student placements and are subject to the same appeal process.

5. Graduation/Diplomas:

No certificates or diplomas will be awarded by the Milford School Board to students who are exclusively home-educated. Home education students must participate in some part of the regular school academic program and complete all necessary graduation requirements, as determined by the high school Principal, in order to be eligible for a certificate or diploma. Such status will be noted in the graduation program.

6. Participation in school curricular and co-curricular activities:

Participation of home education students in programs and activities are subject to the following conditions.

1. Home education students must supply to the school proof of their home education enrollment.

2. All students are subject to the same age, performance, and pre-requisite standards for admission to courses and co-curricular activities.

3. Home education students seeking admission to courses requiring prerequisites will be asked to demonstrate academic achievement comparable to that required of fully enrolled students meeting prerequisite standards. The principal or his/her designee will discuss alternative ways to demonstrate achievement with the parents of home-educated pupils. Final determination of a student's qualifications to enroll in a course requiring prerequisites will be made by the building principal.

4. Students may not enroll for single subjects that are taught as part of integrated courses – those courses that cover two or more subjects and are taught by a single individual or team – but may seek admission to the integrated course.

5. Participation in athletic and other extra-curricular programs and activities will be in compliance with the school's eligibility requirements as well as with the guidelines adopted by the New Hampshire Interscholastic Athletic Association.

6. It may be neither practical nor feasible for home-educated pupils to participate in special programs that have unclear or flexible schedules. The parents of home-educated pupils must take the initiative to check with the school on the scheduling of events and possible changes that may occur.

7. The parents of home-educated pupils may be asked to provide supervision for some activities on the same basis as the parents of fully enrolled students.

7. District Liability Limited:

The Milford school district, School Board, and any employees of the Milford school district associated with a child who is or has been receiving home education are not liable in damages in a civil action for any injury, death or loss to person or property allegedly sustained by that child, the child's parent, or any other person as a result of the child's receipt of home education, including but not limited to, any liability allegedly based on the failure of the child to receive a free, appropriate or adequate education.

References: RSA 193-A Home Education

Adopted: 6/1975

Revised: 1/2008, 4/2013

3551

Access to Public School Programs

3551

By Nonpublic School, Charter School and Home-Educated Pupils

The District shall allow resident pupils who attend nonpublic schools, charter schools or are home-educated equal access to the District's curricular courses and co-curricular programs. Nonpublic school, charter school and home-educated students who choose to participate in curricular courses and/or co-curricular programs shall be governed in the same manner as is required for the District's resident pupils.

Legal Reference:

RSA 193:1-c, Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils

Adopted: 12/2016

The term homework refers to an assignment from a teacher to students that is a logical extension of classroom curricula and is designed to be completed outside of class time. Homework can include a variety of learning activities such as research, lesson application, practice, and enrichment.

In general:

1. Assignment expectations shall be clearly presented, so as to be understood by students.
2. Assignments shall be meaningful and purposeful.
3. Time requirements for daily homework assignments shall be consistent and appropriate to the age and abilities of the students.
4. Daily homework shall not require students to have to access materials not readily available in most homes, school libraries, or public libraries.
5. Homework completion expectations shall be reasonable and teachers shall ensure reasonable make-up procedures for legitimate personal circumstances of students.
6. Teachers shall ensure an appropriate value of homework in relation to the grading system.
7. Homework shall not be assigned for disciplinary purposes.

Detailed homework guidelines may be developed at the building levels in order to further address particular abilities and needs of students at each level. The Building Principal shall ensure that homework guidelines shall be clearly communicated to parents.

Adopted: 12/06

When possible, the District shall adhere to all state laws and regulations pertaining to class size. When fiscal and/or facility limitations prevent such adherence, the District will seek alternative compliance through the New Hampshire Department of Education.

The District will strive to maintain the following class size ratios:

Kindergarten: 16:1

Grade One: 20:1

Grade Two: 22:1

Grades Three through Twelve: 25:1

Legal References:

N.H. Code of Administrative Rules, Section Ed 306.17, Class Size

Adopted: 10/2011

The Milford School District shall ensure that local educational evaluation criteria shall be in compliance with the minimum standards of the state of New Hampshire and the federal government.

District personnel are required to evaluate children upon referral for special education, or any time conditions warrant, and to re-evaluate educationally disabled children at least once every three years or when conditions warrant a re-evaluation.

Federal law gives parents the right to an independent educational evaluation. Such evaluation is defined as one that is conducted by a qualified examiner who is not employed by a school district responsible for the child in question. Whenever parents obtain an evaluation at private expense, the results of the evaluation must be considered by the school district if it meets school district criteria.

Parents have the right to an independent evaluation at public expense under certain circumstances if the parent disagrees with an evaluation obtained by the school district. Should a parent request an independent evaluation at public expense, the school district must, without delay, initiate a hearing to show that its evaluation is appropriate, or ensure that an independent educational evaluation is provided at public expense. If the evaluation is at public expense, the criteria for the evaluation, including location of the evaluation and qualifications of the examiner, must be the same as the criteria that the school district uses. Public expense means that the independent evaluation is either paid in full or provided at no cost to the parent.

Should the District initiate a due process hearing to demonstrate the appropriateness of its evaluation, and the results of the hearing favor the District, parents still have the right to an independent evaluation at their own expense.

Criteria for independent educational evaluations shall be as follows:

1. The evaluation shall comply with relevant provisions of state and federal Special Education laws, including 34 CFR 300.530-300.536 and NH Code of Administrative Rules Ed 1107.
2. A New Hampshire based evaluator or an evaluator with an office in contiguous states shall be used unless unique circumstances justify the selection of an evaluator in another location. In the cases of such unique circumstances the person seeking an evaluation outside of the designated area shall show that a) unique circumstances require evaluation outside the designated area and b) the costs of the evaluation are not excessive.
3. Evaluators shall hold current certification or license if so required by the state in which they are located. The examiner shall be a qualified examiner who meets the criteria for such under Ed 1107.04 and who is qualified to test for a suspected

disability in accordance with Table 1100.0, "Qualified Examiners by Type of Disability".

4. The evaluator shall be able to interpret the instructional implications of the evaluation results if such an evaluation is used to determine educational needs.
5. All tests administered shall be the current version of the test.
6. Tests shall be appropriate for the age, educational level, and disability (or suspected disability) of the child. They must be reliable and valid and norm or criterion referenced.
7. As necessary, the evaluator shall review educational records provided by the student's local public school in addition to any records provided by the parents.
8. As appropriate, the evaluator shall observe the child in one or more educational settings and make at least one contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition and as appropriate, the evaluator is encouraged to make additional contacts with other involved general and special education teachers and related service providers.
9. District and independent evaluators, parents, Special Services Directors, and/or designees are encouraged to communicate directly with one another to share pertinent information.
10. District and independent evaluators shall provide written reports to the parents and District representatives summarizing results of the evaluation. All evaluation reports shall include appropriate standardization and reporting methods as designed by test publishers. An evaluation shall take place under standard test/evaluation conditions. If the evaluation cannot take place under standard conditions because of the child's suspected disability, the deviation from standard conditions shall be noted in the report.
11. An evaluator shall maintain the highest standard of professional ethics and adhere to the standards of their professional association.
12. Evaluations of students with limited English proficiency shall be conducted in the student's native language unless the student has a greater proficiency in another language.

Unique circumstances may justify a waiver of any of the above. If a parent or District staff member is aware of a unique circumstance, they shall inform the student's Case

Manager or the District's Special Education Director immediately in writing. Only the Special Education Director or Superintendent of Schools may grant a waiver from the criteria.

When the District has agreed to pay for an independent evaluation at public expense, payment shall be made upon receipt of the evaluator's report, compliance with the District's evaluation criteria (unless a waiver of unique circumstances has been made), and receipt of an invoice from the evaluator. Should there be a disagreement on payment, the District must initiate a hearing without undue delay to demonstrate that the evaluation does not meet the District's criteria.

References:

NH Code of Admin Rules Ed 1100.1, 1102.21, 1107.0, 1107.04.

Code of Federal Regulations Section 34 CFR 300.12, 300.22, 300.320, 300.500 (a)(b), 300.502 (a-e), 300.531, 300.530-536.

Adopted: 8/2012

**Special Education Evaluation Procedures
And Evaluation Requirements for Children
With Specific Learning Disabilities**

Consistent with its child find and parent consent obligations, the District shall respond promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in state and federal law will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The District shall implement an ongoing system to locate, identify and evaluate all children from birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education, or special education services. The District will seek to identify all children with disabilities, regardless of the severity of their disabilities.

The District is responsible for evaluating and determining eligibility for special education services for school age children. The District is responsible for evaluating children who may be eligible for Early Intervention/Early Childhood Special Education (EI/ECSE) services. The District's designated referral and evaluation agency is responsible for determining eligibility.

The District is required to provide and guarantee special procedural safeguards with respect to special education matters: procedures that are established by Federal and State laws. The District will ensure that all requirements are met by complying with the New Hampshire Department of Education's Special Education Procedures Manual.

For the purposes of identifying a student with a learning disability the District shall ensure that all evaluation requirements are consistent with applicable State and Federal laws and regulations as stated in the New Hampshire Department of Education's Special Education Procedures Manual.

The definition of a "child with a developmental delay" was modified in the 2017 rules. State Statute, RSA 186-C:2, I-a defines a "developmental delayed child" as a child at least 3 years of age or older, but less than 10 years of age, who because of impairments in development, needs special education or special education and related services, and may be identified as being developmentally delayed provided that such a child meets the criteria established by the state board of education.

The Milford School District will use Developmental Delay as a potential category for an educational handicapping condition within the special education process.

Legal References:

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

Adopted: 10/2012

Revised: 12/2016, 2/2018

The Milford School Board believes that complaints and grievances are best handled and resolved by the parties directly concerned. Any complaint presented to The Milford School Board about non personnel matters such as instruction, discipline, learning materials, or school operations shall be referred back through proper administrative channels and handled in compliance with applicable language as noted in relevant Collective Bargaining Agreements. Parental objections to specific course material will be handled in accordance with policy 3526. The Milford School Board may choose to not hear complaints from individuals until such complaints have first been brought forth through the appropriate administrative procedures. The proper channel will usually be as follows:

1. Teacher
2. Principal
3. Superintendent of Schools
4. School Board

If a complaint is made directly to an individual Board member, the procedure shall be as follows:

1. The person is referred to the (appropriate) party as noted above.
2. If the person will not personally present the complaint to the appropriate party the Board member will then ask that the complaint be written and signed. The Board member will then give the written statement to the Superintendent who will forward it to the appropriate party as noted above.
3. If the person making the complaint believes that the reply is not satisfactory after all of the proper channels have been followed The Milford School Board will hear and act upon the complaint only by a majority vote.
4. If The Milford School Board does hear and act upon the complaint all Milford School Board decisions shall be final.

Public complaints about school personnel, employees, students or administrators shall be handled in accordance with Milford School Board Policy 2422.

Exceptions to this provision are for complaints that relate solely to The Milford School Board actions or Milford School Board operations.

Adopted: 12/2015

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing education on the effects of alcohol, other drugs, tobacco, and dealing with abuse. The District shall provide age and developmentally appropriate drug and alcohol education to pupils based upon the needs of the pupils and the community, as a component of the kindergarten through grade 12 health education program. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

Legal References:

RSA 189:10, Studies

RSA 189:11-d, Drug and Alcohol Education

ED 306.40. (b)(2) a – Health Education Program

Adopted: 01/2018