

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

Policy Committee Meeting

November 19, 2014 3:30 – 5:00

Central Office

Agenda

- I. Call to Order
- II. Policy Changes for Review from Requested Feedback
 - IGA – Curriculum Development
 - IHAE – Physical Education
 - ECB – Buildings and Grounds Maintenance
 - IHAK – Character and Citizenship Education
 - IHAMA – Teaching About Alcohol, Drugs and Tobacco
 - IHAM & R – Health Education and Exemption from Instruction & Opt- Out Form
- III. Questions/Discussion

Next Meeting: December 10, 2014

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IGA
Date of Adoption: August 17, 1988 - Code Change from IF SB First Read: August 17, 2011 SB Second Read/Adoption: September 7, 2011 School Board First Read: November 5, 2014 Back to Policy Committee: November 19, 2014	Page 1 of 2 Category: Priority

CURRICULUM DEVELOPMENT

The Oyster River Cooperative school board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The superintendent will direct and/or delegate curriculum development for the school system. The superintendent will establish curriculum committees for the study of curriculum improvements, including the selection of new instructional materials, as found necessary and desirable.

Teacher obligations to the school beyond regular classroom duties include work on curriculum committees. It is expected that all teachers will make contributions to curriculum development.

The superintendent will submit to the board recommendations developed by the curriculum committees and the professional staff. Recommendations will be submitted to the board for its consideration and adoption, as appropriate.

Curriculum ~~Maps & Scope & Sequences~~ Guides

Curriculum guides shall be ~~provided~~ developed for the ~~various~~ all subject areas. These guides shall present at least a minimal outline for instruction which will include the scope and sequence and a basis for future development of the particular course.

The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, and variations of approaches and materials.

1) Development of Guides:

- a) Curriculum guides should be initially developed by the staff and teachers who are to use them.
- b) Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned shall form committees for study, creation, and revision of any particular guide.
- c) When work is completed on a guide, the committee responsible for its development shall present it through the office of the superintendent.

2) Use of the Guides Curriculum Maps:

- a) Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction which will serve the pupils' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
- b) The principal is responsible for monitoring optimum use of available curriculum guides.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IGA
Date of Adoption: August 17, 1988 First Read to SB: August 17, 2011 Second Read to SB: September 7, 2011 School Board First Read: November 5, 2014 Back to Policy Committee: November 19, 2014	Page 2 of 2 Category: Priority

CURRICULUM DEVELOPMENT

Curriculum Guides ~~Maps~~ will be developed for all courses and will contain the following three parts:

- 1) A listing of the instructional standards and/or competencies of the course consistent with the goal of continuous progress and stated as far as possible in measurable behavior.
- 2) A suggested method of assessment for stated instructional standards/competences in order to measure when and to what degree learning has been accomplished.
- 3) Suggested learning activities such as workbook pages, selected readings, activity cards, games, etc. to accompany each objective.

The board recognizes that curriculum is not static and, therefore, expects that curriculum guides will be updated on a regular basis ensuring alignment with standards adopted by the New Hampshire Department of Education.

Copies of all relevant guidelines will be on file in the Central office, District web-site, principal's office, and as appropriate the school library.

Cross Reference:

IL – Evaluation of Curricular Programs
IGD – Curriculum Adoption

Legal Reference:

NH Code of Administrative Rules, Section Ed. 302.02(f), Substantive Duties of Superintendents
NH Code of Administrative Rules, Section Ed. 303.01(g), Substantive Duties of School Boards

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHAE
Date of Adoption: August 17, 1988 Policy Committee Review: 8/4/11 Code Change Adopted School Board: May 2, 2012 Previously: IGAF Policy Committee: October 22, 2014 TO BE DELETED SCHOOL BOARD: November 5, 2014 Back to Policy Committee: November 19, 2014	Page 1 of 1 Category: Optional

PHYSICAL EDUCATION

Physical education shall be required of all [Oyster River Cooperative School](#) pupils on a regularly scheduled basis. No child shall be excused from physical education except on the advice of a registered physician of the state. Temporary excuses on a day-to-day basis may be granted by the teacher upon the request of the parents.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: ECB
Date of Adoption: June 29, 1988 TO BE DELETED SCHOOL BOARD: 11/5/14 Back to Policy Committee: November 19, 2014	Page 1 of 1

BUILDINGS AND GROUNDS MAINTENANCE

The board will develop and execute a continuing program of maintenance of all district-owned buildings and grounds. This program of maintenance will be administered in such a manner as to preserve the capital investment of the district and to prevent deterioration due to lack of proper care.

The Superintendent will carry out the above policy through providing for:

1. Buildings and ground improvements and additions as established by capital outlay line items approved by the board.
2. An adequate custodial program for all schools.
3. Improvement and maintenance of school grounds and fields.
4. Repairs, including repairs of equipment, and painting.
5. Determination of obsolete equipment.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHAK
Date of Adoption: August 17, 1988 Previously - IGAK Date of Revision: June 21, 2006 Date of Code Revision Adoption: June 16, 2010 Policy Committee: November 19, 2014	Page 1 of 1 Category: Priority

CHARACTER AND CITIZENSHIP EDUCATION

The [Oyster River Cooperative School Board](#) assumes its leadership role in the development of ethical values among young people by endorsing character and citizenship education.

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Each individual has dignity and worth.
2. A free society requires respect for persons, property, principles, and for self.
3. Each individual has a right to learn and freedom to achieve.
4. Each individual, regardless of race, creed, color, sex, sexual orientation, ethnic background, or economic status, has the right to equal opportunity.
5. Each individual has the right to personal liberties.
6. Each individual is responsible for his/her own actions, and should exercise self-discipline where and when appropriate.
7. Each individual has a responsibility to the group as well as to the total society.
8. A democratic government is established by majority vote, subject to individual rights guaranteed by the Constitution.
9. Democratic societies are based on law.
10. Problems are solved through reason and orderly processes.
11. An individual should be tolerant of another's beliefs and should have freedom to express his/her own.
12. Each individual has the right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship values will take place throughout the K-12 program.

Legal References:

- NH Code of Administrative Rules, Section Ed 306:04(a)(5), Character and Citizenship
- NH Code of Administrative Rules, Section ED 306:04(i), Character and Citizenship

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHAMA
Date of Adoption: August 17, 1988 Code Change Adoption School Board: May 2, 2012 Policy Committee: November 19, 2014	Previously: IGAG Page 1 of 1 Category: Recommended

TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

Drug abuse includes any physical or mental state resulting from the use of a drug for any purpose other than its medically prescribed use, and that this mental and/or physical effect precludes realization of the educational potential of the individual. The objectives of the drug education curriculum are rooted in the [Oyster River Cooperative School Board](#)'s belief that prevention requires education and that the most important aspect of the policies and guidelines of the district should be the education of each student to the dangers of drug use. The superintendent shall be responsible to establish and periodically review the district's guidelines for staff members in conducting drug education and dealing with drug abuse.

Objectives of drug education curriculum:

1. To create an awareness of the total drug problem -- prevention; education; treatment; rehabilitation; and law enforcement on local, state, national, and international levels.
2. To inform the students of the effects on the body of narcotics, sedatives, hallucinogens, and stimulants.
3. To relate the use of drugs and alcohol to physical, mental, social, and emotional practices.
4. To encourage the individual to adopt an appropriate attitude toward pain, stress, and discomfort.
5. To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.
6. To understand the need for seeking professional advice in dealing with problems related to physical and mental health.
7. To understand the personal, social, and economic problems causing the misuse of drugs and alcohol.
8. To develop an interest in preventing illegal use of drugs in the community.

IHAMA - TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

(Download policy)

Category R

The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members in conducting alcohol, drug, and tobacco education and dealing with abuse.

Reviewed: July 2004

Revised: July 1998

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OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHAM
New Policy to Policy Committee: September 27, 2010 School Board First Read: October 6, 2010 School Board Second Read/Adoption: October 20, 2010 Policy Committee: November 19, 2014	Page 1 of 1 Category: Priority

HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION

Consistent with Department of Education requirements, health and physical education, including instruction about parts of the body, reproduction, and related topics, will be included in the instructional program.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents/guardians will have the right to inspect and review health and physical instruction materials which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents/guardians who wish to review or inspection health and physical education materials may arrange a meeting with the Principal to review the materials.

Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons, religious objections, or personal values are allowed to have their child opt-out of such instruction.

Parents/guardians who wish to have their child opt-out of such instruction are required to complete the district opt-out form and state the particular unit of curriculum in which the student is not to participate. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with Principal.

Parents/guardians who do not want their child to participate in a particular unit of health or physical education for religious or personal value reasons must complete a Health or Physical Education Opt-Out Form.

Opt-Out-Forms are available from either the Principal or the District Online Web Site.

Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Legal References:

NH Code of Administrative Rules, Section Ed 306.40, Health Education Program

NH Code of Administrative Rules, Section Ed 306.41, Physical Education Program

RSA 186:11, IX-b, Health and Sex Education

Appendix IHAM-R, Health or Physical Education Opt-Out Form

HEALTH AND SEX EDUCATION EXEMPTION: OPT-OUT FORM

I, _____ (parent/guardian) request that my child, _____ be excused from participating in certain units of health or sex education instruction based on religious, and/or personal value objections.

I request that the District waive the class attendance of my child in a class or courses on:

- Comprehensive sex education, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS.
- Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS.
- Instruction on diseases.
- Recognizing and avoiding sexual abuse.
- Instruction on donor programs for organ/tissue, blood donor, and transplantation.

Please identify the grade level, class, and building. _____

I understand that I am requesting the school to excuse my child from certain units of curriculum that are required by state law. I further understand that in lieu of receiving instruction in this unit of health education, my child may be required to receive alternative learning in health education that is sufficient to enable my child to meet state requirements for health education. I further understand that this opt-out exemption is only valid for the school year in which it is signed and subsequent waivers may be necessary.

Parent/Guardian Signature

Administrator Signature

Date Received _____