

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

Policy Committee Meeting

October 22, 2014      3:30 – 5:00

Central Office

Agenda

- I. Call to Order
- II. Policy Changes for Review from Requested Feedback
  - IFA – Instructional Needs of Students with Different Talents
  - IGA – Curriculum Development
  - IGAD – Career Education
  - IGE – Parental Objections to Specific Course Material
  - IHAE – Physical Education
  - IHAH - World Language Program
- III. Questions/Discussion

**Next Meeting:** To be determined

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IFA
Date of Adoption: December 19, 1985 Date of Revision: July 19, 1989 School Board 2 <sup>nd</sup> Read Adoption August 11, 2010 Previously — IGBB Policy Committee: October 22, 2014	Page 1 of 1 Category: Priority

## Instructional Needs of Students with Different Talents

The Oyster River Cooperative School Board, in its continuing search for ways to extend and improve the learning experiences of children under the umbrella of individualized instruction, recognizes that all students have different interests and talents. The school district, therefore, reaffirms its commitment to provide for the uniqueness of individual talents and potential, and to meet the academic, emotional, physical, and social needs of each student.

Consistent with the district's goals, the schools endeavor to foster in their students:

- 1) an excitement for learning,
- 2) self-discipline in pursuing a task,
- 3) competence in communicating new information and ideas,
- 4) the ability to explore and develop alternative hypotheses, strategies, and solutions to a problem, and
- 5) a sense of self-determination and awareness of their own strengths and needs.

Administrators and teachers should collaborate to consider and address students' different talents, interests and academic development when planning the district's educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

### **Legal References:**

*NH Code of Administrative Rules, Section Ed 306.04(a)(6), Instructional Needs of Students With Different Talents*

*NH Code of Administrative Rules, Section Ed 306.04(j), Instructional Needs of Students With Different Talents*

# NHSBA

## IFA - INSTRUCTIONAL NEEDS OF EACH INDIVIDUAL STUDENT

(Download policy)

*Category: Priority/Require by Law*

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district's instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

Administrators and teachers should collaborate to consider and address students' different talents, interests and academic development when planning the district's educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

### **Legal References:**

*Ed 306.04(a)(6), Instructional Needs of Each Individual Students*

*Ed 306.04(j), Instructional Needs of Each Individual Student*

Revised: May 2014

New Policy: May 2008

NHSBA Note, May 2014: Only change is to title of the policy, per changes to Ed 306.02(a)(6) and Ed 306.04(j). Content of policy has not changed. No changes to Legal References.

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OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IGA
Date of Adoption: August 17, 1988 Date of Revision: May 1, 1996 SB First Read: August 17, 2011 SB Second Read/Adoption: September 7, 2011 Code Change from IF	Page 1 of 2 Category: Required

### *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 for the various subject areas. These guides shall present at least a minimal outline for instruction 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.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IGA
Date of Adoption: August 17, 1988 Date of Revision: May 1, 1996 First Read to SB: August 17, 2011 Second Read to SB: September 7, 2011 Code change from IF	Page 2 of 2

### *CURRICULUM DEVELOPMENT*

#### 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.

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

# NHSBA

## IGA - CURRICULUM DEVELOPMENT

(Download policy)

### Category R

Curriculum development must be viewed as an encompassing task involving the total community -- students, teachers, parents, -- working cooperatively to develop a curriculum that offers a wide variety of approaches to education and to provide a more flexible and purposeful approach to the search for an increasingly complex world.

The 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 spearhead 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.

The Board will make final decisions on curriculum change. The Superintendent will submit to the Board recommendations developed by the curriculum committees and the professional staff. The Board in reviewing and evaluating curriculum recommendations may solicit community opinion. Recommendations will be submitted to the Board for its consideration and adoption.

All teachers have professional obligations to the school program beyond regular classroom duties, and these obligations include work on curriculum committees. It is expected that all teachers will make contributions to curriculum development.

### 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*

Revised: July 2004

Revised: November 1999

Revised: July 1998

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OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IGAD
Date of Adoption: August 17, 1988 Reviewed/Added Cross Reference: May 25, 2011 Policy Committee: October 22, 2014	Page 1 of 2

### *CAREER EDUCATION*

The board embraces the concept that career education is the totality of learning experiences through which a person learns about and prepares to engage in work as part of her or his way of living. Such education should start in early childhood and continue throughout a person's life. It may be viewed as consisting of the following phases: a) career awareness, b) career exploration, c) career decision making, d) career preparation, e) career guidance and counseling, and f) career placement, follow-up, and advancement.

The board believes that the district should develop career education programs that provide experiences, occupational preparation, and services that will assist individuals to develop an understanding of the world of work, make decisions about careers, prepare for them, find them, and advance in them. For example:

- 1) Career awareness should be woven into early childhood and elementary school programs to develop and enlarge children's understandings of the working world, to promote a positive attitude about the personal and social significance of work, and to help children think about their own interests and abilities and aspirations. Only after children develop self-awareness can they begin to think about themselves in relation to work and careers.
- 2) Career exploration should begin in the middle school. Students should be provided with information about careers and some first-hand experiences in the world of work. Learning experiences should include examination of careers, observation of work, and actual work experiences; and then evaluation by the individual of his or her own interests, abilities, and aptitudes in relation to these experiences.
- 3) Career decision making taking place when the student has examined the career information and experiences provided and has considered them in the context of his/her own values, interests, abilities, and aptitudes. At this time students should feel ready to make some tentative choices and consider alternatives as to their career and/or career area.
4. Career preparation begins in high school. Students should be prepared to move more deeply into their career choice and to leave the school system for entry into a program of further education and training or with an entry level employment skill. This can be accomplished through various educational programs and occupational/vocational training. Students should be given an opportunity to participate in work study experience programs designed to give on the job training.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IGAD
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*CAREER EDUCATION*

5. Career guidance and counseling should be an ongoing part of career education in order to give adequate assistance to students involved in making a decision about careers. Counseling should help the student combine knowledge of self, a knowledge of work opportunities, and a knowledge of alternatives for education and training. Guidance should involve the participation of teachers, professional counselors, and parents.
  
6. Career placement, follow-up, and advancement are critical in career education. Along with the traditional function of guidance counselors in placing students in colleges, job placement services should be provided for students who desire either part-time employment while attending school or full-time employment after graduation. Efforts must be made to follow-up our students to discover how well their schooling has served them in their jobs and career preparation. Through adult programs, the schools should provide retraining and career advancement, for advances in technology continually require new skills and society continually demands new services. We can only make guesses about job needs in the future -- but change is certain. Therefore, students should be encouraged to view career education as a lifelong process requiring continued study and training.

Realizing that there must be a cooperative effort between the schools and community, the board supports the establishment of career education advisory committees consisting of school and community leaders and the involvement of community resource persons at all school levels.

Cross Reference:

JLD – School Guidance and Counseling Program



OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IGE
School Board First Read: January 18, 2012 School Board Second Read/Adoption: February 1, 2012	Page 1 of 1 Category: Required

### **Parental Objections to Specific Course Material**

The Oyster River School Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building principal and the parent must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state minimum standards.

Oyster River School district staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school, through approved independent study, or through other method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative instruction shall be borne by the parent.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents who wish for particular instructional material be reviewed for appropriateness may submit a request to review in accordance with School Board policy KEC.

Legal Reference: RSA 186:11, IX-c, State Board of Education, Duties.

Cross Reference: KEC & KEC-R Reconsideration of Instructional Materials

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	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: IHAH
New Policy School Board Adoption: September 22, 2010 Policy Committee: October 22, 2014	Page 1 of 1 Category: Recommended

## **WORLD LANGUAGES PROGRAM**

It is the policy of the [Oyster River Cooperative](#) School Board to provide students with opportunities to explore a broad range of academic fields. In keeping with the developmental needs of students, a world language program will be offered to students in the elementary, middle school and high school.

Content will include basic vocabulary as well as an introduction to the culture of countries speaking the studied languages. Instruction will include speaking and listening skills with some writing skills. The world languages teacher(s) and the building principal will develop other curriculum components.

Students who demonstrate content mastery at the exploratory level may be offered the opportunity to participate in a full year instructional program in 7<sup>th</sup> and 8th grades with the expectation that they will continue to study world language at the high school level.

### **Legal Reference:**

NH Code of Administrative Rules, Section Ed. 306.26(c), World Languages, Middle School  
 NH Code of Administrative Rules, Section Ed. 306.27(e)(16), High School Curriculum,  
 World Languages,  
 NH Code of Administrative Rules, Section Ed. 306.48, World Languages Program