

SECTION I: INSTRUCTION

Section I contains policies on the instructional program: basic curricular subjects, special programs, instructional resources, and academic achievement.

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ACADEMIC FREEDOM

The teacher is entitled to freedom in the classroom in discussing his/her assigned subject matter, but shall limit him/herself to comments that are directly related to the curriculum established by the Board.

The teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

Revised: November, 1999

Revised: July, 1998

Approved April 2002

SCHOOL YEAR

The school year shall be a minimum of 190 days, including a minimum of 180 instructional days for students and additional days for the teaching staff, emergency days, etc.

Any days that the schools are closed for emergency reasons will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

Statutory References:

RSA 189:1

Ed. 306.02 & 306.03

Revised: November, 1999

Revised: July, 1998

Approved April 2002

SCHOOL CALENDAR

The school calendar will be developed by the Superintendent and approved by the Board. To the extent possible, the calendar will be coordinated with the school calendars of the area vocational school and regional special education programs.

Any days that the schools are closed for emergency reasons will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

Statutory References:

RSA 189:2

Ed. 306.02 & 306.03

Revised: November, 1999

Revised: July, 1998

Approved April 2002

USE of ELECTRONIC MEDIA in CLASSROOMS

The Chester School Board recognizes that the use of electronic media may be necessary to enhance the educational learning of the students in the Chester school district. Types of electronic media may be, but not limited to, VCRs, televisions, computer internet, computer internal network, audiotapes, and video cameras – still and motion.

The building Principal will approve the use of such equipment as long as it has a benefit to the curriculum. A record log will be kept as to the use of such equipment.

The Board has the right to limit the use of such equipment if the Board can show cause for abuse.

ADOPTED: April 2002

CURRICULUM DEVELOPMENT

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.

Regulatory References:

Ed. 302.01(f)

Ed. 303.01(g)

Revised: November, 1999

Revised: July, 1998

Approved April 2002

CURRICULUM ADOPTION

It is the policy of the Board that no basic course of study shall be eliminated or new courses added without approval of the Board, nor shall any significant alteration or reduction of a course of study be made without such approval.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the administration so that Board members may have opportunity to review the proposed program.

Regulatory Reference:

Ed. 302.02(f)

Ed. 303.01(g)

Revised: November, 1999

Revised: July, 1998

Approved April 2002

PHYSICAL EDUCATION

No child shall be excused from regular physical education except on the written notice of a duly licensed physician or on the written request of the parents, subject to Board approval, in which case an alternative program shall be provided. Temporary excuses on a day-to-day basis may be granted by the teacher upon the request of the parents.

Regulatory Reference:
Ed. 306

Revised: July, 1998
Approved April 2002

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, and 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, 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.
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 will take place throughout the K-12 program.

Statutory References:

RSA: 186:13, II

ED 306:10 (a) (5)

Revised: November, 1999

Revised: July, 1998

Approved April 2002

TEACHING ABOUT RELIGION

Religious education is the responsibility of the home and church. The Board will ensure that any instruction relating to religion within the District shall conform to applicable legal requirements.

Revised: July, 1998

Approved April 2002

TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

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.

Revised: July, 1998

Approved April 2002

HIV/AIDS POLICY

Preamble

Acquired Immunodeficiency Syndrome (AIDS) is a disease in which the body's immune system is impaired by the Human Immunodeficiency Virus (HIV). The virus leaves its victim unable to fight off infections. As a result, persons with AIDS are susceptible to serious secondary infections, such as pneumonia and certain malignancies. Some, but not all, persons infected with HIV develop AIDS. To assist the School District and infected persons, the School District has developed the following policy.

I. General Principles:

(A) HIV is not spread by casual, everyday contact. Therefore, absent a serious secondary infection that may be transmitted to others or a significant health problem that restricts the infected person's ability to attend School, a student who is infected with HIV or AIDS shall attend the School and classroom to which he or she would be assigned, and shall receive the rights, privileges and services to which he or she would be entitled if not infected. Decisions about any changes in the educational program of a student who is infected with HIV or AIDS shall be made on a case-by-case basis.

(B) There shall be no discrimination in employment against a person infected with HIV or AIDS based solely upon said infection. No School District employee shall be terminated, non-renewed, demoted, suspended, transferred or subjected to adverse action based solely upon his/her infection with HIV or AIDS, or the perception that he or she is so infected. However, the School District may take whatever action is appropriate as to an employee who, despite reasonable accommodation, is unable to perform his/her duties due to an illness, including an illness related to HIV or AIDS.

(C) The School District shall provide a sanitary environment and shall establish procedures for handling bodily fluids, pursuant to Section V.

HIV/AIDS POLICY

(continued)

(D) The School District shall administer a program of education about HIV or AIDS for students, their families, and School District employees to ensure that they are informed about the following:

- (1) The nature of HIV, including how HIV is transmitted, according to current scientific evidence;
- (2) School District policies and procedures relating to employees and students with diseases such as HIV or AIDS;
- (3) Resources within the School District and elsewhere for obtaining additional information or assistance; and
- (4) Procedures to prevent the spread of communicable diseases at School.

II. Evaluation of Infected Students and Staff

(A) HIV is not transmitted casually. Accordingly, infection with HIV or AIDS is not, by itself, sufficient reason to remove a student or staff member from the School. When the Superintendent has been notified that a student or staff member is infected with HIV or AIDS, the Superintendent shall act appropriately to ensure the safety of persons in the School setting and to plan to support the infected person.

(B) When the School District learns that a student is infected with HIV or AIDS, the appropriate procedures under State and Federal Law with regard to evaluation and educational programming shall be followed if the student is or may be educationally handicapped.

(C) (1) When notified that an employee is infected with HIV or AIDS, the Superintendent shall determine whether the infected person has a significant health problem that will restrict his/her ability to work and shall determine whether the infected person has a secondary infection (e.g., tuberculosis) that poses a medically recognized risk of transmission of disease. The Superintendent shall make this determination by consulting with the infected person's physician and the infected person.

HIV/AIDS POLICY

(continued)

The Superintendent also may consult with public health officials and other persons, subject to the confidentiality provisions in this policy. The Superintendent shall consider methods in which the School District may anticipate and meet the needs of persons infected with HIV or AIDS.

(2) Absent a secondary infection which creates a medically recognized risk of transmission of disease, or a significant health problem which restricts the infected person's ability to work, the Superintendent shall not alter the job assignment of the infected person. However, the Superintendent shall periodically review the case with the persons described in Section II(C) (1).

(3) If the Superintendent determines that a secondary infection poses a medically recognized risk of transmission of disease in the School setting or that a significant health problem restricts the infected person's ability to work, the Superintendent shall consult with the persons described in Section II(C) (1). After said consultation, the Superintendent shall, if necessary, develop an individually tailored plan to accommodate the staff member if reasonably possible. Additional persons may be consulted if necessary for gaining additional information, but the infected person must approve of the notification of any additional persons who are informed of the infected person's identity. The Superintendent may consult with legal counsel to ensure that any official action is consistent with state and federal law. If an individually tailored plan is necessary, said plan shall be medically, legally, educationally and ethically sound.

(D) Infected students who are aggrieved by the education plan determinations may appeal said determinations pursuant to state and federal special education law if the infected student is eligible for or claims that he is eligible for special education or special education and related services. Infected persons who do not claim that they are eligible for special education or special education and related services, but who are aggrieved by the Superintendent's determinations, may appeal said determinations to the School Board.

(E) Confidentiality shall be observed throughout the foregoing process.

HIV/AIDS POLICY

(continued)

III. Confidentiality

(A) The identity of a student or staff member who is infected with HIV or AIDS may be disclosed to those persons who determine whether the infected person has a secondary infection that poses a medically recognized risk of transmission of disease in the School setting or whether a significant health problem will restrict the infected person's ability to work or attend class. These persons include:

- (1) The Superintendent or a person designated by the Superintendent to be responsible for the determination, or, in the case of a student who is identified as educationally handicapped or who is claimed or believed to be educationally handicapped, the special services team.
- (2) The physician of the infected person.
- (3) Public health officials, to the extent that their knowledge of the infected person's identity is necessary.

(B) The persons listed in Section III (A) (1) - (2) and the infected person (or his/her parents or guardians) shall determine whether additional persons need to know the identity of an infected person. The identity of an infected person shall not be disclosed to persons who are not listed in Section III (A) without the consent of the infected person, or the infected person's parents or guardians. The persons to whom the infected person's identity may be disclosed with the aforementioned consent include the School nurse, the School Principal or other persons necessary to protect the health of the infected person or to evaluate and monitor the case.

(C) All staff members who know the identity of persons infected with HIV or AIDS shall treat said information as confidential. No information shall be divulged directly or indirectly to any individuals or groups, except as noted in Section III (A) - (B). All medical information and written documentation of discussions, telephone conversations, proceedings, and meetings concerning the HIV or AIDS infection shall be maintained in a locked file. Access to said file shall be granted only to those persons who have the written consent of the infected person or his/her parents or guardians. The names of infected persons shall not be used in documents, except when essential. No document containing the name or other information

HIV/AIDS POLICY

(continued)

which reveals the identity of an infected person may be shared with any person for any purposes without the consent of the infected person or the infected person's parents or guardians. Any School staff member who violates the confidentiality provisions of Section III shall be subject to discipline. Test results and medical records shall be disclosed only with the consent of the infected person (or that person's parent if he is a minor), pursuant to a subpoena or order of a court or administrative agency, or otherwise in accordance with law.

IV. Testing

Mandatory testing for communicable diseases that are not spread by casual, everyday contact (e.g., HIV or AIDS) shall not be a condition for School entry or attendance, or for employment or continued employment.

V. Control of Infections

(A) HIV cannot penetrate unbroken skin, and there is no evidence that HIV has been transmitted through contact with vomit, nasal discharge, saliva, urine, or feces. However, said body fluids commonly transmit infections such as Hepatitis, colds and flu. Accordingly, direct skin contact with body fluids should be avoided whenever possible.

(B) Staff members shall follow the UNIVERSAL PRECAUTIONS in handling body fluids in the Schools.

(C) The School District shall cooperate with local, state and federal health agencies in controlling infections.

Statutory References:*RSA 193:1**RSA 189:1-a**RSA 186-C:2,I**RSA 193:3*

Approved April 2002

HEALTH EDUCATION

The School Board recognizes that (HIV) AIDS education should be integrated into the health and family life curriculum, but may also be applied to other curriculum areas.

The District's (HIV)AIDS education program must address, at a minimum, the nature, transmission, prevention, and effects of the disease. The program shall be provided in a sequential manner in all grades, taking into consideration the age and maturity of the pupils and the subject matter of the course. Development of the program should take into account the instructional needs of all pupils in the District.

The Superintendent shall ensure that the information presented as a part of the (HIV)AIDS program is articulated in such a way that transition from grade to grade in the elementary Schools and from elementary to secondary approaches to the material will be appropriate for all pupils.

The Superintendent shall ensure that all staff involved in teaching the (HIV) AIDS education program are properly certified and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided. All employees shall have training in Universal Precautions.

Revised: July, 1998

Approved April 2002

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 Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the American With Disabilities Act.

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 state statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of 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, 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 students' parent(s)/guardian(s), and representation by counsel, and review procedure.

Statutory & Federal References:

20 USCA { 1401 et seq. }

RSA 186-C

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Approved April 2002

PROGRAMS FOR GIFTED PUPILS

The Board recognizes the need for programs for gifted and talented pupils.

Revised: November, 1999

Revised: July, 1998

Approved April 2002

PREGNANT STUDENTS

Maternal or paternal status shall not affect the rights and privileges of students to receive a public education.

Pregnant students shall be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The Board may require a physician's statement of activity limitations.

Revised: November, 1999

Revised: July, 1998

Approved April 2002

HOME EDUCATION INSTRUCTION

Parents who are a residents of the District wishing to home educate their child(ren) shall conform to all applicable laws and rules of the State Board of Education regarding home education. Students with home education programs may participate in curricular activities at school subject to available.

Statutory & Regulatory References:

*RSA 193 or 193-A
Ed. 315.01 - 315.19*

Appendix IHBG-R

Revised: November, 1999

Revised: July, 1998

Approved April 2002

ADVANCED COLLEGE PLACEMENT

It is the belief of the Board that any student who is capable of, and wishes to do, college-level work while in high school should be permitted to do so and shall be given assistance in enrolling in advanced courses.

Any 11th- or 12th-grade student whose admission to a college-level course is recommended by his counselor may enroll in a course at an approved college for college credit, at no cost to the District. If the student wishes to receive high school credit for the course, he may request permission from his Principal, through the counselor, to apply the course toward high school graduation requirements.

Revised: November, 1999

Revised: July, 1998

Approved April 2002

DIPLOMA POLICY

The Board may grant diplomas for students who have fulfilled all State graduation requirements through programs and/or alternative course of study approved by the Superintendent of Schools and consistent with current and applicable New Hampshire RSA's.

Adopted: September 2000

Approved April 2002

CLASS SIZE

Class size in the Chester School District shall number no more than 18 pupils in grades Pre-School to grade 3 and no more than 25 in grades 5 to 8. The Board realizes that these numbers may need to be changed due to increased enrollment sizes and lack of space, materials, and resources.

The Board will grant a waiver of these suggested class sizes when requested by the building Principal or Superintendent.

Adopted: August 2000

Approved April 2002

INSTRUCTIONAL MATERIALS

The Board is legally responsible to approve and to provide the necessary instructional materials used in the District. Textbooks and instructional materials should provide quality learning experiences for students and:

Enrich and support the curriculum;

Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;

Provide background information to enable students to make intelligent Judgements;

Present opposing sides of controversial issues;

Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;

Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society.

Be matched to the appropriate skill levels of pupils.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies should be reviewed at intervals not exceeding five (5) years. All instructional materials must be sequential, and must be compatible with previous and future offerings.

Reference:

ED 306.18 (a) (5)

Approved April 2002

USE of ELECTRONIC MEDIA in CLASSROOMS

The Chester School Board recognizes that the use of electronic media may be necessary to enhance the educational learning of the students in the Chester school district.

Types of electronic media may be, but not limited to, VCRs, televisions, computer internet, computer internal network, audiotapes, and video cameras – still and motion.

The building Principal will approve the use of such equipment as long as it has a benefit to the curriculum.

A record log will be kept as to the use of such equipment.

The Board has the right to limit the use of such equipment if the Board can show cause for abuse.

1st reading March 7, 2002.

LIBRARY MATERIALS SELECTION AND ADOPTION

Materials for school classrooms and school libraries shall be initially recommended by the appropriate professional personnel in consultation with administration and faculty. Final decision on purchases shall rest with the Board.

Revised: November, 1999

Revised: July, 1998

Approved April 2002

COMMUNITY RESOURCES

The Board encourages the use of community resources and citizens to assist in furthering the educational program. Each Principal should study the needs of his or her individual school and survey the resources available in the school community. Opportunities may include school-to-work programs, community service projects, school-business partnerships, artists and writers in residence, etc.

Use of outside people will conform to rules approved by the Superintendent and Principal.

Revised: November, 1999

Revised: July, 1998

Approved April 2002

FIELD TRIPS AND EXCURSIONS

Field trips may be authorized by the Principal.

The teacher, in requesting permission to take his/her class away from school grounds, should submit the details of such a trip to the Principal. A Warning and Consent Form should be sent to the parents of each child participating for a signature and return. This is to be done after the field trip has been authorized. No child may leave the school ground on a field trip unless the form has been signed by the parent or guardian.

Consent Forms of those attending should be filed with the Principal before the trip.

Arrangements for financing all field trips must be made prior to the trip. If student contributions are involved, the necessary funds must be in the hands of the Principal before the trip will be taken.

Any overnight or out-of-state field trips must have the approval of the Board.

Appendix: IJOA-R

Revised: July, 1998

Approved April 2002

VOLUNTEERS

The District recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens. In working with volunteers, a District staff shall clearly explain the volunteer's responsibility.

The Superintendent shall be responsible for developing and implementing procedures for the utilization of volunteers. The selection of volunteers will be consistent with those policies and procedures under the direction of a District volunteer coordinator.

The voluntary help of citizens should be requested by staff through administrative channels to assist in conducting selected activities and/or to serve as resource persons. Staff members shall receive training in assignment of duties and supervision and evaluation of volunteers.

Volunteers shall:

- A. Complete an application form describing their skills, interests and availability.
- B. Volunteers who serve on an on-going basis, who have regular contact with students, or who have duties involving one-to-one contact with students, shall be screened through the District's regular background checking process and the Criminal History Records Check Law procedure. *Refer to Policy GBCD.*
- C. Serve in the capacity of helpers and not be assigned to roles which require specific professional training. Instructional services shall be rendered under the supervision of certificate staff.
- D. Sign a confidentiality agreement, and refrain from discussing the performance or actions of a student except with the student's teacher, counselor or Principal.
- E. Refer any student problem which arises, whether of an instructional, medical or operational nature, to a regular staff member.
- F. Receive orientation, including:
 1. General job responsibilities and limitations.
 2. Information about school facilities, routines, and procedures, including safety and evaluation.
 3. Work schedule and place of work.
 4. Expected relationship to regular staff.

VOLUNTEERS

(continued)

- G. Be provided appropriate training at the building level, consistent with their tasks and existing District standards. This training shall be developed under the leadership of the Principal in consultation with the volunteer coordinator.
- H. Have assignments and activities carefully defined in writing. Examples of suggested duties for volunteers may include:
1. Bulletin Boards;
 2. Preparation of materials for art, science, math classes;
 3. Clerical duties including typing of dittos, stencils, inventories, putting booklets together, newsletters and related activities, student lunchroom counts and attendance and class records;
 4. Clean-up activities;
 5. Library and audio visual duties;
 6. Assistance with physical education exercises;
 7. Instructional activities appropriate to the volunteer's training and classroom needs, such as monitoring math assignments, listening to oral reading, and others;
 8. Assistance with vision and hearing testing and approved medical surveys;
 9. School Activities supervision, and playground supervision with at least one staff member.
- I. Be evaluated and receive acknowledgment for their services.
- J. Be terminated when:
1. Program and/or duties are no longer needed;
 2. They are replaced by paid staff; or
 3. In the sole judgment of the administration, their conduct does not meet the standards of the District.

Volunteer coaches of individual sports must be certified in that sport and be in compliance with the standards set by NHIAA.*

Volunteers should only function under direct supervision of a school employee.

* See Appendix: IJOc-R

Adopted: August 2000

Revised: November 1999, July, 1998

Approved April 2002

GRADING SYSTEM

The Superintendent and the building Principals will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook. All grading decisions shall be made at the building level and the decision shall be final.

Revised: July, 1998

Approved April 2002

HOMEWORK

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaption of a classroom experience, and should not be assigned for disciplinary purposes.

A teacher shall carefully explain to his/her students how homework assignments relate to the grading system.

Regulatory Reference:

ED 306.18 (a) (2)

Approved April 2002

PROMOTION AND RETENTION OF STUDENTS

The Superintendent and the building principals shall develop rules for the promotion and retention of students, and the rules shall have the approval of the Board. These rules shall be published in the Parent-Student Handbook.

Regulatory Reference:

Ed. 306.18 (a) (4) & (6)

Revised: November, 1999

Revised: July, 1998

Approved April 2002

HIGH SCHOOL GRADUATION POLICY**ACADEMIC REQUIREMENTS**

Credits -- Twenty (19.75) credits are required for graduation.

Required credits are as follows for all students:

Arts Education	1/2 Unit
Computer Education	1/2 Unit
English	4 Units
Mathematics	2 Units
Physical Sciences	1 Unit
Biological	1 Unit
US and NH History and Government	1 Unit
Basic Business & Economic Education	1/2 Unit
Social Studies Elective	1 Unit
Physical Education	1 Unit
Health Education	1/4 Unit
Open Electives	7 Units

In addition to the above requirements, the School Board may approve other academic requirements for graduation.

Regulatory Reference:

ED.306.23 (f)

Revised: November, 1999

Revised: July, 1998

Approved April 2002

EARLY GRADUATION

The Board may adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the High School Principal shall approve such requests if he/she determines that all state and local graduation requirements shall be met and that early graduation shall be related to career and/or educational plans of the student making said request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

Regulatory Reference

ED 306.23(p)

Revised: November, 1999

Revised: July, 1998

Approved April 2002

AWARDS AND SCHOLARSHIPS

The Board may offer a variety of awards and scholarships sponsored by groups and individuals. Any new award or scholarship must be approved by the Board. No offer of award will be accepted which is discriminatory on the basis of race, color, creed, national origin or sex.

Revised: July, 1998

Approved April 2002

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent will cause the evaluation of the instructional programs annually in accordance with local and state guidelines. S/he shall have the responsibility to report periodically to the Board on the progress the District is making towards the attainment of its educational goals.

Revised: July, 1998

Approved April 2002

TEACHERS TEACHING THEIR OWN CHILDREN

In the event that a parent of a child attending the same school is also a teacher, the Principal shall adjust teaching assignments in order to minimize the amount of time that the teacher spends during any school day instructing his/her child. Ideally, the amount of classroom time that a teacher spends instructing his/her own child will be eliminated completely. Recognizing that this will not always be possible, a goal of not more than one instructional period per day will be acceptable. Exceptions will be made based on extenuating circumstances. Such exceptions shall require the approval of the Board.

Revised: July, 1998

Approved April 2002

CONTROVERSIAL SPEAKERS AND PROGRAMS

A goal of education is to prepare our students to participate constructively in a democratic, pluralistic society, an society in which many different opinions are held and differing causes are espoused. It is important that students develop an understanding of ideas and of people who may seem alien to them. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans, and appeals. Books, files, and other media are valuable for giving students exposure to many differing ideas; but for effective learning, it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

The Board, in an effort to uphold the students freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following guidelines.

The teacher/sponsor and the building principal are expected to exercise judgment and to investigate fully those proposed resource persons to whom questions may arise.

When appropriate, teachers/sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic in order to afford the students a more comprehensive and balanced understanding of the topic/issue.

The ideas presented and the resource person invited to present them will have demonstrable relation to the curricular or co-curricular activity in which the participating students are involved.

Prior to his or her appearance or participation, the resource person will be given in writing, and will agree to abide by, the following board regulations.

- a. Profanity, vulgarity, and lewd comments are prohibited;
- b. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering to the health and safety of students and staff.

Revised: July, 1998

Approved April 2002

PLEDGE OF ALLEGIANCE

During the homeroom period each morning, the Pledge of Allegiance to the flag will be given. Everyone is urged to rise and participate. People in corridors or areas where there are no flags should show proper respect by remaining still and silent.

Statutory Reference:

RSA 194:15-a

Revised: November, 1999

Revised: July, 1998

Approved April 2002