

## SECTION I: INSTRUCTION

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

---

<u>Code</u>	<u>Category</u>	<u>Title</u>
IB	O	Academic Freedom
IC	R	School Year (Also ICA)
ICA	R	School Calendar (Also IC)
IGA	R	Curriculum Development
IGD	R	Curriculum Adoption
IHAE	O	Physical Education
IHAK	P	Character and Citizenship Education
IHAL	O	Teaching About Religion
IHAMA	R	Teaching about Drugs, Alcohol, and Tobacco
IHAMC	R	HIV/ AIDS Education (Also GBGAA & JLCCA)
IHBA	R	Programs for Pupils with Disabilities
IHBB	O	Gifted and Talented Education
IHBBA	P	Limited English Proficiency Instruction
IHBBA-R		Limited English Proficient Programs Parent Notification Forms
IHBCA	R	Pregnant Students (Also JIE)
IHBG	R	Home Education Instruction
IHBG-R		Home Education Instruction
IHCD	O	Advanced College Placement (Also LEB)

### *Categories*

**O = Optional** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

**P = Priority** The subject matter of these policies is required by state and/or federal law.

**R = Recommended** While these policies are not required by law, they are highly recommended for effective and efficient school board operation.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

## SECTION I: INSTRUCTION

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

---

<u>Code</u>	<u>Category</u>	<u>Title</u>
IJ	P	Instructional Materials
IJL	O	Library Materials Selection and Adoption
IJL-R		Lost Materials Procedure
IJO	O	Community Resources
IJOA	R	Field Trips (Also IJOC)
IJOA-R		Request for Educational Field Trips
IJOC	R	Volunteers (Also ABA)
IJOC-R		Volunteers/NHIAA Coaches Educational Recommendations
IKA	R	Grading/ Assessment Systems
IKB	P	Homework
IKE	P	Promotion, Retention, and Acceleration of Students
IKF	R	High School Graduation Policy
IKFA	O	Early Graduation
IKG	O	Awards and Scholarships
IL	R	Evaluation of Instructional Programs
IMAB	O	Teachers Teaching their Own Children
IMC	R	Controversial Speakers/Programs
IMDA	O	Pledge of Allegiance
IMG	O	Animals in the Classroom

### *Categories*

**O = Optional** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

**P = Priority** The subject matter of these policies is required by state and/or federal law.

**R = Recommended** While these policies are not required by law, they are highly recommended for effective and efficient school board operation.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

### **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

## **Pelham School District Policy**

**IC**

*Also ICA*

### **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

Ed. 306.23 (q) (*Daily schedule for Seniors/Graduation*)

Revised: November, 1999

Revised: July, 1998

**Pelham School District Policy**

**ICA**

*Also IC*

**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

**Pelham School District Policy**

**IGA**

**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

**Pelham School District Policy**

**IGD**

**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

**Pelham School District Policy**

**IHAЕ**

**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, 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.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

*Regulatory Reference:*  
*Ed. 306*

Revised: July, 1998

**Pelham School District Policy**

**IHAK**

### **CHARACTER AND CITIZENSHIP EDUCATION**

The Board assumes its leadership role in the development of ethical values among young people by endorsing moral and ethical 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.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

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/Regulatory References:**

*RSA: 186:13, II*

*ED 306:10 (a) (5)*

Revised: November, 1999

Revised: July, 1998

**Pelham School District Policy**

**IHAL**

## **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.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

Revised: July, 1998

---

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

**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

# **BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, 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:

#### **Blood Borne Pathogen**

(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.

**BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, 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.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

**BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, 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 that 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.

3 of 6

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

**BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, 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

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

**BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, HIV/AIDS POLICY**  
(continued)

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 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*

## **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 fifth grade, taking into consideration the age and maturity of the students and the subject matter of the course. Development of the program should take into account the instructional needs of all students 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 elementary to secondary approaches to the material will be appropriate for all students.

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

## **Programs for Pupils with Disabilities**

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

The Pelham School District is committed to the philosophy of equal opportunity and equal access in all its educational programs, activities and services. All students shall have the opportunity to participate in and receive benefits from all programs or activities including but not limited to course offerings, graduation requirements, athletics, counseling, extra-curricular and other school related activities. No otherwise qualified person shall, by reason of his or her disability, be excluded from participation in or denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the district. Discrimination because of race, color, national origin, ancestry, religion, creed, age, physical or mental handicap, marital or parental status, pregnancy, or sexual orientation is prohibited.

Section 504 of the Rehabilitation Act of 1973 defines a person with a disability as any person who: has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. Major life activities include, but are not limited to, speaking, breathing, learning, working, caring for self, performing manual tasks, walking, seeing and hearing.

It is the intent of the Pelham School 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 accommodations and services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement and delivery of services to children with disabilities provided in federal and state statutes that govern special education. For those students who are not eligible for services under IDEA but, because of a disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need

special accommodations or services the district shall establish and implement a system of procedural safeguards. The safeguards shall cover student identification, evaluation and educational placement. This system shall include notice, the opportunity for the student's parent(s)/guardian(s) to examine relevant records, impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and review procedure.

1 of 2

**Programs for Pupils with Disabilities**

(continued)

Inquiries, complaints, and other communications relative to this policy and to other public laws or federal regulations dealing with non-discrimination on the basis of disability should be addressed to:

Director of Special Services  
School Administrative Unit #28  
19 Haverhill Road  
Pelham, NH 03087  
Ph. (603) 425-1076  
Fax (603) 425 1719

**Legal References:**

20 USCA (1401 et seq.)  
RSA 186-C, Special Education

2 of 2

**Pelham School District Policy**

**IHBB**

**PROGRAMS FOR GIFTED PUPILS**

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

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

Revised: November, 1999

Revised: July, 1998

## **Pelham School District Policy**

**IHBBA**

### **LIMITED ENGLISH PROFICIENCY INSTRUCTION**

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specific program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Tests waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
  - A. Their child's level of English proficiency and how such level was assessed.
  - B. The status of their child's academic achievement.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

- C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
- D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
- E. Exit requirements for the program.
- F. If the child has a disability, a statement as to how the LEP will meet objectives of the child's IEP.

**Statutory Reference:**

*P.L. 107-110, No Child Left Behind Act of 2001*

*Appendix IHBBA-R*

**Pelham School District Policy**

**IHBBA-R**

**LIMITED ENGLISH PROFICIENT PROGRAMS  
PARENT NOTIFICATION FORM**

Dear Parent/Guardian:

Your child, \_\_\_\_\_, has been identified as needing help to learn English. We have placed him/her in a \_\_\_\_\_ (name of program) to help improve his/her English skills. She/he has been identified as "Limited English Proficient/English Language Learner" (LEP/ELL) student, and in need of help to learn English, because: \_\_\_\_\_

Specifically, your child has the following levels of English Language skills: \_\_\_\_\_

We determined those levels in the following ways: \_\_\_\_\_

The status of your child's academic achievement is: \_\_\_\_\_

Please see the attached pages for more specific information on the program we have chosen to improve your child's English skills.

(If applicable: the district offers another program for English instruction. The attached pages explain how the other program is different from your child's program. If this other program is available, you have the right to request that your child be removed from his/her current program immediately and be placed in the other one. If you want to do this, we will assist you in selecting a program for your child.)

We encourage you to become involved in your child's education. You can help him/her to learn English, achieve in his/her other academic classes, and meet the same standards that all students are expected to meet.

The district will hold regular meetings at least twice a year for parents/guardians of English learners, which we encourage you to attend. At those meetings, we will help you understand the goals of your child's program, and assist you in ways to help your children. We are always ready to learn and respond to any questions and recommendations.

Please read the attached pages carefully. If you have any questions about your child's program, or if you would like to change your child's program, we would like you to speak with \_\_\_\_\_. All of us in the district are excited about improving your child's English and overall academic skills.

Sincerely,

\_\_\_\_\_  
Building Principal

(Attach other pages as appropriate)

1 of 3

**Pelham School District Policy**

**IHBBA-R**

**PARENT NOTIFICATION FORM**  
(continued)

The following is a sample notification to parents of Limited English Proficient (LEP) students in a question-and-answer format. It is intended to be used in conjunction with a letter similar to the one on the previous page. Questions 5,6 and 7 should be included only if the district offers more than one LEP program. Question 8 should be included only if the student has an Individualized Education Program (IEP).

Q1. What is my child's \_\_\_\_\_ (insert name of program) designed to do?

A1. *This program is designed to help him/her learn English by \_\_\_\_\_*  
*\_\_\_\_\_*  
*(describe).*

*It will meet your child's educational strengths and needs by \_\_\_\_\_*

\_\_\_\_\_ (describe). *It will help your child be promoted and reach graduation by \_\_\_\_\_*  
(describe).

Q2. What results can I expect from my child in this program?

A2. *By the time your child finishes this program, we expect that s/he will be able to do the following:* \_\_\_\_\_

\_\_\_\_\_ [describe exit requirements, including "Go from this program into a regular classroom at the following rate: ( describe rate)." And for secondary school students, "Graduate from high school at the following rate: (describe rate)."]

Q3. What methods will this program use to help my child improve his/her English language skills?

A3. *Your child's program will use the following methods of instruction:* \_\_\_\_\_  
\_\_\_\_\_  
(describe).

Q4. Does the district offer other programs for English learners different from my child's?

A4. *Either "No, we do not" or "Yes, we offer a (name of other program offered)." be).*

*Native Language Instruction:* \_\_\_\_\_ (describe).

2 of 3

**Pelham School District Policy**

**IHBBA-R**

### PARENT NOTIFICATION FORM

(continued)

Q5. How is the other program different from my child's program?

A5. *The \_\_\_\_\_ (name of the other program) is different from your child's in:*

*Content:* \_\_\_\_\_ (describe).

*Instructional Goals:* \_\_\_\_\_ (describe).

*Use of English:* \_\_\_\_\_ (describe).

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

Q6. Why was my child placed in this program and not a different program?

A6. *We have placed your child in this specific program because \_\_\_\_\_*

\_\_\_\_\_  
(explain).

Q7. Can I have my child placed in the other program? How?

A7. *Choose one:*

*Instead of the Bilingual Education Program, you can request your child be placed in the Free-Standing English as a Second Language Program, or*

*Instead of the Free-Standing English as a Second Language Program, you can request your child be placed in the Bilingual Education Program, if it is available in your child's school, or offered in a different school in the district. If you make this request, your child will be removed immediately from the current program. You must then come to your child's school and meet with the principal to discuss the options.*

Q.8 My child has a disability and has an Individualized Education Program (IEP).

How

Will this English Language program meet his/her special objectives?

A8. *To meet your child's IEP objectives, this English Language instruction program will:*

\_\_\_\_\_  
(describe).

Policy IHBBA

3 of 3

**Pelham School District Policy**

**IHBCA**

*Also JIE*

### **PREGNANT STUDENTS**

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

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

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

**Pelham School District Policy**

**IHBG**

## **HOME EDUCATION INSTRUCTION**

### **Eligibility:**

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

The Board recognizes that RSA 193-A provides the legal right for parents to pursue home education within the parameters of certain requirements of enrollment and evaluation set by the New Hampshire State Department of Education. (NHDOE). In order to provide home or non-public education, parents are required to notify either the Superintendent, the principal of a non-public school, or the Commissioner of Education of their intention and must receive a letter from the Commissioner of Education acknowledging the planned home education program meets state requirements. The procedures which follow are meant to:

1. Standardize the enrollment and evaluation process for parents who choose the School District as the agency to participate in the home education program.
2. Make possible a fair and consistent relationship with all the home education programs for which the district is designated as the participating agency, especially in those areas left by the State to the discretion of the local school District.

#### **Enrollment Procedures:**

1. Parents initiating home education programs with the Superintendent must file their letter of notification of intent by August 1 pursuant to RSA 193-A. Parents wishing to initiate a home program after August 1 must file a letter of intent with the Commissioner of Education.
2. To facilitate the process of filing a letter of intent, parents are requested to use the Notification of Intent Form prepared by the Superintendent. Upon receipt of parents' notification of intent before August 1, the Superintendent will provide notification to the DOE.
3. Parents must provide for their child's attendance at a school within the District, a State of NH approved private school, or receive written acknowledgement by the Commissioner of Education of the establishment of a home education program.

## HOME EDUCATION INSTRUCTION

(continued)

Conventional attendance policies of the District and State Law apply to all students within the District until the Commissioner of Education, the Superintendent, or a non-public school principal acknowledge the establishment of a home education program, or immediately apply upon the termination of any home education program so acknowledged.

In situations where parents have provided notification of intent to provide home instruction, as permitted under RSA 193-A, a school district's responsibility is limited to childfind, as set forth in Ed 1103 of the NH RULES FOR THE EDUCATION OF STUDENTS WITH DISABILITIES, i.e., evaluation and annual notification of rights. With the exception of a parent's right to challenge an LEA's findings regarding the evaluation of a student referred for a suspected disability, a district bears no responsibility for providing special education services or for the application of any other state or federal regulations regarding education of students with disabilities.

### **Evaluation Procedures**

1. Parents must maintain a portfolio of records and materials relative to the home education program and must provide for an annual evaluation documenting the child's demonstration of education progress at a level commensurate with the child's age and ability, in accordance with RSA 193-A and ED 315.05-09.
2. Parents electing to request the school district's participation in the annual evaluation must make arrangements to do so with the Superintendent of Schools at least 30 days prior to the end of the public school year. Arrangements for the district's participation will be at the discretion of the Superintendent of Schools based upon the availability of necessary resources. Parents are responsible for making arrangements for formal assessments administered by the school 45 days prior to their student's participation.
3. In cases where the school district does not participate in the annual evaluation, parents are responsible for filing the results of the outside evaluation with the Superintendent's office by July 1 - ED 315-06(d) and (e).
4. The Superintendent will notify the parents if their child has demonstrated progress within 30 days of receiving the annual evaluation data. If progress is not demonstrated, the Superintendent will notify the parents in compliance with ED 315.08.

**HOME EDUCATION INSTRUCTION**

(continued)

**Re-enrollment into the District Program**

1. Parents deciding to re-enroll their children into the school district program following a period of home education will make arrangements with the building principal to provide for an evaluation process 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.
2. Parents are responsible to remain aware of the scope and sequence of the District curriculum and for aligning their home education program in ways that may eliminate conflicts to appropriate placements.
3. Parents must notify the Superintendent or non-public school principal within 15 days of the termination of the home education program and shall promptly enroll their children with the District in a State of NH approved private school.

**Statutory & Regulatory References:**

RSA 193-A

RSA 193:1-a II (Dual Enrollment)

Ed. 315.01 - 315.19

*Appendix IHBG-R*

Revised: June 2001

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

## **HOME EDUCATION/DUAL ENROLLMENT**

The Board acknowledges the right of every parent to choose to home educate their child(ren) in compliance with RSA 193-A or to send their child(ren) to a nonpublic school. Recognition of home education and nonpublic school programs will be limited to students ages 6 to 16 years.

### **I. Participation in Classes/Activities**

All requests by home educated or nonpublic school student for participation in an educational program or co-/extra-curricular activity shall be made in writing by the parent/guardian, in duplicate to the principal of the appropriate school and to the Superintendent. After consulting with the principal (who shall consult with appropriate staff), the superintendent or his/her designee shall, in writing, grant or deny the request.

A request by a home educated or nonpublic school student for the following related services of physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, etc., and/or other special education services shall generally be denied.

Home educated or non-public school students must have immunizations and medical records on file, meeting the same District requirements as non-home schooled students.

Resident home educated or nonpublic school students may enroll in specific classes or activities provided the following conditions are met:

#### **A. General Participation**

1. There is space available in the class/activity.
2. The admission of the student will not have an adverse affect on the class/activity.

3. There are no extra costs incurred by the district.
4. The class/activity is deemed to be developmentally and academically appropriate.
5. Prerequisite class/activity requirements are met.
6. Transportation, other than regularly scheduled school bus services, is provided by the parent/guardian.

## **HOME EDUCATION/DUAL ENROLLMENT**

(continued)

7. No substantial administrative or staff burden is created.
8. There are no other factors impacting why the request should be granted or denied.

### **B. Participation in Regular Class**

1. Notification of desire to participate is received by the Superintendent and school principal at least thirty (30) days in advance of the first class meeting. Requests will be processed on a first come first served basis. In case of a tie, requests will be accepted by drawing lots.
2. Attendance is regular, behavior is appropriate, and the parent/guardian and student demonstrate a willingness to follow the district's/school's rules and regulations.
3. The student completes all assignments and tests as are required of other students in the class.
4. Credit/grade is granted only after the successful completion of the class.
5. Enrollment is for a full semester only and not so extensive to warrant full time participation.

### **C. Participation in Co-Curricular Activities**

(Field trips, assemblies, science fairs, etc.)

1. Prior written permission has been given by the parent/guardian.
2. Prior written permission has been given by the principal.
3. The student has agreed to abide by the same code of conduct as the regularly enrolled students participating in the activity.
4. The parent/guardian accepts responsibility for transportation to and from the school and/or activity.

2 of 4

**HOME EDUCATION/DUAL ENROLLMENT**

(continued)

5. The parent/guardian agrees to chaperone an event if deemed advisable by the applicable principal.
  6. Requests for participation in activities which are purely social, such as school dances, will be determined in accordance with the school's guest policies or practices.
- D. Participation in Extra-Curricular Activities  
(OM, band, chorus, school clubs, intramural sports, etc.)
1. The student meets the same academic, physical examination, age and eligibility requirements and standards as regularly enrolled students (documentation of such must be provided when requested by the principal).
  2. The transfer student from a home education or nonpublic school program meets the same eligibility requirements enrolled transfer students.
  3. The student maintains the same code of behavior as required of other regularly enrolled school participants.
  4. The student must travel to and from team events with the team.

5. The student may not be enrolled in another public school.

II. Use of Facilities and Equipment

Students may use school facilities and equipment on the same basis as regularly enrolled students provided the following conditions are met:

- A. The use does not disrupt regular student, staff, or special program use.
- B. The use has been approved by the building principal prior to use.
- C. The use will not create additional expense to the school district.
- D. The use is directly related to the home instruction educational program.
- E. The use does not involve removing furniture or equipment from the school premises.

3 of 4

**HOME EDUCATION/DUAL ENROLLMENT**

(continued)

III. Use of School Texts and Library Books/Materials

Students may be permitted to use school texts and library books/materials provided the following conditions are met:

- A. Sufficient copies are available.
- B. The text is appropriate to the student's age and grade.
- C. The text is signed out to the student and/or parent/guardian for a period of no longer than one year.
- D. Library books are signed out according to the library loan policy.
- E. The student and/or parent/guardian agree to pay the school district for all lost, damaged and/or non-returned texts and/or library books. The District may require a security deposit.

IV. Diploma Eligibility

Nonpublic school or home educated students are not eligible to receive a School diploma.

V. Evaluation

Students being home educated may participate in regularly scheduled, standardized testing program administered by the district or annual evaluation services provided the following conditions are met:

A. The parent/guardian notifies the building principal as to the intention to participate at least three (3) months in advance of the testing dates.

B. The student attends the scheduled testing sessions/dates.

C. The parent/guardian complies with state standards for home school annual evaluations.

**See Policy - IHBG**

Revised: November, 1999

Revised: July, 1998

4 of 4

**Pelham School District Policy**

**IHCD**

*Also LEB*

**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

## **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)*

*New policy November, 1999*

**Pelham School District Policy**

**IJL**

**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.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

Revised: November, 1999

Revised: July, 1998

**Pelham School District Policy**

**IJL-R**

## **Student use of Library Materials**

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

Dear Parent/Guardian:

All students in the Pelham School District have access to the library media center at their school. Checkout amounts and time limits are as follows:

Transition and Grade One - One book or magazine for one week

Grade 2 - two books or magazines for one week

Grades 3 - 5 - three books or magazines for two weeks

Grades 5 - 8 - four books or magazines for four weeks

Overdue fines are not charged in the Pelham School District. If a student has a book and/or magazine that is more than four weeks overdue, a notice will be sent home to the parents/guardians informing them of the title of the outstanding material. It is hoped that the parents/guardians will then help the child locate the book so it can be returned.

In the beginning of June, parents/guardians will receive a bill for any outstanding materials, at which time payment must be made. If a book has been damaged beyond use, payment is expected immediately. Any materials that are located after being paid for in June are eligible for a refund, if they are returned before October 1 of the school year following the loss.

I have read and understand the procedure described above and agree to abide by it.

---

Name

Date

**Pelham School District Policy**

**IJO**

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

## 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

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

**FIELD TRIPS**

The Pelham School District recognizes the value of field trips in achieving certain educational objectives and encourages activities of this nature as long as they do not seriously interfere with the educational routine of students who must remain in school.

School transportation vehicles, if available, will be furnished for all trips sponsored by the school. However, all travel is subject to budget limitations and the following guidelines:

1. Appropriate instruction shall precede and follow each field trip.
2. Field trips shall be considered as instruction and shall be planned with definite objectives determined in advance.
3. Field trips requiring school bus transportation shall not interfere with the regularly scheduled transportation of pupils to and from school.
4. All field trips shall begin and end at school.
5. Written approval of parent or guardian is required for participation of pupils in field trips, which extend beyond the boundaries of the school district.
6. Field trips outside school hours and sponsored by the school shall be approved in advance by the Superintendent of Schools. Pupils must have written approval of parents or guardians.
7. The principal shall approve or disapprove all field trips.
8. All school rules and regulations will apply while students are engaged in activities sponsored by the school.
9. Teachers or other certified personnel of the district will accompany students on field trips and assume full responsibility for their proper conduct.
10. Appropriate supervision shall be provided for all youngsters whose parent do not want their youngsters to participate.

11. Overnight field trips shall have a minimum of one chaperone for every ten youngsters. All arrangements must be approved in advance by the principal and cleared through the central office and the School Board.

12. The Board encourages professionals as chaperones when available.

**EDUCATIONAL FIELD TRIP FORM**

Complete this form in duplicate and submit both copies to the Superintendent's office two weeks prior to the trip for approval. This applies to all trips whether transportation is used or not. The second copy upon return should be filed with the Principal.

SCHOOL \_\_\_\_\_ TOWN \_\_\_\_\_

GRADE \_\_\_\_\_ TEACHER IN CHARGE \_\_\_\_\_

DESTINATION \_\_\_\_\_

DATE OF TRIP \_\_\_\_\_ TIME \_\_\_\_\_

ESTIMATED TIME OF RETURN \_\_\_\_\_

TRANSPORTATION, IF ANY:

BUS \_\_\_\_\_ COMPANY NAME \_\_\_\_\_

PRIVATE CARS \_\_\_\_\_ DRIVERS \_\_\_\_\_

CHAPERONES \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

REMARKS \_\_\_\_\_

---

---

---

PRINCIPAL'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

SUPERINTENDENT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**Pelham School District Policy**

**IJOC**

*Also ABA*

### **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 designated staff member shall clearly explain the volunteer's responsibility.

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.

Volunteers shall:

- A. Volunteers should only function under direct supervision of a school employee.
- 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.
- 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. Refer any student problem, which arises, whether of an instructional, medical or operational nature, to a regular staff member.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

- E. 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.
  
- F. 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 or designee.
  
- G. Receive acknowledgment for their services.

*\* See Appendix: IJOC-R*

Reviewed: July, 2004

Revised: November, 1999

Revised: July, 1998

## **COACHES EDUCATION RECOMMENDATIONS**

Will develop updated appropriate procedures with the Athletic Director.

## **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

## **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 adaptation 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)

*New policy November, 1999*

**Pelham School District Policy**

**IKE**

**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.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

**Regulatory Reference:**  
*Ed. 306.18 (a) (4) & (6)*

Revised: November, 1999

Revised: July, 1998

---

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

**HIGH SCHOOL GRADUATION POLICY**

## ACADEMIC REQUIREMENTS

Credits -- Twenty credits are required for graduation.

Required credits are as follows for all students:

Arts Education	1/2 Unit
Information & Communication Tech.	1/2 Unit or demonstrate proficiency
English	4 Units
Mathematics	3 Units
Physical Sciences	1 Unit
Biological Sciences	1 Unit
US and NH History	1 Unit
US and NH Government/civics	1/2 Unit
Economics	1/2 Unit
World History, Global Studies` or Geography	1/2 Unit
Physical Education	1 Unit
Health Education	1/2 Unit
Open Electives	6 Units

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

**Regulatory Reference:**

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

ED.306.23 (f)

Revised: November, 1999

Revised: July, 1998

### **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**

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

*ED 306.23(p)*

Revised: November, 1999

Revised: July, 1998

**Pelham School District Policy**

**IKG**

## **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.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.

Revised: July, 1998

**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

**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

## **CONTROVERSIAL SPEAKERS AND PROGRAMS**

A goal of education is to prepare our students to participate constructively in a democratic, pluralistic society, a 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 the speaker's appearance or participation, he or she 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

### **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

**Pelham School District Policy**

**IMG**

**ANIMALS IN THE CLASSROOM**

The Pelham School board recognizes that animals in the classroom may be detrimental to the health and safety of students.

Animals are allowed in classrooms on a very limited basis with the approval of the Superintendent.

Adopted August 9, 2006

Copyright © 2004, New Hampshire School Boards Association. All rights reserved.

NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSB legal advice or service and are not intended for publication.