

**Oyster River Cooperative School District
REGULAR MEETING**

July 10, 2019

High School - Library

7:00 PM

o. CALL TO ORDER (7:00 PM)

I. 6:30 – 7:00 PM MANIFEST REVIEW AT EACH SCHOOL BOARD MEETING.

7:00 – Abridged Board Meeting

Immediately Following - Workshop Communication

II. APPROVAL OF AGENDA

III. PUBLIC COMMENTS

IV. APPROVAL OF MINUTES

- Motion to approve 06/19/19 regular and non-public meeting minutes.

~~**V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS**~~

~~**A. District**~~

~~**B. Board**~~

VI. DISTRICT REPORTS

~~**A. Assistant Superintendent/Curriculum & Instruction Report(s)**~~

B. Superintendent’s Report

C. Business Administrator

- Purchase of Transit Van Approval Lease

- Electric Bus Replacement Program

~~**D. Student Senate Report**~~

~~**E. Other:**~~

~~**VII. DISCUSSION ITEM**~~

VIII. ACTIONS

~~**A. Superintendent Actions**~~

B. Board Action Item

- Motion to approve Transit Van Approval Lease

- Motion to approve Electric Bus Replacement Program.

- Motion to approve List of Policies for second read/adoption: KF - Facilities Use, IJL – Library and Instructional Materials Selection and Reconsideration Policy. List of Deleted Policies.

IX. SCHOOL BOARD COMMITTEE UPDATES

A. Manifest Reviewed and Approved by Manifest Subcommittee.

X. PUBLIC COMMENTS

XI. CLOSING ACTIONS

A. Future meeting dates: 07/24/19 – Manifest Meeting – SAU Conference RM – 3:30 PM

08/07/19 – Regular Meeting - High School Library – 7:00 PM

08/21/19 – Regular Meeting – High School Library – 7:00 PM

~~**XII. NON-PUBLIC SESSION: RSA 91 A:3 II {If Needed}**~~

~~**NON-MEETING SESSION: RSA 91 A:2 I {If Needed}**~~

XIII. ADJOURNMENT:

The School Board reserves the right to take action on any item on the agenda.

Respectfully submitted,

Superintendent

<p>If you require special communication aids, please notify us 48 hours in advance.</p>
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Oyster River Cooperative School District
SAU #5

Welcome to the School Board meeting. If you wish to be heard by the Board, please note “Public Comment” at the beginning of the agenda (reverse side). During the comment section of the agenda each speaker may have up to three (3) minutes within the time frame allowed. Board Chair may limit time allotment as deemed necessary. Occasionally, the Board may “suspend its rules” to allow visitor participation at the time an issue of specific interest is being addressed. A speaker will not be recognized for a second time on a particular topic.

Visitors should not expect a Board response to their comments or questions under the above since the Board may not have discussed or taken a position on the matter. The Superintendent, without speaking for the Board, may offer clarification as appropriate.

Agendas and background information are available on the district website prior to meetings. Agendas and additional information are generally available at the entrance to the meeting room or distributed at the time the item is introduced for discussion.

The ORCSD School Board will meet in regular session on the first and third Wednesdays of the month with special meetings when necessary. The School Board appreciates your attendance at these meetings and invites your continued interest in its work on behalf of the children and residents of the District.

Oyster River Cooperative School District Members:

- | | |
|--------------------|----------------------------|
| • Brian Cisneros | Term on Board: 2018 –2021 |
| • Thomas Newkirk | Term on Board: 2019 - 2022 |
| • Kenneth Rotner | Term on Board: 2019 - 2022 |
| • Denise Day | Term on Board: 2017 - 2020 |
| • Michael Williams | Term on Board: 2017 - 2020 |
| • Allan Howland | Term on Board: 2018 - 2021 |
| • Daniel Klein | Term on Board: 2018 - 2021 |

Information Regarding Nonpublic Session

On occasion, the Board agenda may include (or be adjusted to include) a Nonpublic Session. When a motion is made to do so, it will be done under the provisions of the NH State Law RSA 91-A:3 II, and one or more of the following reasons will be claimed for entering Nonpublic Session:

- a. The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request will be granted.
- b. The hiring of any person as a public employee.
- c. Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.
- d. Consideration of the acquisition, sale or lease of real property or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- e. Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency of any sub-division thereof, or against any member thereof because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled.

Oyster River Cooperative School District

Regular Meeting

June 19, 2019

High School

DRAFT

SCHOOL BOARD: Brian Cisneros, Dan Klein, Michael Williams, Al Howland, Denise Day, Kenny Rotner, Tom Newkirk. Student Representative: Yasmeen Gunandar

ADMINISTRATORS: Todd Allen, Jay Richard, Suzanne Filippone, Carrie Vaich, Lisa Huppe, Josh Olstad

There were 9 members of the public present

I. CALL TO ORDER

6:30-7:00 Manifest Review

II. APPROVAL OF AGENDA

Proposed changes/additions:

Move recognition of Mast Way Principal Carrie Vaich and

Architect Report – Safety Report to the beginning of the meeting

Add ½ tech integrator position to the agenda

Letter to the State Representatives/Media

Denise Day moved to approve the agenda with the above revisions, 2nd by Brian Cisneros. Motion passed 7-0 with the Student Representative voting in the affirmative.

Tom Newkirk thanked and commended Carrie Vaich for all her work as Principal at Mast Way for the past seven years. Carrie thanked the Board for their support and praised the District and Administration.

III. PUBLIC COMMENTS

Patty Anderson from Durham shared that she will be attending University of Maine at Orono.

Cheryl Berman from SAU 50 is an elementary world language teacher and gave a briefing on how the program runs. She meets with the students twice a week for forty minutes in the afternoons. She would recommend picking one language for fourth grade and work down. Cheryl is a strong advocate for world language at the elementary level.

Ron LaMarre from Lavallee Bresinger Architects gave a safety overview of the middle school:

Fatalities on school grounds nationwide:

Transportation related 40%
Non-active shooter homicides: 33%
Suicides 10%
Unknown: 8%
Active shooter 5%
Severe winds 2%
Accidents 2%

Making it safer:

CPTED: Crime Prevention Through Environmental Design

Natural surveillance = see and be seen
Landscaping
Glass/Views of the campus
One entrance
Territorial Reinforcement: Define the “sphere of influence”
Maintenance: Provide a safe/clean image
Well-maintained campus projects message of order
Provide preparedness of order

National Crime Prevention Council:

Be safe in school program
Engage local authorities
Define elements of local safety

Ron reported that Friday will be their third meeting with local authorities including members of the police and fire departments as well as the town administrator. Ron presented to the School Board how his design incorporates safety as one of the primary design elements to ensure our students and staff have a safe, healthy and welcoming environment. Due to the traffic patterns students are intermingling with traffic which is dangerous. Our current building has multiple entrances which makes it that much more difficult to monitor. In addition, cars and buses are constantly jockeying for position, never a good thing when discharging students.

Inside safety concerns: The current middle school has inside safety concerns. There are multiple points of entry to the building that make managing outside visitors to the school challenging. There are many ground level windows that are not safety glass in front and back of the building. Access to the building is challenging due to handicap accessibility issues. Due to the sprawling nature of the building, there is poor corridor visibility throughout the building. Air quality is poor due to inadequate ventilations. Ron reviewed proposed features that would be added into the proposed middle school.

See and be seen: Strategic use of glass

Glass from classroom to common area

Reduces bullying

Changes behavior/work ethic

Spatial interconnectivity

Encourage collaboration

Celebrates learning/student work

Conversely:

Glass from classroom to common area

Can create distraction without blinds and/or proper seating arrangements

Can create lockdown views into classrooms

IV. APPROVAL OF MINUTES:

Motion to approve 6/05/19 Regular meeting minutes:

Brian Cisneros moved to approve the June 5th regular meeting minutes, 2nd by Denise Day. Motion passed 7-0 with the Student Representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS and COMMENTS:

A. District: None

B. Board: Brian Cisneros attended his sons step up day from Mast Way to the Middle School. Brian Cisneros also thanked Carrie Vaich for everything she has accomplished and wished her the best of luck in the future.

Tom Newkirk mentioned the passing of Petar Stoykovich, a math teacher for over thirty years at the high school.

Kenny Rotner reported that the the Orchard Drive property received their first grant and have also received many donations. They have gotten approval for trails from the Faculty neighborhood to Doe Farm and he thanked the School Board for giving the community this opportunity.

Superintendent Morse talked about the “Learn Everywhere Program”. It passed 4-3 last week which would outsource classes in New Hampshire public high schools to private and nonprofit organizations that apply directly to and are approved by the State Board of Education. The Superintendents Association and the Principals Association are all against it. It does take away from local schools.

VI. DISTRICT REPORTS

A. Assistant Superintendent/Curriculum and Instruction Report:

Word Language Update: Todd Allen/Jay Richard:

In January 2019 the OR School Board authorized the creation of a committee to examine the World Language program in the school district. The committee was asked to make recommendations on the possibility of adding a K-5 program.

The Committee’s Progress to date:

The committee has met regularly starting in February 2019

The committee has reviewed a wide range of research

Developed a community survey about K-4 World Language options

Reviewed master schedules at Mast Way, Moharimet, and the middle school as well as multiple other schools with K-4 World Language programs

Two schools visits have be conducted in Rye and Keene

Additional school visits are planned for the fall

Plans for 5th Grade students taking Chinese in 2019/20:

For 2019-20 there are ten 5th grade students who will be continuing with Chinese study at ORMS. In order to accommodate this need, Principal Richard has worked with the families of these students to determine the best manner of scheduling the experience. The plan for the fall is to schedule Chinese instruction in fifth grade three times a week during Bobcat Time starting on October 1st. By doing it this way, the students are given the first month of school to transition to a new school and can access supports in other subject areas two days a week.

Their next meeting is in August. He reviewed the proposed K-4 World Language Survey with the Board. Todd also mentioned that Oyster River elementary school day hours are among the shortest that they have found.

Denise Day encouraged them to include the MS parents in this survey as well. Kenny Rotner is a strong advocate for the World Language program for the elementary school. He thinks that the survey context needs to be reworded and that links should be provided to educate and inform parents.

Tom Newkirk and Al Howland both feel that a question needs to be framed in the survey that asks if they want World Language if it means something else would be cut.

B. Superintendent:

Tech integrator at the high school: Superintendent Morse is asking for permission to hire a half-time Tech Integrator. The Board has been discussing this need for quite some time.

Al Howland moved to approve the hiring of a half-time Tech Integrator at the High School, 2nd by Brian Cisneros. Motion passed 7-0 with the Student Representative voting in the affirmative.

Request for Student Moving to Newmarket to remain for Senior Year: Kenny Rotner moved to allow the student to remain at Oyster River for senior year, 2nd by Denise Day. Motion passed 7-0 with the Student Representative voting in the affirmative.

Superintendent Morse mentioned that the Silent Movie at the Music Hall was simply amazing and inspiring last weekend. The Band performed to the movie which highlighted their trip to China and the students studying Chinese narrated. It was very well done.

Acknowledgement of 2019 retirees in the District:

Paul Byron	High School Custodian	19 years
Barbara Kester	High School SpEd Paraprofessional	5 years
Linda Rief	Middle School Language Arts	38 years
Eileen Moran	Middle School Nurse	23 years
Janice O'Brien	Middle School Speech Language	21 years
Pamela Mahokin	Middle School Paraprofessional	21 years
Alexa Grout	Middle School Special Ed	15 years

Brenda Tirrell	Mast Way Counselor	17 years
June Paradis	SAU Accounts Payable	31 years
Deb Poulin	Facilities Secretary	21 years

Denise Day moved to approve Melissa Jean as the Interim Assistant Director of Special Services, 2nd by Brian Cisneros. Motion passed 7-0 with the Student Representative voting in the affirmative.

Denise Day moved to approve Sean Fonteyne as a World Language Teacher, 2nd by Michael Williams. Motion passed 7-0 with the Student Representative voting in the affirmative.

MS Grading Systems:

The Board charges the Superintendent to create a committee to assess the effectiveness of the current middle school progress reporting system and if necessary to make recommendations for changes. The committee should be composed of parents, teachers, and students. Using survey and focus group tools, the committee will seek out the views of students, parents, and teachers on issues that include, but are not limited to:

The clarity and precision of the system.

The effect of the system on student motivation.

The transition from middle school to the high school system.

The committee will complete its work and have a report to the Board by May 2020. The Board will support the use of the current budget regarding this.

The Board had an in depth conversation on evaluating this system and building a communications plan.

Denise Day moved the question, 2nd by Brian Cisneros. Denise Day withdrew her motion.

Denise Day moved to approve the charge as written, 2nd by Brian Cisneros. Motion passed 6-1 with Michael Williams opposing.

C. Business Administrator:

Copier Lease:

Sue Caswell explained that the District is coming to the end of our lease for our copiers/printers in the District. The new proposal we are recommending is with Canon for 39 copiers and 15 printers, maintenance and supplies. As a member of National IPA, we are using their Prebid contract for their lease. It would be a five year lease with no increases on per copy costs. Josh Olstad has met with each of the principals and reviewed their needs to right size the machines in each building.

Denise Day moved to approve the copier lease as presented above, 2nd by Brian Cisneros. Motion passed 6-0-1 with Kenny Rotner abstaining.

Van Replacement:

Sue Caswell detailed that the increase in the need for specialized transportation has made it difficult to cover the needs of the District.

\$42,953.76 for four years

The Board will vote on this proposal at the July 10th meeting.

Budget Update:

Sue Caswell reported that everything with the budget is on track.

D. Student Senate Report:

Student Representative Yasmeeen Gunundar gave an update of the activities and events happening at the high school. Today was the last day of school and everyone is looking forward to the summer. Suzanne Filippone, Principal of the High School, detailed the high school student parking permit policy. They have added a category of carpooling for students as a category when applying for a student parking permit.

E. Other: None

VII. DISCUSSION ITEM

Communication Plan: Will be on the July 10th agenda

Letters to State and House Representatives and to News Media: Michael Williams presented the letters he crafted asking for support of the education funding level initially approved by the House of Representatives in HB 1 in the conference process to finalize the state budget.

Tom Newkirk moved to approve the letters to State Representatives and to the News Media, 2nd by Michael Williams. Motion passed 7-0.

VIII. ACTIONS:

A. SUPERINTENDENT: None

B. BOARD ACTION ITEMS:

Denise Day moved to authorize the Superintendent to offer contracts to qualified teachers and staff during the summer months, 2nd by Brian Cisneros. Motion passed 7-0.

Denise Day moved to approve ORHS Speech Pathologist, 2nd by Brian Cisneros. Motion passed 7-0.

Denise Day moved to approve data Governance Plan for second read/approval, 2nd by Brian Cisneros. Motion passed 7-0.

Policies for First Read:

KF Facilities

Revision: Page 2 Move the sentence “Superintendent or designee may grant waivers....” to the end of the paragraph.

Denise Day moved to approve KF Facilities for a first reading with the above revision, 2nd by Brian Cisneros. Motion passed 7-0.

Policy IJL

Revision: Page 4 remove “up to”

Tom suggested defining the numbers of teachers on this committee and to include a member of the school board.

Denise Day moved to approve Policy IJL for a first reading with the above revision, 2nd by Brian Cisneros. Motion passed 7-0.

IX. SCHOOL BOARD COMMITTEE UPDATES:

A. Manifest Committee

The Manifest Committee met to sign and approve the following manifest.
Vendor Manifest #28: \$280,803.15

Tom Newkirk reported that the Negotiating Team has met three times since the last meeting and has made good progress. Their next meeting is July 8th.

X. PUBLIC COMMENTS:

Dean Rubine of Lee congratulated the Board and the District on a great school year.

XI. CLOSING ACTIONS:

- A. Future Meeting Dates: July 10th Regular meeting at the High School
July 24th Manifest Meeting SAU Conference Rm

XII. NON-PUBLIC SESSION: RSA 91-A:3 II (a) - Personnel Matter

Kenny Rotner moved to enter into nonpublic session at 9:45 p.m. under RSA 91-A: II (a), 2nd by Denise Day. Upon roll call vote, the motion passed 7-0.

Allan Howland made a motion to return to public session and adjourn at 9:55 p.m., 2nd by Brian Cisneros. The motion passed 7-0.

Respectfully yours,
Laura Grasso Dobson
Recording Secretary

Oyster River Cooperative School Board

June 19, 2019 ORHS C-120

NON-PUBLIC MEETING
MINUTES

Kenny Rotner moved to enter into nonpublic session at 9:50 p.m. in accordance with RSA 91-A:3 II (a) – The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request will be granted, 2nd by Denise Day. Upon roll call vote, the motion passed 7-0.

School Board Attendees:

Tom Newkirk
Denise Day
Michael Williams
Dan Klein
Kenny Rotner
Brian Cisneros
Allan Howland

Administrators Present:

The School Board met to discuss a change to the Superintendent's Contract.

Allan Howland made a motion to return to public session and adjourn at 9:55 p.m., 2nd by Brian Cisneros. The motion passed 7-0.

Respectfully Submitted,
Denise Day
School Board Vice-Chair

Oyster River Cooperative School District
Business Administrator's Office

SAU #5
36 Coe Drive
Durham, NH 03824

(603) 868-5100 x2003
FAX (603) 868-6668
scaswell@orcsd.org

INTEROFFICE MEMORANDUM

TO: School Board

FROM: Sue Caswell,
Business Administrator

DATE: July 10, 2019

RE: Van Replacement

The increase in the need for specialized transportation has made it difficult to cover the needs of the district. We now have only 3-6 passenger vans providing this coverage. They are all 2013 vehicles with high mileage and repairs are beginning to get expensive. With only 3 vans available we have some of our 77 passenger buses transporting just 6-8 students on some routes.

We have funds in the budget to replace 2 vans. Lisa Huppe has contacted several dealers in the area and would like to purchase 4-10-passenger Ford Transits Vans from Bill Dube. With a \$20,000 down payment we would finance the remainder for 4 years. This option would allow us to move more students with less vehicles.

We need a motion to approve a 4-year payment plan to finance the purchase of 4-Ford Transits Vans.

https://apps.vinmanager.com/CarDashboard/Deskimg/

5/31/2019

KAN-002505 NY

11939 126181121 0478

126181121 0478

LINKEDIN KKA27355 NB

Ford
Go Further
ford.com

TRANSIT **KK A27355**

2019 150 MR PASSENGER VAN
XL TRIM
2.7L TRITON V8 ENGINE
6-SPEED AUTO SELECTSHIFT TR

EXTERIOR: INDOY SILVER METALLIC
INTERIOR: PULVER VINYL

STANDARD EQUIPMENT INCLUDED AT NO EXTRA CHARGE

EXTERIOR
- BUMPER - CARBON BLACK
- GRILLE - CARBON BLACK
- INTERNAL MIRROR
- SINGLE SLIDING SIDE DOOR
- SPIKE TIRE AND WHEEL

INTERIOR
- AIR CONDITIONING
- CENTER CONSOLE
- CLOTH SEATLINER
- LOCKING GLOVE BOX
- POWERPOINTS - 12V (2)

FUNCTIONAL
- 25.0 GALLON FUEL TANK
- POWER LOCKS AND WINDOWS
- POWER STEERING
- REAR VIEW CAMERA

SAFETY/SECURITY
- 3 POINT SAFETY BELTS
- 4-WHEEL DISC BRAKES WITH ABS
- ADVANCED TRAC CONTROL
- AIRBAGS - SAFETY CANOPY
- DRIVER/PASSENGER AIR BAGS
- SIDE AIRBAGS
- SOG POST CRASH ALERT (PC) (1)
- TIRE PRESSURE MONITOR (TPMS)

WARRANTY
- 3YR/36000 BUMPER TO BUMPER
- 5YR/100000 POWERTRAIN

INCLUDED ON THIS VEHICLE

OPTIONAL EQUIPMENT/OTHERS	MSRP	PRICE INFORMATION	(MSRP)
2019 MODEL YEAR	150.00	BASE PRICE	\$37,442.00
INDOY SILVER METALLIC		TOTAL OPTIONS/OTHERS	5,815.00
PREFERRED EQUIPMENT (PKG.301A)	375.00	TOTAL VEHICLE & OPTIONS/OTHERS	47,257.00
3.75 LIMITED SLIP AXLE KIT	NO CHARGE	DESTINATION & DELIVERY	1,350.00
FRONT LICENSE PLATE BRACKET	NO CHARGE		
88888 OWNER PACKAGE	NO CHARGE		
38 STATE EMISSIONS	295.00		
REVERSE PARK AID	225.00		
MIRROR, BRIGHT POWERHEAT	135.00		
REAR WINDOW DEFROSTER	305.00		
JAMM MICROPHONE BLUETOOTH	NO CHARGE		
CRUISE CONTROL	180.00		
HEAVY DUTY ALTERNATOR	75.00		
RUNNING BOARD PASSENGER DOOR	175.00		
KEYS & ADDITIONAL	1,250.00		
PRIVACY GLASS			
18 PASS SEATS			

GOVERNMENT 5-STAR SAFETY RATINGS

Overall Vehicle Score Not Rated
Based on the combined ratings of frontal, side and rollover. Should ONLY be compared to other vehicles of similar size and weight.

Frontal Crash Driver Not Rated, Passenger Not Rated
Based on the risk of injury in a frontal impact. Should ONLY be compared to other vehicles of similar size and weight.

Side Crash Front seat ★★★★★, Rear seat ★★★★★
Based on the risk of injury in a side impact.

Rollover ★★
Based on the risk of rollover in a single-vehicle crash.

Star ratings range from 1 to 5 stars (★★★★★), with 5 being the highest. Source: National Highway Traffic Safety Administration (NHTSA). www.safercar.gov or 1-888-327-4236

Fuel Economy and Environment Gasoline Vehicle

Fuel Economy
15 MPG combined City/hwy, 14 City, 18 highway
6.7 gallons per 100 miles

You spend \$5,750 more in fuel costs over 5 years compared to the average (new) vehicle.

Annual fuel cost \$2,550

Fuel Economy & Greenhouse Gas Rating 10 Best

fueleconomy.gov
Calculate personalized estimates and compare vehicles

Ford **GO FURTHER**

FORD PROTECT
Trust in Ford Protect! The only extended service plan fully backed by Ford and honored at every Ford dealership in the U.S., Canada and Mexico. See your Ford dealer or visit www.FordProtect.com.

WARNING: Operating, servicing and maintaining a passenger vehicle, pickup truck, van, or off-road vehicle can expose you to chemicals including engine exhaust, carbon monoxide, oil, oil leaks, and lead, which are known to the State of California to cause cancer and birth defects or other reproductive harm. To minimize exposure, avoid breathing exhaust, do not idle the engine unnecessarily, and when servicing your vehicle in a well-ventilated area and wear gloves or wash your hands frequently when servicing your vehicle. For more information go to www.PSVWarning.ca.gov/passenger-vehicle.

05/25/2019 1261811210478

Oyster River Cooperative School District
Business Administrator's Office

SAU # 5
36 Coe Drive
Durham, NH 03824

(603) 868-5100 x2003
FAX (603) 868-6668
scaswell@orcscd.org

INTEROFFICE MEMORANDUM

TO: School Board

FROM: Sue Caswell,
Business Administrator

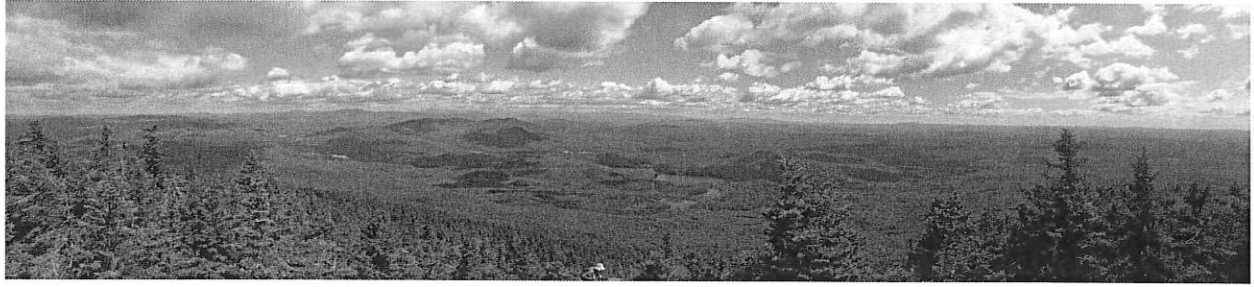
DATE: July 10, 2018

RE: Electric Bus Replacement Program

There is approximately \$1,250,000 available to fund one or more projects involving the replacement of older diesel school buses with electric school buses. This is a reimbursement program offering to provide 60% of the cost for a purchase of a new electric bus and all accessories that are legally necessary for the operation of the vehicle including the cost related to the acquisition and installation of associated electric vehicle supply equipment for charging the school bus.

Based on our recent bid for an electric bus we would need to budget approximately \$135,000 in the 2020-21 budget to support this project. Proposals are due by July 26, 2019. Projects approved must be completed by December of 2020.

The application for this grant is included with your agenda materials. I will submit an application if you are interested in seeking out these funds.



New Hampshire VW Environmental Mitigation Trust
Electric School Bus Replacement Program
Request for Proposals
June 13, 2019

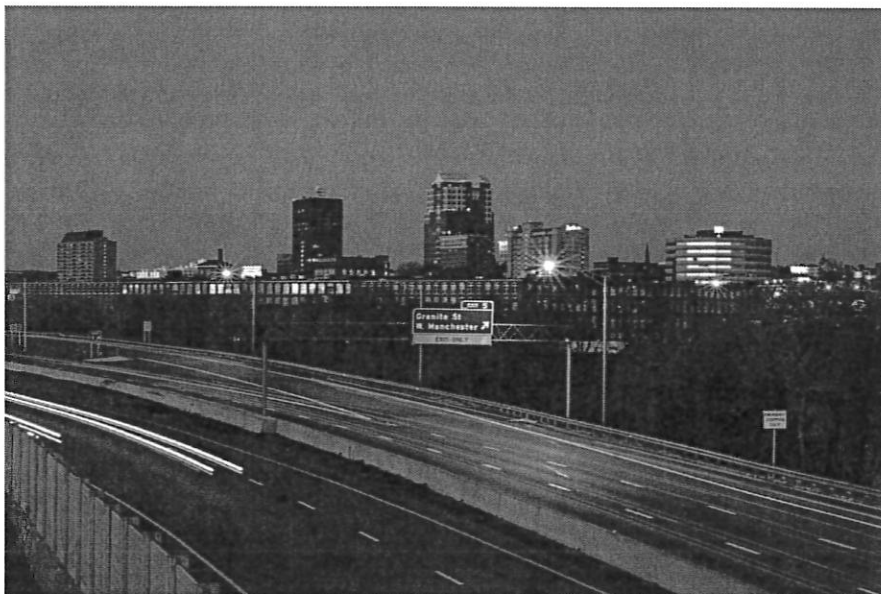
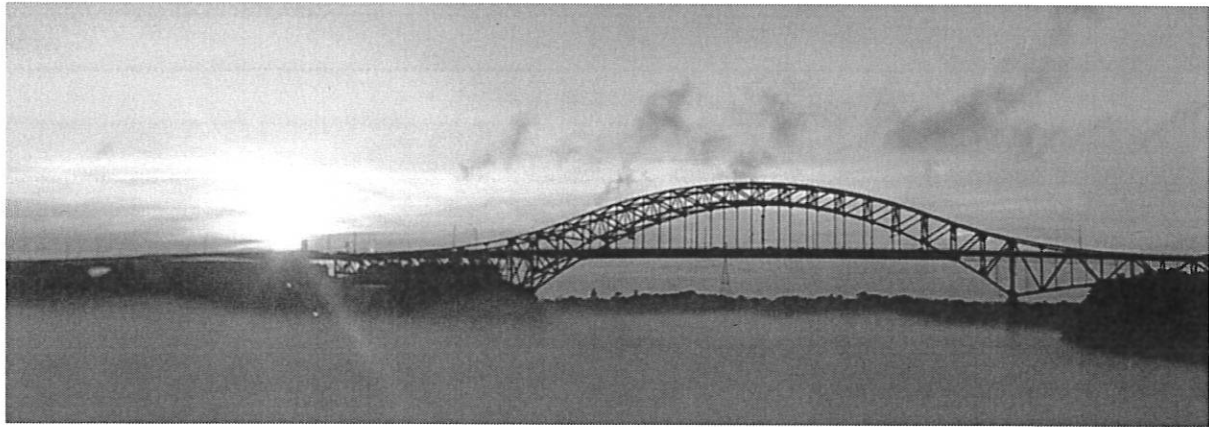


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Section 1. Request for Proposals – Information and Instructions

1.1 Title and Purpose

Title: New Hampshire VW Environmental Mitigation Trust – Electric School Bus Replacement Program

Purpose: New Hampshire Office of Strategic Initiatives (OSI) and New Hampshire Department of Environmental Services (NHDES) request proposals for the replacement of diesel school buses with electric school buses.

1.2 Available Funding

Approximately \$1,250,000 is available for this solicitation to fund one or more projects involving the replacement of older diesel school buses with electric school buses. Funding includes the acquisition and installation of associated electric vehicle supply equipment (EVSE) for charging the school bus.

This program is a reimbursement program only. Selected applicants may request reimbursement for eligible project expenses as agreed to in their approved contract upon successful completion of all contract requirements including required reporting.

1.3 Designated Contact Person

Any questions related to this Request for Proposals must be submitted in writing to:

Tim White, Supervisor
Mobile Source Section
New Hampshire Department of Environmental Services
29 Hazen Drive, PO Box 95
Concord, NH 03302-0095

Or by email:
Timothy.White@des.nh.gov

1.4 Program Schedule

Event	Date/Deadline	Time
RFP Issued	June 13, 2019	
Informational Session	June 21, 2019	1:00 PM
Question Period Closes	June 24, 2019	4:00 PM
Responses to Questions Posted	June 28, 2019	4:00 PM
Proposals Due	July 26, 2019	4:00 PM
Project Start upon G & C Approval		
Project Completion	December 31, 2020	

OSI reserves the right to modify this schedule at its discretion. Any changes or additional information regarding the RFP schedule, including responses to questions, will be posted on the VW page of the OSI website:

<https://www.nh.gov/osi/energy/programs/vw-settlement.htm>

1.5 Informational Session

An information session will be held via webinar at the date and time specified in Section 1.4. Interested parties should register for the webinar at: <https://attendee.gotowebinar.com/register/3444428381155192577>

1.6 Questions

Questions regarding this RFP must be submitted by email to the Designated Contact Person in Section 1.3 prior to the close of the question period specified in Section 1.4. All questions and responses will be posted on the OSI website at <https://www.nh.gov/osi/energy/programs/vw-settlement.htm>.

1.7 Proposal Submittal Deadline

Proposals must be received by the due date and time specified in Section 1.4. Proposals received after the deadline will not be considered. No changes or additions to a proposal will be accepted after the specified due date and time. The proposal evaluators may contact applicants for clarification of information submitted if deemed necessary.

1.8 Cost of Proposal Preparation

Costs incurred in the preparation of any proposal in response to this RFP are the sole responsibility of the applicant.

1.9 Contract Award

All respondents to this RFP will be notified of the contract award decision by email prior to the anticipated award date in Section 1.4. OSI reserves the right to negotiate the final terms and conditions of the contract award. Recipients must fund the project and then request reimbursement. No project costs may be incurred prior to approval of the contract by the Governor and Executive Council.

1.10 Related Requests for Proposals

OSI anticipates issuing additional requests for projects related to the New Hampshire VW Environmental Mitigation Trust. These opportunities will be posted at <https://www.nh.gov/osi/energy/programs/vw-settlement.htm>.

1.11 Eligible Applicants

Eligible project applicants include New Hampshire municipalities, public and nonpublic schools, school districts and contractors operating school buses for the purpose of transporting K-12 students in New Hampshire.

1.12 Eligible Projects

Eligible projects include the replacement of existing diesel Class 4 - 8 (Type A, B, C or D) diesel school buses that are model year 2009 or older with an electric school bus of similar class. Buses being replaced must currently be in use for the transportation of K-12 school students by the applicants. Grantees must permanently disable an eligible school bus for every new electric school bus acquired through this funding opportunity.

Electric school buses funded through this Program must be purchased new from an original equipment manufacturer (OEM) or OEM-authorized dealer and shall be fully equipped by the manufacturer, or third party at the direction of the manufacturer, to operate on electricity at the time of purchase and registration. Each electric school bus purchased through the Program must be certified/approved by the U.S. EPA¹ and must comply with all federal and safety requirements. Rebuilt school buses, school buses utilizing technologies not available from an OEM and school buses with repowered or remanufactured engines are not eligible for this Program. Applicants selecting electric buses to be funded through this Program should consider features of the vehicle such as:

- EVSE requirements
- Vehicle size
- Battery configuration
- Options for heating the bus interior during cold weather
- Warranty, maintenance schedule
- Training programs for operations/maintenance

1.13 Project Costs

Eligible project costs include:

- The cost of the replacement electric bus including all accessories that are legally necessary for the operation of that vehicle as a school bus or, by approval in the contract agreement, that were on the bus being replaced and for which the case can be made that they are necessary equipment
- Costs related to the acquisition and installation of associated EVSE required for the project

The following project costs are not eligible:

- Project management, engineering and personnel costs;
- The cost of ancillary equipment not included on the vehicle being replaced and not necessary for the lawful operation of the school bus;

¹ <https://www.epa.gov/vehicle-and-engine-certification/certification-heavy-duty-hd-commercial-trucks-and-buses-and-onroad>

- Salary and benefits, including for project management and engineering that are a part of the project;
- Special signage or logos on the buses;
- Vehicle registration fees;
- Scrappage fees

1.14 Match Requirement

Grantees must provide a minimum forty (40) percent match for these projects. Eligible match includes:

- Grantee expenditures toward the cost of the electric school bus;
- Grantee expenditures for onsite EVSE that is to be used for the charging of electric buses acquired under this proposal.

Section 2. Background Information

There are approximately 850 Class 4 or larger (greater than 14,000 lbs.) school buses in New Hampshire, of which about 90 percent are diesel powered. Exposure to diesel exhaust can exacerbate respiratory conditions such as asthma and bronchitis and can cause lung damage and even premature death. Children are especially susceptible to the negative impacts of diesel exhaust because their respiratory systems are not fully developed and they breathe faster than adults. Replacing older diesel school buses with electric school buses will reduce emissions of nitrogen oxide (NOx) and diesel particulates.

This Program advances the goal of New Hampshire's VW Mitigation Plan goal to "alleviate excess nitrogen oxide emissions caused by the VW violations through implementation of cost-effective projects in all regions of the state". This request for proposals also addresses additional goals of the Mitigation Plan to: 1) maximize air quality benefits beyond just nitrogen oxide reductions; 2) replace publically-owned vehicles and save taxpayers money through lower operating and maintenance costs and 3) support the use of zero emission and near-zero emission vehicles throughout the state.

This program has also been designed to provide information concerning the feasibility of electric school buses and EVSE operating under a full range of weather and terrain conditions. It is hoped that this program will also result in the introduction of electric school bus technology to New Hampshire communities.

Section 3. General Conditions

In addition to the specific scope of work that will be executed by contract between OSI and the selected applicants, all applicants must agree to the following if selected for funding:

- The applicant must provide timely responses to OSI or their designee in order to enable development and approval of a contractual agreement in a timely manner.
- The replacement electric school bus must be of the same vehicle class as the original school bus, operate in the same manner over similar routes as the replaced school bus.
- The project proposal must include details of the EVSE infrastructure to be used to charge the bus purchased through the grant.

- Recipients must provide OSI with the following information on the bus to be replaced immediately upon notification of funding approval:
 - Annual miles driven
 - Annual fuel use and fuel type
 - Annual idling hours
 - Vehicle Identification Number (VIN)
 - Engine Model Year
 - Gross Vehicle Weight Rating (GVWR)
 - Vehicle Class
 - Engine Manufacturer
 - Engine Serial Number
 - Description of routes or typical use

- The replaced school bus shall be taken out of service no later than 15 days following the placement into service of the electric school bus.
- The replaced school bus will be scrapped within 90 days from the date the electric school bus is put in to service.
- Recipients shall use the electric school bus in normal service for a period of no less than five (5) years. In the event that recipients sell or surplus the replacement electric school bus within five years of the effective date of the contract, recipients shall be required to reimburse the State of New Hampshire as specified in the contract.
- Recipients must register the replacement electric school bus in accordance with New Hampshire law; maintain the replacement electric school bus in accordance with manufacturer recommendations; not make modifications on the replacement electric school bus or engine and, make the electric school bus and related documents (including maintenance records) available for follow-up inspection for five years from date of grant approval, if requested by OSI or their designee.
- Recipients must scrap the school bus being replaced or render it permanently disabled by creating a minimum 3" diameter hole in the engine block and cutting the chassis rail in half. Representatives of DES or OSI shall be allowed the opportunity to witness the destruction of the school bus engine and chassis with a two week (minimum) advance notice of the event.
- Recipients must submit Project Status Reports as specified in the contract agreement that will include, but not necessarily be limited to the amount of electricity used during the reporting period; the number of miles the vehicle was used in the reporting period; and the estimated amount of idling experienced in the reporting period.

Section 4. Proposal Requirements

Proposals must follow the format and provide the information in Appendix A of this Request for Proposals.

Proposals must be delivered to the attention of the designated Contact Person specified in Section 1.3 of this RFP by the data and time specified in Section 1.4.

Failure to provide all required information by the date and time specified will result in the disqualification of the proposal.

Project cost information related to purchase and installation of appropriate EVSE should also include consideration of charging strategies necessary to achieve cost-effectiveness. Additional considerations may include managed charging, demand charge costs as well as the training and equipment

maintenance costs. Proposals should include the steps taken by the applicant to reach out to affected utilities to determine the feasibility of the project from an electric infrastructure and supply perspective.

Project cost information should also include a plan which demonstrates the financial viability of the proposed project, the purchase schedule and the anticipated payback (expected period of time to recover the cost of the applicant's anticipated investment, likely to be achieved through fuel and/or vehicle maintenance savings).

Section 5. Proposal Evaluation and Award

Applications will be evaluated based on:

- Emissions reductions (NO_x, PM and CO₂) calculated by NHDES based on total fuel use and mileage.
- The cost effectiveness of the project in dollars per ton of pollutant.
- The applicants' proposed plan to showcase the electric school buses to demonstrate their ability to meet the needs of the school and their reduced emissions.
- The extent to which the project specifically reduces the exposure of students to harmful air pollutants.
- The extent to which this award will benefit a community or communities that are economically disadvantaged.
- The extent to which this award will benefit a community or communities that are disproportionately impacted by air pollution.
- Whether the project will result in the establishment of new accessible EVSE facilities benefiting the community.
- How the school district(s) is complying with RSA 200:48² relative to the development and implementation of a plan to reduce exposure of students to harmful air pollution.
- The extent to which the applicant is able to demonstrate it possesses adequate fleet/transportation staff or resources for operation and maintenance and that all personnel involved in the project are supportive of electric school bus deployment.

Section 6. Rights Reserved

OSI reserves the right to cancel or extend the RFP process at any time. OSI also reserves the right to reject any and all submissions in response to this RFP and to waive formalities if doing so is in the best interests of the New Hampshire Environmental Mitigation Trust agreement. Invoices submitted for reimbursement under the resulting contract shall be sufficiently specific to allow OSI to evaluate charges billed for eligibility and consistency with this request and subsequent contract.

² RSA 200:48 Air Quality in Schools. – The school board of each school district shall develop and implement a policy governing air quality in schools. The policy shall address methods of minimizing or eliminating emissions from buses, cars, delivery vehicles, maintenance vehicles, and other motorized vehicles used for transportation on school property taking into account the state anti-idling and clean air zone policies established by the department of environmental services.

APPENDIX A – PROJECT PROPOSAL FORM

All project applications shall provide the information required in this section. A copy of this application form is available at the following site <https://www.nh.gov/osi/energy/programs/vw-trust-funding.htm>. Applicants may either utilize that application form or create their own form that contains the same required information in the same order. Any questions regarding technical information to be included in the application should be submitted in writing to:

Tim White, Supervisor
Mobile Source Section
New Hampshire Department of Environmental Services
29 Hazen Drive, PO Box 95
Concord, NH 03302-0095
Timothy.White@des.nh.gov



New Hampshire VW Environmental Mitigation Trust Electric School Bus Replacement Program PROJECT PROPOSAL FORM

New Hampshire Office of Strategic Initiatives (OSI) and New Hampshire Department of Environmental Services (NHDES) requests proposals for the replacement of diesel school buses with electric school buses. The following information is required for consideration. Incomplete submissions will be disqualified.

Project Applicant (name of entity):		
Contact Name:		Phone:
Address:		
Town:	State/ZIP:	Email:
Project Location:		Project Partners (if any):
Percentage of operation of school bus in NH (based on hours of operation or miles traveled):		Is applicant a Government Entity or is use of school bus under a contract with a Government Entity?
<p>Please provide a brief narrative describing how and where the existing school bus is used, including travel location (e.g., operates entirely within ____ School District) or routes (e.g., daily trips/mileage within school district, special trips). Please indicate any sensitive receptors other than schools (i.e hospitals, nursing homes, other (please describe) that are impacted by the operation of the current school bus:</p>		

Total Vehicle Cost:	
Total EVSE Cost:	
Total Project Cost:	
Detailed Cost Proposal	Attach separate sheet(s)

Please provide specific information about your project in the applicable section below. This information can also be submitted using an alternative document or format. Please include all of the required information.

Existing School Bus Vehicle Information	
Number of School Buses	
Vehicle Weight Class	
Make/Model	
Model Year	
Average miles traveled per year	
Gallons of fuel used per year and fuel type	
Idling Hours per year	
Proposed Fuel Type	

New Electric School Bus Vehicle Information	
Number of School Buses	
Vehicle Weight Class	
Make/Model	
Model Year	
Engine Emissions Certification Level (Tier Level)	
Horsepower	
Battery Specifications	

Please provide the details of a financial plan to ensure the viability of the project.

Please provide details on the EVSE infrastructure that will be used to charge the new electric school buses purchased through this grant.

Please describe how the school district(s) being served by the proposed alternative fuel buses has complied with RSA 200:48 relative to the development and implementation of a plan to reduce exposure of students to harmful air pollution.

Please indicate any additional benefits this project will have on the community or environment.

Will your project positively impact an economically disadvantaged community or population or a community disproportionately impacted by air pollution? If so, please explain how.

Policies for
 First/Second Read/Adoption/Deletion
**SB Meeting of
 July 10, 2019**

Title	Code
Policies for First Read	
Policies for Second Read/Adoption	
Library & Instructional Materials Selections & Reconsideration	IJL
Facilities Use	KF
Policies for Deletion/Replacement	
Reconsideration of Instructional Materials & Procedure	KEC & R
Complaints Concerning School Library & Instructional Materials & Procedure	KLB & R
Confidentiality of Library Records	IIACA
Library Media Collection: Library Bill of Rights	IIAC-E
Selection of Instructional Materials	IIA
Selection of Library and Instructional Materials	IIAB
Library Media Collection Development Policy	IIAC
Instructional Resources	IJ

As a reference the June 12, 2019 policy minutes are attached to this packet.

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Library and Instructional Materials Selection and Reconsideration Policy

Part 1: Selection of Instructional Materials and Library Resources

I. Objectives

The Oyster River Cooperative School Board recognizes its responsibility for all matters related to the District schools. The responsibility for the selection and coordination of instructional matters and other resources are delegated to the professional trained personnel employed by the school District in this capacity.

Instructional materials are selected by the school district to implement, enrich, and support the educational program. Materials will serve both the breadth of the curriculum and the needs and interests of the faculty and students. The district is obligated to provide a wide range of materials on all levels of difficulty and in a variety of formats, with diversity of appeal, and representing the presentation of many different points of view.

The objective of the Library is to make available to students and faculty a collection of materials that will enrich and support the curriculum and meet the needs and interests of the students and faculty served.

II. Responsibility for Selection

While the selection of materials involves many people including administrators, teachers, students, and community residents, the responsibility for coordinating and recommending the selection and purchase of library media materials rests with the Librarian. The responsibility for selecting instructional materials rests with the professional staff.

III. Criteria for Selection

The following general selection criteria will be used for the selection of library and instructional materials, including electronic, print, and non-print resources, as they apply:

1. Instructional materials and library resources shall support and be consistent with the general educational goals of the state and the district, and the aims and objectives of ORCSD and specific courses.
2. Instructional materials and library resources shall be chosen to enrich and support the curriculum and the personal needs and interests of users.
3. Instructional materials and library resources shall meet high standards of quality in:
 - Enrichment and support of the curriculum department
 - Accurate and unbiased depiction of the diversity and pluralistic nature of society
 - Matching the appropriate skill levels of students
 - Contribution to the curriculum and the educational goals of the school
 - Relevance to the interests of students and faculty
 - Reviews found in standard selection sources
 - Recommendations based on a preview examination of materials by professional personnel, adults with special expertise, or students

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- Reputation and significance of the author, producer, and publisher
 - Currency or timeliness of material
 - Contribution to a breadth and diversity of representative viewpoints on controversial issues
 - Contribution to multicultural and pluralistic awareness
 - High degree of potential user appeal
 - Quality, durability, and variety of format
 - Suitability of format and appearance for intended use
 - Value commensurate with cost and/or need
4. Instructional materials and library resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning style, and social development of the students for whom the materials are selected.
 5. Instructional materials and library resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.
 6. Instructional materials and library resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.

IV. Selection of Learning Sources

In selecting materials for use, staff members will evaluate the materials and may consult reputable balanced critical assessments, review journals, specialists and/or professionally trained personnel employed by the School District. With the materials used in group instruction, school staff will pay particular attention to the experience and needs of their students in preparatory and follow-up activities.

- In selecting instructional materials and library resources, the Librarian or other professional staff members will evaluate available resources and curriculum needs and will consult reputable, professionally recognized reviewing periodicals, standard catalogs, and other selection aids to help guide the selection.
- Recommendations for purchase may involve administrators, teachers, students, parents, and community members, as appropriate.
- Gift materials shall be judged by the criteria outlined in this policy and shall be accepted or rejected by those criteria.
- Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

V. Position on Intellectual Freedom

This school subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association's *Library Bill of Rights*, a copy of which is appended to, and made a part of, this policy statement [Appendix A]. In the event that library or instructional materials are questioned, the principles of intellectual freedom shall be defended.

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Part 2: Procedures for Dealing with Challenged Materials

I. Statement of Policy

Despite the quality of the selection process, any parent/legal guardian or student may formally challenge instructional materials and library resources used in the school's educational program on the basis of appropriateness. The procedure concerning challenged materials is outlined below. Its purpose is to provide for a hearing with appropriate action, within the context of the principles of freedom of information, the student's right to access information, and the professional responsibility and integrity of the school faculty. No materials shall be removed from ORCSD before the process of review is completed.

II. Preliminary Complaint Request

Upon receiving a complaint:

1. The librarian [or Principal, or other appropriate staff member] shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
2. The librarian [or other appropriate staff member] shall explain the particular place the questioned resource occupies in the educational program, its intended usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
3. If the questioner wishes to file a formal challenge, a copy of the *ORCSD School Library and Instructional Materials Selection and Reconsideration Policy* and a *Request for the Reconsideration of Instructional Materials and Library Resources* form [Appendix C] shall be emailed to the party concerned by the library media director, along with a letter to the complainant [Appendix D].

III. Request for Formal Reconsideration

A) Preliminary Procedures

1. The questioner must read or review the material in question in its entirety.
2. ORCSD will keep on hand and make available the *Request for Reconsideration of Instructional Materials and Library Resources* forms [Appendix C]. All formal objections to instructional materials and library resources must be made on these forms.
3. *The Request for Reconsideration of Instructional Materials and Library Resources* form shall be completed and signed by the questioner before further consideration will be given. The form shall be filed with the principal. If the form is not completed and returned, it shall be assumed that the questioner no longer wishes to file a formal complaint [as stated in the letter to complainant, [Appendix D].]

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4. The superintendent shall be informed of the formal complaint received.
5. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.

B) The Reconsideration Committee

1. Upon receipt of a request for the reconsideration of Instructional Materials and Library Resources, [Appendix C] the reconsideration committee shall arrange to meet within twenty working days after the complaint is received.

The Librarian will select and chair, with the support from the building principal, a reconsideration committee selected for diversity of opinion and relevant expertise.

The reconsideration committee will consist of:

- o Members of the teaching staff,
 - o A school administrator, appointed by the administrative team
 - o Up to two students, as age appropriate
 - o ~~Up to~~ Two adults, appointed by the Superintendent
 - o [One School Board Member](#)
2. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the *ORCSD School Library and Instructional Materials Selection and Reconsideration Policy*.
 3. The identity of committee members will remain anonymous.

C) Resolution

1. The reconsideration committee shall:
 - a. Examine the challenged resource in its entirety
 - b. Determine professional acceptance by reading critical reviews of the resource
 - c. Weigh values and faults, and form opinions based on the material as a whole rather than on passages or selections taken out of context
 - d. Discuss the challenged resource in the context of the educational program
 - e. Discuss the challenged item with the individual questioner when appropriate
 - f. Prepare a written report
2. The written report shall be discussed with the individual questioner if requested.
3. The librarian shall retain the written report with copies forwarded to the superintendent, and the principal.
4. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the Superintendent whose sole role is to review the process used for consistency but will not supersede the integrity and thoroughness of the final recommendations of the review committee.

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D) Guiding Principles

1. Parent/Legal Guardian or student may raise objection to instructional materials and library resources used in ORCSD educational program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting instructional materials and library resources.
2. The librarian should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to instructional materials and library resources is one granted by policies enacted by the school board.
3. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
4. ORCSD supports the *Library Bill of Rights* and *The Freedom to Read Statement*, adopted by the American Library Association [Appendixes A and B]. When instructional materials and library resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
5. Access to challenged material shall not be restricted during the consideration process.
6. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

[List of Appendix's](#)

[Appendix A – Library Bill of Rights](#)

[Appendix B – The Freedom to Read Statement](#)

[Appendix C – Request for the Reconsideration of Instructional Materials and Library Resources](#)

[Appendix D – Sample Letter to Complainant](#)

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Appendix A

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

© American Library Association Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

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Appendix B

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

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We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters' values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

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The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

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Appendix C

Request for the Reconsideration of Instructional Materials and Library Resources

Request Initiated by: _____

Telephone: _____ Address: _____

Town: _____

Complainant is student parent/guardian of student

Complainant represents: _____ himself/herself

_____ name of group

_____ other: _____

Resource on which you are commenting:

_____ Book _____ Video _____ Other

_____ Magazine _____ CD

_____ Newspaper _____ Website

Author/Producer: _____

Title: _____

Publisher: _____

Please answer the following questions either in the space provided, or on additional pages.

1. Have you been able to discuss this work with the teacher or librarian who ordered it or who used it?

_____ Yes _____ No

2. Did you read the entire book, or view the entire material? If not, which parts?

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3. What do you think is the theme of this book or material?

4. To what in the book/material do you object? Be specific. Cite pages, or passages.

5. Is there anything good about this book/material?

6. What do you feel might be the result of reading this book, or using this material?

7. For what age group would you recommend this book/material?

8. Describe what you understand to be the judgement of this book, or material, by critics.

9. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Date

Signature of Complainant

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Appendix D

Sample Letter to Complainant

Date

Dear:

We appreciate your concern over the use of _____ at
the Oyster River Cooperative School: _____.

The school has developed procedures for selecting materials but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending a copy of Oyster River's *Library and Instructional Materials Selection and Reconsideration Policy*.

If you are still concerned after you review this material, please complete the *Request for the Reconsideration of Learning Resources form* and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks from the date listed above, we will assume you no longer wish to file a formal complaint.

Sincerely,

Librarian

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KF Previously: KG
School Board First/Second Read: November 7, 2012/November 14, 2012 Policy Review: February 4, 2014, August 8, 2018 School Board First/Second Read: March 5, 2014/April 2, 2014 School Board First/Second/Adoption: August 15, 2018 Policy Committee Review: May 8, 2019 & June 12, 2019 School Board First Read: June 19, 2019 School Board Second Read/Adoption: July 10, 2019	Page 1 of 3 Category: Recommended

USE OF SCHOOL BUILDINGS AND FACILITIES

The Oyster River School Board ~~accepts the responsibility for making~~ allows its facilities to be used by available to responsible organizations, associations, and individuals of the community for appropriate civic, cultural, welfare or recreational activities which do not interfere with school activities ~~infringe upon nor interfere with the conduct~~ and is in the best interests of the school system. Authorization to use school facilities does not connote Board endorsement or approval of the activity or of the sponsoring organization/individual.

Policies

The Organization shall ensure that staff, students, and all participants in the PROGRAM shall follow all policies and rules of the Oyster River Cooperative School District to ensure the safety of all participants and the care of the facilities.

The Organization shall further ensure that the PROGRAM is operated in a manner that conforms to the School Board's Policy AC (Nondiscrimination/Equal Opportunity) and permits the School District to meet its obligations under federal and state non-discrimination laws.

The School District Rules can be found in the Parent Student Handbook on the District website under the school tab for each school, and the School Board Policies at:

<http://www.orcsd.org/schoolboard/policies>

Prohibited:

Any activity or organization which:

1. Promulgates any theory or doctrine subversive to the laws of the United States, the State of New Hampshire or any political subdivision thereof.
2. Advocates governmental change by violence.
3. Violates the canons of good morals, manners or taste, or is injurious to the district buildings, grounds or equipment.
4. Is in conflict with school activities or programs or policies.
5. Raises funds for any purpose except as permitted by board policy or special action of the board.
6. Is discriminatory.

Granting of Approval:

The Superintendent of schools or designee is authorized to approve and arrange for scheduling the use of school facilities by applicants satisfying the above requirements.

~~Right is reserved by T~~ the board ~~Board~~ authorizes the Superintendent to revoke any such permit, without liability, should such action be deemed necessary or desirable.

Applicants may be required to submit an explanatory statement declaring that to the best of their knowledge the projected use is within the general policy and is not in violation of prohibited activities noted above.

Fees:

The Board will approve a schedule of fees for use of school facilities. The Superintendent or designee(s) may grant waivers of fee payment in exceptional cases. The Board intends that recognized parent volunteer groups, such as PTO's, will not be charged fees for use of facilities that have approval of the building Principal and Business Administrator. Fee schedule will be reviewed as part of the annual budget process.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KF Previously: KG
School Board First/Second Read: November 7, 2012/November 14, 2012 Policy Review: February 4, 2014, August 8, 2018 School Board First/Second Read: March 5, 2014/April 2, 2014 School Board First/Second/Adoption: August 15, 2018 Policy Committee Review: May 8, 2019 & June 12, 2014 School Board First Read: June 19, 2019 School Board Second Read/Adoption: July 10, 2019	Page 2 of 3

USE OF SCHOOL BUILDINGS AND FACILITIES (continued)

Certificates of Insurance:

Each application for school rental will include a certificate of insurance for general liability and property damage, the coverage to be as recommended by the district's insurance carrier. ~~The Superintendent or designee(s) may grant waivers of certificate of insurance in exceptional cases. The Organization shall maintain workers compensation insurance as required by state law. The organization shall provide the Board with proof of insurance upon request.~~ The Oyster River Cooperative School District shall be listed on the certificate ~~as and named as an~~ additional ~~named~~ insured. ~~The Superintendent or designee(s) may grant waivers of certificate of insurance in exceptional cases, and shall not cause such policy to be terminated or materially changed without giving the Board at least 10 days' prior written notice.~~

Damages:

Anyone submitting an application for the rental of school property must assume responsibility for the proper use of the facility and for the conduct of all attending the event. As a condition for permission to use the facility the user must indemnify the school district from any claims which might arise from the use. If any school district property is lost or damaged during usage, the amount of loss or damage will be determined by the superintendent of schools, and a bill for damages (both labor and materials) will be mailed to the applicant of record, who accepts responsibility for payment of damages as a condition for permission to use the facility. In addition, the Superintendent or designee may require the submission of a deposit in advance to cover any potential loss or damage to school district property.

Complaints:

1. If an incident occurs that could be viewed as a violation of district policy or procedure, the district will be informed. ORCSD reserves the right to examine the incident and determine if it impacts further facilities use.
2. Every effort will be made to resolve the issue at the lowest level.
3. Complaints that result in investigations of violation of district policies will be conducted by independent third parties at the expense of the group using ORCSD Facilities.

Indemnification:

The organization agrees to defend, indemnify and hold harmless ORCSD for any claims, liability, or damages, arising out of the Organization's use of space under this Agreement.

Insurance:

~~During the term of this Agreement the Organization shall maintain in effect a policy of general public liability insurance with limits of at least \$1,000,000 for bodily injury (per occurrence) and \$1,000,000 for property damage (per occurrence) the Organization shall cause the Oyster River School to be named as additionally insured on such insurance policy and shall not cause such policy to be terminated or materially changed without giving the Board at least 10 days' prior written notice. The Organization shall maintain workers compensation insurance as required by state law. The Organization shall provide the Board with proof of insurance upon request.~~

Receipts:

Receipts from fees shall be used for facilities maintenance and operation costs.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KF Previously: KG
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Regulations:

Regulations governing this policy shall be posted on the school district web site.

Cross Reference:

- AC- Nondiscrimination/Equal Opportunity
- ACE & R – Nondiscrimination on Basis of Handicap/Disability & Procedure
- GBA – Equal Opportunity Employment
- GBAA & R & 1 – Sexual Harassment – Employee/Staff & Procedure & Report Form
- JBAA & R– Sexual Harassment and Violence -Students & Procedure
- JBAB & R – Transgender and Gender Nonconforming & Procedure
- KF-R Guidelines on the Use of School Facilities
- KF-R1 Building Rental Fees
- JLCF – Wellness Policy
- JL – Soliciting Funds
- KFB – Advertising in Schools

Legal Reference: Military Recruitment in high schools

GUIDELINES ON THE USE OF SCHOOL FACILITIES

Use of facilities, owned and operated by the Oyster River Cooperative School District, is governed by federal and state law and by ORCSD policy KF.

Reservations and Arrangements:

1. All use/rental applications shall be made at least 14 days in advance. Reservations are made on a school year basis unless prior approval received by the Superintendent's office. Applications for facility use/rental are available online at our orcsd.org website under Facilities department.
2. A written permit will be issued to the applicant by the Central office and a copy, along with a copy of the regulations governing use, will be sent to all concerned. No reservation will be made until the application is approved by the principal Superintendent or his/her designee. If a local organization's request is one with regularly occurring dates, approval may be given for the entire schedule providing it is not among the exceptions in the policy, groups paying rental charges takes precedence. Should a conflict occur because of a school activity, the right is reserved to cancel the permission granted and to arrange a date and time for rescheduling. If a space is reserved, it is with the understanding that it will be used. Any space reserved for an "on hold" basis, must have prior approval by the facilities office.
- 2.3. For all sports/athletic events, the District will establish an open request window by seasonal activities. Any request changes need to be shared with the Athletics Director. The organization that has requested the facility is responsible to inform the District if they do not plan to use the approved space.
- 3.4. The applicant and the organization shall be held responsible for the proper use of the facility, for the conduct of the persons attending and shall see to it that the activities are confined to the areas requested and hours agreed on the application. In the event that property loss or damage is incurred during such use or occupancy of district facilities, the amount of damage shall be decided by the Facilities office or designee and a bill for damages will be presented to the group using or occupying the facilities during the time loss or damage was sustained.
- 4.5. All applicants for use of district facilities shall hold the Oyster River Cooperative School District free and without harm, from any loss or damage liability or expense that may arise during or be caused in any way by such use or occupancy of district facilities. Individuals requesting to use a facility for non-school event must execute an Oyster River Release of All claims prior to receiving permission to use the facility. Forms for release will be made available by the Facilities office to requesting parties.
- 5.6. Users of school facilities must assume responsibility for the safety and protection of the participants, audience, and workmen to the extent required by law. The applicant shall be required to provide Commercial General Liability to use school facilities by providing a written certificate of insurance proving liability coverage and property damage insurance totaling \$1,000,000/\$1,000,000 with the Oyster River Cooperative School District listed on the certificate as an additional named insured.
- 6.7. Rental payment checks should be made payable to the Oyster River Cooperative School District. Payment must be received at the District Central Office at least ten days prior to the event. If payment is not made by this date the Facilities office or designee has the authority to cancel the applicant's contract.
- 7.8. Any additional expenses incurred during the event i.e., custodial, security, media, kitchen help or any other expenses will be billed within two (2) weeks after completion of rental. Payment of services will be expected within thirty days from billing date.
- 8.9. Anyone considering renting school facilities and wishing to take measurements or survey the area shall contact the Facilities office to make prior arrangements.
- 9.10. Rain date reservation requests will need prior approval of the Facilities Office. ORCSD reserves the right to charge custodial costs and rental fees even if the rain date goes unused.

USER RESPONSIBILITIES AND GUIDELINES ON THE USE OF SCHOOL FACILITIES

Regulations Governing the Use of Facilities:

Persons or organizations violating these regulations may forfeit their rights to further use of school facilities. Sponsoring organizations shall provide sufficient competent adult supervision that has the authority to sign the written agreement and is responsible to the organization seeking permission to use the school facilities. The responsibility for the enforcement and communication of these regulations shall rest with the person(s) or organizations(s) using the facilities. The staff member in charge should ascertain that users are aware of policy and regulations governing use of school facilities.

1. Bring your signed forms or confirmation sheet with you to all practice, activities and games. Please give a copy of this sheet to the person who will be on site for the planned activity.
2. A member of the school staff (administrator, teacher, ~~school board member~~, custodian, coach, assistant coach, aide, maintenance person) or an authorized program leader (coach, assistant coach, activity director/coordinator) must be present while a school facility is being used. Any organization using school facilities must agree to the assignment of custodial/supervisory personnel for continuous duty during the time stated on the application. Custodian(s) assigned to cover the events(s) will be responsible for locking and unlocking the facility; turning house lights on and off; security; and cleaning any debris left by the renting organization. The rate shall be established by the School Committee.
3. Organizations sponsoring events requiring police and/or traffic control are responsible for making all arrangements for such services directly with the police department. Any time a room, hall or facility is to be used to more than half of its rated capacity, the local police and fire departments must be notified prior to the reservation's being confirmed. Notification is the responsibility of the group or individual renting the school facility. If this is not complied with, the school district reserves the right to cancel the contracted rental agreement. Payments for these services should be made directly to the police/fire department.
4. When schools have been closed because of inclement weather, the facilities will be closed for all use. There is no parking in any of the school parking lots during or after storms for safety, plowing and sand/salting purposes. The schools do not assume the responsibility of contacting groups when such closures occur. School closures will be posted on our website. ORCSD reserves the right to tow any unauthorized vehicle at the vehicle owner's expense.

Weekend/After Hours Events: The District reserves the right to cancel these events in case of an emergency, inclement weather, power outages or any additional unforeseen circumstances. The schools do not assume the responsibility of contacting groups when such closures occur.

5. If a school kitchen facility is included in a rental, the rental must be approved by the District Food Service Director. Use of kitchen facilities requires the presence of designated cafeteria personnel. The kitchen area must remain under the direct control of the cafeteria manager because of the expensive equipment, food supplies and rigid sanitation requirements. The rate shall be established by the School Committee.
6. Only facilities explicitly contracted for in the written agreement may be used for an activity.
7. No school building or facility shall be used for any purpose which could result in rioting, disturbing the peace or damage to property or for any purpose prohibited by law.
8. Users have the responsibility for maintaining aisles, doorways and exits free and clear of all obstructions to permit unimpeded emergency access. Users may not construct sets or add decorations unless the materials used can be documented as meeting fire safety code requirements.
9. Users are responsible for emergency evacuation of buildings and publicly announcing the provisions of that plan including the locations of the emergency exits to the attending public prior to the commencement of any activity.

10. Any activity which requires special equipment, a rearrangement of school furnishings, or decorations attached to any building surface, must have the written approval from the school principal prior to scheduling the event. Please show respect for the facility with proper care, usage and respectful language.
11. Consumption of all beverages and food is prohibited in the ORHS gymnasium and auditorium and the ORMS gymnasiums and auditorium. Designated area: Cafeteria
12. Concessions need to be pre-approved.
13. Use of alcoholic beverages, drugs, tobacco products, profane language, or gambling in any form is strictly prohibited on school property. The use/possession/selling of drugs or other controlled substances on school district property is against federal and state laws. Any person who violates this section shall be guilty of a violation and notwithstanding RSA 651:2 shall be punished by a fine. The Oyster River School Board strongly supports all efforts by law enforcement officials to eliminate drugs in schools.
14. Individuals and/or groups renting school district property must clean the area rented and clear it of their belongings by the end of the scheduled reservation time at least 1 hour prior to the next scheduled event. Oyster River Cooperative School District reserves the right to remove or discard any items left behind at renter's expense.
15. There shall be no changes in the lighting arrangement unless prior permission has been granted by the technical director. Under no conditions shall there be any tampering with light controls.
16. Pianos shall not be moved without prior permission of the principal. The cost of tuning the piano for an event will be the responsibility of the renter. Pianos must be returned to the condition it was in prior to the event.
17. The possession of firearms or other weapons on school district property is prohibited.
18. Rental contracts are made with the person(s) or organization listed on the application only. The subletting of school facilities is prohibited.
19. Users who have permission to enter the building on weekends or during school breaks are responsible for the activation/deactivation of school alarm systems and accept full responsibility as a result of their negligence.
20. The use of school parking facilities in conjunction with a school facility rental is strictly on a first come - first served basis. Regular school business always takes precedence. At no time, may fire lanes and emergency exits, or handicapped parking spaces and entrances, be blocked by vehicles. Vehicles are not permitted on athletic fields or grass areas at any time. Illegal parking may result in vehicles receiving tickets, warning tags or towing at the vehicles owner's expense. Parking in marked spaces only.
21. Non-profit groups requesting a waiver shall complete a waiver form. All waivers of fees shall require a review and demonstration of financial need.
22. Table placement at district events shall not be set up as to interrupt the normal flow of pedestrian traffic into or out of an event. Must comply with fire aisles - 6' outside theater door.

Fields

1. At times, conditions of the high school fields may warrant closure. When this occurs, all activities for field use will be cancelled. Groups will be notified of closure as soon as possible.

Gym/Auditorium

1. No objects are to be fastened to or dragged across the gymnasium or auditorium floor.
2. No tape shall be applied to the gymnasium floor, walls, or bleachers.
3. Preliminary reservations requests will be accepted until June 15th for the following school year. The schedule will be confirmed during the last week in June, or after the school district calendar has been

approved by the school board. The schedule will be finalized in early July, after which additional reservation requests will be accepted and scheduled if the requested dates are available.

4. Gymnasium systems (bleachers, floor protective tarps, scoreboard, adjusting basketball hoops, operating divider curtains, sound system, floor protective covering) can only be operated by individuals approved by the Oyster River School District. Fees are set by the school committee.
5. Auditorium systems (stage rigging, lighting, audio & video) can only be operated by individuals approved by the Oyster River School District. Fees are set by the school committee.
6. Typically for non-theatrical events the auditorium may only be reserved for the day of the event. For theatrical productions, the auditorium may be reserved for a period of one week concluding the night of the final performance. Exceptions to this will be considered depending on the nature of the event, and demand on the auditorium.
7. All equipment, props, etc., owned by the renting organization must be removed from the premises the evening of the last performance, unless other arrangements have been made with the facilities office. Storage space in the auditorium is extremely limited and only available while the auditorium is reserved by the renting organization (for a theatrical production the load in would be no earlier than one week before the final performance unless other arrangements have been made in advance through the Facilities office).
8. The availability of auditorium equipment and systems for any particular use is subject to the approval of the School Principal and Technical Director.
9. Food, beverages and other items may be sold in the ticket booth/concession stand but are not permitted in the seating area.
10. Props, backdrops, etc. may only be hung in a safe manner according to the intended use of stage rigging and sets. No objects are to be fastened to the stage curtains. No objects are to be hung from the sprinkler pipes. No objects are to be fastened to the stage floor or walls. The Theater Technician in conjunction with the Facilities Director has authority to ensure the safety of all scenery, props, equipment, etc., and to require the removal of the unsafe material or modifications to satisfy safety needs as determined by the Technical Director.
11. Only gaffers or spike tapes, supplied by ORCSD, or Glow tape approved by the Theater Technician shall be applied to the stage floor. No other tape (masking or duct) shall be used. Duct tape will not be allowed in the gym/auditorium at any time. Painting of any kind must be approved by the Facility Director and may not occur on the stage.

Time Limits

During a school day, ~~permission for the~~ use of facilities may not be granted ~~until before~~ **3:0030 P.M.** and may not extend beyond **10:00 P.M.** All facilities must be cleared within thirty minutes of closing time indicated on the application. For weekend and holidays, facility use will be granted between the hours of 7 A.M. to 10 P.M.

Cancellation:

Request for cancellation must be received at least 24 hours in advance (weekend events 48 hours) of agreed upon starting time. Failure to cancel shall obligate the applicant to pay the custodial/auditorium tech service fees and any other expenses incurred. Cancellations can be made by contacting the Facilities Office. Verification of cancellation must be acknowledged by a Facilities staff member.

Cancellation of permission to use school facilities may be ordered by the Superintendent or his/her designee ~~and/or Oyster River School Committee~~ whenever such action is deemed in the best interest of the school district. As much notice as possible will be granted. (Reminder: Postponement of school events may cause sudden change in use of facilities.)

Fees for Use of School Facilities – {Excluding High School Athletic Turf Field & Track}

A schedule of fees shall be published before the beginning of each school year.

GROUPS

No fee for the use of school facilities will be charged for activities sponsored by the following:

A. In-House/School District

1. The individual schools or school districts.
2. School related organizations (PTO, Teachers' Guild, etc.).

No fee other than insurance costs for the use of school facilities will be charged for activities sponsored by the categories listed below. This assumes that school personnel are on hand during the time the building is in use. If school personnel are needed during times outside normal work schedules, the cost of these personnel shall be borne by the user. Such cost shall be published before the beginning of the school year. The cost of any non-school personnel shall also be borne by the user.

B. Community/Municipality

- 1. Oyster River community youth recreation programs
- Youth groups (ORYA, Boy/Girl Scouts, 4-H, etc.).
- 2. Community service organizations (Lee Historical Society, Red Cross, League of Women Voters, etc.).
- 3. Local government (elections, town meetings, budget hearings, etc.).

The following groups will be charged a custodial, equipment, and/or room rental fee at a rate set by the School Board District.

A. Outside Groups/Non-profit (proof may be required 501(c)3 Certificate of Tax Exemption)

1. Any group that does not fall in the above listed category and any groups not sponsored by the Oyster River School District.

B. Outside Groups for Profit

C. Afterschool Care

1. Programs approved for school use will be charged \$200 per month for usage of Multipurpose Room

D. All groups including community-based programs, will be charged to use the Turf and Track area.

Fees for Use of High School Athletic Turf Field & Track

The only group that will not be charges for use of the Athletic Turf Field & Track will be the athletic activities of the Oyster River Cooperative School District.

All other activities will need to be assessed individually based on use of the track, field and lights to determine an appropriate cost.

Rental Use Priorities

If there is a conflict in the scheduling of events in school facilities, consideration will be given in the following order:

1. Use for Oyster River School District student activities.
2. ORCSD Community Town Governmental business {voting, public hearing, deliberative sessions}
1. Use for Oyster River student activities.
- 2.3. Use for youth of the Oyster River communitiesy Town Recreation Programs.
4. Use for Programs serving the youth of the Oyster River communitiesy recreational programs.
- 3.5. Programs serving the Oyster River adult community's recreational programs.

- ~~4. Use for educational, cultural, civic and/or governmental programs.~~
- ~~5.6. All other acceptable uses.~~

In the event there are 2 competing organizations requesting the same time and space, the following criteria will be used:

Priority order:

- 1. Non-ability based serving highest percent number of ORCSD – open participation
- 2. Ability based servicing highest percent number of ORCSD – select participation

The organization must furnish their ORCSD resident registration percentages numbers by sport and town.

It is understood that the District maintains control of its facilities. Requested times are subject to District approval based on the judgement of the Athletic Director.

Community Emergencies

The Board recognizes the role of the school facilities in times of community emergencies and will make suitable facilities available to such recognized agencies as the Red Cross and Civil Defense. Such needs supersede any and all rental arrangements.

I have read and understand the Oyster River School District's "Use of School Facilities and Guidelines" and agree to the terms and conditions stated in the policy.

Typed/Print Name: _____ Signature & Date _____

Cross Reference:

AC- Nondiscrimination/Equal Opportunity

ACE & R – Nondiscrimination on Basis of Handicap/Disability & Procedure

GBA – Equal Opportunity Employment

GBAA & R & 1 – Sexual Harassment – Employee/Staff & Procedure & Report Form

JBAA & R– Sexual Harassment and Violence -Students & Procedure

JBAB & R – Transgender and Gender Nonconforming & Procedure

KF-Use of Buildings and Facilities

KF-R1 – Building Rental Fees

JLCF - Wellness

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT **KF-R1**
BUILDING/GROUNDS RENTAL FEES - Revised September 10, 2018/April 4, 2019/May 8,2019

	<u>STAFF FEES:</u>	<u>HS Gymnasium Capacity</u>
Custodial Fee	\$40.00 per hr. minimum charge 3 hrs.	Bleachers closed no furnisher 1729
Kitchen Fee	\$40.00 per hr. minimum charge 3 hrs.	Bleachers closed chairs only 1153
Auditorium Tech Fee	\$50.00 per hr. minimum charge 3 hrs.	Bleachers closed table&chairs 808
Application Fee	\$25 per event	Bleachers 672
	<u>AUDIO/VISUAL FEES:</u>	
Audio/Visual	\$20.00 per day	Bleachers open & chairs 907
Piano	\$50.00 per day	Bleachers open table & chairs 636
Tables and Chairs	\$10 per table \$1 per chair	
Gym Floor Cover Tarp	\$800 per set up and breakdown	

<u>MOHARIMET SCHOOL</u>	<u>SEATING CAPACITY</u>	<u>SCHOOL RENTAL FEE/DAY</u>		<u>ORCSD</u>	<u>Parent[^]</u>
		<u>Outside Groups Non Profit</u>	<u>Outside Group For Profit</u>	<u>Community Non-Profit</u>	<u>Tutoring</u>
Cafeteria/Stage	298 (seating only set ups) 147 chairs allowec	\$125	\$200		
Gym	518 (seating only set ups) 357 chairs allowec	\$200	\$500		
Cafe/Gym combined space	816 - 504 chairs				
Kitchen		\$75	\$100		
East Commons	50	\$75	\$150		
West Commons	50	\$75	\$150		
Library	44	\$100	\$200		
Classroom	30	\$50	\$100		\$25
Sports Field		\$20/hr*	\$75/hr*		
		*(Minimum 1 Hour) *(Minimum 1 Hour)			
<u>MAST WAY SCHOOL</u>					
Multi-Purpose Room/Stage	250(lecture style)134(with tables/chairs)	\$200	\$500		
Cafeteria	225(lecture style)170(with tables/chairs)	\$125	\$200		
Kitchen		\$75	\$100		
North Commons	40	\$75	\$150		
Library	44	\$100	\$200		
Classroom	30	\$50	\$100		\$25
Sports Field		\$20/hr*	\$75/hr*		
		*(Minimum 1 Hour) *(Minimum 1 Hour)			
<u>MIDDLE SCHOOL</u>					
Gymnasium	1170(w/o bleachers)550(with tables/chairs)	\$250	\$650		
Cafeteria/Stage	428(lecture style)200(with tables/chairs)	\$125	\$200		
Kitchen		\$75	\$100		
Multi-Purpose Room/Stage	336(lecture style)174(with tables/chairs)	\$225	\$500		
Library	64	\$100	\$200		
Classroom	30	\$50	\$100		\$25
Softball Field		\$175/hr*	\$400/hr*		
		*(Minimum 1 Hour) *(Minimum 1 Hour)			
<u>HIGH SCHOOL</u>	Audio/Visual systems are included in Auditorium but notice must be given at time of reservation.				
Auditorium/stage & Music Rm	524 seats with 6 spots for wheelchairs	\$350	\$850		
Gymnasium	PLEASE SEE BOX ABOVE	\$350	\$750		
Multipurpose Room/Stage	242 (tables& Chairs) 519 (Lecture style)	\$225	\$500		
Locker Rooms		\$50	\$50		
Cafeteria	428 (lecture style) 200 (with tables/chairs)	\$125	\$200		
Kitchen		\$75	\$100		
Library	64	\$100	\$200		
Music Room	40	\$125	\$225		
Classroom	30	\$50	\$100		\$25
HS Athletic Turf Field & Track		\$150/hr*	\$300/hr*	\$150/hr	
- Lights {Additional Fee}		\$75.00/hr		\$75/hr	
Baseball Field		\$125/hr*	\$250/hr*		
Softball Field		\$125/hr*	\$250/hr*		
Tennis Courts		\$75/hr*	\$150/hr*		

ORCSD Community Non Profit Yearly Flat Fee: TO BE ESTABLISHED

* A minimum of one hour will be charged for all of these locations

IRS Tax Exempt Certificate may be required to substantiate non-profit.

[^]Insurance Provided by private provider

When there are two events held: one in the afternoon and one in the evening - a separate fee is charged for each event, providing there is an admission fee charged for each event.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KEC
School Board First Read: January 18, 2012 School Board Second Read/Adoption: February 1, 2012 School Board First Read: July 17, 2013 School Board Second Read/Adoption: August 14, 2013 Deleted by School Board: July 10, 2019	Page 1 of 1 Category: Recommended

Reconsideration of Instructional Materials

~~Persons not in agreement with the Oyster River Cooperative School District on its selection of books or other instructional material and who wish a particular book or material to be reviewed must submit to the Principal a "Request for Reconsideration of Instructional Materials." The request forms are available at the school office.~~

~~The Principal, upon receipt of a "Request for Reconsideration" will acknowledge receipt to the complainant and list anticipated steps to be taken. The Principal will then notify the Book Review Committee and schedule meetings necessary to review the complaint and to write a report.~~

~~The final report will be forwarded to the complainant and the Superintendent of Schools whose decision is final—~~

~~Cross Reference: — KEC-R Reconsideration of Instructional Materials
————— IHAM&R – Reconsideration of Instructional Materials~~

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KEC-R
School Board First Read: January 18, 2011 School Board Second Read/Adoption: February 1, 2012 Deleted by School Board: July 10, 2019	Page 1 of 2

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Persons not in agreement with the Oyster River Cooperative School on its selection of books and who wish a particular book to be reviewed must submit to the Principal a "Request for Reconsideration of Instructional Materials." The request forms are available at the school office.

The Principal, upon receipt of a "Request for Reconsideration" will acknowledge receipt to the complainant and list anticipated steps to be taken. The Principal will then notify the Book Review Committee, and schedule meetings necessary to review the complaint and write a report.

The final report will be forwarded to the complainant and the Superintendent of Schools. If the complainant is dissatisfied, the next step is to submit their request to the Superintendent of Schools for action. If the complainant does not accept the Superintendent's decision, the complainant may request a review by the School Board, whose decision will be final.

During the investigation the book will remain in use unless the Book Selection Committee desires to remove or restrict the book until a final decision is made.

Required Reading

Author _____ Textbook _____

Title _____ Hardcover _____

Publisher _____ Paperback _____

Request initiated by _____ Selected Reading _____

Address _____ Hardcover _____

Telephone _____ Paperback _____

Complainant represents _____

Media Presentation

Himself _____ Record _____

Organization _____

Film name _____

Film Strip _____

Other group _____

Slides name _____

1. To what particular contents do you object? Please be specific; cite pages if possible. _____

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KEC-R
School Board First Read: January 18, 2011 School Board Second Read/Adoption: February 1, 2012 Deleted by School Board: July 10, 2019	Page 2 of 2

2. What of value is there in this work? _____

3. What do you feel might be the result of reading (viewing) this work?—

4. For what age group would you recommend this work?—

5. Did you read (view) the entire work? _____

If not, what pages or sections? _____

6. Are you aware of the judgment of this work by critics? _____

7. Are you aware of the instructional purpose for using this work?—

8. What do you believe is the theme or purpose of this work?

9. What would you prefer the school do about this work?

_____ Do not assign or recommend it to my child.

_____ Withdraw it from all students.

_____ Re-evaluate it.

10. What work of equal value would you recommend to replace the one you question?—

(Signature of Complainant) _____ Date: _____

Cross Reference: _____ KEC Reconsideration of Instructional Materials

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KLB
Date of Adoption: August 1972 Date of Revision: August 20, 1997 Deleted by School Board: July 10, 2019	Page 1 of 1

~~COMPLAINTS CONCERNING SCHOOL LIBRARY AND INSTRUCTIONAL MATERIALS~~

~~It is recognized that opinions differ concerning appropriateness of library and instructional materials. Occasionally an individual or group may find materials used in the schools in conflict with their views.~~

~~The administration shall establish procedures for handling any such complaints when they are received.~~

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KLB-R
Date of Adoption: August 1972 Dates of Revision: August 20, 1997, April 3, 2002 <u>Deleted by School Board: July 10, 2019</u>	Page 1 of 3

~~COMPLAINTS CONCERNING SCHOOL LIBRARY AND INSTRUCTIONAL MATERIALS~~

~~The following procedures have been established to provide a system for receiving, considering, and acting upon written complaints regarding library and instructional materials used by the school district.~~

~~LIBRARY MATERIALS~~

~~The Oyster River School District's libraries maintain collections to support the educational mission of our schools. The policy for selection of materials is defined by the Library Media Collection Development Policy (IAC) which supports the freedom to read and the professional responsibilities of the school staff. It is recognized that opinions differ concerning appropriateness of library materials. Occasionally an individual or group may find materials used in the schools in conflict with their views. The following procedures have been established to provide a system for receiving, considering, and acting upon written complaints regarding library materials used by the school district.~~

- ~~— 1. — Any complaints concerning library material should be reported to the building principal who will inform and consult with the certified library media personnel regarding the complaint.~~
- ~~— 2. — The principal or the certified library media personnel will contact the complainant to discuss the problem. The philosophy and goals of the school district and the library media center will be explained at this time.~~
- ~~— 3. — If the complaint is not resolved at this level, the complainant will be supplied a packet of materials consisting of the district's instructional goals and objectives. The Library Media Collection Development Policy (IAC) statement and the procedure for handling objections. This packet will also include the Oyster River School District Request for Review of Library Materials which must be completed and returned before formal review of the complaint can begin.~~
- ~~— 4. — If the Request for Review of Library Materials has not been received by the principal within two weeks, the issue will be considered closed.~~

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KLB-R
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~~COMPLAINTS CONCERNING SCHOOL LIBRARY AND INSTRUCTIONAL MATERIALS~~

~~LIBRARY MATERIALS (continued)~~

- ~~5. The building principal will acknowledge the receipt of a completed Request for Review and will assemble a review committee of five (or more) members consisting of him or her self, the certified library media personnel, one or more classroom teacher(s) and other appropriate individuals.~~
- ~~6. An individual student may be excused from using challenged materials after the parent or guardian has presented a written complaint.~~
- ~~7. In accordance with the statement of philosophy, no questioned materials shall be removed from the school library media center until the review committee has rendered a decision.~~
- ~~8. The review committee shall consider: the educational mission of the school district; the Media Collection Development Policy (IIAC); the professional opinions of other librarians or teachers and of other competent authorities; reviews of the materials by reputable bodies; the librarian's stated reason for selecting the materials; the objectives for having or using the materials; and the objections of the complainants in its deliberation.~~
- ~~9. The principal will notify the complainant in writing of the committee's decision and the reasoning behind it. A written report and recommendation will be sent to the superintendent. The principal will take appropriate action.~~
- ~~10. The decision of the review committee may be appealed to the superintendent.~~

~~(Adapted from Henry Reichman's *Censorship and Selection*, a joint publication of the American Association of School Administrators and the American Library Association, 1988.)~~

~~INSTRUCTIONAL MATERIALS~~

~~All complaints regarding curricular or alternative instructional materials must be presented in writing to the building principal and will include the name of the author, title, publisher, and the objections by pages and items, or, in case of materials other than printed material, written information specifying the precise nature of the objection shall be given. The statement must be signed and identified in such a way that a proper reply will be possible.~~

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COMPLAINTS CONCERNING SCHOOL LIBRARY AND INSTRUCTIONAL MATERIALS

INSTRUCTIONAL MATERIALS (continued)

~~When a complaint is received by a principal, the principal will acknowledge the receipt of the complaint and answer any questions regarding the procedure. The principal will then notify the assistant superintendent for instruction and the teachers involved. The assistant superintendent for instruction will determine whether the complaint should be considered an individual request or if a building or district level review committee should be activated to evaluate the material.~~

~~An individual student may be excused from using challenged materials after the parent or guardian has presented the written complaint. The teacher will then assign the student alternate materials of equal merit.~~

~~The *building level review committee* shall be under the direction of the assistant superintendent for instruction and composed of the building principal and four or more members selected by him/her from school or district personnel directly concerned.~~

~~The *district level review committee* shall be under the direction of the superintendent and composed of the assistant superintendent for instruction and five or more members selected by him/her from the administrative and instructional areas directly concerned.~~

~~The use of challenged materials by class, school or district shall not be restricted until final disposition has been made by the appropriate review committee, but individuals may be excused from using challenged materials.~~

~~In deliberation of challenged materials, the review committee shall consider:~~

- ~~—— the educational philosophy of the school district;~~
- ~~—— the professional opinions of other teachers of the same subject, and of other competent authorities;~~
- ~~—— reviews of the materials by reputable bodies;~~
- ~~—— the teacher's own stated objectives in using the material;~~
- ~~—— the objectives in having or using the materials; and~~
- ~~—— the objections of the complaints.~~

~~The findings of the committee shall be a matter of written record and transmitted to the superintendent and the assistant superintendent for instruction who will determine how interested parties shall be notified.~~

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IIACA
Date of Adoption: June 20, 1997 Second May 2, 2012 <u>Deleted by School Board: July 10, 2019</u>	Page 1 of 1

CONFIDENTIALITY OF LIBRARY RECORDS

~~The Oyster River School District respects the right of privacy of its students and staff in their use of library resources. The School Board endorses the AASL Statement of Confidentiality of Library Records. The practices of the school library media centers conform to the requirements of RSA 91-A which states that library user records are exempted from public records available for public inspection.~~

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IIAC-E
Date of Adoption: October 17, 1979 Date of Revision: June 4, 1997 Second Read School Board: May 2, 2012 <u>Deleted by School Board: July 10, 2019</u>	Page 1 of 6

LIBRARY MEDIA COLLECTION

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their service.

- 1. — Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- 2. — Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- 3. — Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- 4. — Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- 5. — A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- 6. — Libraries which make exhibit spaces and meeting rooms available to the public they serve should make facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted 6/18/48; amended 2/2/61 and 1/23/80 by the ALA Council.

**ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL
LIBRARY MEDIA PROGRAM: AN INTERPRETATION OF
THE LIBRARY BILL OF RIGHTS**

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively.

Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society. School library media professionals cooperate with other individuals in building collections of resources appropriate to the development and maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.

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LIBRARY MEDIA COLLECTION

While English is by history and tradition the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear. Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limited the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by the persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted 7/2/86; amended 1/10/90, by the ALA Council

THE FREEDOM TO READ

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

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We trust Americans to recognize propaganda and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressure leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

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We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority. Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.
2. Publishers, librarians and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic view as a standard for determining what books should be published or circulated. Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.
3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author. A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.
4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression. To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. There are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.
5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous. The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

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6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.
- It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves that they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.
7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.
- The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity and the enlargement of their service to society requires of all publishers and librarians the utmost of their faculties and deserve of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Adopted 6/25/53; revised 1/28/72, 1/16/91 by the ALA Council and the AAP Freedom to Read Committee.

This statement was originally issued in May 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

A Joint Statement by: American Library Association & Association of American Publishers.

Subsequently endorsed by:

American Booksellers Association; American Booksellers Foundation for Free Expression; American Civil Liberties Union; American Federation of Teachers-AFL-CIO; Anti-defamation League of B'nai B'rith; Association of American University Presses; Children's Book Council; Freedom to Read Foundation; International Reading Association; Thomas Jefferson Center for the Protection of Free Expression; National Association of College Stores; National Council of Teachers of English; P.E.N.— American Center; People for the American Way; Periodical and Book Association of America; Sex Information and Education Council of the U.S.; Society of Professional Journalist; Women's National Book Association; YMCA of the U.S.A.

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~~CONFIDENTIALITY OF LIBRARY RECORDS~~

~~The members of the American Library Association,* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs or services, are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide recourse for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.~~

~~Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library records adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their state. Efforts must be made within reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.~~

~~With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.~~

~~*ALA policy 52.4, 54.16~~

~~American Association of School Librarians, American Library Association~~

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Date of Adoption: September 21, 1988 Date of Revision: May 1, 1996 <u>Deleted by School Board: July 10, 2019</u>	Page 1 of 1

SELECTION OF INSTRUCTIONAL MATERIALS

~~Textbooks and other instructional materials shall be selected by the appropriate certified personnel and approved by the principal who recommends the materials to the superintendent. The superintendent shall determine procedures by which instructional materials shall be selected and for approving budget allocations for their purchase.~~

Selection of Textbooks

~~Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook programs shall be chosen:~~

- ~~—○— To advance the educational objectives of the school system and particular objectives of the course or program;~~
- ~~—○— To contribute toward continuity, integration, and articulation of the curriculum;~~
- ~~—○— To establish a general framework for the particular course or program.~~

~~Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.~~

~~Although many points must be examined, the board directs the staff to be particularly mindful of the following considerations:~~

- ~~—1)— The needs of all learners, including slow learners and exceptionally able, must be provided for.~~
- ~~—2)— Insofar as possible, multiethnic materials which depict a pluralistic society should be selected.~~
- ~~—3)— Attention should be given sex roles depicted in the materials.~~
- ~~—4)— The textbook, or textbook program, should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences. (Is there indication that the program seeks to confine instructional materials to those of the particular publisher?)~~
- ~~—5)— If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.~~

~~Because textbooks are selected for several year's use, special attention shall be given their physical characteristics, durability, format, and price.~~

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IIAB
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SELECTION OF LIBRARY AND INSTRUCTIONAL MATERIALS

STATEMENT OF POLICY

The policy of the Oyster River School District is to provide a wide range of library and instructional materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

OBJECTIVES OF SELECTION

- a) For the purposes of this statement of policy, the term "library and instructional materials" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Library and instructional materials include textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, machine-readable data files, maps, microfilms, models, motion pictures, periodicals, pictures, regalia, slides, sound recordings, transparencies, and videocassettes, or similar materials.
- b) The primary objective of library and instructional materials is to support, enrich, and help implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.
- c) To this end, the school board affirms that it is the responsibility of its professional staff:
 - 1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
 - 2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
 - 3. To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;
 - 4. To provide materials representative of the many religious, ethnic, and cultural groups that contribute to our national heritage and the world community;
 - 5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

RESPONSIBILITY FOR SELECTION OF LIBRARY AND INSTRUCTIONAL MATERIALS

- a) The school board delegates the responsibility for the selection of library and instructional materials to the professional staff employed by the school system, and declares that selections made shall be held to have been made by the Oyster River School Board.

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~~b) While selection of library and instructional materials involves many people (administrators, teachers, students, community persons, resource center personnel) the responsibility for coordinating the selection of school library and instructional materials and making the recommendation for purchase rests with the principal and professional personnel.~~

~~CRITERIA FOR SELECTION OF LIBRARY AND INSTRUCTIONAL MATERIALS~~

~~a) The following criteria will be used as they apply:~~

- ~~1. Library and instructional materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.~~
- ~~2. Library and instructional materials shall be chosen to enrich and support the curriculum and the personal needs of users.~~
- ~~3. Library and instructional materials shall meet high standards of quality in:~~
 - ~~artistic quality and/or literary style~~
 - ~~authenticity~~
 - ~~educational significance~~
 - ~~factual content~~
 - ~~physical format~~
 - ~~presentation~~
 - ~~readability~~
 - ~~technical quality~~
- ~~4. Library and instructional materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.~~
- ~~5. Library and instructional materials shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.~~
- ~~6. Library and instructional materials shall provide information on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis.~~

~~b) The selection of library and instructional materials on controversial issues will be directed toward maintaining a balanced collection representing various views.~~

~~Library and instructional materials shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.~~

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PROCEDURES FOR SELECTION OF LIBRARY AND INSTRUCTIONAL MATERIALS

a) ~~In selecting library and instructional materials, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. Among sources to be consulted are:~~

1. ~~Examples of some bibliographies (latest edition available, including supplements):~~
~~*American Film & Video Association Evaluations; American Historical Fiction; Basic Book Collection for Elementary Grades; Basic Book Collection for Junior High Schools; The Best in Children's Books; Booklist; Children and Books; Children's Catalog; Elementary School Library Collection; European Historical Fiction and Biography; Guide to Sources in Educational Media; Junior High School Catalog; Library Journal; Reference Books for School Libraries; Subject Guide to Children's Books in Print; Subject Index to Books for Intermediate Grades; Subject Index to Books for Primary Grades; Westinghouse Learning Directory,*~~
~~and as a part of the vertical file index, other special bibliographies, many of which have been prepared by educational organizations for particular subject matter areas.~~

2. ~~Examples of some current reviewing media:~~
~~*AASA Science Books and Films; Bulletin of the Center for Children's Books; Horn Book; Kirkus Reviews; Booklist; Library Journal; AFVA Evaluations; School Library Journal.*~~
~~—Other sources will be consulted, as appropriate. Whenever possible, the actual resource will be examined.~~

~~b) Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.~~

~~c) Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.~~

~~d) Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.~~

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Date of Adoption: September 21, 1988 Date of Revision: June 4, 1997 Second Read School Board: May 2, 2012 <u>Deleted by School Board: July 10, 2019</u>	Page 1 of 1

LIBRARY MEDIA COLLECTION DEVELOPMENT POLICY

The primary objective of the school library media centers is to implement, enrich, and support the educational program of the schools. Materials must serve both the breadth of the curriculum and the needs and interests of individual students, faculty, and staff. It is the obligation of the school library media centers to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view. To this end, principle must be placed above personal opinion and reason above prejudice in selecting resources of the highest quality and appropriateness.

The Oyster River School District subscribes to the "Library Bill of Rights," "Freedom to Read," "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights," and the "Statement of Intellectual Freedom." The mission of the Oyster River library media programs reflects the principles set forth in *Information Power: Guidelines for School Library Media Programs* [ALA and AECT, 1988]. This document is the nationally accepted standard by which library media programs are developed.

The responsibility for the selection of library media resources is delegated to the professionally trained personnel employed by the school district. It is essential that the selection of resources reflect the thought and consideration of administration, faculty, students, parents, and interested community members. The final decisions for selection of library media resources rest with the certified library media personnel.

School library media collections include a wide range of formats and technological delivery systems. In developing school library media collections, the certified library media personnel shall choose resources which:

- _____ meet the needs of the individual school based on knowledge of the curriculum and the interests of its students, faculty, and staff;
- _____ stimulate and support intellectual and social growth, literary appreciation, aesthetic values, and ethical standards;
- _____ provide a balanced collection reflecting diversity in points of view and in treatment of controversial issues; meet criteria such as factual accuracy, timeliness, variety of format, and appropriateness to level of user; and
- _____ take advantage of emerging technologies.

In order to maintain a current and highly usable collection of materials, the library media specialist shall provide for continuing renewal of the collection, not only by addition of up-to-date materials, but by the judicious elimination of materials which no longer meet needs or find use. Gifts to the library may be accepted if they meet the criteria established for the selection of all instructional materials.

See policy KLB and regulations KLB-R entitled *Complaints Concerning School Library and Instructional Materials* for the process and procedure for handling challenged materials.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IJ
Date of Adoption: September 21, 1988 - Date of Revision: 5/1/96, 6/21/06 Date of Code Revision Adoption: 6/16/10 - Review Policy Committee: 9/10/14 First Read School Board: September 17, 2014 Second Read/Adoption School Board: October 1, 2014 Policy Committee Review: December 12, 2018 School Board First Read: December 19, 2018 School Board Second Read/Adoption: January 2, 2019 Deleted by School Board: July 10, 2019	Page 1 of 1 Category: Recommended

INSTRUCTIONAL RESOURCES

The Oyster River School Board expects that the superintendent will establish procedures to ensure that all instructional materials will be selected based on their ability to provide quality learning experiences for students in that they:

- 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 judgments;
- Present opposing sides of controversial issues;
- Represent the many religious, ethnic, and cultural groups that contribute to our American heritage;
- Are current;
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society; and
- Match the appropriate skill levels of pupils.

All selected materials will fit within the District's vision and mission statement as defined in the District's strategic plan.

The superintendent will engage administrators and teachers to select instructional materials from a variety of media, including, but not limited to, books, online/internet materials, equipment, newspapers, other media, and instructional technologies. Selection of such materials should be made only after a determination that such materials are developmentally and age appropriate, provide quality learning experiences, and fit within the District's educational goals and philosophies.

Each school shall provide instructional resources, including those available online or through interlibrary loan, which provide instruction in:

- a. Accessing information efficiently and effectively;
- b. Evaluating information and sources critically and competently;
- c. Citing sources and not plagiarizing;
- d. Using information accurately and creatively;
- e. Pursuing information related to personal interests;
- f. Appreciating literature and other creative expressions of information;
- g. Striving for excellence in information seeking and knowledge generation;
- h. Recognizing the importance of information to a democratic society;
- i. Practicing ethical behavior in regard to information and information technology; and
- j. Participating effectively in groups to pursue and generate information.

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

Legal References:

- NH Code of Administrative Rules, Section Ed 306.08, Instructional Resources
- NH Code of Administrative Rules, Section Ed 306.141(a)(4), Instructional Materials and Resources

Policy Committee Meeting Minutes

Wednesday, June 12, 2019 @ 3:30 PM

Attendees: Denise Day, Brian Cisneros, Kenny Rotner, James Morse, Todd Allen

Visitors: Sue Caswell, Suzanne Tomaszewski

Denise called the meeting to order at 3:30 PM.

Dr Morse asked if we could move policy IJL – Library and Instructional Materials Selection and Reconsideration to the first item on the agenda. Denise agreed.

This policy was thoroughly reviewed and revised by the District Librarians using several versions from our comparable districts, as well the NHSBA's version. Adoption of this policy will also encompass many of the existing policies that the district currently has which will result in deletion of said policies.

Suzanne Tomaszewski from Mast Way represented the Librarians at this meeting. She discussed the different processes that are currently followed in elementary, middle school, and high school.

Minor Changes to this policy are needed and this is ready for a first read by the Board.

Policy KF, Procedure KF-R and KF-R1 revisions were made and the committee reviewed the changes. The policy had a word change, additional language added for a change in responsibility from Board to Superintendent and consolidation of insurance language into one paragraph and is ready for first read.

Procedure KF-R Guidelines require a change in responsibility from the principal to Superintendent or designee and #3 on page 5 delete the word community and capitalize Town Recreation Programs.

Policy JLCF – Wellness Policy – Todd explained that the revisions to this policy was to breakout the procedure portions and create a streamlined policy and creating an “R” document with the remaining information. Board questions were asked, and it was decided that one additional policy meeting would be held in July to review just the Wellness Policy.

No additional questions or comments.

Meeting ended at 4:25 PM – Next meeting July 31, 2019 {Wellness only}

Respectfully submitted,
Wendy L. DiFrusco for
Superintendent Morse