

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

Policy Committee Meeting

February 8, 2024 3:30 PM

SAU - Conference Room

Agenda

- I. Call to Order
 - IMC – Controversial Topics, Speakers and Programs
 - Created Procedure
 - IJL – Library and Instructional Materials Selection and Reconsideration
 - GCI – Professional Staff Development Opportunities
 - GCK – Staff Assignment and Transfer
 - GCM – Professional Staff Work Load
- II. Review of suggested policies and procedures

Next Regular Meeting: March 14, 2024

Upcoming Policies for review: [In alphabetical order for listing only]

- GBEA – Staff Ethics/Employee Conflict of Interest
- GBEF – School District Internet Access for Staff
- GBGD – Worker’s Compensation Temporary Alternative Work Program
- GCCBC – Family and Medical Leave Act
- GCNA – Supervision of Instructional Staff
- GCO – Teacher Performance and Evaluation System
- GCR – Non-School Employment by Professional Staff Members
- GDO – Evaluation of Support Staff
- GDM – Non-Certified Support Staff Development Opportunities
- JEC – Manifest Educational Hardship ({Current – consolidated into JCA -Change of Class or School Assignment, Best Interest and Manifest Hardship})
- JICH – Drug and Alcohol Use and Possession by Students

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IMC
Date of Adoption: October 3, 2007 Code/Title Revision to PC: August 17, 2010 SB First Read: October 6, 2010 SB Second Read & Adoption: October 20, 2010 Policy Committee Review: 11/09/23, 12/14/23 and 02/08/24	Previously: IMB Page 1 of 1 Category: Recommended

CONTROVERSIAL TOPICS, SPEAKERS AND PROGRAMS

[Oyster River Cooperative School District](#) Students are exposed to a wide range of issues, information, ideas and values at school, at home and in the community. Particular issues may be controversial because of differing political, religious, moral or ethical beliefs. In the context of the educational program and approved curricula, the Board supports discussion of controversial issues in an atmosphere that promotes learning, [critical thinking](#) and respect for the beliefs of others.

To promote appropriate and fair consideration of controversial issues in the instructional setting, the Board expects the following principles to be followed:

- ~~1. Discussion of controversial issues shall be appropriate to the age, grade and maturity of the students involved.~~
- ~~2. Discussion of a controversial issue may take place as part of the approved curriculum and for educational purposes. The educator must be knowledgeable about the issue and serve as a facilitator to ensure that points of view are presented in a civil manner. In the capacity as facilitator, it is the educator's responsibility to identify various points of view on an issue, and to make certain that differing opinions are treated with respect.~~
- ~~3. Students shall be given the opportunity to understand different/opposing sides of an issue and to use classroom discussion to formulate their own views. Students shall also be provided with appropriate instructional materials and opportunities to research and study the issue.~~
- ~~4. Educators shall not use the classroom as a forum to advance their personal views or proselytize, but are not prohibited from expressing their own views for legitimate pedagogical purposes.~~
- ~~5. Outside speakers on controversial issues must be approved in advance by the building administrator. When outside speakers are used, reasonable efforts should be made to expose students to speakers on more than one side of the issue. If this is not possible, educators are responsible for providing appropriate information regarding differing points of view on the issue. The teacher/sponsor and principal are expected to exercise judgment in selecting proposed guest speakers.~~
- ~~6. [Students shall be taught to think critically, how to differentiate fact from opinion and how to evaluate the reliability of sources.](#)~~

Cross Reference:

- [AC - Nondiscrimination/Equal Opportunity](#)
- [ACE - Nondiscrimination on Basis of Handicap/Disability](#)
- [GBI - Staff Participation in Political Activities](#)
- IB: Academic Freedom

[Legal Reference:](#)

- [RSA 193:40 Prohibition on Teaching Discrimination](#)

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Date of Adoption: October 3, 2007 Previously: IMB Code/Title Revision to PC: August 17, 2010 SB First Read: October 6, 2010 SB Second Read & Adoption: October 20, 2010 Policy Committee Review: 11/9/23, 12/14/23 and 2/8/24	Page 1 of 1 Category: Recommended

CONTROVERSIAL TOPICS, SPEAKERS AND PROGRAMS - Procedure

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2. Discussion of a controversial issue may take place as part of the approved curriculum and for educational purposes. The educator must be knowledgeable about the issue and serve as a facilitator to ensure that points of view are presented in a civil manner. In the capacity as facilitator, it is the educator's responsibility to identify various points of view on an issue, and to ~~make certain~~ ensure that differing opinions are treated with respect and not demean students based on their identities in the classroom.
3. Students shall be given the opportunity to understand different/opposing various sides of an issue and ~~to~~ use in classroom discussion and resources to formulate their own ~~views judgements~~. Students shall also be provided with appropriate instructional materials and opportunities to research and study the issue.
4. Educators shall not use the classroom as a forum to advance their personal views or proselytize, but are not prohibited from expressing their own views for legitimate pedagogical purposes.
5. Outside speakers on controversial issues must be approved in advance by the building administrator. When outside speakers are used, reasonable efforts should be made to expose students to speakers on more than one side of the issue. If this is not possible, educators are responsible for providing appropriate information regarding differing alternative points of view on the issue. The teacher/sponsor and principal are expected to exercise judgment in selecting proposed guest speakers.

6. Educators shall teach students to think critically, how to differentiate fact from opinion and how to evaluate the reliability of sources.

Cross Reference:

[AC – Nondiscrimination/Equal Opportunity](#)

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OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IJL
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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 Two to six members of the teaching staff,
 - o A school administrator, appointed by the administrative team
 - o Up to two students, as age appropriate
 - o Two adults, not employees of the District, 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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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

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Date of Adoption: October 12, 1988 Previous: GCL Code and Title Change Adopted School Board: May 2, 2012 Reviewed March 2013 Policy Committee Policy Committee Review: 12/14/23 and 02/08/24	Page 1 of 1 Category: Recommended

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The Oyster River School Board directs the Superintendent to oversee and implement staff development.

The purpose of staff development is to improve the learning experiences of students. The professional educator sees education as a lifelong process and recognizes [his/her/their](#) own obligation to plan for self-improvement, thereby enriching the learning experiences of students. The philosophy of staff development in the Oyster River Cooperative School District is part of the total educational plan of the district, and every effort will be made to be fiscally prudent in selecting professional development opportunities.

In compliance with the New Hampshire staff development design requirements of continuing professional growth for all licensed staff, the school district shall submit to the State Department of Education a five-year master plan which adheres to criteria specified by the State Board of Education. The district's staff development master plan is designed to respond to the different and changing needs of the district, schools, and professionals. The quality of activity will be stressed and varied means for professional growth will be encouraged. All educational personnel shall participate in the school district's plan for professional growth.

Cross References:

- Certification Standards for Educational Personnel in New Hampshire: Staff Development and Recertification (Section VII). New Hampshire State Board of Education, July 1, 1981.
- District Staff Development Master Plan (July 1, [2013,2019](#) to June 30, ~~2018~~)[2024](#). School Administrative Unit #5, Oyster River Cooperative School District, June 30, ~~2012-2018~~-(State Board approved TBD)

Policy GCI: Professional Staff Development Opportunities

Category: Recommended

A program of in-service training will be established to provide an opportunity for the continuous professional and technical growth of the professional staff.

Staff members will become knowledgeable regarding new developments and changes in their specialized fields, and will utilize new and improved methods in practice.

It shall be the responsibility of the Superintendent to implement appropriate staff development training and activities.

Funding is available for teachers to engage in professional improvement activities that will enhance their teaching skills and provide a better learning environment for students.

To that end, this policy and corresponding regulations are intended to address matters related to teacher professional improvement that are not directly stated in the pertinent collective bargaining agreement. The board recognizes that the collective bargaining agreement will take precedence over any provision of this policy that may be contrary to the language of the collective bargaining agreement.

Lodging/Travel Expenses

The District will only pay lodging/travel expenses for workshops, seminars and conferences that require traveling [X miles] or more from the school.

The rate for mileage reimbursement to and from workshops, seminars and conferences will be the standard IRS rate.

The per diem rate for meals not included in a workshop, seminar or conference package shall not exceed [\$X.XX] per day.

Receipts must be provided for reimbursement up to the maximum amount and must be itemized. Alcoholic beverages will not be reimbursed.

All efforts should be made when attending seminars, workshops or conferences to select those in New Hampshire or contiguous states. When travel outside of the region is necessary, additional justification of the positive impact attending this conference will have upon the District may be required. Exceptions would be presenting at a national conference, or receiving an award or recognition at a national conference. In any case, attendance at any workshop, seminar or conference requires the approval of the Superintendent.

Equipment Ownership and Possession

When an approved workshop, seminar or conference includes in their total cost any "gift" or

provision of technology equipment with a value of [insert dollar amount here] or more, that equipment becomes and remains the property of School District and should be reported for inventory to the Technology Supervisor. "Technology equipment" means, but is not limited to, computers, tablets, cell phones, smart phones, iPads, iPod Touches, laptop computers, desktop computers and/or any other similar device or apparatus.

Although the equipment is on "permanent loan" to the teacher, it is expected that it the equipment will be located at the school during school working hours.

In the event that an employee leaves the District and is in possession of technology equipment that is the property of the District purchased with grant funds, the item shall remain at the District.

If the technology equipment was purchased with District funds, and the employee is leaving after having the item "on loan" for one (1) year, the item will remain within the custody and possession of the District.

If the technology equipment was purchased with District funds, and the employee is leaving after having the item "on loan" for (2) two years, the employee may purchase the equipment from the District, pending administrative approval, for 75% of the purchase price.

If the technology equipment was purchased with District funds, and the employee is leaving after having the item "on loan" for three (3) years, the employee may purchase the equipment from the District, pending administrative approval, for 50% of the purchase price, or a price negotiated as adjusted for reasonable depreciation.

If the technology equipment was purchased with District funds, and the employee is leaving after having the item "on loan" for four (4) years, ownership of the equipment may transfer to the employee, pending administrative approval.

In no event may a teacher attend a like or similar course or workshop that had been previously attended without the direct authorization of the Superintendent. If permission is granted due to the changed content of the course or workshop and a second piece of technology equipment is gotten, the first piece of technology equipment shall be returned from loan for distribution in the school.

Recertification costs and fees

Teachers may use professional improvement moneys to pay for recertification costs and fees.

Appeals

The Superintendent shall exercise judgment under the provisions of this policy and said judgment shall be subject to direct appeal to the School Board. The School Board's decision shall be final and not subject to grievance, unless specifically authorized by the pertinent collective bargaining agreement.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCK
Date of Adoption: September 1971 Previously: GCI Code/Title Change for School Board: Adopted May 2, 2012 School Board First Read: March 20, 2013 School Board Second Read/Adoption: September 18, 2013 Policy Committee Review: December 14, 2023 & 02/08/24	Page 1 of 1 Category: Optional

STAFF ASSIGNMENT AND TRANSFERS

The Oyster River Cooperative School District staff shall be assigned to particular school buildings by the Superintendent within the limits of contractual agreement. Reassignment may be made when, in the judgment of the superintendent, such reassignment or transfer is for the good of the school system. Staff may apply for reassignment through their principals, but the decision of the Superintendent is final.

Policy GCK: Professional Staff Assignments and Transfers

Category: Optional

The assignment and/or transfer of all instructional personnel will be upon the approval of the Board following the recommendation of the Superintendent. All such assignments and/or transfers will be in the best interest of the Schools in keeping with the training and experience of the personnel.

The responsibilities and duties of all instructional personnel will be established by the Superintendent in conjunction with the Principal.

Note: Assignment may be subject to specific terms of the Collective Bargaining Agreements.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCM
Date of Adoption: September 1971 Previously: GCK Code and Title Change Adopted School Board: May 2, 2012 Policy Committee Review: October 12, 2016 – NO CHANGE Policy Committee Review: February 8, 2024	Page 1 of 1 Category: Optional

PROFESSIONAL STAFF WORKLOAD

The Oyster River School Board recognizes that a teacher's responsibility to [his/her/their](#) students and [his/her/their](#) profession generally entails the performance of duties and expenditures of time beyond the regular work day but that time and work schedules can and should be established applicable to teachers during the course of their employment. To this end, the following circumstances beyond the control of the school system in the administration of this contract.

Work Day

1. Subject to extenuating circumstances, every teacher shall be in [his or her/their](#) school building and available for duty before the beginning of each school day at the time designated by the building administrator.
2. Each teacher shall be in [his/her/their](#) school building and available for duty after the closing of school for a period of time which shall be sufficient to take care of those details which usually are connected with the closing of the daily session, such period of time to be designated by the building administrator.
- ~~3. Special teachers and special project teachers shall observe the same working hours as teachers of same level, i.e., elementary school, middle school, high school.~~