

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

Policy Committee Meeting

January 11, 2017 3:30 – 5:00

Central Office

Agenda

- I. Call to Order
- II. Policy Changes for Review from Requested Feedback

- KD & R- School District Social Media Websites
- IHBH & R, R1, R2 – Extended Learning Opportunities
- IHBI – Alternative Learning Plan
- IKAA – Interdisciplinary Credit Toward Graduation
- IKF – Graduation
- ILBAA – High School Graduation Competencies
- IMBD – High School Credit for 7/8 Grade Advanced Coursework
- IMBC & R – Alternative Credit Options

RE-REVIEW BEFORE
SECOND READ/
ADOPTION AT SCHOOL
BOARD MEETING ON
JANUARY 18, 2017

- III. Questions/Discussion

Next Meeting: February 8, 2017

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SCHOOL DISTRICT SOCIAL MEDIA WEBSITES/PLATFORMS

The Oyster River Cooperative School Board recognizes the value of technology, such as social media websites and platforms, in promoting community involvement and collaboration. The purpose of any official District social media website or platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

As such, the Superintendent is authorized to establish social media websites and platforms in furtherance of the District's values, goals, and mission. Such sites and platforms will be considered official District social media sites and platforms. Social media is a term used to describe a set of electronic tools through which users create online communities to share information, ideas, and other content. Social media websites and platforms that have not been authorized by the Superintendent or designee but that contain content related to the District or comments on District operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official District social media platforms.

The Superintendent or designees will establish administrative regulations, guidelines, and/or protocols for official District social media websites and platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

Official District social media websites and platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. These sites and platforms do not create, and are not intended to create, public forums or limited public forums, or otherwise guarantee an individual's right to free speech.

Official social media sites and platforms also provide the School Board a medium to publicize its official position on issues related to the schools such as school building projects, proposed school budgets and public policies affecting the schools. Official social media sites and platforms are outlets for the official message of the Oyster River School District and are not a forum for dissemination of other views. The content of such social media websites and platforms shall remain in the exclusive control of the Oyster River School District, its School Board and designated agents.

Official District social media platforms shall contain content that is appropriate for all audiences. Official District social media websites and platforms may not contain content that is obscene, libelous, or that incites students to undertake and/or creates a danger that students will undertake unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content shall be subject to discipline in accordance with District policies and administrative regulations.

The Superintendent or designees shall ensure that official District social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.

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The Superintendent or designees will ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official District social media platforms.

The District will not require, compel or request that any student provide his/her personal or private social media account information with relation to any District social media website.

Students, parents, staff and members of the public are hereby given notice that the District reserves the right to and will monitor all District social media websites. As such, there is no expectation of privacy for information posted on, sent to or received by the District's social media websites.

The Superintendent or designees shall ensure that copyright laws are not violated in the use of material on official District social media platforms.

Cross Reference:

- GBEF -School District Internet Access for Staff
- GBEB - Staff Conduct with Students
- JICK - Bullying and Cyberbullying
- GBAA - Sexual Harassment - Employee/Staff
- EHB - School Record Retention
- AC - Non-Discrimination/Equal Opportunity
- EGAD - Copyright Compliance
- KD-R - School District Social Media Websites/Platforms - Procedure

Legal Reference:

- RSA 189:70 - Educational Institution Policies on Social Media

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SCHOOL DISTRICT SOCIAL MEDIA WEBSITES/PLATFORMS – GUIDELINES

GENERAL GUIDELINES:

The Oyster River Cooperative School District will **have cause to** monitor its official social media sites and platforms and the content thereon, and may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines. **It is understood that the monitoring of building based social media sites and platforms are the responsibility of the building principal and/or designee for policy compliance.** Without limiting the foregoing, the District reserves the right to remove postings that:

- Are abusive, defamatory, or obscene;
- Are fraudulent, deceptive or misleading;
- Target, disparage, or discriminate on the basis of ethnicity, race, religion, sexual preference, age, sex, or disability;
- Contain spam, advertising, solicitations or include links to other sites;
- Contain confidential information;
- Are in violation of any intellectual property right of another;
- Are in violation of any law or regulation;
- Violate any School District policy; or
- Are otherwise offensive, graphically or in tone.
- Contain complaints about District staff **or students.**

The main page of every official District social media website or platform should indicate it is the "Official page of the Oyster River School District." / **"Official page of the [insert school name]."**

Written parental release(s) is/are required before posting of student photographs in/on official District social media sites and platforms. Posting of photographs or videos of students in violation of any law or regulation is not permitted. Obscene images and videos will not be posted. Release by verified email address with phone or other oral confirmation is acceptable.

- ~~To the extent possible, the content posted on official District social media sites and platforms are preserved and archived using policies and procedures that are consistent with the District's records retention and disposal policies.~~

The content posted on official District social media sites and platforms does not constitute adopted policies or procedures of ORCSD and do not constitute "official" school records.

Endorsements of any product, cause, political party or political candidate are forbidden.

- **Consider including site-specific guidelines. Need to review for technical accuracy**
 - **For example, for Twitter you might include: The District will only follow other Twitter feeds and/or send direct messages to other Twitter accounts with objectives that are consistent with the educational mission of the District. AND/OR The District's Twitter feed will be used for broadcasting purposes only. The District will not respond to a tweet via a "reply."**

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- **For Facebook you might include: The District's Facebook page should be set up as a "fan" page where fans may be permitted to post comments. The page administrator(s) is (are) authorized to block/remove fans and postings from the District's Facebook page where the posts and comments do not support the educational mission of the District. AND/OR All content on the District's Facebook page must relate to education, curriculum, instruction, school-authorized activities and athletics, school or District news or general information relating to work, activities and accomplishments of the District and its staff, as representatives of the District.]**

The privacy settings of the District's Facebook page are managed by the page administrator(s). All posting of comments on the District's Facebook page are at the discretion of the page administrator(s). The page administrator(s) reserve the right to remove or not post any comments at any time, for any reason.

The District should only associate with groups on social media websites and platforms if such groups have objectives that are consistent with the educational mission of the District.

Official District social media sites and platforms are a means to connect to the public. Accordingly, the District will not use such sites and platforms to send direct private messages to individuals. ~~**[Note: Consider whether you need to revise this or eliminate it if staff will be able to send messages directly to students via certain social media platforms used for class purposes.]**~~

Official District social media websites and platforms do not create, and are not intended to create, public forums or limited public forums, or otherwise guarantee an individual's right to free speech.

Official District social media sites must comply with all applicable state and federal confidentiality laws and regulations.

At no time shall personal information about students (such as home address, telephone number, e-mail address, birth date, social security number, etc.) or any other information that is confidential under state or federal law appear on official District social media sites or platforms. Such sites and platforms will not include any information that indicates the physical location of students at any given time, other than attendance at a particular school or participation in school activities.

At no time shall personal information about employees appear on official District social media pages or platforms (including home addresses, home telephone numbers, home email addresses, birth dates, social security numbers, etc.).

Appropriate permission must be obtained before any copyrighted or trademarked material is used on official District social media sites or platforms. No copyrighted material may be reproduced, transmitted or displayed on official District social media sites or platforms without obtaining permission from the copyright owner.

An appropriate copyright notice will appear with all copyrighted material published on official District social media sites and platforms.

Students retain the copyright in materials they create.

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Except for the above exceptions, all official District social media sites and platforms and content on those sites and platforms are the property of and owned by the Oyster River School District.

- Official District social media sites and platforms may not include links to any personal websites of students or employees.
- Official District social media sites and platforms may include links only to websites that have a demonstrated educational or other informational value to students, employees and/or the community, as deemed appropriate by the Superintendent or his/her designee.
- To the extent an official District social media site or platform contains links to third-party websites, the site or platform must include a disclaimer informing users that links are provided as a convenience, and that Oyster River does not endorse these sites or have any responsibility for the content of these sites.
- The District reserves the right to, and will, monitor all official District social media websites and platforms. As such, there is no expectation of privacy for information posted on, sent to or received by the District's social media websites.
- Use of official District social media sites and platforms must comply with law, Board policy, and regulation.

DESIGN AND ACCESSIBILITY:

- The Superintendent or his/her designee shall develop standards for the design and appearance of official District social media sites and platforms. These standards will include appropriate measures to make such sites and platforms accessible to persons with disabilities. School unit information available on the sites and platforms will also be made available to the public in alternative ways upon request.

GUIDELINES FOR STAFF WISHING TO ESTABLISH DISTRICT-RELATED SOCIAL MEDIA SITES OR PLATFORMS:

- Staff setting up social media sites or platforms to communicate with students, parents and/or the community for District- or school-related purposes must inform the Superintendent ~~and/or his/her designee~~ **building principal**, who must review and decide whether or not to approve such sites/platforms. If a site or platform is approved, appropriate means for the District or District-designated administrator to access, review and administer the site must be established (including access to and maintenance of the admin username and login information for the site or platform).
- All staff communicating through social media for District or school-related purposes represent the School District when doing so. All communication with colleagues, students, parents and/or community for District purposes should be professional and age-appropriate, modeling the standards and integrity of a District professional. The same professional expectations apply to using social media as they do in other areas of professional activity within the District.

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- Staff shall adhere to applicable privacy and confidentiality laws (including but not limited to FERPA) and policies when using official District social media sites and platforms. Staff shall carefully review the privacy settings on any social media and networking sites they use as District professionals and exercise care and good judgment when posting content and information. Staff are responsible for the content of any communication they post or send when communicating as employees of the District.
- Staff requesting to set up and use social media sites or platforms for District and education-related purposes may be tasked with being responsible for the content and upkeep of such site(s) or platform(s), including dismantling the site/platform when no longer in use.

Cross Reference:

KD - School District Social Media Websites/Platforms

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHBH
Drafts to Policy Committee: 3/9/16, 9/14/16, 10/26/16 School Board First Read: November 2, 2016 School Board Second Read/Adoption: January 4, 2017	Page 1 of 3 Category: Recommended

EXTENDED LEARNING OPPORTUNITIES

Purpose

The [Oyster River Cooperative School](#) Board encourages students to pursue Extended Learning Opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology, ~~contingent upon~~ [enhances student opportunity above and beyond](#) available support and resources. Extended Learning Opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to engage in Extended Learning Opportunities that are engaging and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies, and incorporate ORHS 21st Century Learning Expectations.

Extended Learning Opportunities may be taken for high school credit. If the Extended Learning Opportunity is taken for credit, the provisions of Policy IMBC, Alternative Credit Options, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, Assessment of Educational Programs and ILBAA, High School Graduation Competency. **{Highly Qualified Teachers}** must authorize the granting of credit for learning accomplished through Extended Learning Opportunities.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All Extended Learning Opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue an Extended Learning Opportunity under these guidelines must first present their proposal to the school's ELO coordinator for approval. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork. All ELOs must have parent/guardian approval.

The Principal or his/her designee will have primary responsibility and authority for ensuring the implementation of Extended Learning Opportunities and all aspects of such programs. The Principal or his/her designee will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the District, contingent upon available support and resources.

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The Principal or his/her designee will review and determine credits that will be awarded for Extended Learning Opportunities toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions within the provisions below (see Appeal Process).

Students approved for an Extended Learning Opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted in writing, and signed by the parent/legal guardian, and returned to the ELO coordinator before beginning the program.

All Extended Learning Opportunities shall be the financial responsibility of the student or his/her parent/legal guardian. Students electing independent study, college coursework, internships, or other Extended Learning Opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site.

Students approved for off-campus Extended Learning Opportunities are responsible for their personal safety and well-being. All community program partners must meet SAU#5 volunteer requirements which include a background check.

Application Process

1. The application is to be completed by the student/parent/guardian a minimum of two weeks prior to beginning of an Extended Learning Opportunity.
2. The application will be reviewed by the ELO teacher and administrator. If additional information is requested, the information must be submitted within one week of receipt of the request.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program will jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
4. The District reserves the right to determine the number of credits to be awarded.
5. Any credits earned will be calculated towards the overall Grade Point Average. This determination will be made prior to the start of an ELO by the principal and/or his/her designee. The course name and grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Principal or his/her designee will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program.
- Provides that certified school personnel oversee and monitor the program.
- Requirement that each Extended Learning Opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards.

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Extended Learning Opportunity Approval Appeal Process

A student whose application has been denied may request, in writing, a meeting with the Principal to review the status of their proposal. The written request should include the rationale for reconsideration. At the conclusion of the appeal, the principal's decision is final.

Program Integrity

In order to insure the integrity of the Extended Learning Opportunity approved under this program, the student will be required periodically, or upon demand, to provide evidence of progress and attendance. The Principal and/or his/her designee will be responsible for certifying course completion and the award of credits consistent with the District's policies. If a student is unable to complete the Extended Learning Opportunity for valid reasons, the Principal, Principal's designee, or assigned Certified Teacher will evaluate the experience completed to date and make a determination for the awarding of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the Extended Learning Opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal or his/her designee may determine that the student's transcript be adjusted to reflect the experience as a failure.

Students transferring from other schools who request acceptance of course credits awarded through similar Extended Learning Opportunity programs shall have their transcripts evaluated by the Principal or his/her designee.

It shall be incumbent upon the students or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

Cross Reference:

IHBH-R-R1-R2 -ELO Plan/ELO Proposal/VLAC

[IHBI – Alternative Learning Plan](#)

[IKAA – Interdisciplinary Credit Toward Graduation](#)

[IKE – Graduation](#)

ILBA - Assessment of Educational Programs

ILBAA - High School Competency Assessments

IMBC - Alternative Credit Options

[IMBD – High School Credit for 7/8 Grade Advanced Coursework](#)

Legal References:

RSA 193:1 – Alternative Learning Plans

NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities

NH Code of Administrative Rules, Section Ed 306.26(f), Extended Learning Opportunities –

Middle School NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities – High School

**Extended Learning Opportunity Plan
Oyster River High School**

Focus	
<i>Focus:</i> What is the broad focus of the study?	
<i>Goal:</i> What is the goal to be met?	
<i>Reason:</i> Why is this study interesting and important?	
<i>Essential question:</i> What broad question will drive your learning?	
Methods	
What resources do you plan to use? Include people, experiences, research materials, equipment, software, etc.	
How will you demonstrate your learning? What tangible evidence will you submit?	
How will you document your reflection?	
How will you communicate your progress to the school?	
How will you communicate with your community partner?	
Standards	
What academic discipline does your study address?	
Which standards will you meet?	
Which competencies	

will you meet?	
What credit will you hope to receive for this ELO?	
Assessment	
How will competencies be assessed during the final presentation?	
Which rubrics and/or other methods will be used to assess reflection, research, product, and presentation?	
If this ELO will receive a grade, what specific criteria will be used to calculate the student's grade?	
Calendar	
Beginning and ending dates	
Specific due dates	
Date of final presentation	
Follow-Up	
What do you need to do to make sure this ELO will appear on your transcript?	
How will you evaluate the ELO process?	
Do you need to thank or recognize anyone?	

Extended Learning Opportunity Proposal

This form should be completed to propose an Extended Learning Opportunity. Please fill it out completely and return it to the ELO coordinator. Use additional paper as necessary.

Date of ELO Proposal: _____ Anticipated Date of ELO Completion: _____

Student's Name:

Grade:

Email used most frequently:

1. Describe the Extended Learning Opportunity you plan to complete.

2. Will anyone else be involved (a teacher, community partner, etc.)? Please include contact information.

3. Why is this ELO important to you? Is it needed for graduation?

4. Would you like to receive a grade for this ELO, or would you prefer to receive Pass/Fail?

Graduation Verification:

This ELO proposal **Does / Does not** support the students' 4-year graduation plan for the following reasons:

School Counselor Signature: _____

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. I agree to engage fully in the ELO process and follow all guidelines.

Student Signature: _____

Parent Signature: _____

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Date of Adoption: May 19, 1976 Previously - IGBH Date of Review: March 1979 Date of Code Revision Adoption: June 16, 2010 <u>Policy Committee: October 26, 2016</u> <u>School Board First Read: November 2, 2016</u> <u>School Board Second Read/Adoption: January 4, 2017</u>	Page 1 of 3 <u>Category: Recommend</u>

ALTERNATIVE LEARNING PLANS

Purpose

In an effort to ~~reduce~~ maximize the number of students who do ~~not~~ complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The Oyster River Cooperative School District, through an Alternative Learning Plan team comprised of teachers, administrators, and ~~guidance~~ school counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of *Policies IMBC, Alternative Credit Options* and *IHBH, Extended Learning Opportunities*, will apply. ~~The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies H.B.A., Assessment of Educational Programs and H.B.A.A., High School Competency Assessments. Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.~~

Roles and Responsibilities

~~Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.~~

~~Teachers, Guidance Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school should inform either the Principal or the Guidance Counselor of the Teacher's concerns. The Principal will then schedule a meeting with the student, the Principal, the Guidance Counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the Guidance Counselor, Principal, or the Principal's designee.~~

~~The Guidance Counselor or Principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student need.~~

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~~The Principal or Principal's designee and the designated team will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The Principal will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.~~

~~Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see Appeal Process).~~

~~Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.~~

~~Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation, including associated costs and transportation.~~

Approval Process

- ~~1. The student/parent/guardian seeking an alternative learning plan shall meet with the guidance counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan designed to enable the student to remain enrolled in school and complete educational requirements.~~
- ~~2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. The Superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.~~
- ~~3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District offered course.~~
- ~~4. The District reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.~~

Evaluation Criteria

~~The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:~~

~~Provides for proper administration and supervision of the program or plan~~

- ~~• Provides that certified school personnel oversee and monitor the program~~
- ~~• Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards~~

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- Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning
- Are developed and amended, if necessary, in consultation with the student, a school Guidance Counselor, the school Principal and at least one parent/guardian of the student

Appeal Process

If the submitted plan is rejected, the Superintendent or designee will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the Superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the Superintendent's determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the District's policies on graduation.

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The Principal will determine the validity of such reasons on a case-by-case basis.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Cross Reference:

- IHBH, R, R1, R2 – Extended Learning Opportunities
- IKAA – Interdisciplinary Credit Toward Graduation
- IKF – Graduation
- ILBAA – High School Graduation Competencies
- IMBC, R – Alternative Credit Options
- IMBD – High School Credit for 7/8 Grade Advanced Coursework

Legal References:

- RSA 193:1, Duty of Parent; Compulsory Attendance by Student
- NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities
- NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities – High School

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: ICAA
Draft to Policy Committee: January 27, 2016 School Board First Read - February 10, 2016 School Board Second Read/Adoption: March 2, 2016 Policy Committee Review: October 26, 2016 School Board First Read: November 2, 2016 School Board Second Read/Adoption: January 4, 2017	Page 1 of 1

Interdisciplinary Credit Toward Graduation

The Oyster River Cooperative School recognizes the need to identify coursework taught in one content area as relevant with regard to earning graduation credits in another content area. The parameters for this policy are subject to the following conditions:

- (1) Graduation requirements met by interdisciplinary credit shall be clearly designated on student transcripts;
- (2) Interdisciplinary credit shall be counted only once in meeting graduation requirements; and
- (3) The high school principal may approve a particular course for interdisciplinary credit if he/she determines that:
 - a. The course has been adopted by a faculty team; and
 - b. The course addresses the objectives for the subject area in which the credit is to be counted.

Cross Reference:

- [IHBH, R, R1, R2 - Extended Learning Opportunities](#)
- [IHBI - Alternative Learning Plan](#)
- [IKF - Graduation](#)
- [ILBAA - High School Graduation Competencies](#)
- [IMBC, R - Alternative Credit Options](#)
- [IMBD - High School Credit for 7/8 Grade Advanced Coursework](#)

Oyster River High School Current Program of Studies

Legal Reference:

Ed.306.27(q) High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IKF
Date of Revision: May 1, 1996; August 9, 2006 First Read to SB: September 21, 2011 Second Read/Adoption to SB: October 5, 2011 Policy Committee: October 26, 2016 School Board First Read: November 2, 2016 School Board Second Read/Adoption: January 4, 2017	Page 1 of 1 Category: Recommended

GRADUATION

Graduation from our public schools implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with the State of New Hampshire Code of Administrative Rules (Ed. 306.27m) standards for credit and course requirements and in accordance with their respective abilities to achieve and that they have satisfactorily passed any examinations and other requirements set by the faculty. In addition, students shall have maintained a satisfactory record of citizenship during their progression through the instructional program of the schools.

The faculty will establish their detailed requirements to agree with the goals of our schools as adopted by the board. It is expected that insofar as possible the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant his/her graduation according to the terms of the above paragraph.

At the beginning of the final examination period, students who are expected to earn all credits by the end of their senior year, as determined by the principal, may be allowed to participate in graduation and commencement exercises. If, after final exams, such students fall short in their credit requirements, they will not be allowed to participate in the ceremony. The deficiencies must be correctable no later than the beginning of the fall school term which immediately follows in order to receive their same year diploma. Total required credits for graduation are 22.

The staff will arrange each spring for appropriate awards and recognition programs and graduation exercises. There will be no formal graduation exercises for elementary and middle schools.

The following credit hour distributions are required for graduation and must be successfully completed to earn an Oyster River High School diploma:

English	4 credits
Social Studies	2 ½ credits
Mathematics	3 credits
Science	2 credits
Physical Education and Health	2 credits
Fine and Practical Arts	½ credit
Economics	½ credit
Computer Science	½ credit
Electives	7 credits

[Note: 14 of the 22 credits must be achieved in ORCSD courses. Transfer students and other accredited high school courses will be reviewed on a case by case basis at the discretion of the building principal or designee.](#)

Electives - Each student shall elect the remainder of credits from among electives suited to individual needs, interests, abilities, and plans for the future.

Cross Reference:

- [IIBH,R,R1,R2 – Extended Learning Opportunities](#)
- [IIBI – Alternative Learning Plan](#)
- [IKAA – Interdisciplinary Credit Toward Graduation](#)
- [ILBAA – High School Graduation Competencies](#)
- [IMBC,R – Alternative Credit Options](#)
- [IMBD – High School Credit for 7/8 Grade Advanced Coursework](#)

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: ILBAA
School Board First Read: April 15, 2015 School Board Second Read/Adoption: May 6, 2015 Policy Committee: October 26, 2016 School Board First Read: November 2, 2016 School Board Second Read/Adoption: January 4, 2017	Page 1 of 21 Category: Priority

HIGH SCHOOL GRADUATION COMPETENCIES

The following definitions are established for the purposes of assessment of Oyster River High School course work through the demonstration of student mastery of course competencies:

1. "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include course level competencies, district competencies and graduation competencies.
2. "District competencies" mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.
3. "Graduation competencies" means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school.
4. "Mastery" means a high level of demonstrated proficiency with regard to a competency.

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be recorded on the official student transcript. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery ~~through a method or methods as approved by the course instructor~~, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal, and shall be responsible for ensuring that all high school courses include appropriate competency assessments. Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy ILBA.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

Cross References:

IHBH – Extended Learning Opportunities

[IHBI – Alternative Learning Plan](#)

[IKAA – Interdisciplinary Credit Toward Graduation](#)

[IKF - Graduation](#)

IL – Evaluation of Curricular Programs

ILBA – Assessment of Educational Programs

IMBC – Alternative Credit Options

[IMBD – High School Credit for 7/8 Grade Advanced Coursework](#)

ORHS – Student Handbook

Legal References:

Ed 306.02(d), Competencies, Ed 306.02(g) District competencies, Ed 306.02(j) Graduation competencies
Ed 306.04(l) Mastery, Ed 306.04(a)(16) Tracking Achievement of Graduation Competencies,
Ed 306.04(a)(25)(26) Graduation competencies, Ed306.141(a)(6) Achievement of District and Graduation Competencies

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IMBD
New Policy School Board Adoption: September 22, 2010 <u>Policy Committee: October 26, 2016</u> <u>School Board First Read: November 2, 2016</u> <u>School Board Second Read/Adoption: January 4, 2017</u>	Page 1 of 1 <u>Category: Optional</u>

HIGH SCHOOL CREDIT FOR 7th AND 8th GRADE ADVANCED COURSEWORK

Students in 7th or 8th grade may take ~~advanced~~ approved high school courses and apply the credit of those courses toward high school graduation, ~~provided the course demonstrates content requirements consistent with related high school courses~~ and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery and competency shall apply.

The high school principal shall approve such course work and credit prior to the student enrolling in the class in order for such credit to be applied toward high school graduation.

Cross Reference:

- IHBH, R, R1, R2 – Extended Learning Opportunities
- IHBI – Alternative Learning Plan
- IKAA – Interdisciplinary Credit Toward Graduation
- IKF – Graduation
- ILBAA – High School Graduation Competencies
- IMBC,R – Alternative Credit Options

Legal References:

N.H. Code of Administrative Rules, Section Ed 306.26(e), Applying Credit Toward High School Graduation

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IMBC
School Board First Read: March 20, 2013 School Board Second Read/Adoption: September 18, 2013 <u>Policy Committee: October 26, 2016</u> <u>School Board: January 4, 2017</u>	Page 1 of 1 Category: Priority

RECOMMEND TO DELETE

ALTERNATIVE CREDIT OPTIONS

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the Oyster River Cooperative School district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The Board supports nontraditional educational options for all students. Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program or nationally or internationally recognized assessment tool.

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Cross-Reference:

—————IMBD – High School Credit for 7/8 Grade Advanced Coursework

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Alternative Means of Earning Credit

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IMBC-R
School Board First Read: March 20, 2013 School Board Second Read/Adoption: September 18, 2013 <u>Policy Committee: October 26, 2016</u> <u>School Board: January 4, 2017</u>	Page 1 of 1 Category: Priority

RECOMMEND TO DELETE

ALTERNATIVE CREDIT OPTIONS

The Oyster River Cooperative School Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- ~~Definitions of allowable alternative learning opportunities~~
- ~~Reasonable limits on the number of approved alternative courses that can be administered each school year—school-wide and per student~~
- ~~The number of alternative credits each student may use toward graduation requirements~~
- ~~Application and approval process~~
- ~~Criteria for determining which requests satisfy a particular subject area requirement~~
- ~~Identification of person(s) responsible for approval, supervision, and monitoring progress~~
- ~~Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery~~
- ~~Assurance of student safety including physical and technological~~
- ~~Assurance of equal access for all students~~
- ~~Assurance that approved alternative learning opportunities are consistent with all policies of this board~~
- ~~The procedure will be made available to the public.~~

It is the policy of the Board that alternative methods for the awarding of credit may include:

- ~~Competency testing in lieu of enrollment under the provisions of Policy ILBAA~~
- ~~Interdisciplinary credit~~
- ~~Satisfactory completion of course requirements at another public school district, an approved private school or a home-schooling experience~~
- ~~Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country~~
- ~~Extended learning opportunities under the provisions of Policy IHBH~~
- ~~Online/virtual learning opportunities under the provisions of Policy IMBA~~
- ~~College Credit/Dual Credit~~
- ~~Early Graduation~~
- ~~Middle school acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.~~

Cross-Reference:

————— Policy IMBC— Alternative Credit Options