

SCHOOL ADMINISTRATIVE UNIT 79

IHAE

PHYSICAL EDUCATION

Physical education is a required component of the school curriculum (Ed 306.5) and must be developed in compliance with this section.

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

Regulatory Reference:
Ed. 306

1st Reading:
2nd Reading:
Adoption:

SCHOOL ADMINISTRATIVE UNIT 79

IHAK

CHARACTER AND CITIZENSHIP EDUCATION

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Each individual has dignity and worth.
2. A free society requires respect for persons, property, and principles, and for self.
3. Each individual has a right to learn and freedom to achieve.
4. Each individual, regardless of race, creed, color, sex, ethnic background, or economic status, has the right to equal opportunity.
5. Each individual has the right to personal liberties.
6. Each individual is responsible for his/her own actions, and should exercise self-discipline where and when appropriate.
7. Each individual has a responsibility to the group as well as to the total society.
8. A democratic government is established by majority vote.
9. Democratic societies are based on law.
10. Problems are solved through reason and orderly processes.
11. An individual should be tolerant of another's beliefs and should have freedom to express his/her own.
12. Each individual has the right to work, pursue an occupation, and to gain satisfaction for personal efforts.

Teaching in the area of character and citizenship will take place throughout the K-12 program.

Statutory References:

RSA: 186:13, II

ED 306:10 (a) (5)

1st Reading:

2nd Reading:

Adoption:

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Teaching in the area of character and citizenship will take place throughout the K-12 program.

Legal References:

NH Code of Administrative Rules. Section Ed 306.04 (a) (5), Character and Citizenship

NH Code of Administrative Rules. Section Ed 306.04 (i), Character and Citizenship

1st Reading: October 27, 2008

2nd Reading: November 10, 2008

Adoption: November 10, 2008

HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION

Consistent with Department of Education requirements, health and physical education, including instruction about parts of the body, reproduction, and related topics, will be included in the instructional program.

Instruction must be appropriate to grade level, course of study and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents/guardians will have the right to inspect and review health and physical instruction materials which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians who wish to review or inspect health and physical education materials may arrange a meeting with the Principal to review the materials.

Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction.

Parents/guardians who wish to have their child opt-out of such instruction are required to complete the district opt-out form and state the particular unit of curriculum in which the student is not to participate. Any student who is exempted by request of the parent-guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with Principal.

Parents/guardians who do not want their child to participate in a particular unit of health or physical education for religious reasons must complete a Health or Physical Education Opt-Out Form. Opt-Out Forms are available from either the health education teacher or the Principal.

Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Legal References:

NH Code of Administrative rules, Section Ed 306.40, Health Education Program
NH Code of Administrative rules, Section Ed 306.41 Physical Education Program
RSA 186:11, IX-b, Health and Sex Education

1st Reading: December 8, 2008

2nd Reading: January 12, 2009

Adopted: January 12, 2009

PROGRAMS FOR PUPILS WITH DISABILITIES

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

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement and delivery of services to children with disabilities provided in state statutes, which govern special education. For those students who are not eligible for services under IDEA but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation and educational placement. This system shall include notice and opportunity for the student's parent(s)/guardian(s) to examine relevant records and impartial hearing with opportunity for participation by the students' parent(s)/guardian(s) and representation by counsel and review procedure.

Statutory and Federal References:

20USCA (1401 et seq.)

RSA 186-C

JICD-R (page 12)

Adopted: September 12, 1980

Revised: September 26, 1980, November 10, 1980, June 17, 1982, March, 1984, May 14, 1984

Revised: January 13, 2003

Adopted: January 21, 2003

Reviewed: December 14, 2010

**EVALUATION REQUIREMENTS FOR CHILDREN
WITH SPECIFIC LEARNING DISABILITIES**

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial referral to the special education process. The special education team is responsible for determining if appropriate evaluations are warranted.

A full and individual evaluation of a student's educational needs that meets the criteria established in state and federal law will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children from age 3 to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services. The district will seek to identify all children with disabilities, regardless of the severity of their disabilities.

The district is responsible for evaluating and determining eligibility for special education services for school age children. The district is responsible for evaluating children upon their third birthday who may be eligible for Early Intervention/Early Childhood Special Education services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent(s) that describes and proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtain informed written consent for evaluations.

The district, with consent, conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the determination is due to graduation from high school with a regular diploma, has exceeded the age of eligibility for a free appropriate public education, or has been determined by the team with consent.

Comprehensive evaluations or re-evaluations can be waived upon parent request. Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

**EVALUATION REQUIREMENTS FOR CHILDREN
WITH SPECIFIC LEARNING DISABILITIES
(CON'T)**

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child:

1. Are selected and administered so as not to be racially or culturally discriminatory;
2. Are provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Are used for purposes for which assessments or measures are valid and reliable;
4. Are administered by trained and knowledgeable personnel; and
5. Are administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the New Hampshire Administrative Rules.

The district conducts re-evaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;
2. When the special education team determines re-evaluations are appropriate;
3. At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

Legal Reference:

NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children With Specific Learning Disabilities

1st Reading: April 13, 2009
2nd Reading: April 27, 2009
Adopted: April 27, 2009