

Raymond School Board Policy Committee Meeting
Tuesday, January 24, 2023 10:00 AM
SAU 33 Office
43 Harriman Hill Road, Raymond NH
AGENDA

- I. Call to Order
- II. Proof of Posting
- III. New Business

Policy JICJ Personal Communications Devices

[Click here](#) for the Raymond policy

[Click here](#) for the NHSBA sample policy

Organizational Chart

[Click here](#) to see the current organizational chart

[Click here](#) to see a draft revised organizational chart

Regular Review of Policies

Our auditors have recommended regular review of the three policies below.

Policy DIA Fund Balances: When the Policy Committee reviewed our finance policies in 2021, it looks like we didn't quite complete the process for policy DIA. At this time, we're asking that the Policy Committee review the [Raymond policy](#) and the [NHSBA sample policy](#) again to move forward to the School Board for update or review. Moving forward we can include this policy for annual review with other finance policies in June of each year.

Policy BCA Board Ethics: On May 6, 2022 the Policy Committee compared [our current policy](#) against the NHSBA sample and chose not to recommend any changes. It is the recommendation of the auditor to bring this policy forward for review by the Board each March.

Policy BCB Board Member Conflict of Interest: On September 27, 2021 the Policy Committee reviewed [our current policy](#) at the request of a member of the public and chose not to recommend any changes. It is the recommendation of the auditor to bring this policy forward to review by the Board each March.

- IV. Old Business

Special Education-Related Policies: Follow up after review by Jodi Gutterman

NHSBA recommended withdrawal of policy [IHBAA-R](#). Ms. Gutterman is in agreement.

Ms. Gutterman recommends approval of the NHSBA sample policy [IHBAA](#) using both models.

([Click here](#) to see the current Raymond policy.)

Ms. Gutterman recommends approval of the NHSBA sample policy [IHBAC](#) as a new policy.

Drones: Follow-up to the question as to why drones would be prohibited over school property during off hours (unless approved by Supt.)

[Click here](#) to see NHSBA advice with draft revisions to their sample policy.

[Click here](#) for the current version of NHSBA sample policy ECD.

This version does not include the draft revisions in the NHSBA advice link above.

[Click here](#) for the Raymond policy ECD.

Distance Education

The Policy Committee recommended revision to our current policy to match the NHSBA same policy [IMBA Distance Education](#) with the modification to remove item B, 6 relative to staff supervision. [Ed 306.22 \(f\)](#) requires that the policy include wording about monitoring of student progress. ([Click here](#) to see our current policy.)

V. [NHSBA Fall Policy Update - Continuation](#)

[Update Summary](#)

[NHSBA Sample Policy](#)

[Raymond Policy](#)

[JJJ-R Admin Regulation for Access to Public School Programs](#)

No corresponding Raymond policy

[JLCB Immunization of Students](#)

[JLCB Immunization of Students](#)

[JLCDA Parental Consent Medical Treatment](#)

No corresponding Raymond policy

[JLCF Wellness](#)

[JLCG/EIF Wellness Policy](#)

Call letters should be JLCF, not JLCG - error.

[JLDBB Suicide Prevention and Response](#)

[JLDB Suicide Prevention and Response](#)

[KDA Public Information Program \(WD\)](#)

[KDA Public Information Program](#)

[KFA Conduct on School Property](#)

[KFA Public Conduct on School Property - Assaults](#)

Raymond School District Policy - JICJ

PERSONAL COMMUNICATIONS DEVICES

Student use of cell phones and other handheld electronic and/or communication devices is strictly prohibited during the school day unless approved by a classroom teacher and/or building administrator. Such devices are to be kept stowed away and out of sight (such as in a student's assigned locker, purse, pocket, or bookbag), turned off and silenced when not in use. The use of cell phones during class time is prohibited unless the classroom teacher allows the use of cell phones for a specific educational purpose. Cell phones are not to be used in the classroom without teacher approval.

Upon reasonable suspicion that a school rule or the law has been violated through the use of such a device, an administrator may search for evidence of suspected wrongdoing. Any refusal on the part of a student to comply with a request to surrender the device may result in disciplinary action.

The Board may grant an exception to this policy for medical or emergency reasons. This exception requires a written report from the student's medical provider explaining the need for the exception.

Additionally, it is prohibited for students to take, store, disseminate, transfer, view, or share obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and e-mailing. Any student found to have engaged in such conduct may be reported to local law enforcement authorities and may face criminal penalties in accordance with applicable law. School administrators may refer such matters to local law enforcement if the administrator believes student action in this regard involves illegal activity (e.g., pornography.)

Students participating in extra-curricular activities or athletics must contact their sponsor or coach for his/her rules involving cell/smart phone use after hours or on after-school bus trips. Sponsors and coaches will set their rules and establish their consequences for the use and/or misuse of these devices. Cell phones should be turned off or silenced during all practices, games and contests. They may be checked during breaks.

The school district will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

Consequences for Violating this Policy

First Offense: Verbal warning; A disciplinary referral will be written if there is violation of another district policy.

Second Offense: The electronic communication device will be confiscated and a disciplinary referral will be written. The student must pick up the device from the principal or superintendent's office.

Third Offense: The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the

principal or superintendent's office. At the principal's discretion, the student may receive detention or in-school suspension.

Any further violations of this policy will result in the student's loss of possession of the electronic communication device for the remainder of the school year. The student's parent/guardian must pick up the cell/smart phone from the principal or superintendent's office at the expiration of that length of time. At the principal's discretion, the student may receive detention, in-school suspension, or out-of-school suspension not to exceed ten (10) days.

Adopted: August 1, 2002
Revised: March 21, 2008
Revised: April 20, 2011
Revised: May 6, 2015
Revised: May 20, 2020
Revised: October 20, 2021

JICJ - UNAUTHORIZED COMMUNICATION DEVICES

(Download policy)

Category: Recommended

Student use of cell phones, camera phones, pagers, beepers, and other similar electronic communication devices is strictly prohibited during the school day. This includes lunch periods and passing periods, as well as on school sponsored trips and driver education classes. Such devices are to be kept in a student's assigned locker with the power turned off. The Board recommends that these devices not be brought to school.

Additionally, it is prohibited for students to take, store, disseminate, transfer, view, or share obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and e-mailing. Any student found to have engaged in such conduct may be reported to local law enforcement authorities and may face criminal penalties in accordance with applicable law. School administrators may refer such matters to local law enforcement if the administrator believes student action in this regard involves illegal activity (e.g., pornography.)

The Board may grant an exception to this policy for medical or emergency reasons only. This exception requires a written report from the student's medical provider explaining the need for the exception.

Students participating in extra-curricular activities or athletics must contact their sponsor or coach for his/her rules involving cell phone use after hours or on after-school bus trips. Sponsors and coaches will set their rules and establish their consequences for the use and/or misuse of these devices.

The school district will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

Consequences for Violating this Policy

First Offense: Warning and confiscation of the electronic communication device for the remainder of the school day. **Second Offense:** The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal or superintendent's office. **Third Offense:** The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal or superintendent's office. At the principal's discretion, the student may receive detention or in-school suspension.

Any further violations of this policy will result in the student's loss of possession of the electronic communication device for the remainder of the school year. The student's parent/guardian must pick up the cell phone from the principal or superintendent's office at the expiration of that length of time. At the principal's discretion, the student may receive detention, in-school suspension, or out-of-school suspension not to exceed five (5) days.

NHSBA Note, September 2014: Deletion of second paragraph, which addressed circumstances under which school officials could search a student's cell phone. Legal standards under which school officials may properly search a student's cell phone are unclear. Contact NHSBA for

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more information, if necessary.

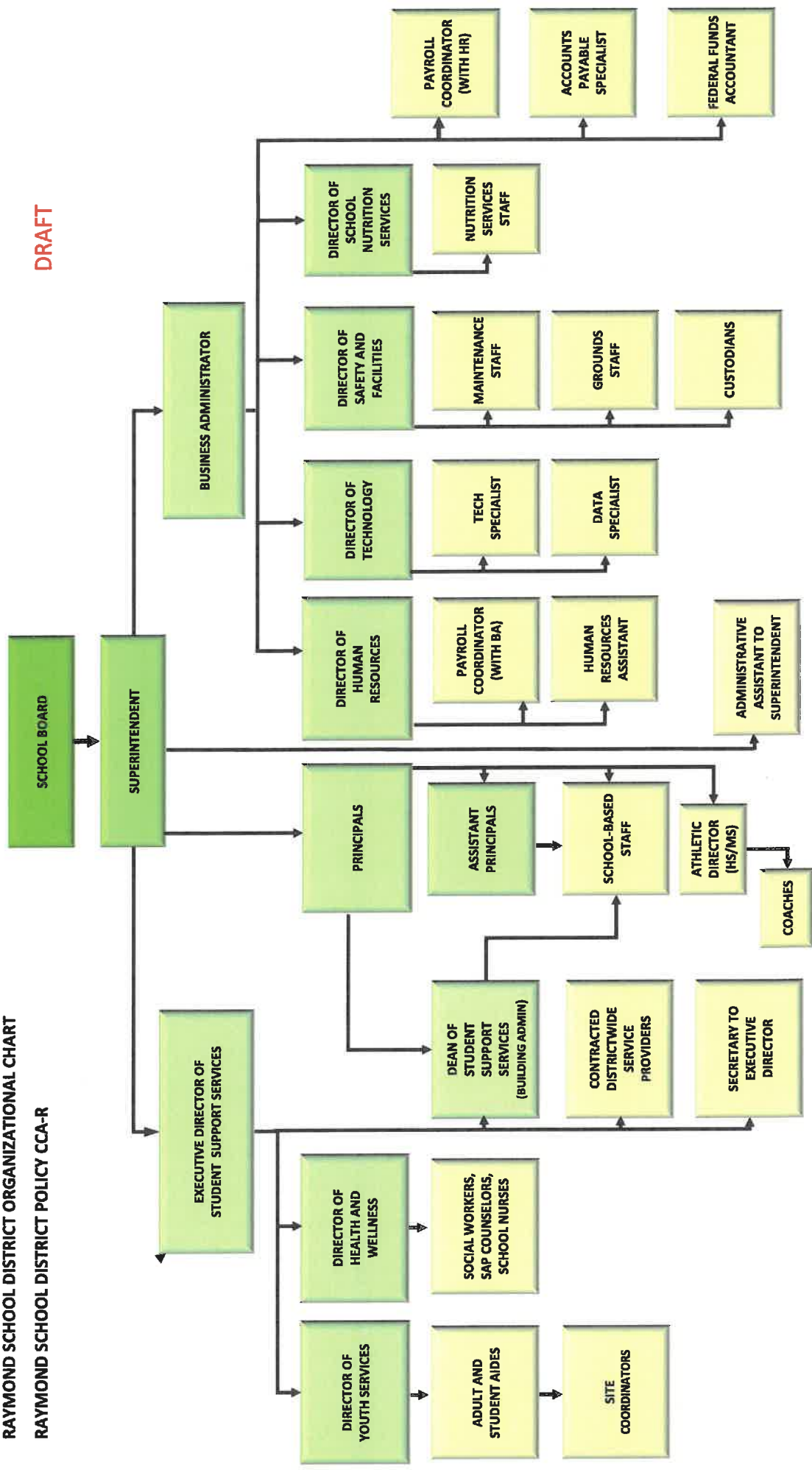
Revised: September 2014

Revised: February 2006, May 2006, April 2010

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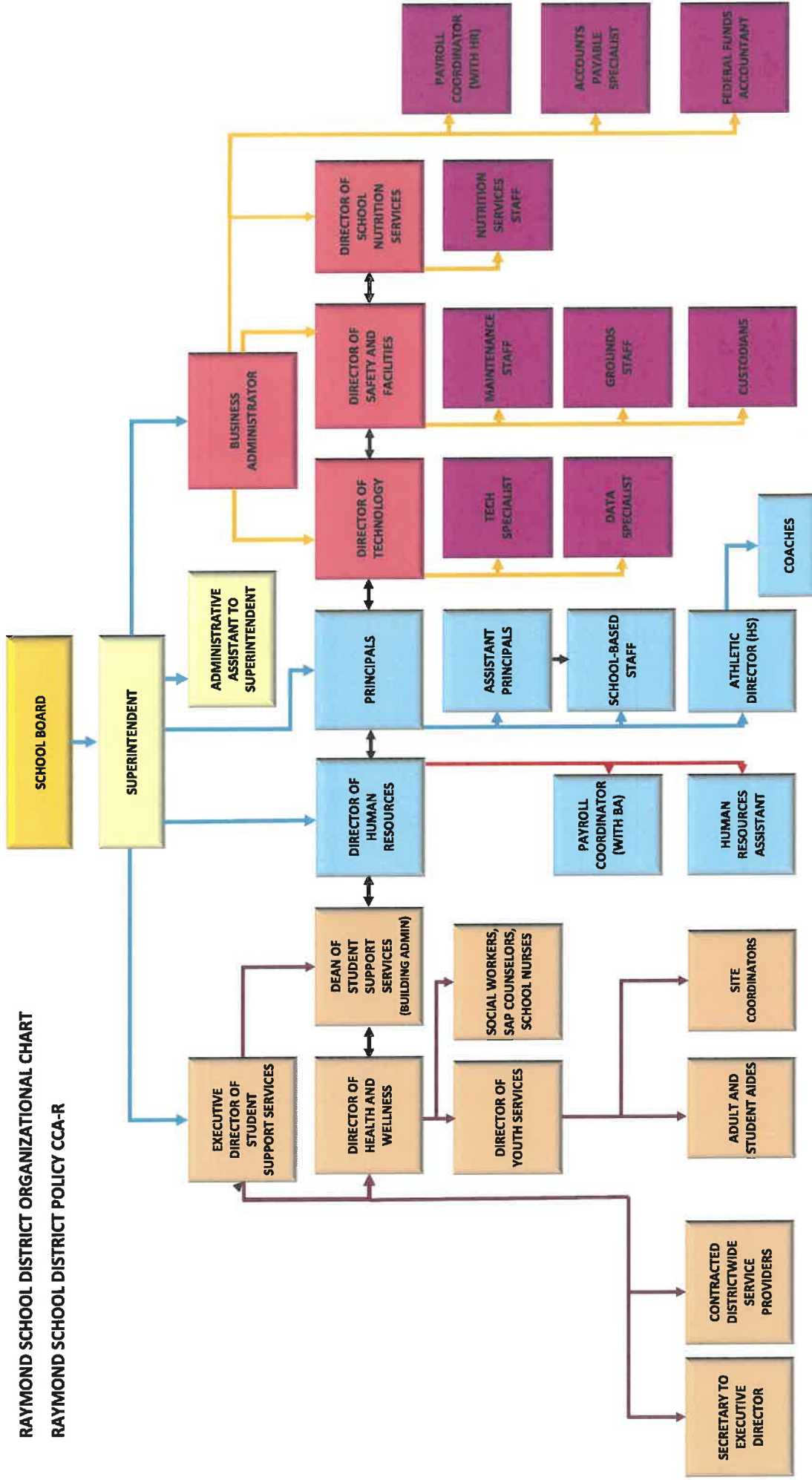
**RAYMOND SCHOOL DISTRICT ORGANIZATIONAL CHART
RAYMOND SCHOOL DISTRICT POLICY CCA-R**

DRAFT



Adopted: 5.14.89. Revised: 3.19.96, 10.19.00, 4.18.02, 11.2.05, 8.23.06, 4.4.07, 10.3.07, 4.15.15, 5.23.18, 3.18.20, 6.16.21, 4.20.22 **DRAFT** January 2023

**RAYMOND SCHOOL DISTRICT ORGANIZATIONAL CHART
RAYMOND SCHOOL DISTRICT POLICY CCA-R**



Adopted: 5.14.89. Revised: 3.19.96, 10.19.00, 4.18.02, 11.2.05, 8.23.06, 4.4.07, 10.3.07, 4.15.15, 5.23.18, 3.18.20, 6.16.21, 4.20.22

1. Fund Balance (last updated 08/03/2021 per online copies)
2. Board member ethics (last updated 05/04/2011)
3. Board member conflict of interest (09/21/2016)

These first is a policy that is more or less required to be updated regularly. The latter two are one we recommend are updated on a regular cycle as best practice. In a perfect world, the Board Member Ethics and Board Member Conflict of Interest/Nepotism policies should be reviewed and updated at the reception of any new Board members, as these are fundamentally important policies to establishing the necessary boundaries for Board members to operate as those charged with governance. A lack of regular review and update/re-affirmation of these policies may imply that Board members brought on subsequent to the date of last review may not be readily aware of the expectations placed upon them outlined in these policies.

RAYMOND SCHOOL DISTRICT POLICY - DIA

Fund Balances

In accordance with the governmental accounting standard, GASB Statement No. 54, the Raymond School District recognizes the following five categories of fund balance for financial reporting purposes:

1. **Non-spendable Fund Balance**, i.e. non-cash assets such as inventories or prepaid items.
2. **Restricted Fund Balance**, i.e. funds legally restricted for specific purposes, such as grant, food service and expendable trust funds.
3. **Committed Fund Balance**, i.e. amounts that can only be used for specific purposes pursuant to a formal vote of the School Board.
4. **Assigned Fund Balance** i.e. amounts intended by the School Board for specific purposes. The Board can choose to delegate this authority to the Superintendent or Business Administrator, depending on the situation. Items that would fall under this type of fund balance would be encumbrances.
5. **Unassigned Fund Balance**, i.e. residual spendable fund balance after subtracting all of the above amounts.

Committed Fund Balance

The School Board may spend fund balances by formal vote prior to the School District's fiscal year-end for that fiscal year. Future modification or rescission of committed funds must likewise be accomplished by formal vote of the School Board prior to fiscal year-end.

Assigned Fund Balance

The School Board expressly delegates to the Superintendent, through the Business Administrator, the authority under this policy to assign funds for particular purposes.

Spending Prioritizations

When expenditure is incurred that would qualify for payment with either restricted or unrestricted funds, as defined above, it will be paid from restricted funds. When expenditure is incurred that qualifies for payment from any of the three unrestricted fund balance categories, as defined above, it will be applied in the following order:

1. Committed Fund Balance
2. Assigned Fund Balance
3. Unassigned Fund Balance

Deficit Fund Balance

At year end if any of the special revenue funds, i.e. food service, etc. has a deficit unassigned fund balance, the Superintendent is authorized to transfer funds from the general fund to cover the deficit, providing the general fund has money to do so.

Unassigned General Fund Balance

The School Board will return any unassigned general fund balance at year-end to the Town of Raymond to offset the next year's tax rate.

Legal References

RSA 32, Municipal Budget Law

RSA 33, Municipal Finance Act

RSA 35, Capital Reserve Funds

Governmental Standards Board Statement 54 (GASB 54)

Adopted: August 3, 2011

DIA - FUND BALANCES

(Download policy)

Category: Recommended

The School Board will return to the Town any unassigned general fund balance at year-end to offset the next fiscal year's tax rate unless the school district legislative body authorizes the school district to retain year-end unassigned general funds in accordance with RSA 198:4-b.

Additionally, any fund balance shall only be used or returned in accordance with applicable New Hampshire law and/or Governmental Standards Board Statement 54 (GASB 54).

NHSBA Note, September 2012: RSA 198:4-b was amended, effective June 2012, to allow the school district legislative body to vote to allow the school district to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, 2.5 percent of the current fiscal year's net assessment.

NHSBA Note, June 2011: Governmental Standards Board Statement 54 (GASB 54) was issued March 2009 and becomes effective June 30, 2011. School district auditing firms have recommended that school board enact and implement policies relative to GASB 54.

GASB 54 is an entirely new accounting model for fund and defines various restrictions within the fund balance in a more detailed manner than previous Standards.

Legal References:

RSA 32, Municipal Budget Law

RSA 33, Municipal Finance Act

RSA 35, Capital Reserve Funds

RSA 198:4-b Contingency Fund

Governmental Standards Board Statement 54 (GASB 54)

Revised: September 2012

New Sample Policy: June 2011

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Raymond School District Policy - BCA

SCHOOL BOARD MEMBER ETHICS

Each board member shall comply with the following ethical provisions:

1. Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning issues to be considered at those meetings.
2. Make decisions only after full discussion at public Board meetings; render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups.
3. Seek systematic communications with students, staff, and members of the community.
4. Work respectfully with other Board members to achieve the educational goals of the school district by encouraging the free expression of opinions by all Board members.
5. Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.
6. Be informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by state and national school board associations.
7. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
8. Respect the confidentiality of information that is privileged under applicable law or is received in confidence or executive session.
9. Recognize that no individual member has authority to speak or act for the entire Board, except as specifically designated to do so by Board action.
10. Recognize that final Board actions will be supported by all members of the Board; take no private action that will compromise the Board or administration; and refrain from private actions which undermine or compromise official Board action.
11. Display and demonstrate courtesy and decorum toward fellow Board members at all public meetings and in all public statements.

Appendix BCA-R

Adopted: June 6, 2002

Revised: May 4, 2011

Raymond School District Policy - BCB

BOARD MEMBER CONFLICT OF INTEREST

A Board member shall not have any direct personal and pecuniary interest in a contract with the District, nor shall he or she furnish directly any labor, equipment, or supplies to the District.

In the event a Board member is employed by a corporation or business or has a secondary interest in a corporation or business which furnishes goods or services to the District, the Board member shall declare his interest and refrain from debating, discussing, or voting upon the question of contracting with the company.

It is not the intent of this policy to prevent the District from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing a Board member in a position where his interest in the public schools and his interest in his place of employment (or other indirect interest) might conflict, and to avoid appearances of conflict of interest even though such conflict may not exist.

Without altering the qualifications for School Board Office as outlined in policy BBBA - Board Member Qualifications, contained herein, and as provided in RSA 6711-18, the Raymond School District will not contract with or employ any member of the School Board to serve as a substitute teacher or in any other paid position working for the School District either as a consultant or as a part-time non-salaried employee, or as a designated volunteer on a regular, daily basis while the person serves as a School Board member.

Nepotism

The Board will not employ any teacher or other employee if such teacher or other employee is the father, mother, brother, sister, wife, husband, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law of the Superintendent or any member of the Board. If a conflict exists, the Board member shall declare his/her interest and refrain from debating, discussing, or voting on a nomination or other issue.

This shall not apply to any person within such relationship or relationships who has been regularly employed by the Board prior to the inception of the relationship, the adoption of this policy, or a Board member's election.

Statutory-Regulation Reference:

Marsh v. Hanover, 113 NH 667 (1973) and

Atherton v. Concord, 109 NH 164 (1968)

RSA 671:18

Adopted: June 6, 2002

Revised: September 21, 2016

Raymond School District Policy – IHBA-R

SPECIAL EDUCATION EVALUATION PROCEDURES

1. Request for Initial Evaluation

- a. Consistent with its child find and parent/guardian consent obligations, the district responds promptly to requests initiated by a parent/guardian or public agency for an initial evaluation to determine if a child is a child with a disability.
- b. Upon receiving a request from a parent/guardian or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.
 - (1) The district team includes the parent/guardian and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The district documents team members' input, including parent/guardians, whether or not the district convenes a meeting.
- c. If a meeting is held, the district invites parent/guardians to participate.
- d. If the district agency refuses an evaluation requested by the parent/guardian, the district provides the parent/guardian with prior written notice of its refusal to conduct an evaluation.
- e. The district acknowledges the parent/guardian's rights to challenge the district's refusal to conduct an evaluation.

2. The initial evaluation consists of procedures:

- a. To determine if the child has a disability; and
- b. To identify the child's educational needs.

3. The district conducts the initial evaluation within 45 school days of receiving parent/guardian consent for evaluation unless:

- a. The district and the parent/guardians agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
- b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent/guardian and the district agree in writing to a specific time when the evaluation will be completed; or
- c. The parent/guardian repeatedly fails or refuses to produce the child for evaluation.

4. Re-evaluation

a. The district conducts re-evaluations:

- (1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
- (2) When the child's parent/guardians or teacher request a re-evaluation; and
- (3) At least every three years, unless that parent/guardian and the district agree that a re-evaluation is unnecessary.

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

5. Evaluation Planning

a. The district, or designated referral and evaluation agency for preschool children, ensures that, as part of an initial evaluation (if appropriate), the child's Individual Education Plan (IEP) team, including the parent/guardians and other qualified professionals, as appropriate, review and document their review of existing evaluation data on the child including:

- (1) Evaluations and information provided by the child's parent/guardians;
- (2) Current classroom-based, local or state assessments and classroom-based observations; and
- (3) Observations by teachers and related service providers.

b. On the basis of that review and input from the child's parent/guardians, identify what additional data if any is needed to determine:

- (1) Whether the child has a disability;
- (2) The child's present levels of academic achievement and related development needs;
- (3) Whether the child needs or continues to need special education and related services; and
- (4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to Early Childhood Special Education (ECSE) services:
 - (a) To enable the child to meet the measurable annual goals in the child's IEP; and
 - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor

abilities.

b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.

c. The evaluation includes information provided by the parent/guardian and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:

- (1) Whether the child has a disability; and
- (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

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

- (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
- (3) Are used for the purposes for which the 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 the assessments.

e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).

f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.

g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child's IEP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parent/guardians to request an assessment.
- b. When the IEP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parent/guardians.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent/guardian(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
 - (1) A group of qualified professionals and the parent/guardian;
 - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.
- e. Each eligibility team prepares a written eligibility statement that includes:
 - (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
 - (2) A determination of whether the child meets the minimum evaluation

criteria for one or more of the disability categories in New Hampshire law;

(3) A determination of whether the primary basis for the suspected disability is:

(a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or

(b) Limited English proficiency.

(4) A determination of whether the child's disability has an adverse impact on the child's educational performance;

(5) A determination of whether, as a result of the disability, the child needs special education services;

(6) The signature of every team member and an indication of whether each agrees with the eligibility determination;

(7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by New Hampshire Administrative Rule.

f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:

(1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or

(2) Limited English proficiency; and

(3) The child does not otherwise meet the eligibility criteria found in New Hampshire law for the category(ies) of disability under consideration.

g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.

h. A child may have disabilities in more than one disability category, but the team needs to find the child eligible in only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.

Adopted: November 4, 2009

EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Category: Priority/Required by Law

Related Policies: IHBA

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**ADOPTION/REVISION NOTES –**

*Text between the highlighted lines “~~~~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.*

- (a) **USER SUGGESTION** – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (b) **General** – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (c) **General** – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (d) **General** – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (e) **General** – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

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The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the *New Hampshire Department of Education Special Education Procedural Safeguards Handbook*.

In making determinations regarding whether a student has a specific learning disability under state and federal special education rules, the District shall use: [THE DISTRICT MAY CHOOSE TO USE EITHER MODEL OR BOTH MODELS AS DESCRIBED BELOW] ¹

- A. The “pattern of strengths and weaknesses” model as set forth in New Hampshire State Board of Education rule Ed 1107.02(a)(1) and in federal regulation 34 C.F.R. §§ 300.307(a)(1)and 300.309(a)(2)(ii).
- B. The “response to intervention” (RTI) model as set forth in Ed rule 1107.02(a)(2) and federal regulation 34 C.F.R. §§ 300.307(a)(2) and Ed rule1107.02(a)(2).

¹ The Board should consult with the Superintendent and Student Services/Special Education Director to determine whether district resources can support one or the other or both of the different model standards and modify the policy as needed.

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

The District will find the child eligible if the child satisfies [either/the] model, and shall evaluate for specific learning disabilities in a manner consistent with the procedures and standards included in N.H. Department of Education rule 1107 and 34 C.F.R. §§300.301 - .311, as applicable.

District Policy History:

First reading: _____ Last revised: _____

Second reading/adopted: _____ Reviewed/reaffirmed: _____

Other district policy history: _____

Legal References:

34 C.F.R. §§ 300.307-.309

N.H. Dept. of Ed. Admin. Rule Ed 1107.02(b), Evaluation Requirements for Children With Specific Learning Disabilities

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised Aug. 2022, Sept. 2016; New policy – April, 2009

NHSBA revision notes, Aug. 2022, revised to include options for the method(s) and model(s) for the district to use in order to determine if a child has a specific learning disability under both federal and state law/rules. **Sept. 2016,** significant changes were made to ensure compliance with all special education rules and NHDOE recommendations and to include a statement directing interested persons to the NHDOE’s Special Education Procedures Manual.

w/p-update/2022-U2 Fall/IHBAA Evaluation Requirements for Children with Specific Learning Disabilities 2022-U2 (F)

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Raymond School District Policy – IHBA
EVALUATION REQUIREMENTS FOR CHILDREN
WITH SPECIFIC LEARNING DISABILITIES

Consistent with its child find and parent/guardian consent obligations, the district responds promptly to requests initiated by a parent/guardian or public agency for an initial evaluation to determine if a child is a child with a disability.

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 birth 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 who may be eligible for Early Intervention/Early Childhood Special Education (EI/ECSE) 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/guardian(s);
2. Provides prior written notice to the parent/guardian(s) that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district 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 termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent/guardian 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/guardian or eligible child documentation of eligibility determination at no cost.

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 can 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 child's parent/guardians or teacher requests a re-evaluation; and
3. At least every three years, unless that parent/guardian 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/guardian and district agree otherwise.

Legal References:

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

Appendix IHBAA-R

Adopted: November 4, 2009

DEVELOPMENTAL DELAY AS QUALIFYING DISABILITY

Category: *Optional [elementary only]*

Related Policies: *IHBA, IHBAA, IHBAB, IHBAM*

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**ADOPTION/REVISION NOTES –**

*Text between the highlighted lines “~~~~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.*

- (a) **SPECIAL NOTE** – Under both state and federal special education rules and statutes, a district may, but is not required to, adopt and use the category of “developmentally delayed” as a category for special education identification for ages 3-9. Although it is not a required classification, RSA 186-C:2, I-a permits the category defines includes the category of developmentally delayed provided that such a child meets the criteria established by the state board of education. That criteria is found at N.H. Dept. of Education Rules Ed 1102.01(s) and is included in this sample.*
- (b) **USER SUGGESTION** – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (c) **General** – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (d) **Highlighted language or blank, underscored spaces** indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (e) **{\*\*}** indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (f) **Withdrawn & earlier versions of revised policies** should be maintained separately as part of the permanent records of the District.*

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Pursuant to 20 U.S.C. 1401(3)(B), the District adopts “developmental delay” as one of the disabilities that may qualify a child as disabled under the federal Individuals with Disabilities Education Act (IDEA) and New Hampshire’s special education statute.

In order to qualify for special education based on developmental delay, the student must:

1. Be at least 3 years of age and less than 10 years of age;
2. Be experiencing delays in one or more of the following areas:
 - a. Physical development;
 - b. Cognitive development;
 - c. Communication development;
 - d. Social or emotional development; or

DEVELOPMENTAL DELAY AS QUALIFYING DISABILITY

- e. Adaptive development; and
- 3. By reason thereof, need special education and related services, as measured by appropriate diagnostic instruments and procedures consistent with Ed 1107 and Board policy {**}IHBAB and identified in compliance with 34 CFR 300.111(b).

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

Legal References:

20 U.S.C. 1401(3)(B) – Child with a Disability, Child Aged 3 through 9
 RSA 186-C:2, I and I-a – definitions of “child with a disability, and “developmentally delayed” respectively
 N.H. Dept. of Ed. Admin. Rule – Ed. 1102.01(s),

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: New policy – Aug. 2022

NHSBA revision notes, August 2022, created policy to provide districts option of including developmentally delayed as a category for special education identification.

w/p-update/2022-U2 Fall/IHBAC Developmental Delay 2022-U2 (F)

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Jennifer Heywood <j.heywood@sau33.com>

Some policy questions

Will Phillips <wphillips@nhsba.org>
To: Jennifer Heywood <j.heywood@sau33.com>

Fri, Dec 16, 2022 at 10:57 AM

Hello Jennifer,

I apologize for the delay getting this to you.

As to form BBB-F, the person "giving" the oath is the person making the oath. I.e., the one being sworn in. The official administering the oath is the one who is receiving it, i.e., the official swearing in the new officer.

As to ECD, the issue is a bit more complicated. Before responding I'll give a little bit of background.

As mentioned in the notes included in the sample policy, the impetus for the sample was requests from districts which were considering programs with drones, but also had concerns over some issues that had occurred on district property. Because of the highly specialized policy subject, we had an outside expert review the sample policy.

He did not identify an issue concerning airspace that is not regulated by the FAA, mainly airspace under 400' in "uncontrolled" areas (discussed in detail below). The expert likely did not catch the issue because his focus was on the policy provisions directly implicating Federal regulations and guidance, rather than those which did not.

Although the FAA designates most airspace below 400' as Class G and "uncontrolled", be aware that (a) some areas under 400' are "controlled" and subject to specific rules (e.g., near airports, critical infrastructure, National Parks, etc.), and (b) even for airspace that is "uncontrolled", other drone regulations (e.g., those pertaining to registration, training, recreational use, etc.) apply even within the uncontrolled airspace.

Since publishing the policy, we have done more research into the issue. In short, in most areas FAA regulations do not apply to areas under 400', and the law in New Hampshire is not settled with respect to a property owner's authority to control/prohibit another person's operation of a drone over the property owner's land. Irrespective of that ambiguity, a property owner (including a school district) can prohibit/regulate persons from operating a drone from the property.

Accordingly, we are now recommending a modification (it will be included in the Spring update), but I have attached the working copy to this email. The revisions are indicated in red. However, note that the modifications only pertain to the operation "over" not "from" school district property. The draft sample still requires superintendent permission to operate from school property either during or outside of school hours. That is not a legal requirement, simply a policy suggestion.

I hope this answers your questions. If not, please feel free to follow-up either via telephone or further email.

Will Phillips

[Quoted text hidden]

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William J. Phillips

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UNMANNED AIRCRAFT SYSTEMS - DRONES

Category: *Optional*

Related Policies: *EC, EEAA & KFA*

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**ADOPTION/REVISION NOTES –**

*Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.*

- (a) **POLICY NOTES:** *Under the Federal Aviation Administration (“FAA”) regulations for small drones (under 55lbs), educational use of drones in elementary and secondary schools is not clearly addressed. Accordingly, it is imperative that districts refer personnel to the FAA website for updates and current information.*

*Districts should be aware of the FAA unmanned aircraft safety rules and guidelines before authorizing use on school property or within school programs or activities. For further information visit the FAA website: [https://www.faa.gov/uas/educational\\_users/](https://www.faa.gov/uas/educational_users/)*

*This sample includes separate provisions for (1) instances where usage/instruction does not implicate compensation, and (2) when the operator, instructor, or other person /may receive direct or indirect compensation relating to the drone usage. The first use is permitted under regulations of the FAA recreational uses (including educational), and the second use is governed under FAA regulations (known as “Part 107”) pertaining to all other use of drones between .55 lbs (i.e., 0.25 kg) and 55 lbs (25 kg). Any use other than recreational requires the drone operator to possess a Remote Pilot Certificate or Certificate of Exemption/Authorization (collectively “RPC/COA operator”) from the FAA.*

**CAUTION** - *FAA rules regarding operation of drones are subject to change and NHSBA does not monitor these changes. A school engaging in a drone program should include a requirement that the instructor or administrator be required to monitor the rules.*

- (b) *User suggestion – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (c) *General – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (d) *General –Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (e) *General –{\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*

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A. Statement of Policy and Application.

The following policy applies to the extent not preempted by federal or state regulatory jurisdiction regarding unmanned aircrafts.

UNMANNED AIRCRAFT SYSTEMS - DRONES

The School Board recognizes that a small, unmanned aircraft system (commonly known as a “UAS”, “UAV” or “drone”) may be a useful tool to enhance the instructional program and assist with district operations. However, the use of drones also poses unique risks, and potential injury or damage arising from malfunction, operator error, or intentional misuse. In order to avoid disruption and maintain the safety, security, and privacy of students, staff, visitors and neighbors, **drone operation upon, over, or from any District property, or during any school activity or program, is prohibited except as authorized under this policy.**

As used in this policy, “*drone*” or “UAS” means an aircraft weighing less than 55 pounds that is operated remotely without the possibility of direct human intervention from within or on the aircraft and the associated elements, including communication links and controls, required for the pilot to operate the aircraft safely and efficiently. *See, e.g.,* 14 C.F.R. 107.3 definitions of “unmanned aircraft,” “small unmanned aircraft,” and “small unmanned aircraft system”. Unmanned aircraft exceeding 55 pounds are absolutely prohibited.

This policy has separate provisions for (1) instances where usage/instruction does not implicate compensation, and (2) when the operator, instructor, or other person may receive direct or indirect compensation relating to the drone usage. The first use is permitted under regulations of the Federal Aviation Administration (“FAA”) relative to recreational uses (including educational), and the second use is governed under FAA regulations (known as “Part 107”) pertaining to all other use of drones between .55 lbs (i.e., .25 kg) and 55 lbs. Any use other than recreational will require the drone operator to possess a Remote Pilot Certificate or Certificate of Exemption/Authorization (collectively “RPC/COA operator”) from the FAA.

B. Rules Applicable to All Drone Usage Over District Property.

Written permission from the Superintendent or his/her designee is required for any use of a drone ~~upon or from~~ ~~on or over~~ district property, or during any school activity or program. In all instances, it is the responsibility of the drone operator to be aware of, to understand, and to follow all applicable laws, FAA and other regulations, ordinances, School Board policies, and administrative rules. **Any use or operation of a drone on or from District property without express authorization or permission from the Superintendent or his/her designee as provided in this policy shall be deemed a trespass and referred to law enforcement.**

In determining whether to grant permission for the requested use of a drone, the Superintendent or his/her designee shall consider the intended purpose of the activity, anticipated educational opportunities, and/or benefits to District operations. Permission granted by the Superintendent or his/her designee shall be under such terms and conditions as s/he deems appropriate, and may be revoked at any time for violations of applicable laws, regulations, ordinances, policies, District rules, or for any use the Superintendent/designee deems inappropriate. The Superintendent’s decisions under this policy are final.

Without limiting the application of other such laws, regulations, ordinances, policies, or District rules, all drone users on or over District property shall comply with the following:

UNMANNED AIRCRAFT SYSTEMS - DRONES

- 1) Fly only drones that are properly registered with the FAA (until 2023 registration must appear on exterior of drone, and proof of registration must be held by the operator, thereafter, every drone over .25kg will be required to be Remote ID enabled);¹
- 2) Fly below 400 feet and remain clear of surrounding obstacles;
- 3) Keep the aircraft within the visual line of sight at all times;
- 4) Do not fly in the dark [² delete footnote], or when weather conditions do not allow for 100% visual line of sight to the drone.
- 5) Remain clear of aircraft and do not interfere with manned aircraft operations;
- 6) Operators (or supervising teacher/employee/volunteer) must determine current restrictions that might apply to the flight location. Such up-to-date restrictions may be found through use of the FAA's free mobile/desktop app: B4UFLY;

https://www.faa.gov/uas/recreational_fliers/

- 7) Do not fly within five miles of an airport without prior approval from the airport;
[If district property is known to be within 5 miles of an airport, should include location relative to specific property, and airport contact information here]
- 8) Do not fly within the area of an emergency scene (fire, injury, etc.);
- 9) Do not fly over people other than those in the crew associated with drone operation. (RPC/COA operators may request permission from the Superintendent to fly over people consistent with FAA regulations.) *[See footnote #3 re policy options] [³ delete footnote]*
- 10) Do not fly over moving vehicles. *[See footnote # 4 re policy options] [⁴ delete footnote]*

¹ Under the new FAA regulations effective in January 2021, all drones over .55 lbs (25kg) will be required to be "Remote ID" compliant by September 2023. Remote ID is a technology that allows for real-time broadcast of drone id, drone location, speed, and location of operator. Remote ID technology will be included in new drones, but must be retrofitted into all drones without the technology.

² This sample policy prohibits night/twilight flying. Applicable FAA regulations allow for night/twilight flight subject to additional requirements. (14 C.F.R. 107.29). The Board could modify the sample to either allow by right under the policy or may add a provision allowing the Superintendent to grant special permission for night and/or twilight operation. The Superintendent or designee may grant permission to a remote pilot to operate a drone at night/twilight. The remote pilot must comply with C.F.R. §107.29, requiring specific training, drone lighting, and flash rates.

³ Under FAA regulations only RPC or COA operators may fly over people, and only then consistent with additional requirements found in 14 C.F.R. 107, Subpart D. This policy allows such operation only with specific approval of the Superintendent or his/her designee.

⁴ This sample policy prohibits flying over moving vehicles. Applicable FAA regulations allow for flying over moving vehicles subject to additional requirements. (14 C.F.R. 107.145). The Board could modify the sample to either allow by right under the policy or may add a provision allowing the Superintendent to grant special permission for operations over moving vehicles. The Superintendent or designee may grant permission to a remote pilot to operate a drone over moving vehicles. The remote pilot must comply with 14 C.F.R §107.145, which has requirements dependent on the category of operations the drone falls within. 14 C.F.R. §107.145 additionally requires that either the drone remains over a closed-access site and all people inside the moving vehicle are on notice that a drone may fly over them, or that there must not be sustained flight over moving vehicles.

UNMANNED AIRCRAFT SYSTEMS - DRONES

- 11) Follow the current NHIAA guidelines and regulations with respect to any NHIAA sanctioned activity;
- 12) Ensure the aircraft is limited to not more than 55 pounds;
- 13) Do not operate or fly a drone indoors;
- 14) Do not use the drone for hunting, fishing or trapping, or to surveil private citizens who are lawfully hunting, fishing or trapping;
- 15) ~~A drone can be~~ Only be used the drone as authorized by the Superintendent or this policy;
- 16) Use of a District owned UAS is limited to recreational, instructional and educational purposes only;
- 17) Any drone with camera, video, or voice recording capability shall not be used in any manner which infringes on the privacy rights of any other person(s);
- 18) Immediately report any collision or accident involving injury, or damage to any property or injury, to the building principal, Police Department and, if required, to the FAA;
- 19) Use of a drone not in accordance with this policy ~~without permission or supervision~~ may result in disciplinary action, or, when applicable, referral to law enforcement; and
- 20) Use of a UAS without following district guidelines, as well as federal and state laws and regulations, may result in disciplinary action or, when applicable, referral to law enforcement.

C. Use of Drones by Students or District Employees or Volunteers —“Recreational Operators”As Part of District Programs or Activities.

The Superintendent or designee may grant permission to students or District employees or approved volunteers -recreational operators for the use of drones as part of a curricular program or co/extra-curricular activity -if the planned activity complements instructional or co-curricular activities subject to the provision of this section C.

Under FAA regulations, operation of a drone used for recreational purposes, with no compensation (direct or indirect) for the drone operator or owner fall within the category of hobby or recreational use. The recreational use regulations do not require recreational drone operators to obtain a RPC/COA, nor do they require formal rule waivers for certain operations otherwise restricted under 14 C.F.R. Part 107. However, recreational operators, including any student/employee/volunteer operating a drone who do not hold an RPC must complete any test or exam required by the FAA.⁵

Student operation of a drone, whether owned by the District or not, is permitted only under the supervision of a district employee or approved volunteer as part of an authorized activity. **Unless**

⁵ New FAA regulations require that recreational users must pass the “The Recreational UAS Safety Test” (“TRUST”). Information and access to TRUST may be found at: https://www.faa.gov/uas/recreational_fliers/knowledge_test_updates/

UNMANNED AIRCRAFT SYSTEMS - DRONES

a supervising teacher, other district employee or volunteer holds a Remote Pilot Certificate or higher certification (“RPC”) issued by the Federal Aviation Administration, the teacher/employee/volunteer may only use or operate a drone incidental to student use. Permitted incidental use without an RPC may include, for example, regaining control of the drone following a student’s loss of control. A teacher/employee/volunteer without an RPC may not conduct any full flight demonstration, nor off-site practice flights using a District-owned UAS, since a teacher/employee/volunteer’s use must remain secondary and incidental to the student’s operation of the UAS at the time in order to maintain hobby/recreational status.

When operating a drone from or on District property, the operator and supervising teacher/employee/volunteer must be cognizant of District property boundaries, and operate the drone only within those boundaries.

D. Operators Holding Remote Pilot Certification.

Except as permitted under section C of this policy, only persons who possess an RPC or higher certification may be approved for operation of a drone upon or over District property.

In order to obtain prior approval, and in addition to the requirements of paragraph B, above, the person making the request must complete a form and agreement approved by the Superintendent, which must include at a minimum:

- 1) Information regarding the operator’s RPC or other certificate;
- 2) A full description of the operation requested (e.g., flight location, date and time of the planned flight; anticipated duration, and purpose);
- 3) Whether any photos and/or video are expected to be taken and the nature of those photos and/or video;
- 4) Acknowledgement of understanding that any operator must maintain documentation of their flight mission (an available flight log) that includes where, when, and what the flight mission entailed at the time of the flight;
- 5) Acknowledgement of understanding and applicability of this Policy, and applicable state, federal and local laws, regulations and ordinances; and
- 6) An indemnity provision wherein the operator and/or the operator’s employer agrees to indemnify, defend, and hold harmless the District relative to any property damage or personal injury caused by the drone, or its operation.

The operator shall also provide proof of insurance that meets liability limits as deemed appropriate by the Superintendent.

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

UNMANNED AIRCRAFT SYSTEMS - DRONES***Legal References:***

- 49 U.S.C. 44101, Operation of Aircraft
- 49 U.S.C. 44809, Exception for Limited Recreational Operations of Unmanned Aircraft
- 14 C.F.R. Part 107 –
 - 107.1-107.205, Small unmanned aircraft systems, especially:
 - 107.12, Requirement for a remote pilot certificate with a small UAS rating
 - 107, Subpart B, Operating Rules
 - 107, Subpart C, Remote pilot certification
 - 107, Subpart D, Operations over human beings.
- FAA Advisory Circular 91-57B, Exception for Limited Recreational Operations of Unmanned Aircraft, May 31, 2021
- FAA Memorandum, Educational Use of Unmanned Aircraft Systems (UAS), May 4, 2016 [⁶ delete footnote]
- RSA 207:57, Fish and Game Harassment

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: New policy – August 2022

NHSBA revision notes, August 2022, NHSBA created sample ECD at the request of member districts. The sample includes provisions for several types of drone usage implicating different FAA regulations and standards (e.g., educational, extra-curricular, third party recreational, third party hired, etc.). Boards could modify the policy to include some categories of usage, and exclude others, but in all events the drones and drone operation must meet FAA requirements.

w/p-update/2023-U1/ECD Unmanned Aircraft Systems - Drones 2023-U1 (v1)

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⁶ [*delete footnote.*] In December 2020, the FAA stamped the 5/4/16 Memorandum with "This information is being updated to reflect the most current FAA policy." As of the date in the footer below, the FAA has not yet updated the Memorandum.

UNMANNED AIRCRAFT SYSTEMS - DRONES

Category: *Optional*

Related Policies: *EC, EEAA & KFA*

~~~~~

**ADOPTION/REVISION NOTES –**

**Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.**

- (a) **POLICY NOTES:** *Under the Federal Aviation Administration (“FAA”) regulations for small drones (under 55lbs), educational use of drones in elementary and secondary schools is not clearly addressed. Accordingly, it is imperative that districts refer personnel to the FAA website for updates and current information.*

*Districts should be aware of the FAA unmanned aircraft safety rules and guidelines before authorizing use on school property or within school programs or activities. For further information visit the FAA website: [https://www.faa.gov/uas/educational\\_users/](https://www.faa.gov/uas/educational_users/)*

*This sample includes separate provisions for (1) instances where usage/instruction does not implicate compensation, and (2) when the operator, instructor, or other person /may receive direct or indirect compensation relating to the drone usage. The first use is permitted under regulations of the FAA recreational uses (including educational), and the second use is governed under FAA regulations (known as “Part 107”) pertaining to all other use of drones between .55 lbs (i.e., 0.25 kg) and 55 lbs (25 kg). Any use other than recreational requires the drone operator to possess a Remote Pilot Certificate or Certificate of Exemption/Authorization (collectively “RPC/COA operator”) from the FAA.*

**CAUTION** - *FAA rules regarding operation of drones are subject to change and NHSBA does not monitor these changes. A school engaging in a drone program should include a requirement that the instructor or administrator be required to monitor the rules.*

- (b) *User suggestion – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (c) *General – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (d) *General –Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (e) *General –{\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*

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A. Statement of Policy and Application.

The following policy applies to the extent not preempted by federal or state regulatory jurisdiction regarding unmanned aircrafts.

UNMANNED AIRCRAFT SYSTEMS - DRONES

The School Board recognizes that a small, unmanned aircraft system (commonly known as a “UAS”, “UAV” or “drone”) may be a useful tool to enhance the instructional program and assist with district operations. However, the use of drones also poses unique risks, and potential injury or damage arising from malfunction, operator error, or intentional misuse. In order to avoid disruption and maintain the safety, security, and privacy of students, staff, visitors and neighbors, **drone operation upon, over, or from any District property, or during any school activity or program, is prohibited except as authorized under this policy.**

As used in this policy, “*drone*” or “UAS” means an aircraft weighing less than 55 pounds that is operated remotely without the possibility of direct human intervention from within or on the aircraft and the associated elements, including communication links and controls, required for the pilot to operate the aircraft safely and efficiently. *See, e.g.*, 14 C.F.R. 107.3 definitions of “unmanned aircraft,” “small unmanned aircraft,” and “small unmanned aircraft system”. Unmanned aircraft exceeding 55 pounds are absolutely prohibited.

This policy has separate provisions for (1) instances where usage/instruction does not implicate compensation, and (2) when the operator, instructor, or other person may receive direct or indirect compensation relating to the drone usage. The first use is permitted under regulations of the Federal Aviation Administration (“FAA”) relative to recreational uses (including educational), and the second use is governed under FAA regulations (known as “Part 107”) pertaining to all other use of drones between .55 lbs (i.e., .25 kg) and 55 lbs. Any use other than recreational will require the drone operator to possess a Remote Pilot Certificate or Certificate of Exemption/Authorization (collectively “RPC/COA operator”) from the FAA.

B. Rules Applicable to All Drone Usage Over District Property.

Written permission from the Superintendent or his/her designee is required for any use of a drone on or over district property, or during any school activity or program. In all instances, it is the responsibility of the drone operator to be aware of, to understand, and to follow all applicable laws, FAA and other regulations, ordinances, School Board policies, and administrative rules. **Any use or operation of a drone on, over, or from District property without express authorization or permission from the Superintendent or his/her designee as provided in this policy shall be deemed a trespass and referred to law enforcement.**

In determining whether to grant permission for the requested use of a drone, the Superintendent or his/her designee shall consider the intended purpose of the activity, anticipated educational opportunities, and/or benefits to District operations. Permission granted by the Superintendent or his/her designee shall be under such terms and conditions as s/he deems appropriate, and may be revoked at any time for violations of applicable laws, regulations, ordinances, policies, District rules, or for any use the Superintendent/designee deems inappropriate. The Superintendent’s decisions under this policy are final.

Without limiting the application of other such laws, regulations, ordinances, policies, or District rules, all drone users on or over District property shall comply with the following:

UNMANNED AIRCRAFT SYSTEMS - DRONES

- 1) Fly only drones that are properly registered with the FAA (until 2023 registration must appear on exterior of drone, and proof of registration must be held by the operator, thereafter, every drone over .25kg will be required to be Remote ID enabled);¹
- 2) Fly below 400 feet and remain clear of surrounding obstacles;
- 3) Keep the aircraft within the visual line of sight at all times;
- 4) Do not fly in the dark [² *delete footnote*], or when weather conditions do not allow for 100% visual line of sight to the drone.
- 5) Remain clear of aircraft and do not interfere with manned aircraft operations;
- 6) Operators (or supervising teacher/employee/volunteer) must determine current restrictions that might apply to the flight location. Such up-to-date restrictions may be found through use of the FAA's free mobile/desktop app: B4UFLY;

https://www.faa.gov/uas/recreational_fliers/

- 7) Do not fly within five miles of an airport without prior approval from the airport;

[If district property is known to be within 5 miles of an airport, should include location relative to specific property, and airport contact information here]
- 8) Do not fly within the area of an emergency scene (fire, injury, etc.);
- 9) Do not fly over people other than those in the crew associated with drone operation. (RPC/COA operators may request permission from the Superintendent to fly over people consistent with FAA regulations.) [*See footnote #3 re policy options*] [³ *delete footnote*]
- 10) Do not fly over moving vehicles. [*See footnote # 4 re policy options*][⁴ *delete footnote*]

¹ Under the new FAA regulations effective in January 2021, all drones over .55 lbs (25kg) will be required to be "Remote ID" compliant by September 2023. Remote ID is a technology that allows for real-time broadcast of drone id, drone location, speed, and location of operator. Remote ID technology will be included in new drones, but must be retrofitted into all drones without the technology.

² This sample policy prohibits night/twilight flying. Applicable FAA regulations allow for night/twilight flight subject to additional requirements. (14 C.F.R. 107.29). The Board could modify the sample to either allow by right under the policy or may add a provision allowing the Superintendent to grant special permission for night and/or twilight operation. The Superintendent or designee may grant permission to a remote pilot to operate a drone at night/twilight. The remote pilot must comply with C.F.R. §107.29, requiring specific training, drone lighting, and flash rates.

³ Under FAA regulations only RPC or COA operators may fly over people, and only then consistent with additional requirements found in 14 C.F.R. 107, Subpart D. This policy allows such operation only with specific approval of the Superintendent or his/her designee.

⁴ This sample policy prohibits flying over moving vehicles. Applicable FAA regulations allow for flying over moving vehicles subject to additional requirements. (14 C.F.R. 107.145). The Board could modify the sample to either allow by right under the policy or may add a provision allowing the Superintendent to grant special permission for operations over moving vehicles. The Superintendent or designee may grant permission to a remote pilot to operate a drone over moving vehicles. The remote pilot must comply with 14 C.F.R §107.145, which has requirements dependent on the category of operations the drone falls within. 14 C.F.R. §107.145 additionally requires that either the drone remains over a closed-access site and all people inside the moving vehicle are on notice that a drone may fly over them, or that there must not be sustained flight over moving vehicles.

UNMANNED AIRCRAFT SYSTEMS - DRONES

- 11) Follow the current NHIAA guidelines and regulations with respect to any NHIAA sanctioned activity;
- 12) Ensure the aircraft is limited to not more than 55 pounds;
- 13) Do not operate or fly a drone indoors;
- 14) Do not use the drone for hunting, fishing or trapping, or to surveil private citizens who are lawfully hunting, fishing or trapping;
- 15) A drone can only be used as authorized by the Superintendent;
- 16) Use of a District owned UAS is limited to recreational, instructional and educational purposes only;
- 17) Any drone with camera, video, or voice recording capability shall not be used in any manner which infringes on the privacy rights of any other person(s);
- 18) Immediately report any collision or accident involving injury, or damage to any property or injury, to the building principal, Police Department and, if required, to the FAA;
- 19) Use of a drone without permission or supervision may result in disciplinary action, or, when applicable, referral to law enforcement; and
- 20) Use of a UAS without following district guidelines, as well as federal and state laws and regulations, may result in disciplinary action or, when applicable, referral to law enforcement.

C. Use of Drones by Students or District Employees – “Recreational Operators”.

The Superintendent or designee may grant permission to recreational operators for the use of drones if the planned activity complements instructional or co-curricular activities.

Under FAA regulations, operation of a drone used for recreational purposes, with no compensation (direct or indirect) for the drone operator or owner fall within the category of hobby or recreational use. The recreational use regulations do not require recreational drone operators to obtain a RPC/COA, nor do they require formal rule waivers for certain operations otherwise restricted under 14 C.F.R. Part 107. However, recreational operators, including any student/employee/volunteer operating a drone who do not hold an RPC must complete any test or exam required by the FAA.⁵

Student operation of a drone, whether owned by the District or not, is permitted only under the supervision of a district employee or approved volunteer as part of an authorized activity. **Unless a supervising teacher, other district employee or volunteer holds a Remote Pilot Certificate or higher certification (“RPC”) issued by the Federal Aviation Administration, the teacher/employee/volunteer may only use or operate a drone incidental to student use.**

⁵ New FAA regulations require that recreational users must pass the “The Recreational UAS Safety Test” (“TRUST”). Information and access to TRUST may be found at: https://www.faa.gov/uas/recreational_fliers/knowledge_test_updates/

UNMANNED AIRCRAFT SYSTEMS - DRONES

Permitted incidental use without an RPC may include, for example, regaining control of the drone following a student’s loss of control. A teacher/employee/volunteer without an RPC may not conduct any full flight demonstration, nor off-site practice flights using a District-owned UAS, since a teacher/employee/volunteer’s use must remain secondary and incidental to the student’s operation of the UAS at the time in order to maintain hobby/recreational status.

When operating a drone from or on District property, the operator and supervising teacher/employee/volunteer must be cognizant of District property boundaries, and operate the drone only within those boundaries.

D. Operators Holding Remote Pilot Certification.

Except as permitted under section C of this policy, only persons who possess an RPC or higher certification may be approved for operation of a drone upon or over District property.

In order to obtain prior approval, and in addition to the requirements of paragraph B, above, the person making the request must complete a form and agreement approved by the Superintendent, which must include at a minimum:

- 1) Information regarding the operator’s RPC or other certificate;
- 2) A full description of the operation requested (e.g., flight location, date and time of the planned flight, anticipated duration, and purpose);
- 3) Whether any photos and/or video are expected to be taken and the nature of those photos and/or video;
- 4) Acknowledgement of understanding that any operator must maintain documentation of their flight mission (an available flight log) that includes where, when, and what the flight mission entailed at the time of the flight;
- 5) Acknowledgement of understanding and applicability of this Policy, and applicable state, federal and local laws, regulations and ordinances; and
- 6) An indemnity provision wherein the operator and/or the operator’s employer agrees to indemnify, defend, and hold harmless the District relative to any property damage or personal injury caused by the drone, or its operation.

The operator shall also provide proof of insurance that meets liability limits as deemed appropriate by the Superintendent.

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

Legal References:

- 49 U.S.C. 44101, Operation of Aircraft
- 49 U.S.C. 44809, Exception for Limited Recreational Operations of Unmanned Aircraft

UNMANNED AIRCRAFT SYSTEMS - DRONES

14 C.F.R. Part 107 –

- 107.1-107.205, Small unmanned aircraft systems, especially:
- 107.12, Requirement for a remote pilot certificate with a small UAS rating
- 107, Subpart B, Operating Rules
- 107, Subpart C, Remote pilot certification
- 107, Subpart D, Operations over human beings.

FAA Advisory Circular 91-57B, Exception for Limited Recreational Operations of Unmanned Aircraft, May 31, 2021

FAA Memorandum, Educational Use of Unmanned Aircraft Systems (UAS), May 4, 2016 [⁶ delete footnote]

RSA 207:57, Fish and Game Harassment

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: New policy – August 2022

NHSBA revision notes, August 2022, NHSBA created sample ECD at the request of member districts. The sample includes provisions for several types of drone usage implicating different FAA regulations and standards (e.g., educational, extra-curricular, third party recreational, third party hired, etc.). Boards could modify the policy to include some categories of usage, and exclude others, but in all events the drones and drone operation must meet FAA requirements.

w/p-update/2022-U2 Fall/ECD Drones 2022-U2 (F)

DISCLAIMER: This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

⁶ [delete footnote.] In December 2020, the FAA stamped the 5/4/16 Memorandum with “This information is being updated to reflect the most current FAA policy.” As of the date in the footer below, the FAA has not yet updated the Memorandum.

Raymond School District Policy - ECD

Traffic and Parking Controls

The Raymond School Board believes that student safety and efficient use of school district parking facilities would be improved if daily supervision of the parking lots were combined with a formal system of automobile registration. The system should provide for the identification and parking lot assignment of vehicles, visitor parking and staff parking. It will also include written guidelines for the revocation of student privileges for use of the parking lots.

Adopted: April 3, 1980
Reviewed: September 25, 2002

DISTANCE EDUCATION

Category: Required*

Related Policies: IC, IFA, IHBH, IHBI, IK, & IKF IMRC

*Policy is only required if district intends to offer distance education either for snow days or for individual students.

*a power
w/ change*

ADOPTION/REVISION NOTES –

Text between the highlighted lines “~~~~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.

- (a) **USER SUGGESTION** – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.
- (b) **General** – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- (c) **General** – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- (d) **General** – {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (e) **General** – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

“Distance education” means and includes any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. It also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

Under rules of the N.H. Department of Education, distance education may be offered only:

- (1) When inclement weather, makes it unsafe to safely transport students to or from in-person instruction (i.e., remote learning day); or
- (2) As an option for a parent/guardian or adult student making a request for distance education (e.g., online courses).

A. District/School-Wide Distance Education During Inclement Weather.

When inclement weather makes it unsafe to safely transport students to or from in-person instruction, the District or school may elect to provide instruction remotely, pursuant to Board policy {**}IC.

DISTANCE EDUCATION

*approve
w/ change*

B. Individualized Distance Education.

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education.

1. Extended Learning Opportunities and Alternative Learning Plans. Such opportunities will be implemented under the provisions set forth in Policy {**}IHBH, Extended Learning Opportunities and Policy {**}IHBI, Alternative Learning Plans.
2. Alternative Credit Options. If the course is to be taken for credit, then Policy {**}IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.
3. Pre-conditions for Online Enrollment. The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.
4. Approved Courses. Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.
5. Student Enrollment Requirements. Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.
6. ~~Staff supervision. The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.~~
7. Privacy and Confidentiality. Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.
8. Safeguards. The school district will provide safeguards for students participating in online instruction activities, and Policy {**}EGA/IJNDB, School District Internet Access for Students, will apply.
9. Earning of Credit. Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment

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DISTANCE EDUCATION

program. Credit courses will require students to meet similar academic standards as required by the District. Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

C. Educational Progress and Policy Violations.

If a student participating in distance education is not making educational progress, as determined by educational assessments, the option to participate in distance education may be rescinded by the district. A parent or guardian may appeal this determination to the Superintendent for review. If the Superintendent upholds the determination, the parent/guardian has a right to appeal to the state board of education per N.H. Department of Education Rules Ed 306.22(f).

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

District Policy History:

First reading: _____ Last revised: _____
Second reading/adopted: _____ Reviewed/reaffirmed: _____
Other district policy history: _____

Legal References:

- Ed 306.04(a)(12), Distance Education
- Ed 306.18(a)(7), School Year
- Ed 306.22, Distance Education

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised Aug. 2022, May 2014, Sept. 2008, Aug. 2006, Oct. 2005

NHSBA revision notes, Aug. 2022, revised to draw a distinction between district-wide distance education due to inclement weather and individualized distance education and include N.H. Department of Education Rules Ed. 306.18(a)(7) and 306.22 as amended in 2022. **May 2014,** only revisions are to legal references and the note that this policy is required by law if your district chooses to offer Distance Education.

w/p-update/2022-U2 Fall/IMBA Distance Ed 2022-U2 (F)

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Ed 306.22 Distance Education.

(a) All students shall have access to full-year, full-day instruction, in-person as required in RSA 189:1 and RSA 189:24. Distance education, as defined in Ed 306.22(b), shall not satisfy the requirement for in-person instruction except as conducted in accordance with 306.22(c).

(b) In this section, "distance education" means any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. The term distance education also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

(c) Distance education may be offered only:

(1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction; or

(2) As an option for a parent or guardian making a request for distance education.

(d) When the district offers distance education, the school board shall be responsible for the development of a policy for the governance and administration of distance education.

(e) If a student participating in distance education is not making educational progress, as determined by the district's educational assessments, the option to participate in distance education may be rescinded by the district.

(f) A parent or guardian may appeal a district determination that a student is not making educational progress pursuant to the district's educational assessments to the state board of education under Ed 200.

(g) A student shall remain in distance education until the conclusion of the appeal in (f) above. If the state board of education upholds the district's conclusion that the student is not making educational progress pursuant to the district's educational assessments, the student shall immediately be disqualified from continued participation in the district's distance education instruction.

(h) School districts may cooperate to share delivery of distance education.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96; amd by #7512, eff 7-1-01; ss by #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #13245, eff 7-29-21; ss by #13356, eff 2-19-22 (See Revision Note #3 at part heading for Ed 306)

Raymond School District Policy – IMBA

DISTANCE EDUCATION

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.

If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.

Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The District requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.

The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.

The School District will provide safeguards for students participating in online instruction activities, and Policy EGA, School District Internet Access for Students and EGA-R, Acceptable Use Procedure – Students, will apply.

Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.

Credit for the course is not recognized until an official record of the final grade has been

submitted to the principal or designee with feedback from the online teacher.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Legal References:

Ed 306.04(a)(12), Distance Education

Ed 306.22, Distance Education

Approved: March 4, 2015



FALL 2022 POLICY UPDATE

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RECOGNITION

NHSBA wishes to recognize Taylor Vitti, a University of New Hampshire law student, for her significant contributions to the research and drafting of the revisions and new policies included in the NHSBA 2022 Fall Policy Update.

BBB – School Board Elections

Optional policy

Related Policies: BBBC, BBBF

- NHSBA revised sample policy to reflect HB 1381’s (2022 N.H. Laws Ch. 195) amendment to RSA 189:1-c, which previously permitted boards to have a student board member and now requires boards have a student board member from each District high school.

BBBF – Student Board Members

Recommended policy

- NHSBA revised sample policy in response to HB 1381 (2022 N.H. Laws Ch. 195), which amended RSA 189:1-c and RSA 194:23-f to require districts with high schools to have at least one student board member from each district high school within the district. Previously, boards were permitted, but not required to have such members, and districts with more than one high school could establish a rotation between or among the schools. NHSBA also added Sections B and C to BBBF to include the statutory requirements relative to selection, duties, and terms of student board members.

BEDH – Public Comment & Participation at Board Meetings

Recommended policy

Related Policies: BEDB, KE & KEB

NOTE: The version of BEDH included in this update is substantially the same as that released on August 9, 2022 as a “Special Update”. Boards must observe the 30 minute requirement no later than the first meeting after September 5, 2022 whether or not they formally modify the policy first.

- NHSBA revised sample policy BEDH to reflect the enactment of RSA 189:74 (see, SB 410). The new statute now requires school boards to provide no less than a 30-minute public comment opportunity at each of its meetings. Previously, while most school boards included public comment periods in their meetings, it was not required.
- NHSBA points out in both the adoption notes and the revision notes that the law leaves boards with choices about how the public comment period is administered. For example, boards may: (1) request – but not require – pre-registration, (2) set per speaker time limitations, (3) restrict comment that disclose student/staff PII, and/or (4) exclude/allow remote comments.

EBB – School Safety

Priority/Required by Law

Related Policies: EB, EBCA, EBCC, ECA, EEAE, EG, JKAA, JLCJA, JLIA, KFA & KI

- NHSBA revised sample policy to:
 - Change what was previously called the site-specific Emergency Response Plan to now be titled the site-specific Emergency Operations Plan in response to HB 1125 (2022 N.H. Laws Ch. 187) and NHSBA sample policy EBCA; and
 - Add that the general safety plan will include (1) the Sports Injury Emergency Action Plan and should include procedures for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored activities (NHSBA sample policy JLCJA) and (2) the District Communications Plan.

EBBD – Indoor Air Quality & Water Quality

Priority/Required by Law

- NHSBA revised sample policy EBBD to add section II on Water Quality and Access reflective of HB 1421 (2022 N.H. Laws Ch. 325), which seeks to limit exposure to lead in drinking water and requires schools to install compliant water bottle filling stations or to test and remediate all water outlets in the facility.

EBCA – Crisis Prevention & Emergency Response Plans

Recommended policy

Related Policies: ADD, EB, EBCD, EG, JICK & JLCJA

See Also: EG-R

- NHSBA revised sample policy EBCA to:
 - reflect the 2022 passage of HB 1125, which amended RSA 189:64 to (a) change the name of the site specific plans from “Emergency Response Plans” to “Emergency Operations Plans” as used by the Federal Dept. of Homeland Security), (b) the state submission date for the EOP from 9/1 to 10/15 of each year, and (c) the recipient of the submission from N.H. DOE to the N.H. Department of Safety; and
 - remove some redundancies and to clarify the distinction and relationship among the site-specific EOPs, the District-wide plan, and other related plans/policies.

EBCA-R – Emergency Plans Checklist for Developing a School Emergency Plan

[Withdrawn]

Related Policies: EBCA

- NHSBA withdrew procedural document EBCA-R. EBCA-R was created before RSA 189:64 and major revisions to policy EBCA, making it repetitive and obsolete.

EBCD – School or District Closings

Recommended policy

Related Policies: IC, IMBA

- NHSBA revised sample policy EBCE to:
 - Combine sample policies EBCA (School Closings) and EBCD (Emergency Closings – which is now withdrawn). NHSBA combined the policies in an effort to have fewer but more comprehensive policies where two samples have substantial overlap.
 - Add the section on distance education to meet the criteria of Ed. Rule 306.22.
 - Add a section on emergency early release.

EBCE – School Closings

[Withdrawn]

Related Policies: IC, IMBA

- NHSBA withdrew sample policy EBCE as it was combined with sample policy EBCD in an effort to have fewer, but more comprehensive, policies where two samples have substantial overlap.

ECD – Unmanned Aircraft Systems - Drone

Optional policy

Related Policies: EC, EEAA

- NHSBA created sample policy ECD at the request of member districts. The sample includes provisions for several types of drone usage implicating different FAA regulations and standards (e.g., educational, extra-curricular, third party recreational, third party hired, etc.). Boards could modify the statute to include some categories of usage, and exclude others, but in all events the drones and drone operation must meet FAA requirements.

EG – Creation of Communication Plans

Recommended policy

Related Policies: BHC/GBD, EBCA, EBCD, EBCE, IJO/KA, KCB, KD, KDA, KDC, KE

See Also: EG-R

- NHSBA created sample policy EG to provide guidance on the creation of a communications plan to help guide school administrators in providing information to stakeholders. The policy indicates areas that Boards may require the Superintendent or other personnel include in a communication plan. NHSBA also created a technical advisory document, EG-R, to supplement this policy.

EHAB – Data Governance and Security

Priority/Required by Law

Related Policies: EHAA, EHB, GBEBD, GBEF, IHBH, JICJ, JICL, JICM, KD & KDC

- NHSBA revised sample policy EHAB sections B(1)(d) and F to reflect the 2022 passage of HB 1277, enacting new statute – RSA 31:103-b (which is applicable to school districts as political subdivisions of the state) and amends RSA 359-C:19-21, regarding cybersecurity incidents and data breaches respectfully. Revisions also included updating legal references and adding additional reference to and resource from the New Hampshire Department of Education.

EHB – Data/Records Retention and Destruction

Priority/Required by Law

Related Policies: EH, EHAB, JRA, JBJ, GBCD-A

See Also: EHB-R

- NHSBA revised sample policy EHB to include more specific provisions relating to the destruction of records and clarify relation to the District Record Retention Schedule.

IC – School Year and Calendar

Recommended policy

Related Policies: IMBA

- NHSBA revised sample policy to:
 - Combine sample policies IC and ICA (which has now been withdrawn) in an effort to make fewer and more comprehensive policies. In adopting IC, districts should withdraw policy ICA.
 - Include the addition of separate elementary and middle school requirements for instructional time.
 - Add information on distance learning reflective of the 2022 update to Ed. Rule 306.22 effectively limiting the use of “blizzard bags”/remote instruction during inclement weather.

ICA – School Calendar

[Withdrawn]

Related Policies: IC

- NHSBA withdrew sample policy ICA as it was combined with policy IC to reduce repetitive policies and have fewer, but more cohesive and comprehensive, policies.

IHBA – Programs for Pupils with Disabilities

Recommended policy

Related Policies: AC, IHBAA, IHBAB, IHBAM, IHBAC & JICD

- NHSBA revised sample policy IHBA to reflect 2022’s SB 394 and HB 1513, which both amend the definition in RSA 186-C:2 of “child with a disability” to include to include such children until they reach the age of 22.

IHBAA – Evaluation Requirements for Children with Specific Learning Disabilities

Priority/Required by Law

Related Policies: IHBA, IHBAM, IHBAC

- NHSBA revised sample policy IHBAA to include options for the method(s) and mode(s) for the district to use in order to determine if a child has a specific learning disability under both federal and state law/rules.

IHBAA-R – Special Education Procedures

Withdrawn

- Former sample document IHBAA-R was withdrawn as it only contained a revision note from September 2016 that recommended school districts consult the N.H. Department of Education Special Education Procedural Safeguards Manual. Upon revising sample policy IHBAA, that information is adequately contained in the policy itself, making IHBAA-R repetitive

IHBAB – Special Educational Evaluations

Recommended policy

Related Policies: IHBA, IHBAA, IHBAC, IHBAM

- NHSBA created sample policy IHBAB to provide guidance to staff, administrators, parents, and evaluators relative to requirements, procedures, and criteria for district funded special education evaluations, including independent educational evaluations. While the policy is not required, a District may not impose criteria upon IEE’s that it does not apply to its own educational evaluations.

IHBAC – Developmental Delay as Qualifying Disability

Optional policy

Related Policies: IHBA, IHBAA, IHBAB, IHBAM

- NHSBA created sample policy IHBAC to provide districts with the option of including developmentally delayed as a category for special education identification. This sample policy applies to elementary grade levels only.

IHBAM – District Special Education Policy and Procedures Manual

Optional policy

Related Policies: AC, IHBA, IHBAA, IHBAB & JICD

- NHSBA created new sample policy IHBAM based upon member requests for a policy to guide modifications of the Special Education Policy and Procedures manual.

IHBG – Home Education Instruction

Recommended policy

Related Policies: JJJ, JJA & JF

See Also: JJJ-R & JJA-R

- Revised IHBG to reflect passage of HB 1663 by (a) adding language in paragraph D.1 (codified at RSA 193-A:6, I) reiterating that parents own home educated child's portfolio; and (b) changing language of paragraph G (re programs and activities) to merely redirect to policy JJJ for the substantive standard. In conjunction with that change to IHBG, NHSBA also revised related policy JJJ, and recoded (with revisions) former IHBG-R (sample administrative guidelines relating to home educated and non-public students participation in district programming and activities) as JJJ-R. See September 2022 revision notes to sample JJJ for more information.
- Added language to paragraph A.3 reflecting the district's continuing duties under RSA 193-A:6, III if requested by the parent/guardian.

IHBG-R – Participation in Public School Activities by Home Educated, Charter and NonPublic Pupils

Withdrawn

See now: JJJ-R

- NHSBA has revised and recoded former sample procedure IHBG-R with new code JJJ-R, which better aligns with the respective content of sample policies IHBG and JJJ. See also revision notes below for IHBG, JJJ and JJJ-R.

IKFC – Alternate Diploma for Students with Significant Cognitive Disabilities

Recommended policy

Related Policies: Policies: IHBA, IHBI, IKF

- NHSBA revised sample policy IKFC to reflect 2022’s SB 394 and HB 1513, which both amend the definition in RSA 186-C:2 of “child with a disability” to include such students until they reach age 22.

IMBA – Distance Education

Recommended policy

Related Policies: IC

- NHSBA revised sample policy IMBA to draw a distinction between district-wide distance education due to inclement weather and individualized distance education. Revisions also include the addition of N.H. Department of Education Rules Ed. 306.18(a)(7) and 306.22 as amended in 2022.

JFAM – Education of Military Children & Military Connected Students

Recommended policy

Related Policies: JF, JFA, JFAA, JH, JJA, JLCB & JLD

- NHSBA created sample policy JFAM to reflect provisions of HB 1653 (2022 N.H. Laws Ch. 310), pertaining to public schools. These provisions include:
 - amendments to RSA 110-C:1, RSA 193:12, and RSA 194-D to establish residency and enrollment procedures for military-connected students; and
 - amendment adding chapter RSA 110-E to require each public school to provide appropriate support services to military-connected students whose parent or guardian is a member of the armed forces while on active duty.

JICA – Student Dress Code

Optional policy

Related Policies: JIC

- NHSBA revised sample policy JICA to include provisions intended to minimize discrimination against protected classes, and minimize risk of inadvertent, perceived, or real harassment in the enforcement of such a code. The policy was also recoded as optional.

JICI – Weapons on School Property - Students

- **SPECIAL NOTE:** In the 2022 NHSBA Legislative Summary, NHSBA indicated that it might include a revised JICI in this Update in response to the passage of HB 1178, NHSBA subsequently determined that revisions to JICI were not necessary at this time. A future revision may be forthcoming as the application of HB 1178 becomes known. See also notes below relative to sample policy KFA.

JJA – Student Activities & Organizations

Optional policy

Related Policies: JJJ, JJIB, JJIC

See Also: JJA-R, JJJ-R

- NHSBA revised sample policy JJA, along with several other home-education policies, in response to HB 1663 (2022 N.H. Laws Ch. 131), to reflect the statutory mandate that policies relative to District courses, programs and activities must not be more restrictive for non-public students than for the District’s enrolled students. The revisions to JJA include:
 - Adding that the building Principal, or her designee, will verify student eligibility for participation; and
 - Adding that participation in student activities and organizations must have the same requirements for both district students and non-public students.
- See also revision notes for IHBG, JJJ & JJJ-R.

JJA-R – Student Activities & Organizations - Eligibility Standards

Optional regulations

Related Policies: JJJ, JJIB, JJIC

See Also: JJJ-R

- The impetus for the revisions to sample JJA-R (and sample policy JJA) was to better align this sample with policy JJJ (now a required policy). Sample JJJ pertains to access to courses, programs and co/extra-curricular activities by home educated and other non-enrolled district students. While revisions to this policy may be postponed to better correspond with annual publication of handbooks and regulations, Districts must be mindful that that non-enrolled district students must have equal access to courses and programs (see RSA 193:1-c, and RSA 193-A:6, III).
- These regulations are intended only as an example of procedures that the Superintendent might adopt to provide additional guidance in the administration of Board policy JJA. Additional or different criteria that a school or district uses to make decisions or eligibility requirements may be added as deemed appropriate (provided they are no more restrictive for home educated, and charter and non-public students than for enrolled students).
- See also revision notes for IHBG, JJA, JJJ & JJJ-R.

JJJ – Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils

Priority/Required by Law (formerly categorized as recommended)

Related Policies: IHBG, JJA

See Also: JJA-R, JJJ-R

- NHSBA substantially revised sample policy JJJ in response to passage **2022 HB1663, which among other things amended RSA 193:1-c. That statute now requires a policy to the effect that** District curricular courses and co/extra-curricular programs must not be more restrictive for non-public students than for the District’s enrolled students. While NHSBA’s samples IHBG and JJJ, as well as procedural document IHBG-R, already included the general substantive standard of 193:1-c, as amended, the policy was previously coded as recommended, rather than required.
- **The major revisions to JJJ, along with revisions to other related policies/procedures (IHBG, IHBG-R, JJA, JJA-R & JJJ-R) are intended to better coordinate the “equal access” provisions relating to home educated and other non-enrolled district students’ participation in public school district courses, programs and activities.**
- Significant revisions to JJJ include:
 - Change of classification from Recommended to Priority/Required by Law.
 - Multiple changes intended to ensure that the requirements of 193:1-c are implemented, rather than merely included in policy language (e.g., addition of a provision that the building Principal, or her designee, will verify student eligibility for participation);
 - Addition of an appeal process (formerly in JJA);
 - Inclusion of provision relative to access to text books and school libraries (formerly in IHBG).
- NHSBA urges school boards and administrators to review their existing policies and procedures to ensure that the policies and procedures concerning home school pupil participation are no more restrictive than they are for pupils enrolled within the district and to make sure these sample procedures reflect your policies and procedures relative to pupils enrolled in the district, and further, that staff responsible for taking registrations or sign-ups for various programs are familiar with the requirements of this policy.
- See also revision notes for IHBG, JJA, JJA-R & JJJ-R.

JJJ-R – Procedure for Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils

Procedure

Related Policies: IHBG, JJA & JJJ

See Also: JJA-R

- JJJ-R is a recoded version of former IHBG-R. The recoding is intended to align the program participation procedures (JJJ-R Revised former IHBG-R and recoded to JJJ-R – revised to change code of what was previously IHBG-R to now be titled JJJ-R, to add a section on Participation in District Programs, to

reference other sample policies and to remove language regarding use of school texts.

- See also revision notes for IHBG, JJA, JJA-R & JJJ.

JLCB – Immunizations of Students

Recommended policy

Related Policies: EBCF, EBCG, JFABD, JFAM, JLC & JLCA

- NHSBA revised sample policy JLCB due to an amendment to RSA 141-C:20-c that removes the requirement that a parent’s request for a religious exemption to immunizations required for school attendance be notarized by deleting the word notarized under Section E-2.
- Additionally, a new paragraph D was included to reflect a 30 day window for proof of immunizations for children of military families under RSA 110-D, as related to new NHSBA sample policy JFAM.

JLCDA – Medical Treatment – Parental Consent

Recommended policy

Related Policies: JLC, JLCE/EBBC, JLCD

See Also: JLCD-R, JLCD-F1, JLCD-F2, JLCD-F3

- NHSBA created sample policy JLCDA as a result of HB 1244 (2022 N.H. Laws Ch. 110), which requires a child’s parent or legal guardian to provide explicit written consent for any medical or dental treatment provided in a school setting.

JLCF – Wellness

Priority/Required by Law

Related Policies: EF, IMAH, JLC & JLCI

- NHSBA revised sample policy JLCF § III-C (“Water”) to reflect SB 233 (2022 N.H. Laws Ch. 149) which, among other things, amended RSA 200:11-b by:(1) adding that students shall be permitted to bring certain types of water bottles to schools and
 - (1) adding that students shall be permitted to bring certain types of water bottles to schools;
 - (2) stating that Principals may enact discipline for misuse of water bottles; and
 - (3) requiring all renovated or newly constructed public school buildings to have water bottle filling stations.

JLDBB – Suicide Prevention and Response

Priority/Required by Law

Related Policies: JLD

- NHSBA added Section E to reflect the 2022 passage of the Jason Dickey Suicide Prevention Act (SB 234, RSA 193-J:2-a) which requires that the National Suicide Prevention Lifeline shall be included on student identification cards, effective as of July 31, 2022.

KDA – Public Information Program

[Withdrawn]

Related Policies: EG

- NHSBA withdrew sample policy KDA to eliminate repetitive policies as it has been superseded by policy EG, which contains more thorough language regarding school-community relations.

KFA – Public Conduct on School Property

Recommended policy

Related Policies: AC, JIC, JICI, JICK & KI

- NHSBA restructured and generally revised sample policy; significant revisions are described below.
 - Added provisions relative to scope of policy and personnel authorized to enforce the policy.
 - Expanded and clarified types of prohibited conduct (see last bullet for notes regarding passage of HB1178).
 - Added provisions relative to consequences for violating the policy, e.g., issuance of no trespass letters;
 - Added a severability provision;
 - Removed the former generic prohibition to possessing weapons (to reflect 2022 enactment of RSA 159-E), but added language prohibiting use, or reckless, attempted or threatened use of any object, device or substance whatsoever - including firearms and knives – to injure, intimidate, harass or coerce another.
 - **In the opinion of many commentators, the enactment of RSA 159-E further confused what was already a perceived inconsistency between state and federal laws pertaining to firearms on school property.**
 - In early Summer 2022, the N.H. Attorney General’s office indicated it would release guidance relating to HB1178. As of the publication of this policy August 31, 2022, the guidance had not yet been released.
 - This revised sample endeavors only to stay within the objectively clear reading of those laws. (While NHSBA determined that revisions to JICI were not necessary at this

time, revision may be forthcoming as the application of HB1178 becomes known).

- **Boards should review with local counsel other possible policy options concerning firearms (e.g., re staff), and district and building administrators should review with local law enforcement protocols for responses to individuals carrying firearms on school grounds.**

2022 Fall Policy Update Summary (F3)

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ADMINISTRATIVE REGULATIONS FOR ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

Category: *Optional Regulations*

Related Policies: *AC, JJJ, IHBG, JJA & JJIB*
Related Regulations: *JJA-R*

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**ADOPTION/REVISION NOTES –**

*Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.*

(a) **SPECIAL NOTE:** *The impetus for the revisions to sample JJJ-R (and sample policy JJJ, along with JJA and JJA-R) was to better align all 4 samples as they relate to access to programs and activities for home educated and other non-district school students. Irrespective of when and whether Districts adopt these samples, Districts must nonetheless be mindful that that non-district students must have equal access to courses, programs and activities (see RSA 193:1-c, and RSA 193-A:6, III), and that districts are required to have a policy regulating participation in courses and programs that is no more restrictive for home educated and other non-district students than for enrolled students.*

*These regulations are intended as an example of procedures that the Superintendent might adopt to provide additional guidance in the administration of Board policy JJA. Additional or different criteria that a school or district uses to make decisions or eligibility requirements may be added as deemed appropriate.*

(b) **USER SUGGESTION –** *Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*

(c) **General –** *As with all sample policies/regulations, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*

(d) **General –** *Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*

(e) **General –** *{\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*

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A. Participation in District Programs. *Participation in District curricular courses or co/extra-curricular programming and activities by home educated, public chartered school, or nonpublic school pupils (“non-district students”) is governed by Board policy {**}JJJ.*

**ADMINISTRATIVE REGULATIONS FOR ACCESS TO PUBLIC SCHOOL
PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME
EDUCATED PUPILS**

B. Participation in Curricular Courses. The following additional criteria and conditions are established: [¹ Delete fn.]

1. Transportation to and from school is only provided when the transportation falls within the ordinary school bus schedule or is otherwise required under state law. The Principal may make an exception to this condition based on a review of all pertinent circumstances.
2. All pupils participating in curricular courses are expected to maintain punctual attendance and complete all required coursework, homework, exams, etc., as established by the teacher or instructor for all students.
3. If the pupil is taking the course for credit or grade, such credit or grade will be granted only after the completion of the class.
4. Requests for participation that are received after class schedules have been made will be granted only if there is space available [² Delete fn.].

C. Participation in Co/Extra-Curricular Activities. Requests by non-district students for participation in co/extra-curricular activities shall be made in writing by the parent/guardian to the building. Co/extra-curricular activities include, but are not necessarily limited to field trips, excursions, athletics (including intramurals), band, chorus, clubs, organizations, school dances, and others. See Board policies ~~{**}JJA~~, ~~{**}JJJ~~ and ~~{**}JJIB~~ regarding school activities, organizations, and athletics.

The following criteria and conditions are hereby established: [See fn 1 and delete.]

1. The parent/guardian must provide prior written permission for participation.
2. The participating pupil agrees to abide by all Board policies relative to student code of conduct and eligibility.
3. Participation in the activity is developmentally appropriate for the pupil.
4. The building Principal, advisor, coach may ask the parent/guardian to chaperone an event if the same applies to parent/guardians of enrolled students.
5. Coaches, teachers and group/club supervisors may establish their own rules relative to participation, attendance, and expectations, provided such rules are not contrary to these regulations corresponding policy ~~{**}JJJ~~. Participating non-district students are expected to abide by those rules as well.

¹ [Delete fn.] These criteria are examples only. The objective is a list of eligibility criteria that applies to all activities. While there may also be building or activity specific criteria, non-district students must have the same access using the same standards and criteria that apply to the district's enrolled students.

² [Delete fn.] If received before the deadline, non-district student requests to participate in an oversubscribed class must be evaluated by the same criteria used in selecting the District's enrolled students for registration in the class (e.g. seniority, prerequisites, etc.) See sample policy ~~{**}JJJ~~.

ADMINISTRATIVE REGULATIONS FOR ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

- 6. Home educated or other non-district school students may be required to provide proof of a recent physical examination from their physician for participation in athletic activities, consistent with other Board policies relative to athletic participation.

Administrative History:

Adopted: _____

Reviewed by Board: _____

Revised: _____

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA revision notes appearing below. The district should, to the extent possible, include its own adoption/revision history as indicated above.

NHSBA history: Revised Aug. 2022, May 2018, April 2010

NHSBA revision notes, August 2022, this sample is based on the previous sample IHBG-R. Sample was substantially revised, and also re-coded as part of home education and non-district student policies due to HB 1663 (2022 N.H. Laws Ch. 131). Among other things, revisions included addition of a section relating to participation in district instructional programs, reference to other related sample policies, and relocation of previous components of IHBG-R to the sample policy JJJ (as opposed to administrative regulations. **May 2018:** This policy is updated to include public chartered school students as required by RSA 193:1-c. **April 2010:** Revised to include provisions of RSA 193:1-c regarding access of home educated and non-district students to courses and programs-

w/p-update/2022-U2 Fall/JJJ-R Procedure of Access to Public School Programs 2022-U2 (F)

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IMMUNIZATIONS OF STUDENTS

Category: *Recommended*

Related Policies: *EBCF, EBCG, JFABD, JFAM, JLC & JLCA*

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**ADOPTION/REVISION NOTES –**

*Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.*

- (a) USER SUGGESTION – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (b) General – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (c) General – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (d) General – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (e) General – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

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A. Immunizations Required. Any child being admitted to the District must present written documentation of meeting the then current New Hampshire immunization requirements, unless exempted for medical reasons under RSA 141-C:20-c, or for religious reasons as provided in paragraph D of this policy. All immunizations must meet minimum age and interval requirements for each vaccine. A 4-day grace period is allowed; however, live attenuated vaccines (e.g., MMR, Varicella, nasal influenza vaccine, etc.) that are not administered on the same day must be administered at least 28 days apart.

The District will notify parents/guardians of immunization requirements at the earliest possible date, so that the necessary plans can be made with the healthcare provider or other medical resources to accomplish this standard prior to a child being admitted to school.

B. Conditional Enrollment. A child who has not met the immunizations requirements of paragraph A, above, may be "conditionally" enrolled and allowed to attend school when the parent/guardian provides:

- 1. Documentation of at least one dose for each required vaccine; AND
- 2. The appointment date for the next dose of required but incomplete vaccine.

The appointment date referred to in B.2, above, shall serve as the exclusion date if the child does not keep the scheduled appointment. Conditional enrollment shall not be extended to the next school year for the same dose of vaccine.

IMMUNIZATIONS OF STUDENTS

- C. **Homeless Students and Unaccompanied Youth.** Pursuant to the McKinney-Vento Act and Board Policy {**}JFABD, homeless students and/or unaccompanied youth, may enroll and attend school while the Homeless Liaison works with the family/student to obtain examinations or documentation of the same.

- D. **Military Children and Military Connected Students.** Pursuant to the Interstate Compact on Educational Opportunity for Military Children (RSA 110-D:5, III) and Board Policy {**}JFAM, immunization(s) (or for a series of immunizations, the initial vaccination(s)) shall be obtained within 30 days from the date of the military child/military connected student’s enrollment, or within a time frame determined under the rules of the Interstate Commission.

- E. **Health and Religious Exemptions.**
 - 1. **Medical Exemption.** A student shall be exempted from the above immunization requirements if he/she presents written documentation in accordance with RSA 141-C:20-c, I from his/her physician that immunization will be detrimental to his/her health. An exemption under this paragraph shall apply only to the specific immunization referenced in the physician's written statement, and will continue for the greater of one year or the length of time stated in the physician's statement.

 - 2. **Religious Exemption.** In accordance with RSA 141-C:20-c, II, a child will be excused from immunization for religious reasons, upon receipt of a statement, signed by the child's parent/guardian, stating that the child has not been immunized because of religious beliefs.

In the event of an outbreak, students who have been exempted from immunization requirements will be excluded from school for a period of time, to be established after consultation with the NH Dept. of Health & Human Services (NHDHHS), if such students are considered to be at risk for the disease or virus that they have not been immunized against.

- F. **Records.** The school nurse, principal or designee trained in state immunization requirements is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a, or that one of the circumstances described in paragraphs B-D, above apply.

The Superintendent shall assure that the District maintains immunization records in accordance with NHDHHS regulations.

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

Legal References:

- RSA 110-D:5, III, Educational Records and Enrollment
- RSA141-C:20-a, Immunization
- RSA 141-C:20-c, Exemptions

IMMUNIZATIONS OF STUDENTS

RSA 141-C:20-d, Exclusion During Outbreak of Disease

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

N.H. Dept. of Ed., Admin. Rule Ed 311.01, Immunization Program

N.H. Dept. of Health & Human Services, Admin. Rule He-P 301, Communicable Diseases

42 U.S.C. § 11432(g)(3)(C)(iii) - McKinney-Vento Act

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised – August 2022, June 2020, February 2007, November 1999, July 1998

NHSBA revision notes, August 2022, NHSBA revised JLCB due to an amendment to RSA 141-C:20-c that removes the requirement that a parent's request for a religious exemption to immunizations required for school attendance be notarized by deleting the word notarized under Section E-2. Additionally, a new paragraph D was included to reflect a 30 day window for proof of immunizations for children of military families under RSA 110-D. See also sample policy JFAM. **June 2020,** NHSBA revised JCLB to include clarification of statutory exemptions and add exceptions under the McKinney-Vento Act for homeless children or unaccompanied youth.

w/p-update/2022-U2 Fall/JLCB Immunizations of Students 2022-U2 (F)

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Medical Treatment – Parental Consent

Category: Recommended

Related Policies: JLC, JLCE/EBBC, JLCD

Related Procedures/Forms: JLCD-R, JLCD-F1, JLCD-F2, JLCD-F3

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**ADOPTION/REVISION NOTES –**

*Text between the highlighted lines “~~~~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.*

- (a) USER SUGGESTION – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (b) General – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (c) General – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (d) General – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*

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A student’s participation in any program that provides medical or dental treatment^[1 Delete fn.] in a school setting shall require the explicit written consent of the child’s parent or legal guardian.

The Superintendent will ensure that [enrollment/emergency/beginning of year] [forms/packets] will include specific consent options for: ^[2 Delete fn.]

1. Screenings (including vision, hearing, scoliosis, and other screening);
2. Disclosure of student health status to school staff;
3. Authorization for providing medication (see Board policy {**} JLCD, procedures JLCD-R, and forms JLCD-F1-3);
4. Non-emergency care or treatment;
5. Other specific consents the Superintendent, in consultation with the nursing staff, finds appropriate or necessary.

When a student signs up for a school co-curricular program or activity, the Superintendent will ensure that those students’ parents/guardians provide consent for first aid, treatment, and screenings

¹ [Delete fn.] RSA 200:27-a, the statute that requires parental consent relative to medical or dental treatment in schools does not provide a definition as to what does or does not constitute “medical or dental treatment”, but in either event, the statute clearly would require consent for any program for which medical or dental treatment is a primary purpose.

² [Delete fn.] The listed consent forms are options for a Board to require on a form. A District may choose to expand or reduce this list, or simply do some type of blanket consent. However, the more specific the form, the stronger the district’s position would be should a parent argue they did not consent.

Medical Treatment – Parental Consent

with respect to any injury or condition occurring as a result of the activity or that would potentially impact the student’s ability to participate or return to play and or school. This consent form may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics. See Board policies {**}JLCJA and {**}JLCJ.

If a program that provides medical or dental treatment (e.g., “children’s oral health initiative”) is scheduled after the start of the school year and does not fall within the consent forms in the [enrollment/emergency/beginning of year] [forms/packets], the Superintendent or his/her designee will ensure that each student’s parent/guardian provides written consent prior to their child’s participation.

The Principal or his/her designee will be responsible for ensuring each student returns a copy of the signed consent form(s) [³ Delete fn.] and maintaining the forms in an accessible manner.

District Policy History:

First reading: _____ Last revised: _____
Second reading/adopted: _____ Reviewed/reaffirmed: _____
Other district policy history: _____

Legal References:

- RSA 126-A:5, XIV-b: Consent to Medical and Dental Treatment in Schools
- RSA 126-A:4-g, II: Children’s Oral Health Initiative
- RSA 200:27-a: Consent of Parent or Legal Guardian Required
- RSA 21:2: Common Usage

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NHSBA history: New policy – Aug. 2022

NHSBA revision notes, August 2022, adopted JLCDA as a result of HB 1244 (2022 N.H. Laws Ch. 110) which requires a child’s parent or legal guardian to provide explicit written consent for any medical or dental treatment provided in a school setting.

w/p-update/2022-U2 FallJLCDA Parental Consent to Medical Treatment 2022-U2 (F)

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³ [Delete fn.] Each students’ parent or guardian should return a signed consent form to the school indicating what they do and do not consent to. Absent a signed consent form, the school should proceed as if the parent did not provide consent.

WELLNESS

Category: Priority/Required by Law

Related Policies: EF, IMAH, JLC & JLCI

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ADOPTION/REVISION NOTES –

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- (c) *General – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (d) *General – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (e) *General – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

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The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are inter-related. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the District.

I. DISTRICT WELLNESS COMMITTEE.

The Superintendent, in consultation with [the Director of Food Services, other _____], will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level.

The Superintendent shall convene a representative “District Wellness Committee” (or “Wellness Committee”), whose functions will include review and recommendations regarding implementation

WELLNESS

of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.¹

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee, and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee.

The District Wellness Committee shall meet no less than three times per school year.

The District Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include the Superintendent or her/his designee, [*the Food Services Director/Director of School Nutrition _____*], each Building Wellness Coordinator, parents, students, physical education teachers, health education teachers, school counselors, school administrators, a school board member, outside health professionals, individual school building representatives, and members of the public.

Staff appointments to the Wellness Committee will be made by the Superintendent. The School Board Chair shall appoint the School Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT.

A. Implementation Plan.

Each Building Wellness Coordinator, with the assistance of the Wellness Committee, will conduct a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, using tools available through such programs as the Alliance for a Healthier Generation *Healthy Schools Program*, and to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by September 30th of each school year and provided to the Superintendent.

B. Annual Notification of Policy.

The District will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website. This information will include the contact information of the District official(s) chairing the Wellness Committee (i.e., the Superintendent or his/her designee) and any Building Wellness Coordinator(s), in addition to on how the public can get involved with the District Wellness Committee.

¹ Districts with more than 1-2 schools might also consider building level wellness committees, to assist the district committee in the assessment & implementation functions. [Remove entire footnote before finalizing]

WELLNESS**C. Triennial Progress Assessments.**

Every three years, the [*Food Services Director/Director of School Nutrition* _____] will assess:

- The extent to which each of the District's schools are in compliance with the wellness policy;
- The extent to which the District Wellness Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the District's Wellness Policy.

The Wellness Committee will make recommendations to update the District Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Board will review and act upon such assessments as required or as the Board deems appropriate.

D. Recordkeeping.

The Superintendent will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy; including who is/was involved in each update and methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

E. Community Involvement, Outreach and Communications.

The District will communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

III. NUTRITION.**A. School Meals.**

WELLNESS

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP)[and the School Breakfast Program (SBP)]. District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

B. Staff Qualifications and Professional Development.

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:

<https://www.fns.usda.gov/school-meals/professional-standards>

C. Water.

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school [throughout the school day, including mealtimes,] {OR}[at all places and times that school meals are served mealtimes, at every school].²

Students shall be permitted to bring water bottles to school that:

- (1) Are made of material that is not easily breakable;
- (2) Have lids to prevent spills; and
- (3) Are filled exclusively with water

School Principals may discipline students for the misuse of water bottles, consistent with Board policy {**} JICD.

D. Competitive Foods and Beverages and Marketing of Same in Schools.

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at:

<https://www.fns.usda.gov/school-meals/smart-snacks-school>

² The Healthy Hunger-Free Kids Act of 2010 requires that schools participating in the NSLP make potable (i.e. drinkable) water available at no charge to students in the places and times that school meals are served. Alliance for a Healthier Generation advocates that such water be available at all times during the school day. Districts are required only to meet the free water during meal time standard, but may adopt a more liberal one.

WELLNESS

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (*note*: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the District, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

E. Celebrations and Rewards.

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards.³ Foods and beverages will not be used as a reward

³ Federal law encourages, but does not require, Smart Snack standards to apply to foods or snacks that are NOT promoted or offered for sale during the school day. Individual districts may use alternative standards that are

WELLNESS

or withheld as punishment for any reason. The District's School Nutrition Services will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

F. Food Sale Fundraising.

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine⁴ bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

G. Nutrition Promotion.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include.⁵

- Implementation of at least ____ or more evidence-based healthy food promotion techniques in the school meal programs using methods included in the Smarter Lunchroom Movement, which may be found at:

<https://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>

- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:

<https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>

H. Nutrition Education.

The District will teach, model, encourage and support healthy eating by all students.⁶

"more or less stringent" than the Smart Snack standards, but the Policy must include the guidelines for those snacks. Accordingly, if the district chooses to loosen the restrictions on food for such things as class celebrations or snacks, the policy should clearly articulate the alternative standards.

⁴ The nine bake sale exemption is found in a N.H. Dept. of Education Technical Advisory dated September 13, 2017. Districts may adopt more stringent limitations.

⁵ The policy is required to have at least one "measurable goal for nutrition promotion in the school". The second bullet in this Section G articulates one such goal.

⁶ The policy is required to have at least one "measurable goal for nutrition education". Included in the policy text above are examples.

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- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in [each school cafeteria] {OR if no cafeteria} [each room in which students regularly eat their lunches].
- Consistent nutrition messages shall be disseminated throughout the school.

Schools should provide additional nutrition education that⁷:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

IV. PHYSICAL ACTIVITY.

The District will provide physical education consistent with national and state standards. Physical activity⁸ during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

A. Classroom Physical Activity Breaks.

In addition to any recess periods provided in the ordinary daily schedule, students will be offered **periodic opportunities** to be active or to stretch throughout the day. The District recommends

⁷ These bulleted items may be refashioned into measurable goals and included immediately above.

⁸ The policy is required to have at least one "measurable goal for physical activity". Classroom physical activity breaks are one such example. Before and after school activities are more likely to meet the "measurable goal" requirement if the provision includes specific activities. Other examples include such things as community use of school athletic facilities and equipment, "walk to school" days. Further suggestions, as well as more comprehensive and coordinated physical activity programs, may be found in materials on the Alliance for a Healthier Generation site: <https://www.healthiergeneration.org/resources/physical-activity>

WELLNESS

teachers provide short ([_____3-5]-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

B. Before and After School Activities.

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

C. Walking and Biking to School.

The District will support walking or biking to school by students or faculty only if determined safe by the building principal.

V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS.

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities.⁹ In furtherance of this objective, each school in the District will *[identify at least one activity or list of options with a requirement to engage in one or more]* each school year.

VI. PROFESSIONAL LEARNING.

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

Legal References:

42 U.S.C. 1751, Richard B. Russell National School Lunch Act
 42 U.S.C. 1771, Child Nutrition Act of 1966
 Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

⁹ The policy is required to include at least one measurable goal for "other school-based wellness activities". The range of options here is extremely broad, but the policy must state at least one measurable goal. Examples include information dissemination, family engagement, farm-to-table, health fairs, school gardens, partnerships with community health/nutrition organizations. Again, additional resources are available through the Alliance for a Healthier Generation site.

WELLNESS

The Healthy Hunger-Free Kids Act of 2010

7 C.F.R 210, National School Lunch Program

7 C.F.R 220, School Breakfast Program

RSA 189:11-a, Food and Nutrition Programs

N.H. Dept. of Education Administrative Rule - Ed 306.04 (a)(20), Wellness

N.H. Dept. of Education Administrative Rule - Ed 306.11 (g), Food and Nutrition Services

N.H. Dept. of Education Administrative Rule - Ed 306.38 (b)(1)b, Family and Consumer Science Education Program (middle schools)

N.H. Dept of Education Administrative Rule - Ed 306.40, Health Education Program

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NHSBA history: Revised – August 2022, June 2020, May 2014, September 2009, February 2006

NHSBA revision notes, August 2022, revised JLCF §III-C (“Water”) to reflect SB 233 (2022 N.H. Laws Ch. 149) which amended RSA 200:11-b, by (1) adding that students shall be permitted to bring certain types of water bottles to schools, (2) stating that Principals may enact discipline for misuse of water bottles; and (3) requiring all renovated or newly constructed public school buildings to have water bottle filling stations. **June 2020,** JLCF was completely revised to conform to current federal regulations pertaining to school lunch and school breakfast programs, and N.H. Department of Education guidelines.

w/p-update/working/II/JLCF Wellness 2022-U2 (F)

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Raymond School District Policy - JLCG /EIF
WELLNESS POLICY

The Raymond School Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are interrelated. It is, therefore, the goal of the Board that the learning environment be aligned to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

Goals:

1. The District shall teach, encourage, support, and model healthy eating habits for students.
2. The District shall teach, encourage, support, and model age-appropriate daily physical activity.
3. The District shall educate students, employees, school board, and community members to the important benefits of a healthy lifestyle.
4. The schools shall comply with the nutrition guidelines outlined in this policy in a manner designed to facilitate the adoption of healthier eating habits.

Nutrition Guidelines:

The Raymond School District's nutritional standards are based upon standards established under the Healthy, Hunger Free Kids Act of 2010 (HHFKA) and its subsequent revisions. These nutrition guidelines, apply to all foods available to students on school grounds during the school day from midnight of the previous day until a minimum of 30 minutes after the final bell, including but not limited to: the school lunch and breakfast program; foods and beverages sold in vending machines/school stores and as part of classroom lessons/activities; parties; celebrations; or fundraising efforts. As needed, the Wellness Committee will request that the Superintendent notify the School Board regarding any changes that have occurred in federal and state nutrition guidelines that need to be reflected in this policy.

A. **School Meals:** School Meals served in the District shall meet or exceed the nutrition requirements established by the USDA under HHFKA, its laws, and regulations. Administration of the school meal program will be by qualified school food service staff. School lunches and breakfast programs will offer a variety of foods and choices for students. Nutritional information about school meals will be available upon request. Menus will be available on the school website, in the cafeterias, and other appropriate school media.

B. **Free and Reduced Meals:** Eligibility for and distribution of free and reduced priced meals will be provided with confidentiality in accordance with state and federal requirements.

C. **Breakfast & Lunch:** In order to meet the nutritional needs of children and enhance their ability to learn, the Raymond School District will provide a breakfast program as well as lunch.

D. **Meal Times and Scheduling:** Schools whenever possible:

1. Shall ensure students have sufficient time to eat breakfast and lunch in accordance with the HHFKA.
2. Shall not schedule tutoring, club, or organizational meetings/activities during mealtimes, unless students may eat during such activities.

E. **Food Sales:** All food items available through schools and school functions should meet or exceed nutritional standards established by the HHFKA and its "Smart Snack" guidelines.

1. **Elementary Schools:** The school food service program will approve and provide all food and beverage sales to students in elementary schools. Foods in elementary school are sold only as balanced meals with the exception of milk, which can be purchased separately.
2. **Middle and High Schools:** In middle and high school, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, fundraising, etc.) to students during the school day will meet the standards set under HHFKA and Smart Snack criteria.

F. **Fundraising Activities:** To support children's health and school nutrition-education efforts, school sponsored fundraising activities (direct school affiliation) should include foods that qualify under HHFKA and Smart Snack criteria. The Alliance for a Healthier Generation's "Smart Snack Calculator" and the Food Service Director may be used as resources for determining qualifying items. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

G. **Rewards:** Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

H. **Snacks/Lunches:** Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables or Smart Snack qualifying items as the primary snacks, and water as the primary beverage.

Students are discouraged from bringing unhealthy foods or beverages to school for either snack or lunch. Examples of these are any soda, high calorie/caffeinated energy drinks and food items that are high in sugar, fat or sodium content.

Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items and the Smart Snack Calculator link to teachers, after-school program personnel, and parents.

I. **School Store:** Food and beverage items sold in the school store will meet guidelines of this policy. Food items in the school store will not be sold when the school food services program is open for sale. (Food items available after lunch and after school.) Food items being sold in the school store will also be subject to the competitive foods standards. The sale of competitive food to students will be prohibited from the midnight before, to 30 minutes after the end of the official school day, or what may be considered the instructional day.

J. **Celebrations:** Schools should limit celebrations that involve food during the school day. Each party should include no more than one food or beverage that does not meet nutrition standards under Smart Snacks and HHFKA. The district will disseminate a list of healthy party ideas to parents and teachers. Subject area lessons involving food preparation should follow nutritional guidelines as part of the instruction of the lesson.

School staff involved in homeroom, field trips and classroom food related events will communicate with school food services managers to assist with nutritional planning and reducing food waste.

K. **Classroom Activities:** Schools shall discourage the use of food items for instructional purposes unless as part of the course curriculum. This is especially the case for those food items that do not meet the nutritional standards for foods as outlined in this policy.

Nutrition Guidelines for Reimbursable School Meals:

In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high quality meals.

Plan for the Established Committee to Measure Implementation:

The School Board instructs the Superintendent to establish procedures for implementation of this policy that include targets in support of the goals set forth in this policy. Annual notification of the Wellness Policy will go out each November via the Community Newsletter and an announcement on the District Website Homepage. Each Building Principal is charged with the operational responsibility for ensuring that their school follows the guidelines set forth in this policy and implements strategies for achieving the targets set forth in the procedures established by the Superintendent. The Wellness Committee will periodically assess the nutrition and physical activity environment throughout the District and provide input to each Building Principal and the Superintendent regarding progress on the current targets, recommend any new targets, and identify strategies in support of the goals stated in this policy. The Superintendent and Building Principals will decide upon the targets and strategies in support of the goals stated in this policy. Progress reports will be provided to the School Board once per year. Additionally, the Wellness Committee will determine two measurable goals each year to assess development and implementation of for the following school year. The Committee will review the policy every three years and recommend updates or modifications as appropriate.

Community Involvement:

The Board will establish a Wellness Committee. The Committee will be appointed by the Superintendent. The Committee will consist of a group representing parents, students, the school's food service program, the School Board, administrators, regular and wellness-related faculty and staff as well as members of the public with wellness-related expertise. The purpose of this advisory Committee is to provide content area expertise and community input.

Legal References:

RSA 189:11-a, Food and Nutrition Programs

Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

Ed 306.04(a)(20), Wellness

Ed 306.401, Health and Wellness Education Program

Adopted: July 19, 2006

Revised: June 30, 2016

Revised: June 19, 2019

SUICIDE PREVENTION AND RESPONSE

Category: Priority/Required by Law

Related Policies: JLD

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**ADOPTION/REVISION NOTES –**

*Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.*

(a) **Policy Note** - This sample policy contemplates the development of a separate District Suicide Prevention Plan, with components as outlined in Section A of the policy. NHSBA recommends that districts use as a template or guide the sample "policy" available through the American Foundation for Suicide Prevention. The coding should connect to the board policy (e.g., JLDBB & JLDBB-R). This sample policy JLDBB was structured to mesh the key elements of RSA 193-J with the AFSP model "policy". As of August 2022, the AFSP guide and policy can be found at:

<https://afsp.org/our-work/education/model-school-policy-suicide-prevention/>

(b) **Policy Note** - This sample policy is structured to apply to districts with more than one school. For single school districts, the duties/positions of District Suicide Prevention Coordinator and School Suicide Prevention Points of Contact (policy sections B.1 & B.2, below) may/should be merged, with additional changes as needed for internal continuity.

(c) **User Suggestion** – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.

(d) **General** – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.

(e) **General** – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.

(f) **General** – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.

(g) **General** – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

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The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. The District shall maintain a coordinated written District Suicide Prevention Plan (the "Plan") to include guidelines, protocols

SUICIDE PREVENTION AND RESPONSE

and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts. [¹ Delete fn.]

1. **Specific Requirements for Plan Terms:** The District Suicide Prevention Plan shall include terms relating to:
 - a. Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b. Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c. Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d. Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e. Confidentiality considerations;
 - f. Designation of any personnel, in addition to the {see adoption note (c) above, and B.1 & B.2, below} _____ District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g. Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h. Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i. Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j. Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, "postvention" strategies, memorial parameters, etc.).

2. **Biennial Review:** No less than once every two years, the Superintendent, in consultation [*with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons _____ and*] with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

¹ The policy previously stated, per RSA 193-J:2, II, that the Superintendent shall develop and provide the District Suicide Prevention for board approval no later than May 31, 2020. Districts should have adopted a District Suicide Prevention Plan by now, but if not, the Superintendent should develop one and submit it to the Board for approval as soon as possible.

SUICIDE PREVENTION AND RESPONSE**B. Suicide Prevention Coordinator and Liaisons.**

1. **District Suicide Prevention Coordinator.** [{The Superintendent shall appoint a} OR {the _____ is designated as the}] District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a. developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b. annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
 - c. developing - or assisting individual teachers with the development - of age appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d. developing or assisting in the development of the annual staff training required under section C of this policy;
 - e. Such other duties as referenced in this Policy or as assigned by the Superintendent.
 2. **Building Suicide Prevention Liaison.** The [*name position _____*], or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.
- C. Annual Staff Training.** The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.
- D. Dissemination.** Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.
- E. Student Identification Cards.** [² Delete fn.] The National Suicide Prevention Lifeline shall be labeled on student identification cards and include the telephone number; National Suicide

² [delete fn.] Section E is only to apply to school districts that serve any students in grades 6 through 12 and issue student identification cards.

SUICIDE PREVENTION AND RESPONSE

Prevention Lifeline 988 [³ Delete fn.]. Prior to the start of each school year, the Superintendent shall certify that the contact information for the National Suicide Prevention Lifeline is accurate and up to date. [⁴ delete fn].

District Policy History:

First reading: _____ Last revised: _____
Second reading/adopted: _____ Reviewed/reaffirmed: _____
Other district policy history: _____

Legal References:

RSA 193-J: Suicide Prevention Education
RSA 193-J:2-a: Suicide Prevention; Public School Identification Cards

Other Resources:

The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: www.nhstudentwellness.org

American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>

Suicide Prevention Resource Center - <http://www.sprc.org>

The National Suicide Prevention Lifeline - <https://www.suicidepreventionlifeline.org>

The Trevor Project - <https://www.thetrevorproject.org>

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised August 2022; New policy, November 2019.

NHSBA revision notes, August 2022, NHSBA added Section E to reflect the 2022 passage of the Jason Dickey Suicide Prevention Act (SB 234, RSA 193-J:2-a) which requires that the National Suicide Prevention Lifeline shall be included on student identification cards, effective as of July 31,

³ [delete fn.] The District may also use the number 1-800-273-8255 instead of, or in addition to, the 988 number (988 allows for SMS messages as well). The Board should ensure that the number in the policy matches what is printed on the IDs.

⁴ [delete fn.] The requirement for student identification cards to include the National Suicide Prevention Lifeline is effective as of July 31, 2022. It is to apply to any student identification card that is either (1) issued for the first time after July 31, 2022 or (2) a replacement card issued for damaged or lost student id cards after July 31, 2022.

SUICIDE PREVENTION AND RESPONSE

2022. **November 2019** revised in response to RSA 193-J, which, among other things, requires that "each school district "" shall develop a policy that guides the development and implementation of a coordinated plan to prevent, assess the risk of, intervene in, and respond to suicide." This sample policy is intended to coordinate the requirements of the statute with the framework with some of the model "policies" created by various suicide prevention/crisis intervention organizations such as the American Foundation for Suicide Prevention.

w/p-update/2022-U2 Fall/JLDBB Suicide Prevention 2022-U2 (F)

DISCLAIMER: This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

Raymond School District Policy - JLDB

SUICIDE PREVENTION AND RESPONSE

The Raymond School District recognizes that suicide is a complex issue that requires school family, and community resources to be harnessed for appropriate and timely help to be available to NH students in order to prevent suicide. This policy guides the Raymond School District in the development and implementation of a coordinated plan to prevent, assess the risk of, intervene in, and respond to suicide.

As outlined in 193-J:1, this coordinated plan includes:

- a. Training for staff: 2 hours of annual training in suicide awareness and prevention for faculty, staff, contracted personnel, and designated volunteers. The training may include but not limited to: youth suicide factors, warning signs, protective factors, response procedures, referrals, post-intervention, and resources available within the school and community. This training will be evidenced informed.
- b. Educating students in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage resources and refer friends for help.
- c. Identifying within the school, the person(s) who serve as the point of contact when a student is believed to be at an elevated risk for suicide.
- d. Making referral, crisis intervention, and other related information, both within the school and community, available for students, parents, faculty, staff and school volunteers.
- e. Promoting cooperative efforts between school districts, charter public schools, and community suicide prevention program personnel.

Raymond Schools will create a procedure JLDB-R that guides the implementation of this policy, and is reviewed annually, and revised as needed.

193-J:3 Immunity.

Nothing in this chapter shall create a private right of action against any school administrative unit, school district, public academy, chartered public school, the state, or any employee, contractor, subcontractor, or agent thereof. A school administrative unit employee, school employee, chartered public school employee, public academy employee, regular school volunteer, pupil, parent, legal guardian, or employee of a company under contract to a school, school district, school administrative unit, or chartered public school, shall be immune from civil liability for conduct arising from or related to the implementation of, or failure to adequately implement, this chapter. 315:2 Effective Date. This act shall take effect July 1, 2020.

Legal References: RSA 193-J, Suicide Prevention Education

Adopted: June 3, 2020

PUBLIC INFORMATION PROGRAM

Category: *WITHDRAWN*

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**ADOPTION/REVISION NOTES –**

*Text between the highlighted lines “~~~~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.*

- (a) **WITHDRAWAL NOTES:** *former policy KDA has been superseded by policy EG, which contains more thorough language regarding school-community relations. KDA is withdrawn to eliminate repetitive policies. Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*
- (b) **General –** *As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (c) **{\*\*}** *indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*

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WITHDRAWN [date district withdraws]

. **{**}**KDA has been superseded by the more comprehensive policy, **{**}**EG - District Communication Plan, adopted by the Board on _____. As **{**}**EG contains language regarding school-community relations, **{**}**KDA is withdrawn in an effort to minimize conflicts and redundancies. Withdrawal of the policy does not diminish the District’s commitment to maintaining open two-way channels of communication with the public.

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Withdrawn – August 2022; Revised Feb. 2006

NHSBA revision notes, August 2022, former policy KDA is withdrawn to eliminate repetitive policies as it has been superseded by policy EG, which contains more thorough language regarding school-community relations.

w/p-update/2022-U2 Fall/KDA Public Information Program WITHDRAWN U2-2022 (F)

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Raymond School District Policy - KDA

PUBLIC INFORMATION PROGRAM

The School Board wishes to provide any information to the public that falls within the definition of the Right to Know Law, RSA 91-A.

The Board will do its best to keep the people informed of the affairs of the District. To achieve its goals for good school-community relations and maintenance of open two-way channels of communication with the public, the Board authorizes the Superintendent to:

1. Prepare or guide the preparation of informational materials including the Annual Report; newsletters; articles for periodicals, newspapers, and/or radio releases; special pamphlets; and other assigned material; and to maintain close liaison with news media and publicity organizations.
2. Organize or assist in development of speakers' bureaus and speaking engagements with civic, PTA, church, and other groups.
3. Provide staff members with assistance for preparation of material for community and staff distribution (handbooks, information leaflets, etc.).
4. Assist in coordinating work with civic and other groups that support the school system.
5. Establish a system for recording citizens' requests for information, including, where applicable, the estimated cost of providing the requested information.

Statutory Reference:

RSA 91-A

Adopted: May 8, 1975

R/R: 8/23/79

Revised: August 1, 2002

CONDUCT ON SCHOOL PROPERTY

Category: *Recommended*

Related Policies: *AC, JIC, JICI, JICK & KI*

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**ADOPTION/REVISION NOTES –**

*Text between the highlighted lines “~~~~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.*

*(a) SPECIAL POLICY NOTE: The impetus for the revisions to this sample was the 2022 passage of HB1178, now codified as RSA Chapter 159-E. Among other things, that statute precludes state or local public agencies, subdivisions, or their employees from enforcing any federal law, regulation, or executive order that is inconsistent with New Hampshire state law pertaining to firearms, ammunition, or knives. As New Hampshire does not have a law that specifically prohibits non-students from carrying firearms on school property, the policy required revision to the previous prohibition against “weapons” on school grounds. (Students are prohibited from possessing or using firearms on school property by virtue of RSA 193:13.)*

*Instead, this policy prohibits the use, as well as the reckless, attempted or threatened use of any object, etc. to injure, intimidate, harass or coerce another person.*

*Boards should review with local counsel other possible policy options concerning firearms (e.g., re staff), and district and building administrators should review with local law enforcement protocols for responses to individuals carrying firearms on school grounds.*

*(b) User suggestion – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*

*(c) General – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*

*(d) General – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*

*(e) General – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*

*(f) General – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

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A. General Statement and Purpose.

The purpose of this policy is to establish a minimum standard of conduct upon school district property, and during school sponsored events and activities that will provide the best possible educational climate for the students; encourage participation in the educational process by the general public; protect the investment of the public in both the educational process and the

CONDUCT ON SCHOOL PROPERTY

physical plant in which it is conducted; and honor and protect the rights of all individuals within the community.

While this policy applies generally to conduct by any and all persons on school property, **additional** policies, rules, regulations, or procedures will apply (1) as to certain defined groups (e.g., **JIC** regarding student conduct); (2) for visits during the school day (see Board policy **KI**); or (3) during other specific activities or times (e.g., **KF** regarding use of school facilities).

B. Definitions.

As used in this policy:

1. "Authorized District Personnel" any person who is designated by the Superintendent, the Principal (as to grounds or activities within her/his purview), the Athletic Director (as to athletic events), or any other person or persons so designated by either of them to administer the provisions of this policy relative to specific school property or a school sponsored or approved activity or function.
2. "School property" means any buildings, vehicles, property, land, or facilities used for school purposes or school-sponsored events or activities, whether public or private.

C. Prohibited Conduct.

No person on school property or during any school sponsored or approved activity may:

1. Injure, threaten, bully, harass, or intimidate a student, staff member, sports official, coach, or any other person;
2. Engage in behaviors that are harassing or discriminatory in nature based on a person's actual or perceived age, sex, gender identity, sexual orientation, marital status, familial status, disability, religion, national origin race, or color (including those traits historically associated with race, color or religion, including but not limited to head coverings, hair texture, or protective hairstyles);
3. Impede, delay, disrupt, or otherwise interfere with any school function or any activity sponsored or approved by the Board, the Superintendent, building Principal, Athletic Director, or their designees;
4. Damage or threaten to damage another's property;
5. Damage or deface School District property;
6. Smoke or otherwise use tobacco products;
7. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs/controlled substances; (persons known or suspected to be under the influence of liquor or a controlled substance will not be permitted to enter the school building or grounds, and law enforcement may be contacted);
8. Use, or attempt to use, or threaten to use **any** device, instrument, material, or substance ("prohibited object) with the purpose to injure, threaten, intimidate, or coerce another person;

CONDUCT ON SCHOOL PROPERTY

for the purposes of this section, any reckless use of any prohibited object which places or may place another in danger of serious bodily injury is also prohibited;

NOTES: while students are prohibited from possessing firearms on school property under Board policy {**}JICI and RSA 193:13), mere possession or displaying of a firearm by non-student adults [¹ Delete fn.] shall not, in and of itself and without additional circumstances as described in this paragraph, constitute reckless conduct or a violation of this policy;

9. Enter upon any portion of school property at any time for purposes other than those that are lawful and specifically authorized by the Board, the Superintendent, building Principal, Athletic Director, or their designees;
10. Operate (either upon or over school property) a drone or other unmanned aircraft except as provided under Board policy {**}ECD;
11. Violate any state law or regulation, or any duly adopted policy and/or regulation of the Board.
12. Violate any federal law with the exception of any such law that is pre-empted by New Hampshire state law (e.g., RSA 159-E pertaining to firearms, etc.);
13. Operate a motor vehicle in violation of any Authorized District Personnel directive or posted road signs.
14. Refuse to comply with or obey a directive of any Authorized District Personnel or posted rules or regulations.

D. Enforcement & Consequences.

Any person who violates this policy or any other acceptable standard of behavior may be ordered to leave school grounds by Authorized Personnel, who may, also at her/his discretion, contact law enforcement. Students and employees who violate this policy shall be further subject to such consequences or interventions as provided under applicable Board policies or District or school administrative regulations.

Additionally, the Board authorizes the Superintendent or his/her designee to issue "no trespass" letters to any person whose conduct violates this policy. The Superintendent is further authorized, upon consultation with district counsel, to file any criminal complaint with respect to such violations.

E. Severability.

If any provision of this policy or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of the policy which can be given effect without the invalid provision or application, and to this end the provisions of this policy are declared to be severable.

District Policy History:

¹[Delete fn.] See "Special Policy Note" in adoption notes above relative to firearms policies.

CONDUCT ON SCHOOL PROPERTY

First reading: _____ Last revised: _____
Second reading/adopted: _____ Reviewed/reaffirmed: _____
Other district policy history: _____

Legal References:

- RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited
- RSA 159:26, Firearms, Ammunition, and Knives; Authority of the State.
- RSA 159-E, Presidential Executive Orders and Statutory Law Relating to the Right to Keep and Bear Arms
- RSA 193:11, Disturbance
- RSA 193:38, Discrimination in Public Schools
- RSA Chapter 193-B, Drug Free School Zones
- RSA Chapter 193-F, Pupil Safety and Violence Prevention
- RSA 635:2, Criminal Trespass
- RSA 631:3, V, Reckless Conduct

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised Aug. 2022, June 2013, April 2011, April 2006, Nov. 1999, July 1998;

NHSBA revision notes, August 2022, Generally revised and restructured policy. Most notable changes included:
(a) adding language regarding use, or reckless, attempted or threatened use of any object whatsoever (including firearms and knives – to reflect 2022 enactment of RSA 159-E) to injure, intimidate, harass or coerce another;
(b) expansion and clarification of types of prohibited conduct; (c) additional provisions relative to scope of policy and authorized personnel; and (d) added a severability provision.

w/p-update/2022-U2 Fall/KFA Public Conduct on School Property 2022-U2 (F)

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Raymond School District Policy - KFA

PUBLIC CONDUCT ON SCHOOL PROPERTY/ASSAULTS

The School Board encourages the prosecution of any person who commits assault, battery, or assault and battery upon the person of a school employee or student, or threatens and places an employee or student of the public schools in immediate fear of bodily harm while the employee or student is in the performance of his/her duties as a school employee or student.

Any person found guilty of such assault, battery, or assault and battery is prohibited from School District property for one (1) calendar year.

"School employee" is hereby defined to include any duly appointed person or employee of a firm contracting with a school for any purpose, including personnel not directly related to the teaching process and including School Board members during School Board meetings.

Statutory Reference:

RSA 571-C:2

Appendix KFA-R

Adopted: August 1, 2002