

Raymond School Board Policy Committee Meeting
Tuesday, November 29, 2022, 9:00 AM
SAU 33 Office
43 Harriman Hill Road, Raymond NH
AGENDA

I. Call to Order

II. Proof of Posting

III. Old Business

Attendance

Raymond Policy JH Student Absences and Excuses - with revisions

The truancy section has been added from the NHSBA sample policy JHB. Text highlighted in yellow shows where our current policy JHB differs from the sample policy.

Raymond Policy JHB Truancy - for withdrawal

NHSBA sample policy JHB has been withdrawn, as the contents have been incorporated into sample policy JH.

IV. New Business

NHSBA Fall Policy Update

Update Summary

NHSBA Sample Policy

Raymond Policy

BBB School Board Elections

BBB School Board Elections

BBF Student Board Members

BDH Student Member of School Board

BEDH Public Comment and Participation

BEDH Public Participation at Board Meetings

EBB School Safety Program

EBB Safe Schools

EBBD Indoor Air Quality and Water Quality

EBBD Indoor Air Quality

EBCA Crisis Prevention, Emerg Response

EBCA Crisis Prevention, Emerg Response

EBCA-R Emerg Plan Checklist (WD)

EBCA-R Checklist for Developing a Plan

EBCD Emergency School & District Closings

No corresponding Raymond policy

EBCE Emergency Closings (WD)

EBCE School Closings and Cancellations

NHSBA Sample Policy

Raymond Policy

ECD Unmanned Aircraft Systems - Drones

ECD Traffic and Parking Controls

Note - there is no equivalent standalone NHSBA sample policy regarding traffic and parking controls

EG District Communication Plan

No corresponding Raymond policy

EG-R Communication Plan Outline

No corresponding Raymond policy

EHAB Data Governance and Security

EHAB Data Governance and Security

EHB Data/Records Retention & Destruction

EHB Data/Records Retention

IC School Year and Calendar Year

IC School Year

ICA School Calendar (WD)

ICA School Calendar

IHBA Programs for Pupils with Disabilities

IHBA Programs for Pupils with Disabilities

IHBAA Evaluation Requirements for Children with Specific Learning Disabilities

IHBAA Evaluation Requirements for Children with Specific Learning Disabilities

IHBAA-R Special Ed. Evaluation Proc. (WD)

IHBAA-R Special Ed. Evaluation Procedures

IHBAB Special Education Evaluations

No corresponding Raymond policy

IHBAC Development Delay

No corresponding Raymond policy

IHBAM District Special Education Policies & Procedures Manual

No corresponding Raymond policy

IHBG Home Education Instruction

IHBG Home Education Instruction and Access....

IHBG-R Participation in Public School Activities by Home Educated....

IHBG-R Participation in Public School Activities by Home Educated,

IKFC Alternative Diploma - Cognitive Dis.

IKFC Alternative Diploma - Cognitive Disabilities

IMBA Distance Education

IMBA Distance Education

JFAM Education of Military Children

No corresponding Raymond policy

JICA Dress Code

JICA Student Dress Code

JJA Student Activities & Organizations

JJA Student Activities & Organizations

JJA-R Student Activities Eligibility Standards

JJA-R Co-curricular Participation

JJJ Access to Public School Programs by Non-Public, Charter, Home Educated

JJJ Access to Public School Programs by Non-Public, Charter, Home Education Students

NHSBA Sample Policy

JJJ-R Admin Regulation for Access to
Public School Programs

JLCB Immunization of Students

JLCDA Parental Consent Medical Treatment

JLCF Wellness

JLDBB Suicide Prevention and Response

KDA Public Information Program (WD)

KFA Conduct on School Property

Raymond Policy

No corresponding Raymond policy

JLCB Immunization of Students

No corresponding Raymond policy

JLCG/EIF Wellness Policy

Call letters should be JLCF, not JLCG - error.

JLDB Suicide Prevention and Response

KDA Public Information Program

KFA Public Conduct on School Property - Assaults

Raymond School District Policy - JH

~~STUDENT ABSENCES AND EXCUSES~~

ATTENDANCE, ABSENTEEISM, AND TRUANCY

Each student enrolled in the Raymond Public Schools is required to attend school on a regular basis. In order to take maximum advantage of the educational opportunities offered by the Raymond School District, students need to establish a pattern of regular and punctual attendance. Student attendance is the responsibility of the parent(s)/guardian(s) and the student. Students should always be in school except when:

1. The student's health prohibits attendance.
2. The student's presence is required elsewhere by sound, pressing, and unavoidable out-of-school activity.
3. The student, the student's parent(s)/guardian(s), and the Principal agree that the reason for the absence is in the best interest of the student.

Absences, even with the approval of the parent(s)/guardian(s), that are excessive and/or interfere with the student's educational program will be discussed with parent(s)/guardian(s) and/or the student will be referred to the Student Intervention Team.

The Board considers more than four (4) unexcused absences per marking term (prorated to 4.2 for trimesters) to be excessive. As the student progresses through school, the major responsibility for attendance shifts from parent(s)/guardian(s) to the student; therefore, the school's response to an excessive number of absences will differ from level to level. Each school will develop procedures outlining how it will deal with students who have an excessive number of unexcused absences. There are a number of items that are common to all levels; these include:

1. Tardiness has a negative impact on a student's performance in school. Each school will develop procedures to deal with students who are tardy.
2. Any procedures that impact a student's grade due to excessive absences will contain an appeal process.
3. Students are expected to make up all work missed due to absence, tardiness, or dismissal.
4. Missed classes may impact a student's eligibility to participate in their next co-curricular event. Without a doctor's note, or other appropriate documentation a student who has missed class will not be eligible for co-curricular activities, even if they are excused by a parent.

5. Students who cannot attend school due to a medical reason will be provided a temporary home-based program not to exceed 45 days in a school year. Attendance will be counted as present during that time period. Medical permission will be required.

Absences

The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Illness (Physician statement required for more than 3 consecutive days)
2. Recovery from an accident/natural disaster
3. Required court attendance
4. Medical and dental appointments
5. Death in the family
6. Observation or celebration of a bona fide religious holiday
7. Special Event or Family Occasion - any special event or occasion with prior approval by the principal
8. College visitations

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. ~~In the event of an absence, parent(s)/guardian(s) must call the school and inform the school of the student's absence. Parent(s)/guardian(s) must provide written notice or a written excuse that states one of these reasons for non-attendance within 2 days of the student's return.~~ The Principal may require parent(s)/guardian(s) to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parent(s)/guardian(s) wish for their child to be absent for a reason not listed above, the parent(s)/guardian(s) must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parent(s)/guardian(s) via telephone and writing of his/her decision. This advanced planning will allow teachers enough time to work with parent(s)/guardian(s) and the student regarding

work completion. If the Principal determines that good cause does not exist, the parent(s)/guardian(s) may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his/her initial determination. However, at this juncture, the Principal's decision shall be final.

Each Building Principal is responsible for overseeing attendance procedures that include:

1. Attendance is accurately checked and reported to the school office daily for each class.
2. All student absences are recorded.
3. All permanent records of pupil attendance are maintained at the individual schools.

The following applies to those students eighteen (18) years of age and older: After fifteen (15) consecutive days absent, when there has been no firm understanding with an absent student and his/her parent(s)/guardian(s), the school will send a warning letter to the parent(s)/guardian(s) giving notice that the student will be dropped from registration effective the 20th day of his/her consecutive absence unless a clear understanding, in writing, with parent(s)/guardian(s) is achieved beforehand. A copy of this letter will go to the Superintendent of Schools.

School Principals are responsible for developing Student Handbooks that will include rules regarding student absences, excuses, suspensions, and truancy. These rules will apply to all students.

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

Ten half-days of unexcused absence during a school year constitutes habitual truancy.

A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time.

Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

Intervention Process to Address Truancy

The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

1. Investigates the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;

3. Involves the parents in the development of a plan designed to reduce the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline; and
5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

Parental Involvement in Truancy Intervention

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student's parent a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent's responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.
3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

Parental Notification of Truancy Policy

Prior to adopting this policy, the Board will place the item on the agenda of a public school board meeting and will allow two weeks for public input as to the policy's provisions. Any public input shall be advisory only and final adoption as to the policy's provisions will remain solely with the Board.

Additionally, the Superintendent shall also ensure that this policy is included in or referenced in the student handbook and is mailed to parents annually at the beginning of each school year.

Statutory References:

RSA 193:1, 2, 7, 8, and 16

RSA 306.10 (a) (1)

See Policy JHB

Adopted: September 1, 1994

R/R: 12/18/80, 1/23/85, 6/3/99

Revised: August 1, 2002

Revised: October 17, 2007

Revised: September 1, 2010

Revised: February 16, 2011
Revised: February 17, 2021

TRUANCY

Truancy

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A full-day presence is defined as a student who attends 4 or more hours of instructional time. A half-day presence is defined as a student attending at least 3, but less than 4, hours of instructional time. A full-day absence is defined as a student attending less than 3 hours of instructional time.

The Principal or designee is hereby designated as the District employee responsible for overseeing truancy issues. The Principal shall not file a petition alleging that a child is in need of services pursuant to RSA 169:D-2, II (a) until all steps in the school district's intervention process under RSA 189 have been followed.

Intervention Process to Address Truancy

The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parent(s)/guardian(s), and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

1. Investigates the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involves the parent(s)/guardian(s) in the development of a plan designed to eliminate the truancy;
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Legal References:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:7 Penalty

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

Adopted: August 1, 2002

Revised: March 16, 2011

Revised: June 17, 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 HB1178, NHSBA subsequently determined that revisions to JICI were not necessary at this time. A future revision may be forthcoming as the application of HB1178 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)

DISCLAIMER

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SCHOOL BOARD ELECTIONS

Category: *Optional*

Related Policies: *BBBC, BBBF*



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.*



The School Board shall consist of an odd number of members elected by the qualified voters of the District at the annual District elections.

The term of office of each member of the School Board shall be for a period of three (3) years[city board members generally have different terms]. Vacancies that occur before the expiration of a member's term shall be filled pursuant to Board policy {**} BBBC. A member appointed to fill a vacancy shall serve only until the next annual election, at which point the seat will be open for election to serve the remainder of the original term.

[FOR DISTRICTS WITH HIGH SCHOOLS ONLY] Additionally, pursuant to RSA 189:1-c, the School Board shall have one or more non-voting student member(s) from _____¹ [delete fn.] high school [{or – for districts with more than one high school} – from each District high school.] Elections for such student board member shall be held in accordance RSA 194:23-f, and with the provisions of Board policy {**} BBBF.

District Policy History:

First reading: _____ Last revised: _____

Second reading/adopted: _____ Reviewed/reaffirmed: _____

Other district policy history: _____

¹ [Delete fn.] Name of high school if desired.

SCHOOL BOARD ELECTIONS**Legal References:**

RSA 189:1-c, School Board Student Member
RSA 194:23-f, High School Student as a Board Member
RSA 195:19-a, Composition of Cooperative School Boards
RSA 195:19-b, Reapportionment
RSA 671: 4, School District Elections: Board
RSA 671:22, School District Election at Town Meeting
RSA 671:33, Vacancies

***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. 2021, Sept. 2009, Feb. 2004, Nov. 1999, and July 1998.

NHSBA revision notes, August 2022, revised, along with sample policy BBBF, 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. **September 2021,** BBB is updated to include a statement regarding filling a term prematurely vacated by a sitting member, a point clarified by the 2021 passage of HB409 (amending RSA 671:33). Additional revisions to sample BBB include legal references and an internal reference to sample BBBC.

w/p-update/2022-U2 Fall/BBB School Board Elections 2022-U2 (F)

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Raymond School District Policy - BBB

SCHOOL BOARD ELECTIONS

The School Board shall consist of an odd number of members elected by the qualified voters of the District at the annual District elections.

The term of office of each member of the School Board shall be for a period of three (3) years. Vacancies that occur before the expiration of a member's term shall be filled pursuant to Board policy BBBC. A member appointed to fill a vacancy shall serve only until the next annual election, at which point the seat will be open for election to serve the remainder of the original term.

Under RSA 189:1-c, and RSA 194:23-f, the Board may choose to add one or more non-voting student member(s) from a high school in the District to the Board. Elections for such student board members shall be held in accordance with RSA 194:23-f, and with the provisions of Policy BDH.

Legal References:

RSA 189:1-c, School Board Student Member
RSA 194:23-f, High School Student as a Board Member
RSA 195:19-a, Composition of Cooperative School Boards
RSA 195:19-b, Reapportionment
RSA 671: 4, School District Elections: Board
RSA 671:22, School District Election at Town Meeting
RSA 671:33, Vacancies

Adopted: September 2, 1970
R/R: 8/25/84, 4/21/88, 2/7/91, 3/19/98
Revised: June 6, 2002
Revised: June 15, 2022

Student Board Members

Category: Recommended (for districts with high schools only)



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) School districts may have had a “student board liaison,” or a nonconforming student board member. Due to 2022 amendment to RSA 189:1-c, all districts must now comply with the requirements for student board members. Boards should check their current procedures regarding student board members and revise as necessary.*
- (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.*



A. General Policy. [Include only one of the italicized sections & remove italics]

[Districts with only one high school]

The Board will have [one]¹ _____ student school board member from _____ High School.

[Districts with more than one high school]²

The Board will have [one] _____ student school board member from each public high school maintained by the District.

Student School Board members (“Student-members”) will not have the right to vote and will be excluded from all non-public sessions the Board enters.

¹ *[Delete fn.]* Board may determine to have more than one student member as RSA 189:1-c requires *at least* one student member.

² *[Delete fn.]* RSA 189:1-c now requires the board to have at least one student board member from EACH high school maintained by the district.

Student Board Members

B. Election and Term of Student School Board-Members.

Student-members will serve one-year terms, beginning on __/__/__ of each year. [³delete fn.]

Student-members will be chosen by a majority vote of the high school student body under procedures for nomination and election established by the student government of the high school.

C. Responsibilities of Student Government.

The student government of the high school shall establish procedures for:

- 1. The nomination and election of Student-member candidates;
- 2. Any public high school student in the school district to petition the Student-member to present proposals and opinions to the School Board;
- 3. Filling any vacancy that may occur in the Student-member position from that school.

D. Student-Member Expectations.

Under RSA 194:23-f, IV, Student-members are expected to:

- 1. Attend all School Board meetings;
- 2. Represent all high school students within the District;
- 3. Present to the School Board specific proposals and ideas from the high school student body;
- 4. Serve as a liaison between students, District staff, and the Board;
- 5. Keep the student body informed of Board business and actions; and
- 6. Comply with all Board policies relative to students and Board members, when applicable.

E. Oversight.

The Superintendent shall assure building principals coordinate with student council advisors to ensure the student council is aware of the requirements of Section D, above.

District Policy History:

First reading: _____ Last revised: _____
Second reading/adopted: _____ Reviewed/reaffirmed: _____

³ [Delete fn.] Under 189:1-c, the School Board decides the date when the term of the student board member shall begin. Because RSA 194:23-f, III requires terms of 1 year, most districts have cycles that begin/end with elections at or near end of the school year.

Student Board Members

Other district policy history: _____

Legal References:

RSA 189:1-c, School Board Student Member

RSA 194:23-f, High School Student as a Board Member

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; New policy - 2009

NHSBA revision notes, August 2022, this policy was revised in response to HB1381 (see 2022 N.H. Laws Ch. 195). Under the amendment, districts which have high schools are required 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 of this policy to include the statutory requirements under RSA 189:1-c and RSA 194:23-f relative to selection, duties and terms of student board members.

w/p-update/2022-U2 Fall/BBBF Student Board Members - 2022-U2 (F)

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Raymond School District Policy - BDH

STUDENT MEMBER OF SCHOOL BOARD

The Board may choose to add one or more student members from the District high school. Student-members will serve one-year terms. Student-members will not have the right to vote. Student-members will be excluded from all non-public sessions the Board enters.

Student-members will be chosen by a vote of the high school student body, in accordance with the provisions of RSA 194:23-f.

Student-members are expected to:

- (1) Attend all school board meetings;
- (2) Represent all high school students within the District;
- (3) Present to the school board specific proposals and ideas from the high school student body;
- (4) Serve as a liaison between students, District staff, and the Board; and
- (5) Keep the student body informed of Board business and actions;
- (6) Comply with all Board policies relative to students and Board members, when applicable.

The Board reserves the right to discontinue the addition of student-members at any time.

Statutory Reference:

RSA 194: 23-f, High School Student as a Board Member

RSA 189: 1-c, School Board Student Member

See Appendix BDH-R

Adopted: February 20, 1992
R/R: 4/16/98
Revised: June 6, 2002
Revised: August 1, 2002
Revised: August 7, 2013
Revised: October 5, 2022

PUBLIC COMMENT & PARTICIPATION AT BOARD MEETINGS

Category: *Recommended*

Related Policies: *BEDB, KE & KEB*



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:** *With the adoption of SB410 (codified as new RSA 189:74), school boards are now required to provide a minimum of 30 minutes of opportunity for public comment at most board meetings. Previously, such public comment was optional under both state law and the First Amendment. The new statute is largely in accord with NHSBA’s past recommendations for public comment periods, and generally reflects some of the principles under First Amendment law regarding “time, place and manner” rules, and other viewpoint neutral speaker limitations. Although RSA 189:74 includes specific mandated parameters, it leaves to local boards much discretion with respect to how those parameters are implemented. For instance, although boards must provide time for “no less” than 30 minutes, the law does not dictate when or how during a meeting the 30 minutes shall occur. Accordingly, the placement and limitations included in this sample policy are only suggestions. In adopting/revising its own policy, re: public comment period, a board may, among other things, choose language: (1) allowing more than the required 30 minutes, (2) breaking the 30 minutes into more than one session, or (3) including a provision to the effect that “if there are not enough speakers at the beginning of the meeting to exhaust the full 30 minutes, the Board will provide opportunity at the end of the meeting for additional public comment of no less than the balance of the 30 minutes.” Additionally, although the statute allows boards to prohibit disclosure of student & staff PII and other confidential information, it does not require such a provision. Boards wishing to explore allowable options for their public comment periods should contact NHSBA’s staff attorney or their district’s private counsel.*
- (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) *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.*



PUBLIC COMMENT & PARTICIPATION AT BOARD MEETINGS

A. General Meeting Policy.

Meetings of the Board shall be open to the press and public. [¹Delete fn.]

The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. Additionally, the Board will provide opportunity for members of the public to provide input and comment at Board meetings consistent with the meeting and participation rules as described below.

This policy sets forth the standards and meeting rules that apply to the public in attendance at Board meetings, and to the opportunity for the public to provide comment at Board meetings.

B. Opportunity for Public Comment.

Consistent with RSA 189:74, the Board will provide the opportunity for members of the public to comment on school district matters at all Board meetings with the exception of emergency meetings called under RSA 91-A:2, II, or at meetings for which the sole purpose is to address one or more issues in non-public session under RSA 91-A:3.

In order to ensure that persons who wish to appear before the Board may be heard and, at the same time, ensure that the Board may conduct its business and meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

1. Members of the public shall not speak unless recognized by the Board Chair or other person presiding over the meeting (“Chair” shall apply to either in this policy).
2. The Board will generally schedule the public comment period in the first half of its meetings. *[some boards have policies that establish an agenda order. Those boards will need to assure that their agenda “templates” match the placement of public comment in a revised BEDH]*
3. The Board will provide a minimum of thirty ____ [² Delete Fn.] minutes [{optional}and a maximum of ____ *[e.g. forty-five, thirty, etc]* minutes to hear public comment. This period may be extended by a majority vote of the Board. Additionally, the Board may include additional public comment periods for specific agenda items with a time limit for public comment specified on the pertinent agenda. If speakers do not fill the minimum 30 minute public comment period, [³ Delete fn.] the Board will move to table the remainder of the time until the end of the meeting [{or} later in the meeting {or for Boards who move into nonpublic session directly after the meeting} immediately before scheduled nonpublic

¹ [Delete fn.] RSA 189:74 uses the term “public”. Formerly many boards’ public comment policies (but not NHSBA’s sample) restricted comment to groups with identifiable connections to the district (parents, residents, etc.). Boards should discuss continuance of those limitations with District counsel.

² [Delete fn.] May be more, but not fewer than 30 minutes.

³ [Delete fn.] The first sentence of 189:74 implies that the Board needs to provide “opportunity” for public comment, while the second sentence says the period must be “no less than 30 minutes.” One reasonable reading would be that the “opportunity” for 30 minutes would suffice. This sample, however, suggests that if not enough speakers are present at the point in the agenda for public comment, the board can table the remainder until the end of the meeting. If no speakers are then present, the board could adjourn.

PUBLIC COMMENT & PARTICIPATION AT BOARD MEETINGS

session]. If insufficient speakers remain to fill the 30 minutes, the Board will close public comment.

4. Individual speakers will be allotted ____ [*e.g. three, five, etc.*] minutes per person and each speaker will be permitted equal time. Speakers may not relinquish allotted time to another speaker. The Board may at the outset of the public comment period increase or decrease the individual time limit for all speakers (but may not decrease the aggregate time below 30 minutes).
5. {OPTIONAL} Speakers are requested to sign up prior to the meeting [*describe method, online form, email, sheet outside of the meeting room, etc.*]. Although such pre-registration is not required as a condition for offering public comment, the Chair will recognize speakers on a first come basis using the pre-registered list as the starting point.^[4 delete Fn.] If a person declines to speak or is not present at the time called, the Chair will move to the next name on the list.
6. {OPTIONAL} The Board makes most meetings accessible online in real time with meeting links included on the meeting notice. Although the Board will allow public comment remotely, attendance in person to offer public comment is highly encouraged. The Board cannot and will not assure that in all cases the technology will/can function adequately. If technological issues arise either before or during the meeting such that the comments are not reasonably audible at the meeting location, the Chair may terminate opportunity for remote public comment, or terminate the speaker's comment period.
7. {OPTIONAL}.The Board will provide opportunity for written public comment for persons unable to attend the meeting. Written comments that meet the requirements of this paragraph and other provisions of this policy, will either (a) be included in the materials publicly available at the meeting, (b) briefly described in the minutes (in the same manner as comments made in person), or (c) attached to the minutes. In the event that the full thirty minutes for public comment have not been exhausted, the Board may read the written comments aloud at the meeting on a first received basis until the comment period has expired. Written comments must be submitted at least ____ [*e.g., two, three, etc.*] prior to a Board meeting, and shall be limited to ____ [*e.g., 425, etc.*]⁵words. Anonymous written comments will not be accepted as part of public comment as RSA 91-A:2, II requires that meeting minutes include the names of persons appearing at public meetings. Only one written comment is permitted per individual for each meeting. Written comments including PII or other confidential information will only be disclosed/made public as required under RSA 91-A:4 and 5, and Board policy {**}EH. This paragraph is not intended to limit other correspondence to the school district, but only pertains to writings intended to be included as public comment at a school board meeting.
8. In order to comply with the official minutes requirements of RSA 91-A:2, II, speakers shall identify themselves clearly for the record.

⁴ [Delete Fn.] Boards may request that persons register in advance but may not require pre-registration as a condition of participating in the public comment period.

⁵ [Delete Fn.] A speech of 425 words will take approximately 3 minutes to read at a normal speed.

PUBLIC COMMENT & PARTICIPATION AT BOARD MEETINGS

9. During the public comment period, an individual may offer comments on agenda items or any other District matters (e.g., operations, budget, and other issues directly relating to the District's school policies, programs and operations.) However, consistent with RSA 189:74, I, and in the interest of protecting personally identifiable information (“PII”) as well as other confidential information, comments (including complaints) regarding individual students, volunteers, or employees (other than the Superintendent) should be directed to the Superintendent or otherwise as provided under the complaint/grievance resolution processes set forth in School Board policies {**}KE and/or {**}KEB.
10. Defamatory statements, comments threatening bodily harm, or other unprotected speech will not be tolerated.
11. Comments which do not adhere to the above provisions, may be ruled out of order by the Chair. Repeated violations may result in the Chair terminating the speaker's privilege of address, and possibly deeming the violations a disruption to be treated as discussed in section C below.
12. Persons appearing before the Board are reminded that the public comment period is an opportunity for members of the public to provide their input to the Board but is not a question and answer session. Board members are without authority to answer spontaneously on behalf of the Board. Thus, in most instances, Board response, if any, will be deferred pending consideration by the full Board.
13. In addition to the opportunity to offer input during the public comment period of a Board meeting, members of the public may also request initiatives or other such items to be placed on the Board’s agenda. The determination whether or not to include the matter on a Board meeting agenda will be made consistent with Board Policy {**}BEDB. Requests to have a matter placed on an agenda should be presented in writing to the Superintendent no less than fourteen days prior to the next Board meeting and must set forth the specifics of the subject to be addressed.

C. Meeting Disruptions.

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs and operations. While members of the public have the right to attend and offer input during the public comment period of meetings, they do not have the right to disrupt the meetings. Impermissible disruptions include, but are not limited to:

- Shouting at any time, or speaking while someone else has been recognized by the Chair;
- Obstructing the view of others with posters or otherwise;
- Refusing to terminate public comment after that speaker’s time has expired;
- Any other sustained or intentionally loud noises after the Chair has called for order; or
- Any other conduct intended to disrupt the meeting or person speaking.

If, after at least two warnings from the Chair, an individual continues to disrupt the meeting by words or actions, the Chair may direct the person to leave the meeting. Upon refusal, the Chair

PUBLIC COMMENT & PARTICIPATION AT BOARD MEETINGS

may request assistance from law enforcement officials to have the individual removed, with the potential for criminal charges. Interruptions may result in a recess, or, provided the thirty minutes for public comment has expired, and adjournment of the meeting.

District Policy History:

First reading: _____ Last revised: _____

Second reading/adopted: _____ Reviewed/reaffirmed: _____

Other district policy history: _____

Legal References:

- U.S. Const., 1st Amendment
- RSA 91-A:2, Meetings Open to the Public
- RSA 91-A:3, Non-Public Sessions
- RSA 189:65, VII & VII-a - Definitions (Student and Teacher personally identifiable information)
- RSA 189:74, School Board Public Comment Period
- RSA 644:2, Disturbing the Peace
- State v. Comely, 130 N.H. 688 (1988)
- State v. Dominic, 117 N.H. 573 (1977)

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. 2019, May 2007, Nov. 1999, July 1998 and Feb. 2004

NHSBA revision notes, Aug. 2022, revised to reflect the enactment of RSA 189:74 (see, SB 410). The new statute now requires school boards to provide no less than 30 minutes public comment opportunity at each of its meetings. Previously, while most school boards included public comment periods in their meetings, it was not required. The law leaves boards with choices about how the public comment period is administered. E.g., 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. **September 2018:** This sample policy is updated to more specifically recognize the distinction between board business, and public comment, and how that distinction relates to the benefit of public input at board meeting, as well as emerging judicial decisions regarding the need for viewpoint neutrality relative to public comment rules.

w/p-update/2022-U2 Fall/BEDH Public Comment 2022-U2 (F)

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PUBLIC PARTICIPATION AT BOARD MEETINGS

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions of RSA 91-A:3.

Members of the public shall not speak unless recognized by the Board Chair or other person presiding over the meeting. ("Chair" shall apply to either in this policy.)

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, assure that the Board may conduct its business and meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

1. The Board will provide 30 minutes for public comments at the beginning of each Board meeting. This period may be extended by the Chair or his/her designee, unless a Board member objects. If a Board member objects, a majority vote of the Board will be taken to continue. Additionally, the Board may include additional public comment period for specific agenda items with a time limit for public comment specified on the pertinent agenda.
2. Individual speakers will be allotted three minutes per person. Speakers may not relinquish allotted time to another speaker. For specific meetings and/or specific agenda items, the Board may at the outset of the public comment period increase the individual time limit for all speakers.
3. The Chair will recognize speakers on a first come basis.
4. In order to comply with the minute requirements of RSA 91-A:2, II, speakers shall identify themselves clearly for the record.
5. Except as otherwise provided in this policy, members of the public may offer comments on agenda items or upon any other matter of public concern directly relating to the District's school policies, programs and operations. In the interest of preserving individual privacy and due process rights, the Board requires that comments (including complaints) regarding individual employees (other than the Superintendent) or individual students be directed to the Superintendent in accord with the complaint/grievance resolutions processes set forth in School Board Policies KE and KEB. Complaints regarding the Superintendent may be made either during public comment or directed to the School Board Chair.
6. Any comments which do not adhere to the above, or which disrupt the official business of the Board may be ruled out of order by the Chair. Repeated disruption may result in the individual being asked to leave the meeting. Obscene speech, comments threatening bodily harm, or other unprotected speech will not be tolerated.
7. The Board makes most meetings accessible online in real time with meeting links included on the meeting notice. Although the Board will allow public comment remotely, attendance in person in order to offer public comment is highly encouraged. The Board cannot and will not assure that in all cases the technology will/can function adequately. If technological issues arise either before or during the meeting such that the comments are not reasonably audible at the meeting location, the Chair may terminate opportunity for remote public comment, or terminate the speaker's comment period.

8. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow the above rules of order. Repeated violations or disruptions may result in the intervention of law enforcement, with the potential for criminal charges.

Persons appearing before the Board are reminded that the public comment period is an opportunity for members of the public to provide their input to the Board but is not a question and answer session. Board members are without authority to answer spontaneously on behalf of the Board. Thus, in most instances, Board response, if any, will be deferred pending consideration by the full Board.

With the aim of maintaining focus on the issues in discussion, it is desired that all speakers strive to adhere to ordinary norms of decorum and civility.

Legal References:

RSA 91-A:2, Meetings Open to the Public

RSA 91-A:3, Non-Public Sessions

U.S. Const. 1st Amendment

Adopted: May 5, 1971
R/R: 9/7/78, 9/21/78, 10/4/79, 4/21/88, 8/6/98, 5/3/01
Revised: June 6, 2002
Revised: September 5, 2007
Revised: August 14, 2019
Revised: September 21, 2022

SCHOOL SAFETY PROGRAM

Category: Priority/Required by Law Related Policies: EB, EBCA, EBCB, EBCC, ECA, EEAE, EG, JKAA, JLCJA, JLIA, KFA, KI...



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) Former identical policy ADD was withdrawn with the 2020 Fall Policy Update. For additional notes see “NHSBA revision notes” below.
- (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.



The Board recognizes that effective learning and teaching takes place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. The practice of safety shall be considered a facet of the instructional programming of the District schools by incorporating concepts of safety appropriately geared to students at different grade levels.

The Superintendent shall be responsible for developing and maintaining a comprehensive safety program/plan for the District, taking into account applicable laws, regulations, Board policies, and best practices. **While the comprehensive safety program need not be a single consolidated document**, it should include:

- A. The District-wide Crisis Prevention and Response Plan prepared under policy **{**}** EBCA, which, in turn, includes the site-specific Emergency Operations Plan for each school (see also RSA 189:64 and policy **{**}** EBCA);
- B. The Sports Injury Emergency Action Plan prepared under policy **{**}** JLCJA;
- C. The District Communication Plan **{**}**EG; and
- D. The School Bus Safety Program established under policy **{**}**EEAE.

SCHOOL SAFETY PROGRAM

Additionally, to the extent not included in the above specific Board directed plans, the Superintendent will address the following areas of emphasis in the comprehensive safety plan:

1. Procedures that address the supervision and security of school buildings and grounds. See also **{**}ECA**.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities. See also **{**}JLIA**.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities. See also **{**}KI** and **{**}KFA**.
4. Training programs for staff and students in crisis prevention and management. See **{**}EBCA**.
5. Training programs for staff and students in emergency response procedures that include practice drills for fire and all hazard as required by law and Board policy **{**}EBCB**.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems. See also **{**}EBCC**.
7. Procedures and training to implement employee and work-place safety per Board policy **{**}EB**.
8. Training and support for students that aims to relieve the fear, embarrassment, and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
9. Procedures for safe and confidential reporting of security and safety concerns at each school building.
10. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary. See also **{**}ECA**.
11. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
12. Procedures for managing the behavior of children, including, proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy **{**}JKAA**.
13. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
14. District and building level procedures to assure timely safe schools reporting to law enforcement the N.H. Department. of Education and the School Board as required under RSA 193-D:4.

Whenever the Superintendent delegates tasks relating to the above to other District personnel, that delegation should be recorded in a manner readily accessible to others in the instance of the Superintendent's absence or departure.

SCHOOL SAFETY PROGRAM

Each Principal shall be responsible for the supervision and implementation of components of the safety programs in his/her school, inclusive of school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources.

District Policy History:

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

Legal References:

- RSA 193-D, Safe School Zones
- RSA 193-F, Pupil Safety and Violence Prevention
- RSA 281-A:64, Safety Provisions
- N.H. Dept. of Ed. Rules - Ed. 306.04(a)(2), and 306.04(d), Promoting School Safety

***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.*

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NHSBA history: Revised - Aug. 2022, Nov. 2020, June 2013; New policy – 2006.

NHSBA revision notes, August 2022, revised to change what was previously called the site-specific Emergency Response Plan to now be titled the site-specific Emergency Operations Plan, pursuant to HB 1125 (2022 N.H. Laws Ch. 187) and NHSBA sample policy EBCA. Added 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. **November 2020.** The most significant changes were (a) the incorporation of provisions which had previously been imbedded in policy EB/JLI, which now concerns only joint loss management provisions required under RSA 281-A:64, and (b) a reporting section relative to violence in schools (per 2020 N.H. Laws 38:14, HB1558). With the November 2020 update, NHSBA also withdrew former identical sample policy ADD. Finally, EBB has been recategorized as a Priority/Required by law policy per 306.04(a)(2).

w/p-update/2022-U2 Fall/EBB School Safety 2022-U2 (F)

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SAFE SCHOOLS

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. The practice of safety shall be considered a facet of the instructional programming of the District schools by incorporating concepts of safety appropriately geared to students at different grade levels.

The Superintendent shall be responsible for developing and maintaining a comprehensive safety plan for the District, taking into account applicable laws, regulations, Board policies, and best practices. The general safety plan will include the District-wide Crisis Prevention and Response Plan, and site-specific Emergency Response Plan for each school required under Board policy EBCA. General areas of emphasis shall include, but not be limited to: in-service training; accident recordkeeping; plant inspection; driver and vehicle safety programs; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees.

Each Principal shall be responsible for the supervision and implementation of safety programs in his/her school, inclusive of school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources.

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice fire and all hazard drills as required by law and Board policy EBCB.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Procedures and training to implement employee and workplace safety per Board policy EB.
8. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
9. Procedures for safe, confidential reporting of security and safety concerns at each school building.
10. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.

11. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each District building.
12. Procedures for managing the behavior of children, including proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy JKAA.
13. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, town and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of the District Crisis Prevention and Response Plan, and site-specific Emergency Response Plans per Board policy EBCA.
14. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
15. District and building level procedures to assure timely safe schools reporting to law enforcement the N.H. Department of Education and the School Board as required under RSA 193-D:4.

Legal References:

RSA 193-D, Safe School Zones
RSA 193-F, Pupil Safety and Violence Prevention
RSA 281-A:64, Safety Provisions
NH Code of Admin. Rule. Section Ed. 306.04(a)(2) and 306.04(d), Promoting School Safety

Approved: November 19, 2014

Revised: August 3, 2022

INDOOR AIR QUALITY & WATER QUALITY

Category: *Priority/Required by Law*

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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 CLASSIFICATION NOTE:** *This policy is classified as “Priority/Required by Law”. However, while state law requires a policy regarding indoor air quality (along with various substantive requirements), it does not specifically require a policy regarding water quality – but does impose various substantive measures, especially concerning lead contamination. Accordingly, section B of this policy is recommended only.*
- (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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A. Indoor Air Quality. In order to ensure that all school buildings have adequate indoor air quality, the Board directs the Superintendent or the Superintendent’s designee to address methods of minimizing or eliminating emissions from buses, cars, delivery vehicles, and other motorized vehicles. The Superintendent/designee may delegate the implementation of these methods to building principals. The Board encourages the Superintendent/designee to utilize methods and recommendations established by various State agencies.

In addition to addressing methods eliminating emissions, building principals are directed to annually investigate, and report to the Superintendent/designee, air quality in their respective school buildings using a checklist provided by the New Hampshire Department of Education.

In support of this policy, the Superintendent is authorized to establish regulations and/or administrative rules necessary to implement anti-idling and clear air measures aimed at improving indoor air quality.

B. Water Quality and Access. The Board directs the Superintendent/designee to take measures to limit lead exposure in school drinking water and ensure compliance with RSA 485:17-a, III, and

INDOOR AIR QUALITY & WATER QUALITY

consistent with regulations and guidance of the N.H. Departments of Environmental Services and of Education.

Water stations in school buildings shall be installed in accordance with Ed Rule 321.18(h) relative to the number of drinking fountains required.

The Superintendent/designee will make recommendations to the Board for any modifications that involve expenditures greater than _____.^[1 Delete Fn.]

District Policy History:

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

Legal References:

- RSA 200:11-a, Investigation of Air Quality
- RSA 200:48, Air Quality in Schools
- NH Code of Administrative Rules, Section Ed. 306.04(a)(24), Air Quality in School Buildings
- NH Code of Administrative Rules, Section 306.07(a)(4), School Facilities
- RSA 485:17-a, Lead in Drinking Water in Schools and Licensed Child Care Facilities

***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.*

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NHSBA history: Revised Aug. 2022, May 2014, May 2012, Sept. 2010

NHSBA revision notes, August 2022, revised policy to add section B 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. **May 2014,** only changes are to Legal References.

w/p-update/2022-U2 Fall/EBBD Air & Water Quality 2022-U2 (F)

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¹ [Delete Fn.] A Board can remove the expenditure threshold altogether or set it as it deems appropriate.

RAYMOND SCHOOL DISTRICT POLICY – EBBD

Indoor Air Quality

In order to ensure that all school buildings have adequate indoor air quality, the Board directs the Superintendent to address methods of minimizing or eliminating emissions from buses, cars, delivery vehicles, and other motorized vehicles. The Superintendent may delegate the implementation of these methods to building principals. The Board encourages the Superintendent to utilize methods and recommendations established by various State agencies.

In addition to addressing methods eliminating emissions, building principals are directed to annually investigate air quality in their respective school buildings using a checklist provided by the New Hampshire Department of Education.

In support of this policy, the Superintendent is authorized to establish regulations and/or administrative rules necessary to implement anti-idling and clear air measures aimed at improving indoor air quality.

Legal References:

RSA 200:11-a, Investigation of Air Quality

RSA 200:48, Air Quality in Schools

Approved: February 9, 2011

CRISIS PREVENTION & EMERGENCY RESPONSE PLANS

Category: Recommended

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

Related Administrative Procedures: EBCA-R & EG-R

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**ADOPTION/REVISION NOTES –**

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- (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 Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

A. Site-specific Emergency Operations Plan (RSA 189:64). Each school shall develop a site-specific school emergency operations plan (“EOP”) based on and conforming with the Incident Command System and the National Incident Management System and pursuant to RSA 189:64.

Each Emergency Operations Plan will address hazards as including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities.

School building principals, or their designee, shall annually review their site-specific EOP and submit updated plans (or report of no changes) to the Superintendent for review by _____. [¹ delete fn.]

If, after such review, the plan remains unchanged, then the Superintendent/Principal shall notify the New Hampshire Department of Safety by October 15 that the plan is unchanged. If an

¹ [Delete fn.] This date should be early enough to allow the Superintendent/facilities director sufficient time for review before the October 15 deadline to submit to the state.

CRISIS PREVENTION & EMERGENCY RESPONSE PLANS

Emergency Operations Plan is updated/revised, the Superintendent/Principal shall submit the updated Emergency Operations Plan to the Director of Homeland Security and Emergency Management of the Department of Safety by October 15.

*All-hazard and fire evacuation drills shall be conducted annually pursuant to Board policy EBCB {**}.*

B. District-wide Crisis Prevention and Response Plan.

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan (the "District Crisis Plan"). The District Crisis Plan shall serve as a compilation of each site-specific Emergency Operations Plan for each District school and shall include the current Sports Injury Emergency Action Plan as required under Board policy {**}JLCJA and RSA 200:40-c.

The District-wide Crisis Plan will include provisions addressing coordination of crisis prevention and responses between and among the different schools, grounds, school buses, and other facilities of the District. Additionally, the District Crisis Plan should address:

[Insert other provisions or issues the Board wishes such plan to address.]

In order to avoid plan/policy conflicts, the District Crisis Plan will reference applicable sections of other pertinent plans rather than restate (e.g., crisis communications should be addressed in the District Communication Plan, {**}EG-R).

The District Crisis Plan shall be updated and provided to the Board for review by October 31 each year (i.e., after the site-specific EOP's are submitted to the state).

- C. Coordination.** The Superintendent will establish a relationship with local and state emergency services (e.g., police, fire, ambulance, etc.). Unless otherwise provided in a site-specific EOP, the District-wide Crisis Prevention and Response Plan or the District Communication Plan, the Superintendent, or his/her designee, will serve as the coordinator/liaison with these authorities. Additionally, the Superintendent should designate personnel to explore the availability of any training or support provided by the New Hampshire Departments of Education and/or Safety associated with risk assessment, crisis management, and other matters related to this policy.

District Policy History:

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

Legal References:

- RSA 189:64, Emergency Response Plans
- RSA 193-D, Safe School Zones
- RSA 193-F, Pupil Safety and Violence Prevention
- RSA 200:40-c, Emergency Plans for Sports Related Injuries
- N.H. Dept. of Education Administrative Rule, Ed. 306.04(a)(2), Promoting School Safety

CRISIS PREVENTION & EMERGENCY RESPONSE PLANS

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. 2021, Nov. 2019, July 2019, Oct. 2018, Sept. 2017, Sept. 2014, Aug. 2007, July 1998.

NHSBA revision notes, August 2022, revised policy to reflect the 2022 passage of HB 1125, which amended RSA 189:64 to change (a) change the name of the site specific plans from “Emergency Response Plans” to “Emergency Operations Plans” (as used by 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. The policy was further revised to remove some redundancies, and to clarify the distinction and relationship among the site-specific EOPs the District-wide plan, and other related plans/policies. **September 2021**, revised paragraph 4 to include reference to Sports Injury Emergency Plan as required by RSA 200:40-c and related policy JLCJA. **November 2019**, revised to reflect increase in changes to RSA 189:64 regarding all-hazard drills (increasing from 2 to 4 per year), and requirement that at least one drill concern an armed assailant. **July 2019**, minor change to disclaimers. **October 2018**, retitled and revised substantially to incorporate provisions of now withdrawn (10/201*) sample policy EBC, reflect provisions of the 2018 passage of HB 1370 requiring plans to be submitted to the N.H. Dir. of Homeland Security. **September 2017**, revised to reflect 2017 N.H. Laws Ch. 14 (HB 233), which required annual plans to be submitted to the N.H./ Dept. of Education. **September 2014**, re-written in its entirety to reflect changes to RSA 189:64.

w/2022-U2 Fall/EBCA Crisis Prevention & Emergency Response 2022-U2 (F)

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CRISIS PREVENTION AND EMERGENCY RESPONSE PLANS

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

All-hazard and fire evacuation drills shall be conducted annually pursuant to Board policy EBCB. The Superintendent will establish a relationship with local and state emergency (e.g., police, fire, ambulance, etc.). The Superintendent, or his/her designee, will serve as a coordinator/liaison with these authorities.

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan, which must, at a minimum, include a site-specific Emergency Response Plan for each school.

The Superintendent is responsible for ensuring that each Emergency Response Plan conforms with the requirements of RSA 189:64, as the same may be amended or replaced, and that each Emergency Response Plan addresses hazards including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, other hazards deemed necessary by the School Board or local emergency authorities, and information pertaining to the then current Sports Injury Emergency Action Plan as required under Board policy JLCJA. The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.

The School Board directs the Superintendent to assure that each Emergency Response Plan is reviewed annually (in consultation with appropriate personnel, and in coordination with local emergency authorities), and is updated as necessary. If, after such review, the plan remains unchanged, then the Superintendent shall notify the Department of Education by September 1 that the plan is unchanged. If an Emergency Response Plan is updated/revised, the Superintendent shall submit the updated Emergency Response Plan to the New Hampshire Department of Education no later than September 1.

The District Crisis and Response Plan will be updated annually to include each site-specific Emergency Response Plan as updated, and any other changes as deemed appropriate by the Superintendent.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

Legal References

RSA 189:64, Emergency Response Plans
RSA 193-D, Safe School Zones
RSA 193-F, Pupil Safety and Violence Prevention
RSA 200:40-c, Emergency Plans for Sports Related Injuries
NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

Appendix: EBCA-R

Adopted: June 4, 2008

Revised: October 15, 2014

Revised: August 14, 2019

Revised: August 3, 2022

EMERGENCY PLANS
CHECKLIST FOR DEVELOPING A SCHOOL EMERGENCY PLAN

Category: *WITHDRAWN*

Related Policies: *EBCA*

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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 – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (c) General – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

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WITHDRAWN [date district withdraws]

Former administrative procedure document, {**} EBCA-R (which contained a checklist to help school administrators develop school disaster plans) has been withdrawn. {**} EBCA-R is now obsolete as it was created before RSA 189:64 required schools have an Emergency Operations Plan and the subsequent major changes to policy {**} EBCA.

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

NHSBA revision notes, August 2022, withdrawn as EBCA-R was created before RSA 189:64 and major revisions to policy EBCA, making it repetitive and obsolete.

w/p-update/2022-U2 Fall/EBCA-R Emergency Plan Checklist WITHDRAWN 2022-U2 (F)

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Raymond School District Policy – EBCA-R

CHECKLIST FOR DEVELOPING A SCHOOL EMERGENCY PLAN

The following checklist is designed primarily to help school administrators reveal gaps as they develop their school disaster plans.

1. Obtain a resolution from the School Board _____
2. Appoint a school district disaster coordinator _____
3. Contact advisory personnel regarding the development of plan _____
4. Correlate plan progress with local emergency operations plan _____
5. Compile information for plan into written document _____
6. Review plan with local officials (civil defense, police, others) _____
7. Obtain legal advice concerning the status of school personnel and property in the event of disaster _____
8. Present plan to School Board for approval _____
9. Notify parents of plan _____
10. Conduct drills as outline in school disaster plans
 a. Drills on building evacuation _____
 b. Drills on moving personnel to shelter area _____
11. Evaluate drills for efficiency _____
12. Evaluate warning system when used in drills _____
13. Train teachers in disaster preparedness classes _____
14. Integrate emergency training into curriculum _____

Adopted: June 4, 2008

EMERGENCY SCHOOL & DISTRICT CLOSINGS

Category: *Recommended*

Related Policies: *EBCF, EBCG, IC & IMBA*



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.*



No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made by a senior administrator specifically designated by the Superintendent.

- A. Announcements and Notifications. When the Superintendent/designee decides it is necessary to delay opening or close any facility or school or cancel any school event, he/she will initiate all related communications to the public by radio, television, website, school alert system, or other available means. Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. In the event of any closings, cancellations, or early dismissals, the Superintendent shall notify the Board.
- B. Delayed Opening of Schools. The Superintendent/designee may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, including the cancellation of morning kindergarten, if necessary. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.
- C. Closing of Schools Only for the Entire Day. When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or

EMERGENCY SCHOOL & DISTRICT CLOSINGS

more schools any time during the day, the announcement communicated to radio and television stations shall state that the school district is closed. If school is closed for the entire day, all afternoon and evening programs shall also be canceled.

- D. Distance Education During Inclement Weather. Pursuant to Board policy {**}IC, the Superintendent may approve school or district-wide instruction by way of remote instruction or other form of “distance education”. Unless the use of distance education for a specific day has previously been communicated, the Superintendent/designee will include the necessary information regarding the remote instruction/distance learning day in the announcement that school has been canceled.
- E. Emergency Early Release. In the event that weather conditions are safe for travel in the morning but become hazardous by the time of normally scheduled dismissals, the Superintendent may decide to release students early. The Superintendent will notify parents as soon as possible in order to allow for the arrangement of after-school care and transportation when necessary. The Superintendent shall develop protocols for dismissal schedules, transportation of students, and notification of stakeholders. If there is an emergency early release, all afternoon and evening programs shall also be canceled.
- F. Afternoon and Evening Program Cancellations. When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent/designee may decide to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.
- G. Weekend Closings. When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent/designee is responsible for decisions regarding cancellations and for notifying the appropriate media.
- H. Staff Responsibilities. When schools are closed pursuant to this policy, staff members shall remain available for work as directed by the Superintendent.

District Policy History:

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

Legal References:

- RSA 189:1, Days of School
- N.H. Dept. of Ed. Rule - Ed 306.18, School Year
- N.H. Dept. of Ed. Rule - Ed 306.19, School Calendar
- N.H. Dept. of Ed. Rule - Ed 306.22, Distance Education

EMERGENCY SCHOOL & DISTRICT CLOSINGS

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NHSBA history: Aug. 2022, April 2004, Nov. 1999, July 1998

NHSBA revision notes, August 2022, policy was revised to combine NHSBA sample policies EBCD and EBCE (School Closings, which is now withdrawn). NHSBA combined the policies in an effort to have fewer, but more comprehensive, policies where two samples have a substantial overlap. The section on distance education was added to meet the criteria of Ed. Rule 306.22. Additionally, a section on emergency early release was added.

w/p-update/2022-U2 FallEBCD School Closings 2022-U2 (F)

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SCHOOL CLOSINGS

Category: *WITHDRAWN*

Related Policies: *EBCD*

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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 sample policy EBCE is withdrawn to eliminate repetitive policies. Sample policy EBCE was combined with sample policy EBCD in an effort to have fewer, but more comprehensive, policies where two samples have a substantial overlap.*
- (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) 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) {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (e) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

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WITHDRAWN [date district withdraws] |

Former policy {**}EBCE has been withdrawn as obsolete. {**}EBCE was combined with Board policy {**}EBCD (previously “Emergency Closings” and now “School or District Closings”) in an effort to have fewer, but more comprehensive policies where two policies have substantial overlap.

District Policy History:

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

Legal References:

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.*

SCHOOL CLOSINGS

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. 2008, April 2004, Nov. 1999, July 1998

NHSBA revision notes, August 2022, former sample policy EBCE is withdrawn. Sample policy EBCE was combined with sample policy EBCD in an effort to have fewer, but more comprehensive, policies where the subject matter of two samples have significant overlap.

w/p-update/2022-U2 Fall/EBCE Emergency Closings WITHDRAWN 2022-U2 (F)

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SCHOOL CLOSINGS AND CANCELLATIONS

The Superintendent is empowered to close the District Schools or to dismiss them early in the event of hazardous weather or other emergencies, which threaten the health or safety of students and personnel. Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closing, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall report for work when directed by the Superintendent. Remote education will be provided at the discretion of the Superintendent. Staff shall facilitate the learning environment from school or home as directed by the Superintendent. Staff members, depending on their duties, shall report to work on-site when directed by the Superintendent or his/her designee.

Proposed: October 7, 1993
Adopted: October 21, 1993
Revised: May 16, 2002
Revised: October 21, 2020

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/

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.*



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)

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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.

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

District Communication Plan

Category: Recommended

Related Policies: BHC/GBD, EBB, EBCA, EBCD, GBEAA, IJO/KA, JRB, KCB, KD, KDC, KE & KEB
Related procedural document: EG-R



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) **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) **{**}** indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (e) **Withdrawn & earlier versions of revised policies** should be maintained separately as part of the permanent records of the District.



A. Purpose. The Board’s objective is to improve internal and external communications by providing clarity and consistency in school communications amongst stakeholders. This policy will guide the creation of a District Communication Plan (“Communication Plan” or the “Plan”).

B. Plan Preparation and Contents. The Board directs the [Superintendent/Communication Committee or other personnel/committee _____] to prepare a Communications Plan that addresses at least the following:

1. **Plan goals and general provisions** - identifies the general goals of the Plan, identifies the multiple audiences/recipients of District communication, and identifies the available methods and modes of communication with some consideration of the pros and cons of each.
2. **Implementation** – describes how components of the Plan will be implemented and will specify which staff members are responsible.
3. **Communication to Internal Stakeholders** – describes how to best communicate general or specific information to staff, students, and volunteers.
4. **Communication to External Stakeholders** – describes how to best communicate with external stakeholders (i.e., parents, the community, parent groups, other districts, etc.).

District Communication Plan

- 5. **Crisis Communications Plan** – coordinates the Communication Plan to the relevant provisions of the District Crisis Prevention and Response Plan¹ _____ and site-specific Emergency Operations Plans prepared under Board policy ~~{**}EBCA~~, including staff responsibilities, training requirements, communication tools, media plans, and message-specific templates.
- 6. **School Cancellations** - outlines protocols for communicating a school day cancellation, delay, or early release due to inclement weather or other emergency reasons as provided by Board policy/ies ~~{**}EBCD~~ [and ~~{**}EBCE~~ – [² Delete fn.]].
- 7. **Off-campus School activities** - outlines how to best communicate incidents or emergencies that occur while students are off campus on field trips or travel sporting events (i.e., anywhere that students are transported by the District).
- 8. **Recommendations** - outlines suggestions and recommendations relating to infrastructure or resources for future improvements to communication channels.
- 9. **Other** - Such other information, recommendation and provisions the [Superintendent, deemed appropriate.

Biennial Review and Update

The Superintendent and/or designee shall ensure that the Communication Plans and all procedures and protocols adopted pursuant to this policy are reviewed no less than every two (2) years and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

District Policy History:

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

Legal References:

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.*

¹ [Delete fn.] NHSBA sample policy EBCA directs the creation of a coordinated “District-wide Crisis Prevention and Emergency Response Plan”, which, among other things, includes each of the statutorily required site-specific Emergency Operations Plans (see RSA 189:64). Districts which do not adopt EBCA nonetheless must file annual site specific Emergency Operation Plans, which include some provisions relating to communications in event of certain emergencies.

² [Delete fn.] EBCE was withdrawn from the NHSBA sample policy manual and combined with EBCD. District can leave in if not withdrawing EBCE.

District Communication Plan

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 notes, August 2022, On the heels of the COVID-19 pandemic and in the presence of ever evolving modes of communication, districts should strongly consider adopting a communications plan to guide school administrators and provide information to stakeholders. NHSBA created this sample policy to provide guidance on the creation of such a plan and indicate what districts may consider including in their plan. NHSBA also created a sample template plan, EG-R, to supplement this policy. In conjunction with release of this sample EG, NHSBA withdrew prior sample policy KDA which addressed generally many of the provisions which are to be included in the District Communication Plan.

w/p-update/2022-U2 Fall/EG District Communication Plan 2022-U2 (F)

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{Starting Outline for} DISTRICT COMMUNICATIONS PLAN

Category: Plan Outline.

Related Policies: BHC/GBD, EBB, EBCA, EBCD, GBEAA, IJO/KA, JRB, KCB, KD, KDC, KE & KEB



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) This outline does not require Board approval. The policy is EG. This document is merely intended as a starting point for administrations/communications committees for establishing a plan pursuant to sample policy EG.

In many instances, the specific protocol for a type of communication is already addressed in a different policy or is simply done as a matter of best or historical practice. The idea of coordinated plan is to help ensure that the district is (1) making informed decisions and improvements in how it communicates with the varied constituencies, (2) clearly defining roles and protocols that are readily accessible, and (3) assuring that adequate resources are allocated.

For pre-existing policies/procedures, the communication plan could restate and cite the other policy/rule, or simply give the citation. But if restating, it is important to ensure that the plan is reviewed and updated regularly to maintain continuity/consistency.

(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.*



A. General Elements of The “Communication Plan”.

1. Identify different audiences/stakeholder groups who will receive communication (e.g. staff, students, parents, community members, etc.).
2. Identify available media and modes of communication and consider which modes of communication best serve each aforementioned audience. This may include developing and maintaining:
 - a. A district/school website (see Board policies {**}KD, KDC)
 - b. District/school social media sites (see Board policy {**}KD)

{Starting Outline for} DISTRICT COMMUNICATIONS PLAN

- c. Stakeholder group specific newsletter (e.g. Staff weekly updates)
3. Identify the protocol & parameters for using the District's call and text notification system to include, at a minimum:
 - a. identification of staff who are trained and responsible for delivering communications through the district's notification system; and
 - b. parameters for when the notification system will be used (i.e. what types of communications necessitate it).
4. Identify input and feedback mechanisms/protocols (e.g., surveys, emails, etc.) to be used by different stakeholder groups.

B. Implementation Personnel.

1. Identify staff member(s) responsible for the implementation of the Communication Plan. Assign one or more team members to ensure that communications for a particular group are carried out as intended and that messages are aligned between team members. If more than one team member has responsibility under the Communication Plan, designate those distinct responsibilities clearly.

*Ex. The Superintendent or their designee will be responsible for ensuring this plan is implemented, followed, and maintained (in accordance with Board policy {**}EG).*

2. Outline a plan and procedures for training staff on their responsibilities under the Communication Plan. (What needs to be trained, who are the trainers, timelines, frequency, etc.)

C. Communications to Internal Stakeholders.

1. Identify how best to communicate relevant information to staff. Consider developing parameters and a vehicle/s (e.g., periodic e-newsletter) for information (e.g., curriculum initiatives, staff or student centric policies, other school board matters, legal updates, common expectations, important dates, etc) that should be communicated to staff or various groupings of staff.
2. Identify best practices and procedures for internal communication (e.g., email culture, who to contact hierarchy cheat-sheet, appropriate language, etc.).
3. Identify best practices, as well as acceptable and safe communication applications/channels for teachers to communicate with students (individual, whole class etc.).
4. Identify best practices and efficient applications for parents/guardians to communicate with staff (Ex. Remind, Brightwheel, Classpacer, etc.).
5. Identify feedback protocols and mechanisms for staff and students.

D. Communications to External Stakeholders.

1. Identify protocols for contacting parents/guardians when their child is:

{Starting Outline for} DISTRICT COMMUNICATIONS PLAN

- a. struggling in class/classes;
 - b. facing disciplinary action; or
 - c. being awarded.
2. Identify protocols for contacting parent/guardians or other in the case of a school cancellations or closure (See Section E and Board policy **{**}EBCD**).
 3. Identify feedback and communication protocols for parents/guardians or members of the general public to communicate with the District. Should reference different channels re complaints about students or staff (**{**}KEB**), other types of complaints **{**}KE** or general communications (e.g., **{**}BEDH**).
 4. Identify and develop mechanisms for communicating with community members. *Examples:*
 - a. developing a district or school communication tool (e.g., newsletter, press release on website, etc.) to provide stakeholders with valuable information that pertains to each identified stakeholder group;
 - b. developing a list/page on the District website for documents and information pertinent to the community at large, as opposed to school families or staff (e.g., annual reports, budget, periodic financials, etc.);
 - c. developing an accurate calendar that serves as a one-stop-shop for event information throughout the district;
 - d. live-streaming school board meetings on a district website or local networks (must adhere to ADA standards, see Board policy **{**}KEE**); and/or
 - e. having relevant staff meet with parent groups (e.g., the athletic director to meet regularly with athletic boosters).

E. Crisis Communications.

1. Identify who will be responsible for ensuring the crisis communications components of the Communications Plan align with the District-wide emergency response plan, and site-specific emergency operations plans (see Board policy **{**}EBCA**). [¹ Delete fn.] Crisis communication components should include at a minimum:
 - a. identification of the official spokesperson on all sensitive matters and who will act as the spokesperson if the official spokesperson is unavailable;
 - b. identification of personnel to handle press release/media conferences based upon specific categories and circumstances of crisis;

¹ This portion of the plan might simply reference or redirect to the District-wide Crisis Prevention and Emergency Response Plan (**{**}EBCA**), but one or the other should consider addressing all of these elements, and each should reference the other.

{Starting Outline for} DISTRICT COMMUNICATIONS PLAN

- c. identification of personnel to contact different relevant stakeholder groups (e.g., staff, students, and parents); and
 - d. a chain of command for the flow of information (e.g., who should teacher contact in the case of a classroom emergency? Who does the Principal contact?).
2. Identify and prepare communications tools to be used during a crisis.
 - a. Develop a timeline for release of alerts and notifications.
 - b. Identify and develop prepared messages to be sent through the District's emergency messaging system.
 - c. Identify how the District will relay alerts through the district web page, social media and other communication platforms (*Ex. Remind, Brightwheel, Classpager, etc.*).
 - d. Develop a media call list for school emergency alerts.
 - e. Identify how the District will coordinate with law enforcement regarding release of information.
3. Identify who makes the decisions as to how and when information must be disseminated using staged communication levels, including actions to take in each stage and who shall be responsible for those actions. *Examples:*
 - a. Stage 1 – the first 10-15 minutes following the onset of the crisis.
 - b. Stage 2 – the next 15-60 minutes (usually includes the arrival of emergency services, administrators, news media, parents, etc.).
 - c. Stage 3 – the rest of the day following the crisis.
 - d. Stage 4 – subsequent days following the crisis.
4. Identify how the District will address the media in event of crisis.
 - a. Identify media regulations, how media requests should be handled, a prepared response to requests for interviews with students and/or staff, requests to film students, and requests to enter the school.
 - b. Identify what types of information may be shared with the media to be in compliance with Board policies *{**}EBCA, {**}GBEAA and {**}JRB.*
5. Identify any required training needed for the crisis communications components.
 - a. Identify who will be required to partake in the training.
 - b. Identify what will the training consist of (e.g., District's emergency messaging system).
 - c. Identify necessary training for all staff members (e.g., efficient access to appropriate information/emergency plans, text 911 from internal phone).

{Starting Outline for} DISTRICT COMMUNICATIONS PLAN

- 6. Identify materials that need to be prepared in case of a crisis (e.g., a message to parents, a template of a media report, responder/media/contact lists, etc.).

F. School Cancellations.

School cancellations include full-day closures, delays, and early releases due to inclement weather or other emergency circumstances as consistent with Board policy {**}EBCD.

- 1. Identify personnel responsible for communicating District-wide school cancellations.
- 2. Identify communication methods to be used (e.g., radio, television, website, district’s messaging system).

G. Off-campus School Activities.

Off-campus school activities include field trips, sporting events, performances, club programming or any activity where students are transported by the District.

- 1. Identify personnel be responsible for communicating any emergency information to parents during an off-campus school activity and how that person will contact parents.
- 2. Identify approved communication platforms (*Ex. Remind, Brightwheel, Classpager, etc.*).
- 3. Identify a staff member on campus to maintain a roster of the students participating in the off-campus school activity. Identify a protocol for that staff member receiving the roster.
- 4. Identify a plan for teachers/staff leading off-campus school activities to contact building administrators in the case of an emergency.

District 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: New sample procedure – August 2022.

NHSBA revision notes, August 2022, NHSBA created this technical advisory to supplement new sample policy EG in order to provide further guidance, recommendations, and examples to assist in Districts’ creation of a communications plan.

w/p-update/2022-U2 Fa/IEG-R Communication Plan Outline 2022-U2 (F)

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DATA GOVERNANCE AND SECURITY

Category: Priority/Required by Law

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

~~~~~

**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.*
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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.*

~~~~~

To accomplish the District's mission and comply with the law, the District must collect, create and store information. Accurately maintaining and protecting this data is important for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the District's stakeholders. All persons who have access to District data are required to follow state and federal law, District policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

A. Definitions

Confidential Data/Information - Information that the District is prohibited by law, policy, or contract from disclosing or that the District may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information - Information that is determined to be essential to District operations and that must be accurately and securely maintained to avoid disruption to District operations. Critical data is not necessarily confidential.

Cybersecurity Incident – an occurrence that actually or potentially jeopardizes the confidentiality, integrity, or availability of an information system or the information processes, stores, or transmits, if that constitutes a violation or imminent threat of violation of security policies, security procedures, or acceptable use policies.

DATA GOVERNANCE AND SECURITY**B. Data and Privacy Governance Plan - Administrative Procedures.**

1. Data Governance Plan. The Superintendent, in consultation with the District Information Security Officer (“ISO”) (see paragraph C, below), shall update the Data and Privacy Governance Plan (“Data Governance Plan”) for presentation to the Board no later than June 30 each year. [1 delete Fn.]

The Data Governance Plan shall include:

- (a) An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;
- (b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;
- (c) Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);
- (d) A response plan for any breach of information/cybersecurity incidents; see RSA 31:103-b and RSA 359-C:19-21; and
- (e) A requirement for a service provider to meet or exceed standards for data protection and privacy.

The Data Governance Plan shall include standards and provisions that meet or exceed the standards set forth in the N.H. Dept. of Education’s *Minimum Standards for Privacy and Security of Student and Employee Data*.

2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify, and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of District data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures may or may not be included in the annual Data Governance Plan.

C. Information Security Officer.

The [_____] Director of Technology] is hereby designated as the District's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing the District's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of District data. The ISO will

¹ [delete Fn.] The policy previously stated that the Superintendent and the ISO were to create a Data Governance Plan to be presented to the Board no later than June 30, 2019. Districts should have created a Data Governance Plan by now, but if not, the Superintendent, in consultation with the ISO, should do so.

DATA GOVERNANCE AND SECURITY

work with both the District and building level administrators and Data managers (paragraph E, below) to advocate for resources, including training, to best secure the District's data.

The [_____ Assistant Director of Technology] is the District's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

D. Responsibility and Data Stewardship.

All District employees, volunteers and agents are responsible for accurately collecting, maintaining, and securing District data including, but not limited to, confidential and/or critical data/information.

E. Data Managers.

All District administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the District's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the District and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISO in enforcing District policies and procedures regarding data management.

F. Confidential and Critical Information.

The District will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The District will provide access to confidential information to appropriately trained District employees and volunteers only when the District determines that such access is necessary for the performance of their duties. The District will disclose confidential information only to authorized District contractors or agents who need access to the information to provide services to the District and who agree not to disclose the information to any other party except as allowed by law and authorized by the District.

District employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

The Superintendent and/or the ISO shall immediately report any known or suspected cybersecurity incidents within the District's information systems, or within an information system of any vendor of the District, to the New Hampshire Cyber Integration Center of the Department of Information Technology. The Superintendent and/or the ISO shall disclose all known information and interactions. See RSA 31:103-b.

The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISO, or designee is authorized to secure resources to assist the District in promptly and appropriately addressing a security breach.

As a part of this investigation, the ISO or designee will promptly determine the likelihood that any information part of a cybersecurity incident has been or will be misused. If the determination is that the misuse of information has occurred or is reasonably likely to occur, or if a determination cannot

DATA GOVERNANCE AND SECURITY

be made, the ISO will notify the affected individuals as soon as possible, consistent with the notification requirements under RSA 359-C:20.

Likewise, the District will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All District staff, volunteers, contractors, and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative procedures, policies, and other protections put into place by the District including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

G. Using Online Services and Applications.

District staff members are encouraged to research and utilize online services or applications to engage students and further the District's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects, or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

H. Training.

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

I. Data Retention and Deletion.

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on District technology resources. The retention schedule should comply with, and be incorporated [by reference] into the data/record retention schedule established under Board policy {**}EHB and administrative procedure {**}EHB-R], including but not limited to, provisions relating to Litigation and Right to Know holds as described in Board policy {**}EHB].

J. Consequences

Employees who fail to follow the law, or District policies or procedures, regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to the District. The District will end business relationships with any contractor who fails to follow the law, District policies or procedures, or the confidentiality provisions of any contract. In addition, the District reserves the right to seek all other

DATA GOVERNANCE AND SECURITY

legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The District may suspend all access to data or use of District technology resources pending an investigation. Violations may result in temporary, long-term, or permanent suspension of user privileges. The District will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the District.

Any attempted violation of District policies, procedures, or other rules will result in the same consequences, regardless of the success of the attempt.

District Policy History:

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

Legal References:

- 15 U.S.C. §§ 6501-6506, Children's Online Privacy Protection Act (COPPA)
- 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act (FERPA)
- 20 U.S.C. § 1232h, Protection of Pupil Rights Amendment (PPRA)
- 20 U.S.C. § 1400-1417, Individuals with Disabilities Education Act (IDEA)
- 20 U.S.C. § 7926, Elementary and Secondary Education Act (ESSA)
- RSA 31:103-b, Cybersecurity
- RSA 189:65, Definitions
- RSA 189:66, Data Inventory and Policies Publication
- RSA 189:67, Limits on Disclosure of Information
- RSA 189:68, Student Privacy
- RSA 189:68-a, Student Online Personal Information
- RSA 359-C:19-21, Right to Privacy/Notice of Security Breach

Additional Resources:

N.H. Dept. of Education Minimum Standards for Privacy and Security of Student and Employee Data: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/minimum-standards-privacy.pdf> (Link as of 2022.8.1)

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.

DATA GOVERNANCE AND SECURITY

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 – September 2018

NHSBA revision notes, August 2022, revised Section B(1)(d) and Section F reflect the 2022 passage of HB1277 enacting new RSA 31:103-b (applicable to school districts as political subdivisions of the state), as well existing 359-C:19-21, regarding cybersecurity incidents and data breaches respectively; also updated legal references and added additional reference to and resources from the New Hampshire Department of Education. **September 2018,** this policy was created to reflect the requirements of RSA 189:66, V. Districts adopting this sample are advised to closely review their current technology policies for provisions which may be in conflict with provisions of this sample EHAB.

w/p-update/2022-U2 FallEHAB Data and Security 2022-U2 (F)

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DATA GOVERNANCE AND SECURITY

To accomplish the District's mission and comply with the law, the District must collect, create, and store information. Accurately maintaining and protecting this data is important for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the District's stakeholders. All persons who have access to District data are required to follow state and federal law, District policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

A. Definitions

Confidential Data/Information - Information that the District is prohibited by law, policy or contract from disclosing or that the District may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information - Information that is determined to be essential to District operations and that must be accurately and securely maintained to avoid disruption to District operations. Critical data is not necessarily confidential.

B. Data and Privacy Governance Plan - Administrative Procedures.

1. Data Governance Plan. The Superintendent, in consultation with the District Information Security Officer ("ISO") (see paragraph C, below) shall create a Data and Privacy Governance Plan ("Data Governance Plan"), to be presented to the Board no later than June 30, 2019. Thereafter, the Superintendent, in consultation with the ISO, shall update the Data Governance Plan for presentation to the Board no later than June 30 each year.

The Data Governance Plan shall include:

- (a) An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;
- (b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;
- (c) Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);
- (d) A response plan for any breach of information; and
- (e) A requirement for a service provider to meet or exceed standards for data protection and privacy.

2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of District data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures will may or may not be included in the annual Data Governance Plan.

C. Information Security Officer.

The Director of Technology is hereby designated as the District's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing the District's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of District data. The ISO will work with both District and building level administrators and Data managers (paragraph E, below) to advocate for resources, including training, to best secure the District's data.

The Business Administrator is the District's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

D. Responsibility and Data Stewardship.

All District employees, volunteers and agents are responsible for accurately collecting, maintaining and securing District data including, but not limited to, Confidential and/or Critical Data/Information.

E. Data Managers.

All District administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the District's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the District and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISO in enforcing District policies and procedures regarding data management.

F. Confidential and Critical Information.

The District will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The District will provide access to confidential information to appropriately trained District employees and volunteers only when the District determines that such access is necessary for the performance of their duties. The District will disclose confidential information only to authorized District contractors or agents who need access to the information to provide services to the District and who agree not to disclose the information to any other party except as allowed by law and authorized by the District.

District employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise. The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISO or designee is authorized to secure resources to assist the District in promptly and appropriately addressing a security breach.

Likewise, the District will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All District staff, volunteers, contractors and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and

critical data/information will strictly observe all administrative procedures, policies and other protections put into place by the District including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

G. Using Online Services and Applications.

District staff members are encouraged to research and utilize online services or applications to engage students and further the District's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

H. Training.

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

I. Data Retention and Deletion.

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on District technology resources. The retention schedule should comply with, and be incorporated [by reference] into the data/record retention schedule established under Policy EHB and administrative procedure EHB-R, including but not limited to, provisions relating to Litigation and Right to Know holds as described in Policy EHB.

J. Consequences

Employees who fail to follow the law or District policies or procedures regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to the District. The District will end business relationships with any contractor who fails to follow the law, District policies or procedures, or the confidentiality provisions of any contract. In addition, the District reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The District may suspend all access to data or use of District technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The District will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the District.

Any attempted violation of District policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

Legal References:

- 15 U.S.C. §§ 6501-6506 Children's Online Privacy Protection Act (COPPA)
- 20 U.S.C. § 1232g Family Educational Rights and Privacy Act (FERPA)
- 20 U.S.C. § 1232h Protection of Pupil Rights Amendment (PPRA)

20 U.S.C. § 1400-1417 Individuals with Disabilities Education Act (IDEA)
20 U.S.C. § 7926 Elementary and Secondary Education Act (ESSA)
RSA 189:65 Definitions
RSA 186:66 Student Information Protection and Privacy
RSA 189:67 Limits on Disclosure of Information
RSA 189:68 Student Privacy
RSA 189:68-a Student Online Personal Information
RSA 359-C:19-21 Right to Privacy/Notice of Security Breach

Approved: July 24, 2019

DATA/RECORDS RETENTION AND DESTRUCTION

Category: Priority/Required by Law

Related Policies: EH, EHAB, JRA, JBJ, GBCD-A
See also: EHB-R (Records Retention Schedule)

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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.*

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- (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 Superintendent shall develop and maintain (a) a schedule for the minimum retention of various district records (“Record Retention Schedule”) as required under RSA 189:29-a, and (2) procedures for records retention and/or destruction. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by state or federal law. The Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy applies to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc..

- A. **Record Retention Schedule.** Records of the District shall be retained no less than the time prescribed in District’s Record Retention Schedule {**}EHB-R. The Superintendent shall update the Record Retention Schedule from time-to-time in accordance with legislative or regulatory changes, directives of the Board, as recommended by the New Hampshire School Boards Association, or upon advice of counsel. The Superintendent shall inform the Board of any revisions to EHB-R no later than the second School Board meeting after the changes were made.
- B. **Special Holding or Destruction Provisions.** Notwithstanding the District’s Record Retention Schedule, (a) special destruction rules may apply to student special education records, and, (b) for other records, the normal retention periods may be suspended when the records are implicated by either a litigation hold or a request for records under the New Hampshire Right to Know law, RSA 91-A.

DATA/RECORDS RETENTION AND DESTRUCTION**1. Special Education Records.**

- a) Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
- b) The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
- c) Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
- d) A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
- e) The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
- f) The District shall provide public notice of its document destruction policy at least annually.

2. Litigation Hold. On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the District has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

3. Right-to-Know Request Hold. On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

C. Disposal of Sensitive Information & Media Sanitization . District records which include "Sensitive Information" shall be destroyed as provided in this paragraph. All electronic devices with storage capacity shall be deemed to contain sensitive information. For purposes of this section, "Sensitive Information" shall mean and include:

DATA/RECORDS RETENTION AND DESTRUCTION

- Records containing student or employee personally identifiable information (PII) as defined in RSA 189:65, VII and VII-a;
 - Criminal History Records Information (see Board policy {**}GBCD);
 - Drug test records;
 - Child labor permits;
 - Cobra notices;
 - Accident reports;
 - Special education student records;
 - Records pertaining to civil rights investigations;
 - Bonds and continuation certificates;
 - Accident reports;
 - Banking records;
 - Business correspondence including confidential information such as account numbers, banking or digital transaction information;
 - Tax forms, unemployment records, etc. with confidential data; and
 - Any other information that would be exempt from disclosure under RSA 91-A:5 or deemed sensitive information by the Board, the Superintendent, Building Principal or their designees.
1. **Physical media** (i.e., “hard copies”, print-outs, etc.) including sensitive information shall be destroyed by one of the following:
- shredding using District issued cross-cut shredders;
 - placed in locked shredding bins approved by the Superintendent to come on-site and shred, witnessed by District personnel throughout the entire process; or
 - incineration using District incinerators or if conducted by non-authorized personnel offsite, witnessed by the Superintendent or Superintendent’s designee.
2. **Electronic media.** *All electronic media should be assumed to contain sensitive information.* When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, and other similar items used to process, store and/or transmit district records with sensitive data shall be disposed of as follows:
- Overwriting (at least three times)
 - Degaussing (removal of magnetism)
 - Physical destruction (i.e., dismantling by methods of crushing, disassembling, etc., ensuring that the platter or other storage device has have been physically destroyed so that no data can be extracted).

DATA/RECORDS RETENTION AND DESTRUCTION

Computers and other digital or electronic devices or systems that have been used to process, store, or transmit sensitive information shall not be released from the District’s direct control until the equipment has been sanitized and all stored sensitive information has been destroyed using one of the above methods.

- D. Destruction of District Records with No Sensitive Information.** All records which do not include sensitive information should be destroyed as soon as practicable upon the expiration of the applicable retention period and in a manner deemed most efficient and practical.

District Policy History:

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

Legal References:

- RSA 91-A, Right to Know Law
- RSA 189:29-a, Records Retention and Disposition
- NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention
- NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention
- NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements
- 20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)

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w/p-update/2022-U2 Fall/EHB Data-Records Retention 2022-U2 (F)

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DATA/RECORDS RETENTION AND DESTRUCTION

Category: Priority/Required by Law

*Related Policies: EH, EHAB, JRA, JBJ, GBCD-A
See also: EHB-R (Records Retention Schedule)*



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- b) The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
- c) Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
- d) A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
- e) The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
- f) The District shall provide public notice of its document destruction policy at least annually.

2. Litigation Hold. On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the District has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

3. Right-to-Know Request Hold. On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

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DATA/RECORDS RETENTION AND DESTRUCTION

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1. **Physical media** (i.e., “hard copies”, print-outs, etc.) including sensitive information shall be destroyed by one of the following:
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2. **Electronic media.** *All electronic media should be assumed to contain sensitive information.* When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, and other similar items used to process, store and/or transmit district records with sensitive data shall be disposed of as follows:
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w/p-update/2022-U2 Fall/EHB Data-Records Retention 2022-U2 (F)

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SCHOOL YEAR AND SCHOOL YEAR CALENDAR

Category: Recommended

Related Policies: IMBA



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A. School Year.

The student school year shall be a minimum of 180 instructional days or, alternatively, the equivalent number of hours as required in the rules of the N.H. Department of Education (see Ed 306.18).

The school year for teachers and other certified professionals shall be ___ days unless otherwise determined by the Board, applicable collective bargaining agreement, or individual contract.

The school year for support staff shall be ___ days unless otherwise determined by the Board, applicable collective bargaining agreement, or individual contract.

The school calendar will be established annually as described in paragraph D below.

B. School Closures.

Any days that the schools are closed for emergency reasons and are not designated by the Superintendent as distance education days (see paragraph C below) will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

SCHOOL YEAR AND SCHOOL YEAR CALENDAR

In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

C. Distance Education During Inclement Weather.

If inclement weather makes it unsafe to safely transport students to or from in-person instruction, the Superintendent/designee is authorized to designate that day as a remote instruction or “distance learning”. Before remote instruction/distance learning is used as instructional day for the purpose of satisfying the minimum instructional day/hour requirements of the N.H. Department of Education, the Superintendent shall ensure that a plan exists with procedures to promote and allow for participation by all students in any affected school.

Prior to approving designating a day as a remote instruction/distance learning day, or any school/district-wide distance education that is dependent on technology, the Superintendent/designee will consider the impact that the inclement weather event might have on necessary technology.

Distance education will only count toward required instructional days/time when conducted in accordance with N.H. Dept. of Education Rule Ed 306.22. See also Board policies {**}IC and {**}IMBA.

D. School Calendar.

The school calendar will be developed by the Superintendent and submitted to the Board by [__/__/____]. The Board should approve the final calendar by [__/__/____]. Any exceptions or revisions to the calendar thereafter must be approved in advance by the Board.

The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools, regional special education programs, and other districts in the SAU.

The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year. The date may remain fixed notwithstanding the need for other grades to make up days lost to inclement weather or other emergencies. See Ed 306.18(a)(4).

District Policy History:

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

Legal References:

RSA 189:1, Days of School

SCHOOL YEAR AND SCHOOL YEAR CALENDAR

RSA 189:24, Standard School

N.H. Dept. of Education Rules, Ed 306.18, School Year

N.H. Dept. of Education Rules, Ed 306.19, School Calendar

N.H. Dept. of Education Rules, Ed 306.22, Distance Education

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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. 2021, July 2004, Nov. 1999, and July 1998

NHSBA revision notes, Aug. 2022, policy was revised to combine sample policies IC and ICA (school calendar - which has now been withdrawn) in an effort to reduce redundancies. In adopting the revised IC, districts should withdraw policy ICA. The revision also included information on distance learning reflecting the 2022 amendments to Ed. Rule 306.22 effectively limiting the use of “blizzard bags”/remote instruction during inclement weather. **Sept. 2021**, policy was revised to (i) include definition of academic freedom; (ii) include provisions relative to RSA 193:40 enacted in 2021; and (iii) more directly connect policy to other sample policies.

w/p-update/2022-U2 Fall/IC School Year & Calendar 2022-U2 (F)

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Raymond School District Policy - IC

SCHOOL YEAR

The Raymond School District will adhere to a calendar that includes the number of hours as required by New Hampshire Department of Education Rules. In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

If needed to meet the instructional hours required, any days that the schools are closed for emergency reasons will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

Legal References

RSA 189:1, Days of School

RSA 189:24, Standard School

NH Code of Administrative Rules, Section Ed. 306.18, School Year

NH Code of Administrative Rules, Section Ed. 306.19, School Calendar

NH Code of Administrative Rules, Section Ed. 306.27 (q), High School Schedule for Seniors/Graduation

Adopted: September 2, 1970

Revised: August 1, 2002

Revised: November 16, 2011

Revised: July 11, 2018

SCHOOL CALENDAR

Category: *WITHDRAWN*

Related Policies: *IC*

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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) WITHDRAWAL NOTES: Former policy ICA has been withdrawn as it was combined with policy IC to reduce repetitive policies and have fewer but more cohesive and comprehensive policies.*
- (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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WITHDRAWN [date district withdraws]

Former policy {**} ICA has been withdrawn as it was combined with policy {**} IC to reduce repetitive policies and have fewer but more cohesive and comprehensive policies. District policy {**} IC now contains language on both the school year and the language previously in former policy {**} ICA on the school calendar.

District Policy History:

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

Legal References:

NH Code of Administrative Rules, Section Ed. 306.19, School Calendar

SCHOOL CALENDAR

***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: Withdrawn – August 2022; Revised July 2005

NHSBA revision notes, August 2022, Former policy ICA has been withdrawn as it was combined with policy IC to reduce repetitive policies and have fewer but more cohesive and comprehensive policies.

w/p-update/2022-U2 Fall/ICA School Calendar WITHDRAWN 2022-U2 (F)

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Raymond School District Policy - ICA

SCHOOL CALENDAR

The school calendar will be developed by the Superintendent and approved by the School Board. To the extent possible, the calendar will be coordinated with the school calendars of the Seacoast School of Technology and regional special education programs.

Any days that the schools are closed for emergency reasons will be made as approved by the School Board upon the Superintendent's recommendation. Under special circumstances, the Board may request an exception to this requirement from the State Board of Education.

All schools shall be closed on Veterans Day and Memorial Day in honor of our veterans, both living and dead. If Veterans Day or Memorial Day falls on a Saturday or a Sunday, all schools will be closed on those days designated by the governor of New Hampshire for the observance of these two days. No school-sponsored activities may be conducted on or off school grounds on the above days, including co-curricular activities. The only exception to this will be those activities that commemorate our veterans, both living and dead, such as a school band marching in a parade or playing at a public ceremony.

Statutory Reference:

RSA 189:2

ED. 306.02 and 306.03

Adopted: September 2, 1970

R/R: 3/3/77, 10/17/91

Revised: August 1, 2002

PROGRAMS FOR PUPILS WITH DISABILITIES

Category: *Recommended*

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



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) USABILITY 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.*



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

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

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

PROGRAMS FOR PUPILS WITH DISABILITIES

participation by the student’s parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student’s 22nd birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child’s Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 22 during the academic year may be allowed to complete the remainder of the school year.

District Policy History:

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

Legal References:

- 20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act
- 34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities
- RSA 186-C, Special Education
- N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With 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.*

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NHSBA history: Revised - Aug. 2022, Aug. 2007, May 2006, July 2004; New policy – Nov. 1999

NHSBA revision notes, August 2022, revised 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 children until they reach the age of 22.

w/p-update/2022-U2 Fall/IHBA Programs for Pupils with Disabilities 2022-U2 (F)

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Raymond School District Policy – IHBA

PROGRAMS FOR PUPILS WITH DISABILITIES

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

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

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

The district recognizes its obligation to provide an education for all students who are educationally disabled and are in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 21st birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 21 during the academic year may be allowed to complete the remainder of the school year.

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act

34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities

RSA 186-C, Special Education

N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With Disabilities

Adopted: November 4, 1976

R/R: 11/2/95, 1/4/96

Revised: August 1, 2002

Revised: March 7, 2007

Revised: June 18, 2008

**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 rule 1107.02(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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**EVALUATION REQUIREMENTS FOR CHILDREN
WITH SPECIFIC LEARNING DISABILITIES**

Category: *Priority/Required by Law*

Related Policies: *IHBA*



ADOPTION/REVISION NOTES –

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- (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.*
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- (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.*



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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SPECIAL EDUCATION EVALUATION PROCEDURES

Category: *WITHDRAWN*

Related Policies: *IHBAA*



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 sample document IHBAA-R is 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 and obsolete.*
- (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) *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) *{**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (e) *Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*



WITHDRAWN [date district withdraws] /

Former note document {**}IHBAA-R is withdrawn as obsolete. {**}IHBAA-R contained a note from September 2016 that School Districts are required to provide and guarantee special procedural safeguards with respect to special education matters, as established via federal and state law. The note recommends that school districts consult the N.H. Department of Education Special Education Procedures Manual to ensure all requirements are met. Sample policy {**}IHBAA as revised in [date district adopts revised IHBAA], contains this language and makes {**}IHBAA-R obsolete.

District Policy History:

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

Legal References:

SPECIAL EDUCATION EVALUATION PROCEDURES

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.

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NHSBA history: Withdrawn – Aug. 2022; Revised – Sept. 2016

NHSBA revision notes, August 2022, 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 and obsolete.

w/p-update/2022-U2 Fall IHBAA-R SPED Evaluations WITHDRAWN 2022-U2 (F)

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Raymond School District Policy – IHBAAR

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

SPECIAL EDUCATION EVALUATIONS

Category: Recommended

Related Policies: IHBA, IHBAA & IHBAC

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ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) **SPECIAL NOTE** - The Board/policy committee should review this policy with the District’s Special Education/Student Services Director to determine whether the criteria included in section B are suitable for the District’s own evaluations. The criteria imposed upon independent evaluations must be the same as that used by the District for evaluations it initiates.
- (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, 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 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. Statement of Policy.

State and Federal special education laws require that the District, as the local educational agency (“LEA”), shall find, identify, and evaluate all children suspected to be children with disabilities. The District is committed to ensuring that each child’s IEP team bases its decisions on high quality, reliable, and educationally sound special education evaluations.

The availability, steps, timelines, and other procedures for requesting, initiating a referral, or conducting an educational evaluation relative to a determination of whether a child is a child with a disability, are as set forth in the *New Hampshire Department of Education Special Education Procedural Safeguards Handbook*, a current copy of which may be obtained from [the child’s building Special Education Coordinator, the District [Student Services/Special Education office _____], or from the New Hampshire Department of Education. This policy establishes the criteria for those evaluations.

SPECIAL EDUCATION EVALUATIONS**B. Evaluation Criteria.**

To assure high quality, reliable, and educationally sound evaluations, and consistency among those evaluations, the District has established the following list of criteria for all special education evaluations the district conducts, all evaluations the District asks outside contractors to conduct, and all individual educational evaluations (“IEE”) parents expect the District to review, consider and/or fund.

1. Evaluation Criteria Waiver: Unique circumstances may justify deviation or waiver, in whole or in part, from these criteria. If a parent or district staff member is aware of such unique circumstances, they should inform the student’s special education teacher, building LEA or district special education administrator immediately. The District’s [Director of Special Education/Student Services Director/ _____] is authorized to grant a waiver.
2. Evaluator Credentials:
 - a. The evaluation must be conducted in New Hampshire, by an evaluator whose principal office is located in New Hampshire[, or in a state that is contiguous to New Hampshire], unless there is no qualified evaluator in New Hampshire[or its contiguous states]. [¹ Delete fn.]
 - b. The evaluator must hold a valid license or certification from the State of New Hampshire[See fn. 1 (delete)] in the field related to the known or suspected disability. The evaluator must have extensive training and experience in evaluation in the area(s) of concern and be able to interpret the instructional implications of evaluation results. In instances where no “applicable license or certification” exists, the District must be satisfied that the evaluator has extensive training and experience related to the known or suspected disability.
3. Test Protocol Requirement: All tests administered shall be the current version of the test. The test must be norm-referenced for the individual evaluation appropriate for the age and educational level of the child and measure the same skills, and meet the same standards of technical adequacy for reliability and validity.
4. Student Educational Record Review: The evaluator must review educational records located in the student’s local public school and other relevant educational records.
5. Communications and Shared Information Between Evaluator and District: The evaluator must be permitted to directly communicate with and is required to provide information to members of the IEP team, and to [the Director of Special Education/Student Services

¹ [Delete fn.] Boards should review with their student services/special education office whether that district is more suitable to a provision allowing evaluations to be conducted either in New Hampshire or a contiguous state and allowing evaluators to hold a license/certificate from a contiguous state. Allowing evaluations and licensure criteria in/from neighboring states enlarges the pool of qualified evaluators. This is especially relevant to districts near state borders, or in less populated areas of the state. Also under Ed 1107.04, examiner criteria and geographic limitations may not be so restrictive that the parent/guardian does not have a choice of independent evaluators.

SPECIAL EDUCATION EVALUATIONS

Director/ _____] or designees. The evaluator should have access to current evaluation and current IEP if applicable.

The evaluator is required to release the assessments and results, including any parent and teacher questionnaires, to members of the IEP team, and to the [Student Services Director/Director of Special Education/Building Special Education Coordinator _____] or their designees.

Additionally, the District shall be entitled to inspect and obtain copies of the evaluator’s records, including any records created by third parties. However, for purposes of the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g(a)(4)(B)(i), records will not be deemed accessible to any school district personnel other than the evaluator, unless and until the district exercises its right to inspect or obtain copies of those records from the evaluator.

Accordingly, parents/guardians must authorize a release of information to allow for the sharing of such information as well as the records indicated in paragraph B.4.

- 6. Student Observation: In the absence of a contrary determination by the child’s IEP team, the evaluator must either: a) observe the child in one or more educational settings; or b) make at least one contact with the child’s general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general and special education teachers and related service providers.
7. Evaluation Compliance: The evaluation must comply with the relevant provisions of the State and Federal Special Education Laws, including, without limitation, 34 C.F.R. 300.530-300.536 and New Hampshire Dept. of Education Rules Ed 1107.
8. Evaluation Reports: All evaluation reports will include the appropriate standardization and reporting methods as designed by the test publishers.
9. Cost & Payment: The cost of the evaluation shall not exceed the usual and customary rate for such evaluations. [2 Delete fn.] The school District will not pay for the evaluation until it receives the evaluator’s report.

C. Information To Provide to Parents. The [the Director of Special Education/Student Services Director/ _____] or designee shall provide a copy of this policy to parents who indicate they are considering obtaining an IEE, and shall make available upon parent/guardian request information about where an IEE may be obtained.

District Policy History:

First reading: _____ Last revised: _____

2 [Delete fn.] A district may use a rate schedule. If choosing to do so, the policy language should indicate rates as set forth in a schedule to be maintained and updated at least annually by the Special Education/Student Services Director.

SPECIAL EDUCATION EVALUATIONS

Second reading/adopted: _____ Reviewed/reaffirmed: _____

Other district policy history: _____

Legal References:

34 C.F.R. 300.300 - 300.502

20 U.S.C. §1232g(a)(4)(B)(i) Family Educational Rights and Privacy Act

RSA 186-C, Special Education

N.H. Dept. of Ed. Admin. Rule – Ed. 1107.03 Independent Educational Evaluations.

N.H. Dept. of Ed. Admin. Rule – Ed. 1120.07 Independent Educational Evaluations.

Additional Resources:

N.H. Department of Education’s Procedural Safeguards Handbook

<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support/special-education/procedural-safeguards> (As of August, 2022)

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, created sample policy 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.

w/p-update/2022-U2 Fall/IHBAB Special Education Evaluations 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.

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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DISTRICT SPECIAL EDUCATION POLICY AND PROCEDURES MANUAL

Category: *Optional*

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



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) **USABILITY 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) **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) **{**}** *indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (e) **Withdrawn & earlier versions of revised policies** *should be maintained separately as part of the permanent records of the District.*



The School Board adopts the following procedure to ensure appropriate development and annual review and periodic amendments to the Special Education Policy and Procedures Manual (hereinafter “the Manual”). [1 delete fn.]

- [Development,] Maintenance and Content of Manual. The Manual is to [be developed{[2 delete fn.},] and maintained by the Superintendent in consultation with the [Special Education Director/Student Services Director _____]. The Manual shall be updated annually. The Superintendent shall assure that the manual includes written procedures and other information as required under state law or N.H. Department of Education rules as the same may be amended from time to time.
- 1. Superintendent Modifications. The Superintendent or his/her designee is hereby authorized to annually review and update the District Manual without Board approval, provided that each change in the procedures will be dated and identified as a Superintendent's Addition.

¹ [delete fn.] Districts may call “the manual” different names, such as the Special Education Policy and Procedures Manual. This manual, whatever the name, is required by the Individuals with Disabilities Education Improvement Act of 2004 (20 U.S.C. § 1415). Districts may choose to include how they refer to the manual in the spaces indicated within the policy.

² [delete fn.] If your District already has developed a manual, then this bracketed language regarding development may be removed.

DISTRICT SPECIAL EDUCATION POLICY AND PROCEDURES MANUAL

2. Limitation on Superintendent Modifications. Changes or additions to the Manual by the Superintendent shall be consistent with NH Department of Education changes in administrative rules. Changes or additions to the Manual which will result in additional staffing or personnel changes, or otherwise cause an increase in required funds for special education services, should be brought forward to the Board as soon as possible.

District Policy History:

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

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act
 34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities
 RSA 186-C, Special Education
 N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With Disabilities (e.g., Ed 1105.01(b), Ed 1105.02 (a), Ed 1105.04, Ed 1106.01 (e), Ed 1109.06 (a), etc.

Additional Resources:

N.H. Department of Education's Procedural Safeguards Handbook
<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support/special-education/procedural-safeguards> (As of August, 2022)

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, created new policy based upon member requests for a policy regarding responsibility to maintain and authority to modify the Special Education Policy and Procedures manual.

w/p-update/2022-U2 Fall/IHBAM District Special Education Policy and Procedures Manual 2022-U2 (F)

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HOME EDUCATION INSTRUCTION

Category: *Recommended*

Related Policies: *AC, JJJ, JJA, JF*
Related Forms: *JJJ-R, JJA-R*



ADOPTION/REVISION NOTES –

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- (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.*



Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 (Ed 315). Parents or guardians may establish a home education program for any child, including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District. When and how parents/guardians determine to commence a home education program, and other choices the parents/guardians make, determine whether and the extent to which the District will have responsibilities relative to the home educated child(ren).

This policy is intended to help District personnel and home education families within the District understand those responsibilities based upon the family's choices. Nothing in this policy, however, should be understood to infringe upon the parent's/guardian's right under the applicable statutes or Department of Education rules.

A. Parent/Guardian Selection of a Participating Agency.

1. Selection of a Participating Agency. One of the most significant decisions the parents/guardians make relative to a home education program is the selection of a "participating agency" for home education program notification and support. This decision will also largely govern the District's obligations during the home education program.

The parent/guardian decides which participating agency to select, from the following:

HOME EDUCATION INSTRUCTION

- a. The Commissioner of the Department of Education;
- b. The resident district Superintendent ("District"); or
- c. The head of a nonpublic school.

The selected participating agency shall work with the parents/guardians upon request to meet the essential requirements of a home education program as set out in RSA 193-A:4, I.

2. Changing Participating Agency. At any time, the parents/guardians may select a different, valid, participating agency. To do so, the parents/guardians must provide notice to the new participating agency in the same manner as outlined in Section B.2, below.
3. District Obligations Relative to Selection of Participating Agency. If the selected participating agency is the resident district Superintendent, the District shall provide evaluation services as discussed in Section C, below. If the resident district Superintendent is *not* selected as the participating agency, the District may, but is not obligated to, provide evaluation services. However, the District shall, “work with parents *upon request* to meet the requirements of [RSA 193-A:4]. (See RSA 193-A:4, II, emphasis added.)

B. Notices for Commencement of Home Education Program.

1. Notice For Students Withdrawing from District. State school attendance laws apply to each student unless and until a parent/guardian commences a home education program. Similarly, the District's attendance policies apply to all students enrolled in schools of the District.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the District wishes to begin a home education program for the child, Ed Rule 315.05 (b) requires that on or before the date home education program begins, the parent/guardian must advise the Superintendent of the child's withdrawal from the District. The notice of withdrawal may be made in person, via telephone, email or other writing, at the parent/guardian's election.

2. Written Notice of Program Required. In addition to the less formal notice required for a child being withdrawn from the District, RSA 193-A and Ed 315 both require that the parent/guardian provide written notice of the commencement of a home education program to the selected participating agency. *The District only receives this notice if the parents/guardians are selecting the Superintendent as the participating agency.*

The only information required in this written notice of commencement is listed in RSA 193-A:5, II: the names, addresses, and birth dates of all children who are participating in the home education program. The parents/guardians shall also provide contact information and update the notification information as necessary. If selected by the parents/guardians as the participating agency, the Superintendent of the resident district shall acknowledge receipt of the notification of commencement of home education within 14 days of receiving such notification, along with a request for any information required by RSA 193-A:5, II that was not included in the original notice.

3. No Annual Notice Required. Once established, the home education program remains in effect unless terminated pursuant Ed 315.06. The parent/guardian is *not* required to provide annual notification of continuation of a home education program.

HOME EDUCATION INSTRUCTION

C. Evaluation & Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed 315.08 provide several options for parents/guardians to meet the statutory evaluation requirements, and the parents/guardians are free to select their preferred method.

1. Evaluation with Assistance from the District. If the District is selected as the participating agency, the District must provide evaluation services upon request of the parent/guardian. If the District is not selected as the participating agency, the District *may* aid in evaluation, but is not required to do so.

Parents/guardians seeking to utilize evaluation services through the District should contact the Superintendent's office as soon as practicable to ensure adequate time to prepare any necessary materials and accommodations.

While the parent/guardian may select any evaluation method outlined in RSA 193-A:6, II, as well as any other method agreed to by the parent/guardian and the participating agency, two methods merit further note:

- a. State or Local Assessment Provided by the District. If the evaluation method is a state or local¹ [Delete fn.] assessment provided by the District, the parent/guardian must notify the Superintendent in writing as soon as practicable to provide the District adequate time to prepare and obtain the testing materials and prepare any necessary accommodations. Under this election, the District will not charge a fee for providing or administering the test. Reasonable academic proficiency is deemed demonstrated if the composite results place the child at or above the fortieth percentile.
 - b. Portfolio Review. If the District is the selected participating agency, the parent/guardian may request the District to perform a portfolio review, for which the District may charge a fee.
 - c. Other "Valid Measurement Tool". When the Superintendent is the participating agency, the parent/guardian and Superintendent may mutually agree upon any other valid measurement tool(s). A non-exclusive list of examples may be found in Ed 315.08(e).
2. Evaluation Independent of the District. As outlined in RSA 193-A:6, II, the parent/guardian may collaborate with the participating agency to find a mutually agreed upon method of evaluation as described in Ed 315.08(d) - (f).

D. Reports and Records.

1. Parent/Guardian Requirements. RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. Such

¹ [Delete footnote] Although Ed 315.08(c) identifies "local assessment" as one of the options available for evaluation, that option is not included in RSA 193-A:6.

HOME EDUCATION INSTRUCTION

portfolio, *which at all times remains the property of the parent*, shall be preserved by the parent for 2 years from the date of the ending of the instruction.

Parents/guardians need only provide the evaluation results/portfolio to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III, and Ed 315.07(b). See also Board policy {**}JJJ-R.

2. District Requirements.

- a. District as Participating Agency. On October 1 of each year, the Superintendent shall notify the Commissioner of the number of children for whom the Superintendent was selected as a participating agency since the previous year's report.

The District should maintain record of a student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district. The District should maintain a record of its status as the participating agency for as long as it holds that status. While the parent/guardian keeps any portfolios and assessments conducted outside the District, the District should maintain record of any involvement it has in assessments as it would for any other student.

- b. District Not as Participating Agency. The District should maintain record of the student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district.

E. Re-enrollment into School District & Notice of Termination of Home Education Program.

Parents deciding to re-enroll their children into the School District following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with section B of Board policy {**}JJJ governing home education and other non-enrolled district student program placements, and are subject to the same appeal process.

Parents should be attentive that when re-enrolling a student, there may be discrepancies between the home education level of achievement and the scope and sequence of the District's curriculum.

Also, in the event that a parent/guardian terminates a home education program, the parent/guardian is required under RSA 193-A:5, III to provide written notice within 15 days of the termination to *either* the N.H. Commissioner of Education, the resident district superintendent, *or* the non-public school principal.

F. Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the District and the state to be eligible for a certificate or diploma.

HOME EDUCATION INSTRUCTION

G. Participation in School Curricular and Co/Extra-curricular Activities.

Information regarding the participation of home education students (as well as students of nonpublic or of public charter schools) in District curricular and co/extra-curricular programs is found in Board policy {**}JJJ.

District Policy History:

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

Legal References:

- RSA 193-A, Home Education
- RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil
- RSA 193:1-a, Dual Enrollment
- RSA 193:1-c, Access to Public School Programs by Nonpublic or Home Educated Pupils
- NH Dept. of Education Rules, Section Ed 315, Procedures for the Operation of Home Education Programs

***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. 2021, May 2018, Sept. 2012, April 2010, May 2006, Aug. 2006, Sept. 2008

NHSBA revision notes, August 2022, revised 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-enrolled district students participation in district programming and activities) as JJJ-R. The changes to paragraph G, IHBG-R, JJJ and JJJ-R reflect provision of HB 1663 now requiring a policy related to participation by home educated and non-enrolled district students in district programming and activities, and to better coordinate the related policies/procedures. See September 2022 revision notes to sample JJJ for more information. The 2022 revision to IHBG also included addition of language to paragraph A.3 reflecting the district’s continuing duties under RSA 193-A:6, III if requested by the parent/guardian. **September 2021:** IHBG was revised generally in order to align with 2020 changes to Ed 315.

w/p-update/2022-U2 Fall/IHBG Home Education Instruction 2022-U2 (F)

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HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND COCURRICULAR PROGRAMS

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 (Ed 315). Parents or guardians may establish a home education program for any child, including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District. When and how parents/guardians determine to commence a home education program, and other choices the parents/guardians make determine whether and the extent to which the District will have responsibilities relative to the home educated child(ren). This policy is intended to help District personnel and home education families within the District understand those responsibilities based upon the family's choices. Nothing in this policy, however, should be understood to infringe upon the parent's/guardian's right under the applicable statutes or Department of Education rules.

A. Parent/Guardian Selection of a Participating Agency.

1. Selection of a Participating Agency.

One of the most significant decisions the parents/guardians make relative to a home education program is the selection of a "participating agency" for home education program notification and support. This decision will also largely govern the District's obligations during the home education program.

The parent/guardian decides which participating agency to select, from the following:

- a. the Commissioner of the Department of Education;
- b. the resident district Superintendent ("District"); or
- c. the head of a nonpublic school.

The selected participating agency shall work with the parents/guardians upon request to meet the essential requirements of a home education program as set out in RSA 193-A:4, I.

2. **Changing Participating Agency.** At any time, the parents/guardians may select a different, valid participating agency. To do so, the parents/guardians must provide notice to the new participating agency in the same manner as outlined in Section B.2, below.

3. **District Obligations Relative to Selection of Participating Agency.** If the selected participating agency is the resident district Superintendent, the District shall provide evaluation services as discussed in Section C, below.

If the resident district Superintendent is *not* selected as the participating agency, the District may, but is not obligated to provide evaluation services.

B. Notices for Commencement of Home Education Program.

1. **Notice For Students Withdrawing from District.** State school attendance laws apply to each student unless and until a parent/guardian commences a home education program. Similarly, the District's attendance policies apply to all students enrolled in schools of the District.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the District wishes to begin a home education program for the child, Ed Rule 315.05 (b) requires that on or before the date home education program begins, the parent/guardian must advise the Superintendent of the child's withdrawal from the District. The notice of withdrawal may be made in person, via telephone, email or other writing, at the parent/guardian's election.

2. Written Notice of Program Required. In addition to the less formal notice required for a child being withdrawn from the District, RSA 193-A and Ed 315 both require that the parent/guardian provide written notice of the commencement of a home education program to the selected participating agency. **The District only receives this notice if the parents/guardians are selecting the Superintendent as the participating agency.**

The only information required in this written notice of commencement is listed in RSA 193-A:5, II: the names, addresses, and birth dates of all children who are participating in the home education program. The parents/guardians shall also provide contact information and update the notification information as necessary. If selected by the parents/guardians as the participating agency, the Superintendent of the resident district shall acknowledge receipt of the notification of commencement of home education within 14 days of receiving such notification, along with a request for any information required by RSA 193-A:5, II that was not included in the original notice.

3. No Annual Notice Required. Once established, the home education program remains in effect unless terminated pursuant Ed 315.06. The parent/guardian is **not** required to provide annual notification of continuation of a home education program.

C. Evaluation & Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed 315.08 provide several options for parents/guardians to meet the statutory evaluation requirements, and the parents/guardians are free to select their preferred method.

1. Evaluation with Assistance from the District. If the District is selected as the participating agency, the District must provide evaluation services upon request of the parent/guardian. If the District is not selected as the participating agency, the District *may* aid in evaluation, but is not required to do so.

Parents/guardians seeking to utilize evaluation services through the District should contact the Superintendent's office as soon as practicable to assure adequate time to prepare any necessary materials and accommodations.

While the parent/guardian may select any evaluation method outlined in RSA 193-A:6, II, as well as any other method agreed to by the parent/guardian and the participating agency, two methods merit further note:

a. State or Local Assessment Provided by the District. If the evaluation method is a state or local 1 assessment provided by the District, the parent/guardian must notify the Superintendent in writing as soon as practicable to provide the District adequate time to prepare and obtain the testing materials and prepare any necessary accommodations. Under this election, the District will not charge a fee for providing or administering the test. Reasonable academic proficiency is deemed demonstrated if the composite results place the child at or above the fortieth percentile.

b. Portfolio Review. If the District is the selected participating agency, the parent/guardian may request the District to perform a portfolio review, for which the District may charge a fee.

c. Other "Valid Measurement Tool". When the Superintendent is the participating agency, the parent/guardian and Superintendent may mutually agree upon any other valid measurement tool(s). A non-exclusive list of examples may be found in Ed 315.08(e).

2. Evaluation Independent of the District. As outlined in RSA 193-A:6, II, the parent/guardian may collaborate with the participating agency to find a mutually agreed upon method of evaluation as described in Ed 315.08(d) - (f).

D. Reports and Records.

1. Parent/Guardian Requirements. RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. Such portfolio shall be preserved by the parent for 2 years from the date of the ending of the instruction.

Parents/guardians need only provide the evaluation results/portfolio to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III, and Ed 315.07(b).

2. District Requirements.

a. District as Participating Agency. On October 1 of each year, the Superintendent shall notify the Commissioner of the number of children for whom the Superintendent was selected as a participating agency in a home education program since the previous year's report.

The District should maintain record of a student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district. The District should maintain a record of its status as participating agency for as long as it holds that status. While the parent/guardian keeps any portfolios and assessments conducted outside the District, the District should maintain record of any involvement it has in assessments as it would for any other student.

b. District Not as Participating Agency.

The District should maintain record of the student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district.

E. Re-enrollment into the School District.

Parents deciding to re-enroll their children into the school district following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with Board policy JG governing student placements, and are subject to the same appeal process.

Parents should be attentive that when re-enrolling a student, there may be discrepancies between the home schooling level of achievement and the scope and sequence of the District's curriculum.

F. Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the District and the state to be eligible for a certificate or diploma.

G. Participation in School Curricular and Co/Extra-curricular Activities.

Regulations regarding the participation of home education students (as well as students of nonpublic or of public charter schools) in District curricular and co/extra-curricular programs are found in policy IHBG-R. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for nonpublic or home educated pupils than they are for students enrolled in the District.

Appendix IHBG-R

Adopted: September 20, 1979
R/R: 11/17/94, 3/23/95
Revised: August 1, 2002

Revised: March 7, 2007
Revised: September 4, 2013
Revised: January 16, 2019
Revised: August 3, 2022

PARTICIPATION IN PUBLIC SCHOOL ACTIVITIES BY HOME EDUCATED, CHARTER AND NONPUBLIC PUPILS

Category: *WITHDRAWN*

See now: *JJJ-R*



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 – {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (c) General – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*



WITHDRAWN [date district withdraws]

Former administrative procedure document, {**} IHBG-R has been withdrawn. The content of the document has been revised and recodified as JJJ-R to better align with related Board policies JJJ and JJA.

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

NHSBA revision notes, August 2022, 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.

w/p-update/2022-U2 Fall/IHBG-R WITHDRAWN 2022-U2 (F)

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PARTICIPATION IN PUBLIC SCHOOL ACTIVITIES BY
HOME EDUCATED, NONPUBLIC SCHOOL AND PUBLIC SCHOOL CHARTER STUDENTS

The Board recognizes the right of parents to home educate their children consistent with the provisions of RSA 193-A or to send their children to a nonpublic school. The Board also recognizes the right of home educated pupils or pupils attending nonpublic schools to have access to curricular courses and cocurricular programs offered by the District. Access to such programs shall be consistent with the provisions of RSA 193:1-c and these administrative regulations.

Participation in Curricular Courses

Requests by home educated, nonpublic school, or public charter school pupils for participation in curricular courses shall be made in writing by the parent/guardian to the building principal. The following criteria and conditions are established:

1. The curricular course is developmentally and academically appropriate for the pupil.
2. All course prerequisite requirements are met.
3. Transportation to and from school generally shall not be provided. The principal may make an exception to this condition based on his/her review of all pertinent circumstances. The principal's decision shall be final.
4. 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.
5. The parent/guardian may be required to provide proof of prior course work to establish academic appropriateness and/or to establish that all academic prerequisites have been met.
6. 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.
7. Requests for participation that are received after class schedules have been made will be granted only if there is space available.
8. Requests for special education or related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, and/or guidance shall generally be denied unless such service is an already existing class or related service group. Requests for participation that are received after class schedules have been made will be granted only if there is space available. If a dispute arises between the parent/guardian and this District as to the pupil's right to these services, the building principal shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

Participation in Extra-Curricular Activities

Requests by home educated, nonpublic school, or public charter school pupils for participation in extra-curricular activities shall be made in writing by the parent/guardian to the building principal. Extra-curricular activities include, but are not necessarily limited to field trips, excursions, athletics (including intramurals), band, chorus, clubs, organizations, school dances, and others.

The following criteria and conditions are hereby established:

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 may ask the parent/guardian to chaperone an event.
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 this Appendix or its corresponding policy. Participating home educated and nonpublic school pupils are expected to abide by those rules as well.
6. Home educated, nonpublic school, and public charter school pupils 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.

Use of School Texts and Library Materials

Home educated, nonpublic school, and public charter school pupils will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

Adopted: August 1, 2002
Adopted: September 4, 2013
Revised: May 17, 2017
Revised: January 16, 2019

ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Category: *Recommended*

Related Policies: *IHBA, IHBI, IKF*



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.*



A. PURPOSE. The purpose of this policy is to meet the requirements of the federal Every Student Succeeds Act ("ESSA") to establish and allow the awarding of a District Alternate Diploma to certain students with the most significant cognitive disabilities.

B. INTRODUCTION. Under ESSA, states may adopt alternate content standards and alternate assessments for students with the most significant cognitive disabilities. In states that have adopted such alternative content standards, ESSA allows local school boards to adopt policies allowing certain students with significant cognitive disabilities the ability to earn an Alternate Diploma based on the alternative content standards.

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed 306.27(q), with the option to earn a diploma.

New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress, and provides independent standards which align with the NH Statewide Assessment.

Accordingly, this policy authorizes the District to award an Alternate Diploma in accordance with the below requirements and conditions.

C. ELIGIBILITY.

Consistent with ESSA, the Alternate Diploma may be awarded to students who:

ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

1. Have significant cognitive disabilities;
2. Have a current Individualized Education Program ("IEP"); and
3. Participate in the state authorized alternate assessment (currently DLM).

The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

D. DETERMINATION OF AWARD.

The determination to award the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age sixteen (16). Details of this decision shall be included in the student's IEP transition plan in accordance with Ed 1109.03.

E. TIME OF AWARD.

The student may choose (individually or through the IEP team) to receive the Alternate Diploma at one (1) of three (3) times:

1. At graduation with common age peers;
2. At the conclusion of the student's IEP; or
3. Upon reaching age twenty-two (22).

If the student participates in the traditional graduation ceremony, the student will be included in the graduation program with no difference in listing from his/her peers awarded a regular diploma.

F. EFFECT OF AWARD AND CONTINUED ELIGIBILITY.

1. Under 34 CFR 300.102 (a)(3), the awarding of any document other than regular high school diploma shall not terminate a child's eligibility for a free and appropriate public education ("FAPE"). Accordingly, earning an Alternate Diploma does not end a student's eligibility for special education services. Rather, students who have earned the Alternate Diploma, and are otherwise eligible for special education services, may continue to receive such services and may continue working towards meeting the requirements for the regular high school diploma.
2. Alternate Diplomas awarded under this policy are counted in the state graduation rate, while certificates of attendance or equivalency are not.

G. IMPLEMENTATION.

The Superintendent, with the assistance of the [Director of Special Education/Student Services Director] is directed to establish and make available procedures and administrative rules to implement this policy.

ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

District Policy History:

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

Legal References:

- 20 U.S.C. §7801 (23) - Every Student Succeeds Act (§ 8101(a)(23))
- 34 CFR 300.102 (a)(3); 300.43; and 300.320(b)
- RSA 193-E - Adequate Public Education
- RSA 186-C:2, Definitions
- Ed 306.27(q)(4)- Minimum Standards/High School Requirements/Equivalency Diplomas
- Ed 1109.03- When and IEP is in Effect...Transition Services

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 – May 2018.

NHSBA revision notes, August 2022, revised 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 persons up to 21 years of age (inclusive). **May 2018** This is a new policy intended to adopt the provisions of the federal Every Student Succeeds Act ("ESSA") which allow the awarding of a "state-defined" Alternate Diploma to certain students with the most significant cognitive disabilities. NHSBA adoption consideration: If adopting this sample policy, language of the designated parties should be checked for consistency with District personnel (e.g., Director of Special Education, Student Services Director, etc.).

w/p-update/2022-U2 Fall/IKFC Alternate Diploma for Students w Significant Cog. Disabilities 2022-U2 (F)

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Raymond School District Policy – IKFC

Alternative Diploma for Students with Significant Cognitive Disabilities

A. PURPOSE. The purpose of this policy is to meet the requirements of the federal Every Student Succeeds Act ("ESSA") to establish and allow the awarding of a District Alternate Diploma to certain students with the most significant cognitive disabilities.

B. INTRODUCTION. Under ESSA, states may adopt alternate content standards and alternate assessments for students with the most significant cognitive disabilities. In states that have adopted such alternative content standards, ESSA allows local school boards to adopt policies allowing certain students with significant cognitive disabilities the ability to earn an Alternate Diploma based on the alternative content standards.

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed. 306.27(q), with the option to earn a diploma.

New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress, and provides independent standards which align with the NH Statewide Assessment.

Accordingly, this policy authorizes the District to award an Alternate Diploma in accordance with the below requirements and conditions.

C. ELIGIBILITY.

Consistent with ESSA, the Alternate Diploma may be awarded to students who:

1. Have significant cognitive disabilities;
2. Have a current Individualized Education Program ("IEP"); and
3. Participate in the state authorized alternate assessment (currently DLM).

The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

D. DETERMINATION OF AWARD.

The determination to award and the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age sixteen (16). Details of this decision shall be included in the student's IEP transition plan in accordance with Ed. 1109.03.

E. TIME OF AWARD.

The student may choose (individually or through the IEP team) to receive the Alternate Diploma at one (1) of three (3) times:

1. At graduation with common age peers;
2. At the conclusion of the student's IEP; or
3. Upon reaching age twenty-one (21).

If the student participates in the traditional graduation ceremony, the student will be included in the graduation program with no difference in listing from his/her peers awarded a regular diploma.

F. EFFECT OF AWARD AND CONTINUED ELIGIBILITY.

1. Under 34 CFR 300.102 (a)(3), the awarding of any document other than regular high school diploma shall not terminate a child's eligibility for a free and appropriate public education ("FAPE"). Accordingly, earning an Alternate Diploma does not end a student's eligibility for special education services. Rather, students who have earned the Alternate Diploma, and are otherwise eligible for special education services, may continue to receive such services and may continue working towards meeting the requirements for the regular high school diploma.
2. Alternate Diplomas awarded under this policy are counted in the state graduation rate, while certificates of attendance or equivalency are not.

G. IMPLEMENTATION.

The Superintendent, with the assistance of the Director of Special Education/Student Services Director is directed to establish, and make available procedures and administrative rules to implement this policy.

Legal References:

20 U.S.C. §7801 (23) - Every Student Succeeds Act (§ 8101(a)(23))

34 CFR 300.102 (a)(3); 300.43; and 300.320(b)

RSA 193-E - Adequate Public Education

Ed 306.27(q)(4)- Minimum Standards/High School Requirements/Equivalency Diplomas

Ed 1109.03- When and IEP is in Effect...Transition Services

Adopted: December 19, 2018

DISTANCE EDUCATION

Category: Required*

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

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



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.

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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.
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- (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**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

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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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

EDUCATION OF MILITARY CHILDREN & MILITARY CONNECTED STUDENTS

Category: *Recommended*

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



ADOPTION/REVISION NOTES –

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A. Statement of Purpose and Definition.

It is the Board’s intent to remove barriers to the identification, enrollment, retention, and support in schools of military-connected students.

“Military-connected student” as used in this policy includes any student who is a dependent of a current or former member of:

1. The US military serving in the Army, Navy, Air Force, Marine Corps, Space Force, or Coast Guard on active duty as defined in RSA 110-D:3: [¹ May leave or delete fn.];
2. NH National Guard;
3. A reserve force of the US military;
4. A member of such military or reserve force killed in the line of duty; and

¹ [May leave or delete fn.] Pursuant to RSA 110-D:3, “active duty” includes: (1) members of the uniformed services as defined in this compact, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. section 1209 and 1211; (2) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and (3) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

**EDUCATION OF MILITARY CHILDREN &
MILITARY CONNECTED STUDENTS**

5. By implication all children defined as “children of military families” as defined in RSA 110-D:3, III.

B. Residency.

A student shall be considered a resident of the school district if they are a military-connected student whose parent is transferred or is pending transfer to a military installation within New Hampshire while on active military duty pursuant to an official military order. *See RSA 193:12, III-a.*

Parents of military-connected students shall provide proof of residence in the school district within 10 days after the published arrival date provided on official documentation. Parents of such military-connected students may use the below addresses to establish residency:

1. a temporary on-base billeting facility;
2. a purchased or leased home or apartment; or
3. federal government or public-private venture off-base military housing.

C. Admission & Enrollment. [² Delete fn.]

For incoming military-connected students, the District will:

1. Enroll and appropriately place students based on unofficial records, pending validation by official records. *RSA 110-D:5, I.*
2. Request the student’s official education records from the student’s previous school. Sending schools shall send records within 10 days. *RSA 110-D:5, II.*
3. Enroll students in the grade level commensurate with their grade level from their previous school at the time of transition, regardless of age. *RSA 110-D:5, IV. See also paragraphs D.1-2, below.*
4. Obtain required immunization records within 30 days from the date of enrollment. *RSA 110-D:5, III.*
5. Facilitate the opportunity for inclusion in cocurricular activities, regardless of application deadlines, to the extent the students are otherwise qualified and eligible. *RSA 110-D:7, II.*

For a transitioning military-connected student, who while residing with the custodial parent was a student in a District school, who as part of the transition is placed in the care of a noncustodial parent or other person standing in loco parentis who lives in another district or jurisdiction than that of the custodial parent, the student may continue to attend the same school in this District tuition free. *RSA 110-D:7, I.*

² [Delete fn.] Districts that have designated one or more of its schools as “open enrollment schools” under the provisions of RSA 194-D should review additional provisions of that chapter as they pertain to military-connected students and open enrollment. See 2022 N.H. Laws §310:7

**EDUCATION OF MILITARY CHILDREN &
MILITARY CONNECTED STUDENTS**

D. Support for military-connected students and families. [³ Delete fn.]

Upon notification of a student's military-connected status or upon request of the parent, the district (beginning no later than school year 2023-24) will provide appropriate support services to military-connected students whose parent or guardian is being called to or is serving on active duty. These support services will include, without limitation,

- access to licensed counseling services;
- information regarding existing federal and state military support services;
- any other service, agency, or resource necessary to support or provide assistance to the student.

E. Placement of transferring military-connected students.

When a military-connected student transfers to the District before or during the school year, the District will:

1. Honor student placement in educational courses based on the student's enrollment in their previous school and/or educational assessments conducted at their previous school. The Principal/Superintendent may direct that the student undergo subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s) and may waive course/program prerequisites or other preconditions. *RSA 110-D:6, I.*
2. Honor student placement in educational programs based on current educational assessments conducted at the student's previous school. Such programs include, but are not limited to, gifted and talented programs, remedial services, English Language Learner (ELL). This does not preclude the school, as directed by the Principal, from performing subsequent evaluations to ensure appropriate placement of the student. *RSA 110-D:6, II.*
3. Initially provide comparable services to a student with disabilities based on their current Individualized Education Program (IEP) and will make reasonable accommodations and modifications to address the needs of the incoming student with disabilities. This does not preclude the District from performing subsequent evaluations to ensure appropriate placement of the student. *RSA 110-D:6, III; 20 U.S.C.A. § 1400; 29 U.S.C.A. § 794; 42 U.S.C.A. §§12131-12165.*

F. Absences.

A military-connected student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or a combat support posting, shall be granted additional excused absences at the discretion of the Superintendent to visit with their parent or legal guardian relative to such leave or deployment of the parent or guardian. *RSA 110-D:6, V.*

The Superintendent or designee may require that the absence be pre-approved and may consider whether the student is in good standing, if the student has a prior record of good attendance.

³ [Delete fn.] Pursuant to HB 1653 (2022 N.H. Laws Ch. 310), support services for military-connected students must be in place by the beginning of the 2023-2024 school year.

EDUCATION OF MILITARY CHILDREN & MILITARY CONNECTED STUDENTS

G. Graduation

In order to facilitate the on-time graduation of children of military families (*RSA 110-D:8*):

1. The Superintendent will waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency and will provide reasonable justification for denial. If the Superintendent does not grant the waiver to a student who would qualify to graduate from their previous school, the District will provide an alternate means of acquiring the required coursework so that graduation may occur on time.
2. If a military-connected student transfers at the beginning or during their senior year and is ineligible to graduate from the District but would be eligible in their previous district, and after all alternatives have been considered, the previous and current District will coordinate the receipt of a diploma from the previous district.

District Policy History:

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

Legal References:

- RSA 110-D, Interstate Compact on Educational Opportunity for Military Children
- RSA 110-E, Military-Connected Students
- RSA 193:12, III-a Legal Residence Required
- RSA 194-D, XI Open Enrollment Schools

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.

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NHSBA history: New Policy - Aug. 2022

NHSBA revision notes, August 2022, created policy to reflect both provisions of the Interstate Compact on Educational Opportunity for Military Children (RSA 110-D), and of HB 1653 (2022 N.H. Laws Ch. 310), pertaining to “military connected students.”

w/p-update/2022-U2 Fall/JFAM Military Connected Students 2022-U2 (F)

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STUDENT DRESS CODE

Category: *Optional*

Related Policies: *JIC*



ADOPTION/REVISION NOTES –

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



The Board recognizes that student individual dress is primarily a parental responsibility that should reflect concern for health and safety of students, staff and others. When the dress of an individual student constitutes a health problem, is unsuitable for school wear, is a danger to any person, or causes a substantial and material disruption or substantial disturbance, the principal shall take appropriate action to correct the situation.

The dress code within each school shall be administered fairly, consistently, and equally to all students. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code relative to students’ gender, gender identity, sexuality, race, ethnicity, household income, or body type or size.

Enforcement must accommodate clothing worn by students as an expression of religious beliefs (e.g., head scarves) and worn by students with disabilities (e.g., protective helmets). Enforcement shall not indirectly discriminate against students based on hair texture and or hairstyles, including, but not limited to, braids, locks, and twists.

District Standards: [¹ Delete fn.]

¹ [Delete fn.] A board may decide to either adopt district specific dress code standards or allow each school to adopt its own set of specific standards – ESPECIALLY for K-12 districts. The lists in this section are EXAMPLES of objective standards.

STUDENT DRESS CODE

A. Students must wear:

- 1. A Shirt/dress (with fabric in front, back, under the arms, with straps/sleeves and covering the mid-section);
- 2. Pants, skirt, leggings, shorts, etc.; and
- 3. Shoes.

B. Students must not wear:

- 1. Tops that do not completely cover the mid-section;
- 2. Caps, hats, and other head gear;
- 3. Clothing depicting hate speech, offensive, vulgar, or racist language or pictures;
- 4. And clothing that glorifies, encourages or promotes the use of alcohol or drugs.

Building Principals shall assure that any District or School standards are included in the Student Handbook and otherwise communicated to students annually.

Notwithstanding District or School standards, some courses and school activities may require adjustments to attire and hairstyle or may require specific attire to ensure safety during academic activities (e.g., science labs or PE).

Students who violate this policy will be given an opportunity to correct the situation by either changing the clothing, removing the clothing (if appropriate), wearing it inside-out, or other means as determined by the principal so the student is in compliance with this policy. Students who repeatedly violate this policy may face more severe punishment, including detention, in-school suspension, or out-of-school suspension.

School staff shall not confront students on dress-code violations in a manner that unnecessarily disciplines or publicly shames the student. When a school staff member or school administrator discusses a dress code violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student.

District Policy History:

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

Legal References:

- U.S. Constitution, 1st Amendment
- RSA 189:15, Regulations
- RSA 193:38, Discrimination in Public Schools

STUDENT DRESS CODE

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.

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NHSBA history: Revised Aug. 2022, Nov. 2007, Aug. 2006, Oct. 2004, Nov. 1999, July 1998

NHSBA revision notes, Aug. 2022, updated 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. Also recoded policy as optional.

w/p-update/2022-U2 Fall/JICA Dress Code 2022-U2 (F)

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Raymond School District Policy - JICA

STUDENT DRESS CODE

The Board recognizes that student individual dress is primarily a parental responsibility that should reflect concern for health and safety of students, staff and others. When the dress of an individual student constitutes a health problem, is unsuitable for school wear, is a danger to any person, or causes a substantial and material disruption or substantial disturbance, the principal shall take appropriate action to correct the situation.

The following apparel is not to be worn during the school day: clothing with offensive, vulgar, or racist language or pictures; tops that do not completely cover the mid-section when arms are at one's sides; clothing that glorifies, encourages or promotes the use of alcohol, drugs or violence. Clothing must be worn in a way such that private parts are covered with opaque material. Undergarments cannot be purposefully showing. Footwear is required, and hoods must be down while indoors.

Students who violate this policy will be given an opportunity to correct the situation by either changing the clothing, removing the clothing (if appropriate), wearing it inside-out, or other means as determined by the principal so the student is in compliance with this policy. Students who repeatedly violate this policy may face more severe consequences, including detention, in-school suspension, or out-of-school suspension.

Nothing in this Dress Code Policy shall limit students' freedom of religion or expression as protected by the federal or state Constitutions.

Adopted: September 2, 1970

R/R: 8/21/73, 9/5/73

Revised: August 1, 2002

Revised: March 5, 2008

Revised: May 20, 2020

STUDENT ACTIVITIES & ORGANIZATIONS

Category: *Recommended* [¹Delete fn.]

Related Policies: AC, JJJ, JJIB, JJIC
Related Forms: JJA-R, JJJ-R



ADOPTION/REVISION NOTES –

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- (a) **SPECIAL NOTE:** *The impetus for the revisions to sample 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).*
- (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.*
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- (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.*



It is the policy of the Board to allow opportunities for all students residing in the District to participate in co/extra-curricular activities and programs designed to meet their needs and interests. 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.

Such activities and programs are intended to supplement and enrich regular academic instruction, provide opportunities for social development, encourage participation in clubs, athletics, performing groups, or encourage service to the school and community.

¹ [Delete fn.] Category has been changed from “Optional” to “Recommended” to reflect the importance of compliance with RSA 193:1-c and 193-A:6, III relative to participation in district programs by home educated and other non-enrolled district students.

STUDENT ACTIVITIES & ORGANIZATIONS

Any student organization or school/District sanctioned team, club, or activity must be recommended by the building Principal and approved by the Board.

A. Eligibility.

To participate in co-curricular and extra-curricular activities, all students must meet eligibility requirements, and understand that such participation is a privilege, not a right. The Superintendent is directed to establish eligibility standards and procedures for acceptable academic performance, good citizenship/sportsmanship, parental permission, fees, and physical exams/health requirements. The eligibility standards and procedures will be published in the student/parent handbooks. **The building Principal, or his/her designee(s), will verify that all students meet eligibility standards and procedures prior to the students' participation in the activity.** Any person so designated by the Principal must be trained on the requirements of Board policy {**}JJJ.

In addition, participation in interscholastic sports or other school activities affiliated with outside organizations (e.g., the New Hampshire Interscholastic Athletic Association, or the New Hampshire Music Educators Association, etc.) is subject to the rules and eligibility requirements of those organizations. Additional Board policies, administrative regulations, or activity rules may apply to specific programs, clubs, and activities. See, e.g., Board policy {**}JJIB, regarding interscholastic athletics.

In the event that a program has reached capacity, determinations must be made in the same manner as described in Section A of Board policy {**}JJJ.

B. Participation by Home Education and Other Non-Enrolled District Students.

Participation in student activities and organizations must have the same eligibility and participation requirements for both district students and for home educated, charter school, or non-enrolled district school resident students ("non-enrolled district students"). See Board policy {**}JJJ for information on participation by such students.

C. Appeals.

Any student/parent who believes that the district's policies/regulations or the State's laws/regulations have not been appropriately or fairly interpreted regarding eligibility or participation in a school a course or program may appeal in the same manner as provided in Section E of Board policy {**}JJJ.

D. Administrative Regulations or Procedures.

The Superintendent or designee may adopt such administrative regulations or procedures as s/he deems appropriate in order to implement this policy. Such regulations or procedures must also comply with Board policy {**}JJJ.

District Policy History:

First reading: _____ Last revised: _____
Second reading/adopted: _____ Reviewed/reaffirmed: _____

STUDENT ACTIVITIES & ORGANIZATIONS

Other district policy history: _____

Legal References:

RSA 193:1-c, Access to Public School Programs by Nonpublic...Pupils.

RSA 193-A:6, (Home Education), Records; Evaluation

N.H. Dept. of Ed. Admin. Rule – Ed 306.26(d), Kindergarten-Grade 8 Curriculum

N.H. Dept. of Ed. Admin. Rule – Ed 306.27(b)(5), High School Cocurricular Program

N.H. Dept. of Ed. Admin. Rule – Ed 306.27(v), Reasonable accommodations for students with 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, Feb. 2006

NHSBA revision notes, August 2022, NHSBA revised JJA generally to better align with sample JJJ (also revised) relating to participation by home and non-enrolled district students in district courses, programs and activities. Included in the substantial revisions to JJA is a requirement that the Principal have direct responsibility to make determinations as to home/non-enrolled district students meeting eligibility requirements. This is intended to help ensure equitable application of eligibility standards.

w/p-update/2022-U2 Fall/JJA Student Activities & Organizations 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 – JJA

STUDENT ACTIVITIES & ORGANIZATIONS

It is the policy of the Board to allow opportunities for all students to participate in co-curricular activities designed to meet their needs and interests.

Such activities must supplement and enrich regular academic instruction, provide opportunities for social development, encourage participation in clubs, athletics and performing groups, or encourage service to the school and community. These co-curricular activities support students in making choices and developing skills.

Any student organization must be approved by the Principal. An important goal is to provide students with a well-rounded, supported education.

In this policy, the term “co-curricular activities” means any student organization or activity that is supervised by contracted personnel and is independent of credit courses, including, but not limited to, Student Council, Peer Outreach, Student Leadership, Drama, Interact, Art, Math, Class Officers, and Honor Societies. (Note: Participating in Band and Choral required performances are considered part of the course and not co-curricular activity.) Festival trips and competitions with a financial component are not part of coursework. Co-curricular activities in this policy do not include sporting activities.

Eligibility

To participate in co-curricular activities, all students must meet eligibility requirements and understand that such participation is a privilege, not a right. The Superintendent is directed to establish eligibility standards and procedures for acceptable academic performance, good citizenship, responsibility and appropriate behavior. The eligibility standards and procedures for participation in co-curricular activities will be published in the student/parent handbooks. The student shall be subject to the standards stated in JJA-R, Co-Curricular Participation.

Participation

Students who participate in co-curricular activities will be required to adhere to high standards and expectations because a student who represents their school through clubs and organizations, student government, or the arts has a responsibility to uphold the integrity of the school.

The district allows students enrolled in other schools – including charter schools, non-public schools, and home schools – to participate on an equal basis in any activity offered by the district that is not offered at a student’s school of attendance, provided they meet the eligibility requirements for participation and the requirements of Raymond School District Policy IHBG-R, Home Education/Dual Enrollment. This applies to:

1. Students who are residents of this school district but who are being educated in a home school may participate provided they comply with all laws governing non-public home-based education.

2. Students who are residents of the district who are being educated in an independent or parochial school if the school in which the student is enrolled does not sponsor the activity.

The Superintendent is directed to establish procedures for application of students enrolled in other schools and an appeal process to implement this participation allowance.

Participation Fees

Non-enrolled students participating in district co-curricular activities are subject to the same fees charged to enrolled students for the activity.

Adopted: November 3, 2010

STUDENT ACTIVITIES & ORGANIZATIONS
ELIGIBILITY STANDARDS

Category: *Optional Regulations*

Related Policies: *AC, IHBG, JJA, JJJ & JJIB*

Related Regulations: *JJJ-R*



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 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 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.

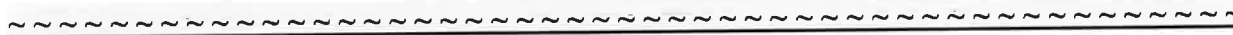
(a) **USER SUGGESTION –** *Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples 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.*



Participation in school-sponsored activities, clubs, teams and organizations shall be in accordance with Board policies {**}JJA and {**}JJJ. In addition to requirements of those policies, the following minimum eligibility standards will govern participation, whether by students enrolled in the district’s schools, or by home educated, charter or private school students.

A. Elementary and Middle School Students. *Elementary and middle school students shall be eligible to participate in school-sponsored organizations and activities based upon age-*

STUDENT ACTIVITIES & ORGANIZATIONS
ELIGIBILITY STANDARDS

appropriate criteria approved by the principal. Students/parents will be provided copies of such criteria prior to student participation. Any league requirements shall also apply.

[Add additional provisions as best suits the district/school]

B. High School. High school students shall be eligible for participation in school-sponsored organizations and activities under the following guidelines:

1. Academic.

- Eligibility for participation is based upon review of grades from the previous academic quarter.
- Students failing in more than _____ course(s) in a full course load shall be ineligible for participation the following academic quarter. Students taking less than a full class load must pass all courses to maintain eligibility. A failing grade is defined as lower than a numerical grade of ____.
- Students may re-establish eligibility for fall semester organizations/activities through successful completion of an approved summer school program in the area previously failed.
- Some specific organizations (e.g. National Honor Society) may impose additional academic requirements.

2. Conduct

- Conduct expectations for participation in school organizations and activities are specified in the behavioral and disciplinary policies established by the Board policies.
- Should serious or chronic behavioral infractions occur, students participating in school-sponsored organizations/activities will be subject to a probationary hearing. This hearing will be conducted by the relevant advisor/coach and attended by an administrator, the student and parent(s). Eligibility for further participation will be determined following the hearing.
- *[Add additional provisions as best suits the district/school]*

3. Attendance.

- Students participating in school-sponsored activities/organizations shall comply with all attendance requirements mandated by State law and regulation as well as Board policies [¹ Delete fn.], and those of any applicable outside organization.
- Should serious or chronic attendance infractions occur, students participating in school-sponsored organizations/activities will be subject to a probationary hearing. This hearing will be conducted by the relevant advisor/coach and attended

¹ [Delete Fn.] Attendance requirements do not apply to home-educated pupils per RSA 193:1, I(b).

STUDENT ACTIVITIES & ORGANIZATIONS
ELIGIBILITY STANDARDS

by an administrator, the student and parent(s). An appeals shall be conducted in accordance with board policy {**}JJA, and, if applicable, {**}JJICD.

- *[Add additional provisions as best suits the district/school]*

4. Athletics.

In addition to the minimum eligibility requirements above, those students participating in school-sponsored athletics must comply with rules and standards established by the New Hampshire Interscholastic Athletic Association (NHIAA), Board policies {**}JJIB and {**}JJIC, the school’s athletic code, and the school district’s policies regarding physical examinations and transportation. [2 Delete fn.]

District Policy History:

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

Legal References:

15 U.S.C.
 RSA 359-C:19-21 * Rig____
 N.H. Dept. of Ed. Admin. Rule – Ed

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.

NHSBA revision notes, August 2022, along with NHSBA sample policy JJA and several other policies on home-educated and non-enrolled district school students in response to HB 1663 (2022 N.H. Laws Ch. 131), which requires a policy on participation in district programming not being more restrictive for non-enrolled district students than for the District’s enrolled students. JJA-R was revised to (1) add the footnote that attendance requirements do not apply to non-enrolled district students and (2) reference board policies JJIB & JJIC.

w/p-update/2022-U2 Fall/JJA-R Procedure for Student Activities & Organizations 2022-U2 (F)

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² [Delete fn.] Should not include additional criteria here unless district/school does NOT have independent regulations/procedures for athletic participation. .

Co-Curricular Participation

Student participation in Co-Curricular Activities is a privilege that carries with it certain responsibilities. The intent of these regulations is to alert students, parents/guardians, and advisors to the procedures governing co-curricular activities.

A. Philosophy

The Raymond School District adheres to the belief that co-curricular activities will supplement and enrich the District's educational program and should be administered in a manner consistent with the District's mission statement. Individuals participating in student activities must demonstrate appropriate representation through their character, teamwork, commitment, mutual respect and trust.

B. Definition of Co-Curricular Activities

A co-curricular activity includes any student organization or activity that is supervised by contracted personnel and is independent of credit courses. These activities include, but are not limited to: Student Council, Peer Outreach, Student Leadership, Drama, Interact, Art, Math, Class Officers, and Honor Societies. (Note: Participating in Band and Choral required performances are considered part of the course and not co-curricular activity.) Festival trips and competitions with a financial component are not part of coursework.

C. Co-Curricular Board

The principal shall appoint a four-member Co-Curricular Board. The Co-Curricular Board shall consist of an administrator, advisor/coach and two faculty members. Any student who is alleged to have violated the co-curricular standards and is subject to discipline under this policy may request a hearing before the Co-Curricular Board. The chairman of the Co-Curricular Board or his/her designee shall conduct the hearing, which shall include an opportunity for the student or his/her representative to make a statement and/or present evidence on the student's behalf. The presence of the student is required. The presence and participation of the student's parent/guardian is encouraged. If the Co-Curricular Board finds the alleged violations of the standards to be substantiated, the disciplinary steps outlined below will be followed. The findings and decision of the Co-Curricular Board are subject to review by the Superintendent, who shall affirm, reverse, or modify the decision of the board. The parent/guardian or student may appeal the decision of the Co-Curricular Board to the Superintendent.

D. Student Code of Conduct

Students participating in student co-curricular organizations are expected to behave appropriately. In addition to following all School District policies and rules, students must have and maintain a record of acceptable and appropriate citizenship, character and personal conduct

both inside and outside the school environment. Students participating in activities do so voluntarily. Individuals participating in co-curricular events are representatives of their community, school and themselves. Standards for participation are high yet attainable. Students are on their honor to act appropriately and meet those standards 365 days a year. Certain behaviors are counter to the district's standards and are considered dangerous, illegal, and contrary to the mission of the District. These behaviors include:

1. Physical violence, threats, abusive language, abusive behavior towards teachers, advisors, other students, audiences, or other school personnel.
2. Use of alcohol and/or possession of same in any form.
3. Use of illegal drugs and/or possession of same in any form, including drug paraphernalia.
4. Being knowingly present where illegal alcohol and drug use is taking place.
5. Purchasing, attempting to purchase, possessing, or using any tobacco product.

Any identifiable image, photo or video which implicates a student to have been in possession of or in the presence of alcohol and/or drugs or portrays actual use or a crime shall be confirmation of a violation of this policy.

For violation of the above, the student must meet with the Co-Curricular Board. If, after due process, there is found to be an infraction of school regulations, the following protocol will be used in implementing consequences. Consequences are cumulative over the year.

First Offense – High School/Middle School

1. Parent will be notified.
2. Student will be suspended from co-curricular activities for a minimum of 2 weeks.
3. Student will be reinstated after 2 weeks if he/she follows through with the following during this time period:
 - a. Writing a reinstatement plan, to include a reflective narrative.
and
 - b. Meeting with a substance abuse counselor (if offense warrants it)
 - c. Performing 10 hours of community service pertinent to the offense, and not inclusive of any other school community service requirement.
 - d. Educational activity: Minimum 5 page research paper on the effects, dangers and consequences of alcohol, illegal drugs or tobacco consumption, OR attend the Boomerang Program for 8 hours, OR participate in 8 hours of Anger Management Counseling.

(Once any 1 of 3 additional steps for IHGMS students, or 2 of 3 additional steps for RHS students, under 3: b, c, or d have been completed, the student may participate in co-curricular activities again.)

4. Failure to comply will result in removal from the co-curricular activity for the equivalent of a quarter.

First Offense – Elementary School

1. Parent will be notified.
2. Student will be suspended from co-curricular activities for a minimum of 2 weeks.
3. Student will be reinstated after 2 weeks if he/she follows through with the following during this time period:
 - a. Writing a reinstatement plan, to include a reflective narrative.
and
 - b. Meeting with a counselor (if offense warrants it).
 - c. Performing up to 10 hours of community service pertinent to the offense, and not inclusive of any other school community service requirement.(Once any 1 of 2 additional steps under 3: b or c have been completed, the student may participate in co-curricular activities again.)
4. Failure to comply will result in removal from the co-curricular activity for the equivalent of a quarter.

Second Offense - High School/Middle School

1. Parent will be notified.
2. Student will be suspended from co-curricular activities for a minimum of the remainder of the quarter or as determined by the Co-Curricular Board.
3. Student will be ineligible to participate unless he/she agrees to and follows through with the following during this time period:
 - a. Writing a rehabilitation plan, to include a reflective narrative.
 - b. Attending, with parents/guardians, a meeting with a substance abuse counselor (if offense warrants it).
 - c. Performing 10 hours of community service pertinent to the offense, and not inclusive of any other school community service requirement.
 - d. Educational activity: Minimum 5 page research paper on the effects, dangers and consequences of alcohol, illegal drugs or tobacco consumption, OR attend the Boomerang Program for 8 hours, OR participate in 10 hours of Anger Management Counseling.
4. Failure to comply will result in removal from the co-curricular activity for the semester.

Second Offense – Elementary School

1. Parent will be notified.
2. Student will be suspended from co-curricular activities for a minimum of 4 weeks or as determined by the Co-Curricular Board.
3. Student will be reinstated after 2 weeks if he/she follows through with the following during this time period:
 - a. Writing a reinstatement plan, to include a reflective narrative.
and
 - b. Attending, with parents/guardians, a meeting with a counselor (if offense warrants it).
 - c. Performing up to 10 hours of community service pertinent to the offense, and not inclusive of any other school community service requirement.

- d. Educational activity: Project on the effects, dangers and consequences of misbehavior; OR participate in 8 hours of Anger Management Counseling.
4. Failure to comply will result in removal from the co-curricular activity for the equivalent semester.

Third Offense - High School/Middle School

1. Parent will be notified.
2. Student will be suspended from all co-curricular activity for the school year.
3. Student may be reinstated after 365 days by:
 - a. Writing a rehabilitation plan, to include a reflective narrative.
 - b. Attending, with parents/guardians, a meeting with a substance abuse counselor (if offense warrants it).
 - c. Performing 10 hours of community service pertinent to the offense, and not inclusive of any other school community service requirement.
 - d. Educational activity: Minimum 5 page research paper on the effects, dangers and consequences of alcohol, illegal drugs or tobacco consumption, OR attend the Boomerang Program for 8 hours, OR participate in 12 hours of Anger Management Counseling.
4. Failure to comply will result in removal from co-curricular activity for the school year.

Third Offense – Elementary School

1. Parent will be notified.
2. Student will be suspended from co-curricular activities for a minimum of 8 weeks.
3. Student will be reinstated after 2 weeks if he/she follows through with the following during this time period:
 - a. Writing a reinstatement plan, to include a reflective narrative.
and
 - b. Attending, with parents/guardians, a meeting with a counselor (if offense warrants it).
 - c. Performing up to 10 hours of community service pertinent to the offense, and not inclusive of any other school community service requirement.
 - d. Educational activity: Project on the effects, dangers and consequences of misbehavior; OR participate in 12 hours of Anger Management Counseling.
4. Failure to comply will result in removal from the co-curricular activity for the school year.

E. Self-Referral for Assistance and Support

If a student were to self-refer to a staff member or private counselor prior to being involved in an incident, there would be no sanction imposed on the student at that time. Continued participation in co-curricular activities would be based on an evaluation/recommendation submitted to the building Principal by the Student Assistance Counselor or School Counselor. The School District is committed to doing all it can to assist students who have self-referred. Self-referral is

defined as a student approaching a counselor or staff member independently without provocation and confiding in them the substances with which they are having a problem.

F. Leadership Position

Any student involved in a violation of this policy or discipline that results in a suspension from school, or found guilty of crimes outside of school, will lose the ability to serve as a student leader of the activity and be ineligible to serve for a period of one calendar year.

Note: Consequences for any other inappropriate behaviors will be determined by the advisor and/or administrator.

G. Attendance and Scholastic Standing

1. Students shall be eligible to participate in co-curricular activities based upon age-appropriate criteria approved by the principal. Students/parents will be provided copies of said criteria prior to student participation. Any state or national league requirements shall also apply to the students participating in the co-curricular activity. Some of these requirements may be more stringent.
2. All students must participate in a minimum of 4 classes per marking period or an approved Alternative Learning Plan to be eligible to participate in co-curricular activities. Any student will receive a warning if a grade of 65 or below in a subject area is received at progress report time. Students involved in yearlong activities will be reviewed quarterly. Students must demonstrate academic improvement and report to the advisor and the principal.
3. Any student who has an unexcused absence will not be permitted to participate in the co-curricular activity that day. Students who have an unexcused absence on the last day of school before a weekend co-curricular activity will not be permitted to participate in the weekend activity. Exceptions will be made in the event of a doctor's appointment, college visitation, bereavement, religious holiday, court appearance, school-related activities or illness. To participate in an activity, the student must be in attendance of a total of 4 hours of instruction on the day of the activity or the last school day prior for a weekend activity.

Adopted: November 3, 2010

Revised: December 7, 2011

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

Category: Priority/Required by Law

Related Policies: IHBG, IK, JG & JJA
Related Forms: JJJ-R, 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: NHSBA urges school boards and administrators to review their existing policies and procedures to ensure that the policies and procedures concerning in district courses and activities are no more restrictive for resident home educated, charter and non-public school students 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.*
- (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.*
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- (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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All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools (collectively, “non-enrolled district students”), shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance with RSA 193:1-c.

A. Equal Access to District Courses and Programs.

Non-enrolled district students will have the same access as do enrolled students to the District’s courses and programs. Non-enrolled district students shall not be subject to any policies, procedures or standards with respect to participation in the District’s courses or programs that are more restrictive than those governing the District’s enrolled students. Non-enrolled district students, however, must meet the same eligibility criteria as the District’s students as described in paragraph B below.

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

The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly. [Delete fn.]

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined in Board policy {**} JJA-R

B. Participation in Curricular Courses.

In order to participate in the District's curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal consistent with Board procedures {**}JJJ-R. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district.

The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as s/he would:

1. *[this option to be used for districts with high schools only. If no high school, delete sub-paragraph 1, and merge sub-para 2 into end of text of paragraph.]* for determining whether a course satisfies requirements for awarding credits (Board policy {**}IK) [Delete fn.]; and
2. for assigning to classes or grade levels and for students transferring from other schools (Board policy {**}JG).

In making the determination, the Principal should consider home education evaluation materials (see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student.

Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall be referred to the [Special Education Director/Student Services Director ____]. If a dispute

¹ [Delete fn.] District schools cannot give preference to students enrolled in the district. For example, the deciding criteria the school uses to select students for over-subscribed classes (e.g., seniority, prerequisites, etc.) for enrolled students must apply equally to non-enrolled district students.

² [Delete fn.] The information within the brackets should be deleted in districts without high schools.

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

arises between the parent/guardian and the District as to the pupil's right to these services, the [Special Education Director/Student Services Director ____] shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

C. Use of School Texts and Library Materials.

Non-enrolled district students will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

D. Participation in Activities and Co/extra-curricular Programs.

Requests by non-enrolled district students for participation in District co-curricular/extra-curricular activities or programs ("activities") shall be made in writing by the parent/guardian to the building Principal. The building Principal shall ensure that there is equal treatment and opportunity of non-enrolled district students relative to their participation in District activities.

In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district, with the exception of school attendance;
2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school district (see Board policy {**} JJA); and
3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity (see Board policy {**} JJA).

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

E. Appeals.

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the Superintendent's decision shall be final. Step 5 shall not apply.

1. Submit a letter to the building Principal stating the nature of the concern and requesting a hearing.
2. Within five (5) school days the Principal will convene a meeting with him/herself, the student and/or parents, the coach/advisor, and a teacher(s).
3. The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.

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

4. The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of his/her decision in writing via email. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.
5. The student/parent/guardian may within 3 days of the Principal’s email of the decision submit a written request for further review by the Superintendent. The written request should describe why the Principal’s decision should not be upheld. The Superintendent may decide without further information to uphold the Principal’s decision, or may determine a further meeting is necessary. In either event, the Superintendent’s decision will be final. If the parent/guardians do not request a review by the Superintendent, then the Principal’s decision will be final as of the fourth day after the Principal’s written decision was transmitted to the parents/guardians.

F. Administrative Regulations or Procedures.

The Superintendent or designee may adopt such administrative regulations or procedures as s/he deems appropriate in order to implement this policy.

District Policy History:

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

Legal References:

RSA 193:1-c, Access to Public School Programs by Nonpublic...Pupils.
 RSA 193-A:6, (Home Education), Records; Evaluation

***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 2018, New policy – Sept. 2016

NHSBA revision notes, August 2022, sample JJJ was substantially revised in conjunction with revisions to IHBG, JJA and JJJ, as well as accompanying procedural documents JJA-R and JJJ-R 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 as required under RSA 193:1-c and 193-A:6, III. In addition to the comprehensive revisions to the text of JJJ, the policy category was changed from “Recommended” to “Priority/Required by Law” to reflect the 2022 passage of HB1663, which amended 193:1-c to include such a policy. **May 2018:** Revisions included (1) changing category from “Optional” to “Recommended” to help ensure compliance with statutory obligation of districts to provide access to nonpublic, charter and home educated students, and (2) adding

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

introductory language taken from former IHBG-R. **September 2016: New policy.** NHSBA issued the new sample policy to reflect 2016 passage of HB 555, amending RSA 193:1-c, to include charter school students in the "equal access" to school district programs statute.

w/p-update/2022-U2 Fall/JJJ Access to Public School Programs by Non-public Students 2022-U2 (F)

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Raymond School District Policy - JJJ

ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL
AND HOME-EDUCATED PUPILS

All pupils residing in the District, whether they are home educated, or are attending public charter school or nonpublic schools, shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance to RSA 193:1-c and these administrative regulations.

The District will comply with the provisions of RSA 193:1-c allowing pupils who attend nonpublic schools, charter schools or are home educated equal access to the District's curricular courses and co/extra-curricular programs. The District recognizes that any School Board policies regulating participation in curricular courses and co/extra-curricular programs, cannot be more restrictive for non-public, public chartered school, or home-educated pupils than the policy governing the District's resident pupils.

Adopted: January 16, 2019

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*



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.*



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*



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.*



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.

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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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IMMUNIZATIONS OF STUDENTS

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.

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. 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, and notarized, 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.

E. 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.

Legal References:

RSA141-C:20-a, Immunization

RSA 141-C:20-c, Exemptions

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

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

NH Code of Administrative Rules, Section Ed. 311.01, Immunization Program

NH Code of Administrative Rules, HE-P 301, Communicable Diseases

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

Adopted: August 1, 2002

Revised: February 18, 2015

Revised: December 16, 2020

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 –**

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

~~~~~

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



ADOPTION/REVISION NOTES –

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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

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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.**

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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.

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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

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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>

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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.

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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

***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, 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/J/JLCF Wellness 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 - 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



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.



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*



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.*



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 withing 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