

Policy Committee Meeting
May 2, 2023, 1:00 PM
SAU 33 Office
43 Harriman Hill Road, Raymond NH
Agenda

- I. Call to Order
- II. Proof of Posting
- III. Policies for Review

IKL Academic Integrity and Honesty

NHSBA sample policy

No corresponding Raymond policy

Public Hearing Procedures

No current policies. [Click here for legal advice.](#)

BCA School Board Member Ethics

NHSBA sample policy

Raymond policy

BCB Board Member Conflict of Interest

NHSBA sample policy

Raymond policy

KFA Conduct on School Property

NHSBA sample policy

Raymond policy

Related:

JICI Weapons on School Property

NHSBA sample policy

Raymond policy

KDA Public Information Program

NHSBA Withdrawal Note

Raymond policy

NHSBA withdrew policy KDA, but developed new policy EG.

[Click here](#) for NHSBA sample policy EG.

[Click here](#) for corresponding EG-R

- IV. Adjournment

ACADEMIC INTEGRITY AND HONESTY

Category: Optional

Related Policies: EGAD, JICD & JICL



ADOPTION/REVISION NOTES –

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

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(d) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



A. STATEMENT OF POLICY. All students are expected to demonstrate academic integrity and honesty. Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential. These expectations are directly related to the Board’s educational objectives for students to learn to be responsible for and accept the consequences of their behavior.

B. PROHIBITED BEHAVIOR. In addition to any standards or rules established by individual classroom teachers, the following behaviors are in violation of the standards of academic integrity and honesty and are specifically prohibited:

- 1. Cheating. Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another’s test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
2. Plagiarism. Plagiarism is the representation of someone else’s ideas or words as one’s own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, or electronic sources.
3. Academic Misrepresentation. Academic misrepresentation occurs when a student has another student or individual substitute for himself or herself during the taking of a test or other assessments.

ACADEMIC INTEGRITY AND HONESTY

4. **Academic Collusion.** Academic collusion is the sharing of test or other assessment questions or answers with another student without the instructor's permission. Academic collusion includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.
5. **Dishonesty in Papers.** Dishonesty in papers entails using a writing service or having someone else write a paper for the student. All work submitted for a course must be the student's own original work unless the sources are cited.
6. **Self-Plagiarism (Work Done for One Course and Submitted in Another).** Self-Plagiarism occurs when a student for a class refers to work previously submitted in another class in order to fulfill the academic requirements in that latter class. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.
7. **Unfair academic advantage.** Unfair academic advantage occurs when a student acts in such a way as to prevent or hinder another student's performance with respect to an academic activity. Examples include: concealing, destroying, or stealing research or library materials with the purpose of depriving others of their use; sabotaging another student's work; or attempting intimidation for academic advantage.
8. **Facilitating academic dishonesty.** Facilitating academic dishonesty occurs when one student completes an academic activity (e.g., homework, test, paper, etc.) for another student, or collaborates with another student on an academic activity when instructions have called for independent work.
9. **Other Academic Dishonesty.** This policy also prohibits any intentional act that violates the spirit of academic integrity and this policy. Such prohibited conduct includes, but is not limited to, stealing assessments; tampering with academic records; including inaccurate academic information on any application or resume; altering academic tests or assessments, grades or other student records; distributing materials for the purpose of cheating or facilitating; inappropriate or unethical use of technology (pre-program of graphing calculator, smart phones, etc.); or feigning illness or personal circumstances to avoid an academic activity (e.g., test, quiz, paper, homework, lecture, etc.).

C. CONSEQUENCES.

The disciplinary consequences for violations of this policy shall be consistent with Board policy and the Student Code of Conduct _____. The minimum consequence [should/shall] be a zero relative to the specific assignment, test or quiz, and a conference with the student's parent/guardian. The Superintendent or designee shall list in the applicable Code of Student Conduct the specific range of additional consequences that may be imposed on a student for violations of this policy. For high school student, violations of academic integrity and honesty are cumulative during the student's high school years.

District Policy History:

ACADEMIC INTEGRITY AND HONESTY

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

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 – May 2022

NHSBA revision notes, May 2022, new policy prepared at the request of multiple NHSBA member boards.

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RAYMOND SCHOOL DISTRICT

Terry Leatherman <t.leatherman@sau33.com>

public hearing at board meeting

2 messages

Terry Leatherman <t.leatherman@sau33.com>
 To: "Atty. Gordon Graham" <graham@soulefirm.com>

Tue, Apr 11, 2023 at 10:34 AM

Hi Gordon,

We had a public hearing last week. There were individuals from outside the community and individuals from the community. We have no policy on any procedures or practice. We contacted the NHSBA and they don't have anything. Would you know of any policy outline procedures for a public hearing.

Thank you,
 Terry

--
 Terry Leatherman
 Superintendent
 Raymond School District, SAU 33
 43 Harriman Hill Rd
 603-895-4299

Atty. Gordon Graham <graham@soulefirm.com>
 To: Terry Leatherman <t.leatherman@sau33.com>

Thu, Apr 13, 2023 at 5:09 PM

Terry:

A few thoughts on this.

Generally speaking we do not recommend the board adopt policies that are not required by law, regulation or to deal with an issue that frequently arises in the district. A "public hearing policy" is not a required policy although the board is required by a number of laws to hold a public hearing.

When the law or rules requires the board hold a public hearing the issues to think about are:

1. What is the notice requirement for the hearing?
2. Is it required to be published or posted and is there a required location for posting (districts web site)?
3. How long before the hearing is the notice required?
4. How long before a decision by the board is the hearing required to be held?

Each public hearing has a different requirements. Unfortunately there is no one size fits all answer to the questions above.

Best practices for public hearing would include:

1. Minutes of the hearing showing the time that the board took a vote to open the hearing and then a vote to close the hearing when all the citizens who wished to speak had been given a chance to speak. Because the public hearing is required all persons wishing to speak should be allowed to speak and a time limit for the hearing should not be used to cut off speakers. Instead, repetitive comments and arguments should be discouraged by the chair and people at the hearing should be asked to cooperate.
2. Typically the hearing portion of the meeting is just for citizens to ask question and provide their input for the board's consideration. As a result prior to the hearing any presentation or background on the subject of the hearing should be presented and *then* the hearing should be opened.
3. Anyone appearing at the "hearing" and speaking should be required to state their name and address.

Optional considerations for the board include:

1. Will speakers time be limited?
2. Will one person be allowed to give their time to another person?
3. Will a person be allowed a second opportunity to speak before others have had their turn?
4. Will citizens from outside the district be allowed to speak. (Most required hearings concern issues that impact only citizens of the district so it might be permissible to restrict speakers to voters. On the other hand students, non-voters, non-resident students (Freemont for example) and staff may be impacted by certain issues requiring a public hearing (audio recording on busses, SAU reorganization etc...) thereby justifying anyone the opportunity to speak.
5. Will presentations by others be allowed and how will they be handled.
6. What rules of decorum will be stated by the board. In general these rules could follow the rules already in place for public comment portion of board meetings.(Policy BEDH).

Hope these thoughts are a help.

Please call with questions or to discuss. I will be happy to discuss this and answer other questions that arise.

Gordon

Gordon B. Graham

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[Quoted text hidden]

BCA - BOARD MEMBER ETHICS

(Download policy)

Category: Recommended

See also Appendix BCA-R

In order to fulfill its duty under state law to provide education to pupils within the District, the Board adopts the following expectations for each of its members.

AS A MEMBER OF THE SCHOOL BOARD, AND IN ACCORDANCE WITH MY OATH OF OFFICE, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION BY STRIVING TO ADHERE TO THE FOLLOWING EXPECTATIONS:

1. Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning issues to be considered at those meetings.
2. Understand that the Board, as governing body, does not manage the District, but rather sets the broad goals and standards for the District by way of policies adopted by a quorum of the Board at proper meetings under the Right-to-Know law.
3. Be informed about current educational issues by individual study and through information, such as those sponsored by my state and national school board associations.
4. Make decisions and take votes based upon the available facts, the full deliberation of the Board, and my independent judgment, and refuse to surrender or subordinate that judgement to any individual or special interest group.
5. Work respectfully with other Board members by encouraging the free expression of differing opinions and ideas.
6. Seek opportunities for the Board to establish systematic communication channels with students, staff, and members of the community.
7. Recognize that as a general principle the District and its students benefit when Board decisions, which have been made following consideration of all sides and vote of a quorum, receive the subsequent support of the whole Board, whenever practicable.
8. Respect the confidentiality of information that is privileged under applicable law or is received in confidence or non-public session.
9. Recognize that individual Board members are without authority to act relative to School District business, and that I may not individually commit the Board to any action except as specifically designated to do so by Board action.
10. Understand the chain of command and refer problems or complaints to the proper administrative office per applicable School Board policies.
11. Work with the other Board members to establish effective Board policies, and foster a relationship with the District administration toward the effective implementation of those policies and management of the District operations, personnel and facilities.
12. Communicate to the Superintendent and to the Board (only as consistent with the Right-to-Know law) expressions of public reaction to Board programs, policies and other Board actions.
13. Present personal criticisms concerning District operations, staff, etc. to the Superintendent, not to District staff, the public, or unnecessarily at a Board meeting.
14. Establish policies and protocols for systematic communications with students, staff, and members of the community. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.

See also: Appendix BCA-R

History:

First reading: _____

Second reading/adopted: _____

Legal References:

189:1-a "Duty to Provide Education"; and RSA 189:1 "Days of School"

NHSBA history: Revised: May 2018; May 2006; November 1999

Reviewed: February 2004

NHSBA revision note: May 2018 - This sample policy has been: (a) revised to include language to better reflect that, while school board decisions tend to be more effective and successful when supported by all members (after a majority vote), individual members do not at any time lose their individual right to express dissent; (b) amended to include provisions better identifying the distinction between governance and management; and (c) generally reorganized for better flow.

w/p-update/spring2018/ BCA Board Ethics 2018-5 (f)

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Raymond School District Policy - BCA

SCHOOL BOARD MEMBER ETHICS

Each board member shall comply with the following ethical provisions:

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

Appendix BCA-R

Adopted: June 6, 2002

Revised: May 4, 2011

BCB - BOARD MEMBER CONFLICT OF INTEREST

(Download policy)

Category R

As elected officials, school board members owe a duty of loyalty to the general public in protecting the school district's interests. Therefore, the Board declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite, demonstrable, and which is or may be in conflict with the public interest.

A board member who has a personal or private interest in a matter proposed or pending before the Board will disclose such interest to the Board, will not deliberate on the matter, will not vote on the matter, and will not attempt to influence other members of the Board regarding the matter. Additionally, Board members should refrain from engaging in conduct or actions, that give the appearance of a conflict of interest, embarrass the Board, or personally embarrass another Board member.

It is not the intent of this policy to prevent the District from contracting with corporations or businesses with which a Board member is an employee. The policy is designed to prevent placing a Board member in a position where his or her interest in the public schools and his or her interest in his or her place of employment (or other indirect interest) might conflict, and to avoid appearances of conflict of interest even though such conflict may not exist. RSA 95:1 requires that "No person holding a public office, as such, in state or any political subdivision governmental service shall, by contract or otherwise, except by open competitive bidding, buy real estate, sell or buy goods, commodities, or other personal property of a value in excess of \$200 at any one sale to or from the state or political subdivision under which he holds his public office." Through the use of open competitive bidding or recusal of any Board member who has a conflict of interest, the Board will seek to obtain the best value for the district while avoiding impropriety or the appearance of impropriety.

Nepotism

The Board may employ a teacher or other employee if that teacher or other employee is the father, mother, brother, sister, wife, husband, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law of the Superintendent or any member of the Board. This paragraph shall also apply to any other person who shares the expenses of daily living with the Superintendent or any member of the Board. Such a relationship will not automatically disqualify a job applicant from employment with the school district.

However, the Board member shall declare his/her relationship with the job applicant and will refrain from debating, discussing, or voting on a nomination or other issue. In the case where the relationship is with the Superintendent, the Superintendent shall disclose the relationship to the Board as early as possible in the recruitment/selection process for the open position or in the case of someone currently employed by the district, before recommending any job related action pertaining to the individual. The Board shall determine whether, were the candidate selected, the supervisor - subordinate relationship between the Superintendent and the prospective employee will be sufficiently indirect, to not disqualify the candidate. If not disqualified, and prior to candidates for the position being screened and a nominee being selected, or the Board approving any job related action, the Superintendent and the Board shall agree on a mechanism

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to address the conflict of interest. Where practical, the Board may designate another district staff member to fulfill the role of the Superintendent for the selection of a nominee for the position or take appropriate alternative steps. The job applicant is expected to declare his/her relationship with the Board member or Superintendent as well.

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

Legal References:

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

Atherton v. Concord, 109 NH 164 (1968)

RSA 95:1, Public Officials Barred From Certain Private Dealings

Revised: May 2017

Revised: May 2007

Revised: July 1998, November 1999, February 2004, May 2006

NHSBA, Note: This policy is revised to incorporate the restrictions imposed by RSA 95:1. The policy recognizes the potential of a conflict of interest involving the Superintendent, this revision also adds a mechanism for addressing a conflict of interest between the Superintendent and a prospective district employee.

Raymond School District Policy - BCB

BOARD MEMBER CONFLICT OF INTEREST

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

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

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

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

Nepotism

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

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

Statutory-Regulation Reference:

*Marsh v. Hanover, 113 NH 667 (1973) and
Atherton v. Concord, 109 NH 164 (1968)
RSA 671:18*

Adopted: June 6, 2002

Revised: September 21, 2016

CONDUCT ON SCHOOL PROPERTY

Category: Recommended

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

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**ADOPTION/REVISION NOTES –**

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

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

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

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

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

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

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

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

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

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A. General Statement and Purpose.

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

CONDUCT ON SCHOOL PROPERTY

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

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

B. Definitions.

As used in this policy:

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

C. Prohibited Conduct.

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

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

CONDUCT ON SCHOOL PROPERTY

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

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

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

D. Enforcement & Consequences.

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

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

E. Severability.

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

District Policy History:

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

CONDUCT ON SCHOOL PROPERTY

First reading: _____ Last revised: _____

Second reading/adopted: _____ Reviewed/reaffirmed: _____

Other district policy history: _____

Legal References:

RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited

RSA 159:26, Firearms, Ammunition, and Knives; Authority of the State.

RSA 159-E, Presidential Executive Orders and Statutory Law Relating to the Right to Keep and Bear Arms

RSA 193:11, Disturbance

RSA 193:38, Discrimination in Public Schools

RSA Chapter 193-B, Drug Free School Zones

RSA Chapter 193-F, Pupil Safety and Violence Prevention

RSA 635:2, Criminal Trespass

RSA 631:3, V, Reckless Conduct

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

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

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

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

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

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 - 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

WEAPONS ON SCHOOL PROPERTY

Category: Priority/Required By Law See Also: KFA

ADOPTION/REVISION NOTES –

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

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

Guns and Firearms - Students:

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

Weapons under control of law enforcement personnel are permitted.

All students will receive written notice of this policy at least once each year.

Other weapons:

For the purposes of this policy, "weapon" includes but is not limited to: slung shot, metallic knuckles, billies, knives, electric defense weapons (as defined in RSA 159:20), aerosol self-defense spray weapons (as defined in RSA 159:20), and martial arts weapons (as defined in RSA 159:24).

"Weapon" is further defined as any device, instrument, material or substance, which is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike.

WEAPONS ON SCHOOL PROPERTY

Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.

Members of the public who violate this policy may be reported to local law enforcement authorities, if possession of the weapon is used in a threatening, harassing or intimidating manner.

The superintendent or other building administrator may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults, provided such inadvertent or unintentional violation of this policy does not affect the safety of students, school staff or the public.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:**Legal References:**

18 U.S.C. § 921, Et seq., Firearms

20 U.S.C. § 7151, Gun-Free Schools Act

RSA 193:11, Disturbance

RSA 193-D, Safe School Zones

RSA 193:13, Suspension and Expulsion of Students

NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process

Appendix JICD-R

Appendix JICI-R

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: April 2013

Revised: November 1999, February 2005, May 2006, April 2010

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Raymond School District Policy - JICI

WEAPONS ON SCHOOL PROPERTY

Guns and Firearms - Students:

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local School Board for a period of not less than 12 months. This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

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All students will receive written notice of this policy at least once each year.

Other weapons:

For the purposes of this policy, "weapon" includes but is not limited to: slung shot, metallic knuckles, billies, knives, electric defense weapons (as defined in RSA 159:20), aerosol self-defense spray weapons (as defined in RSA 159:20), and martial arts weapons (as defined in RSA 159:24).

"Weapon" is further defined as any device, instrument, material or substance, which is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike.

Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.

Members of the public who violate this policy may be reported to local law enforcement authorities, if possession of the weapon is used in a threatening, harassing or intimidating manner.

The Superintendent or other building administrator may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults, provided such inadvertent or unintentional violation of this policy does not affect the safety of students, school staff or the public.

Legal References:

18 U.S.C. § 921 Et seq., Firearms

20 U.S.C. § 7151, Gun-Free Schools Act

RSA 193:11, Disturbance

RSA 193-D, Safe School Zones

RSA 193:13, Suspension and Expulsion of Students

NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process

See Appendix JICD-R

Adopted: November 16, 1992, R/R: 10/6/94, 3/23/95, Revised: August 1, 2002
Revised: February 16, 2011, Revised: September 3, 2014

PUBLIC INFORMATION PROGRAM

Category: WITHDRAWN

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**ADOPTION/REVISION NOTES –**

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

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

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WITHDRAWN [date district withdraws _____]

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

District Policy History:

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

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

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

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

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

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Raymond School District Policy - KDA

PUBLIC INFORMATION PROGRAM

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

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

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

Statutory Reference:

RSA 91-A

Adopted: May 8, 1975

R/R: 8/23/79

Revised: August 1, 2002

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*

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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) **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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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, GBAAA, IJO/KA, JRB, KCB, KD, KDC, KE & KEB

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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) 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, Classpager, 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, Classpacer, 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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