

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
106 Hancock Road  
Peterborough, New Hampshire**

**CONTOOCCOOK VALLEY SCHOOL BOARD**

**POLICY COMMITTEE MEETING**

**Tuesday, February 21, 2023**

**5:45 PM**

**Location: SAU Finch Conference Room**

**Agenda**

**Committee Members:** Crista Salamy (Chair), Tom Burgess, Katherine Heck, Kevin Pobst, Doug Sutherland, Janine Lesser

**1. Call to order**

**2. Approval of the January 17, 2023 Minutes**

**3. Policy Review**

- JJA: Student Activities & Organizations
- IMBA: Distance Education
- IKFC: Alternate Diploma for Students with Significant Cognitive Disabilities
- IHBG: Home Education Instruction & Access to Curricular & Co-Curricular Programs
- IHBAM: District Special Education Policy & Procedures Manual
- ICA: School Calendar
- IC: School Year and School Year Calendar
- EBCD: Emergency Closings/Emergency School & District Closings
- EBCA: Crisis Prevention & Emergency Response Plans
- EBCA-R: Emergency Plans Checklist for Developing a School Emergency Plan
- EBBD: Indoor Air Quality & Water Quality
- IKL: Academic Integrity and Honesty
- BBBF: Student Board Members
- AC: Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan
- AC-E: Non-Discrimination

**4. Non-Public Session RSA 91-A:3 II (If Required)**

**5. Policy Status Update:**

**Under review/revision by Administration:**

- IHBG: Home Education Instruction
- JJJ: Access to Public School by Nonpublic, Charter Schools, and Home Educated Students
- JLDDB: Suicide Prevention and Response
- IKL: Academic Integrity and Honesty – Education Committee Recommendation

- JLCB: Immunization of Students (Reworded and Re-lettered)

**Under review by Legal:**

- JLCF: Wellness
- IHBA: Evaluation Requirements for Students

**Under review by Budget and Property:**

- Capital Plan Policy

**Under review by Communication Committee:**

- EG/KDA: Public Information Program

**Under review with Nurses:**

- JLCA: Physical Examination of Students

**Future Agenda Items:**

- Fall Update Items

**STUDENT ACTIVITIES & ORGANIZATIONS**Category: Recommended [<sup>1</sup>Delete fn.]

Related Policies: AC, JJJ, JJIB, JJIC

Related Forms: JJA-R, 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 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.
- (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.

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.

<sup>1</sup> [<sup>1</sup>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.

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#### **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.*

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**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)

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# JJA – Student Activities & Organizations

The ConVal School District encourages pupils who attend nonpublic schools, public charter schools, or who are home educated to access to the District's curricular courses and co-curricular programs in the same way as that of students who attend ConVal schools.

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools, shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance 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.

## **Legal References:**

*RSA 193:1-c, Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils.*

*RSA 193-A, Home Education*

## **Category: O**

**See also:** *IHBG – Home Education Instruction*

*IHBG-R, Administrative Procedure to Accompany Policy IHBG*

*Home Education Participation in District Programs and Activities*

First Reading: February 19, 2019

Second Reading: March 5, 2019

Adoption: March 5, 2019

< JIHB – Searches of Student Automobiles on School Property

JJF - Student Activities Fund Management And Fundraising

(<https://schoolboard.convalsd.net/district-policies/j-students/jjf-student-activities-fund-management-and-fundraising/>)



**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 –**

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“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.

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#### 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.*

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**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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# IMBA – Distance Education

Students enrolled in the district may take advantage of distance education opportunities. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational opportunities, including courses, as a means to fulfill, or further supplement, curriculum requirements and/or current course offerings. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities, and Policy IHBI, Alternative Learning Plans.

The written approval of the building principal is required before students enroll in an online or virtual course that is intended to become part of their educational program. (Note: Written approval from the building principal is *not* required before students enroll in a Virtual Learning Academy Charter School (VLACS) course as VLACS is a fully-accredited, state-approved public school.) Students applying for permission to take an online course may be required to complete prerequisites and/or provide teacher/counselor recommendations.

Assistant Superintendent approved distance education curriculum/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. Additionally, the district requires students to develop and submit a plan for completing the distant education course before the course is approved. The plan must include (a) a detailed timeline for completing the course, (b) when the distance education course will be taken (i.e., during the school day, outside of the school day, or a combination of the two), and (c) the identification of any support that the school or district is able to provide.

After a distance education course has been approved, the principal will assign a teacher to provide identified support and monitor student progress. 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 EHAA/JICL, Internet Safety and Responsible Use for Students, will apply.



Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee.

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*

*Category: Recommended*

*First Read: January 22, 2019*

*Second Read: February 5, 2019*

*Adopted: February 5, 2019*

< IMAH - Physical Activity

IMBC - Alternative Credit Options (<https://schoolboard.convalsd.net/district-policies/imbc-alternative-credit-options/>)

# **ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

*Category: Recommended*

*Related Policies: IHBA, IHBI, IKF*

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## **ADOPTION/REVISION NOTES –**

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**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

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**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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## HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

*Category: Recommended*

*Related Policies: JEA, JG, JH & JJJ  
Related Administrative Procedure: IHBG-R*

### ADOPTION/REVISION NOTES –

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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



## HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

- 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.



## HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

### 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<sup>1</sup> 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

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<sup>1</sup> [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 & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

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). *[See also District procedures {\*\*}IHBG-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 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 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 Administrative Procedures {\*\*}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.



## HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

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**District Policy History:**

First reading: \_\_\_\_\_

Second reading/adopted: \_\_\_\_\_

**District revision 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 Code of Administrative 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.*

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**NHSBA History:** Revised Sept. 2021, May 2018, Sept. 2012, April 2010, May 2006, Aug. 2006, Sept. 2008

**NHSBA Note, September 2021:** IHBG was revised generally in order to align with 2020 changes to Ed 315. Under the revised rules (and policy) the parent now selects a “participating agency” at the outset of the home education program. The rules also clarify that the choice of participating agency in large measure controls the District’s function and obligations relative to evaluation, record keeping and reporting. The rules also clarify that the District may charge a fee for most evaluation services (other than state or district assessments). Changes have been made to all applicable sections of this policy.

w/p-update/2021-U2 Fall/IHBG Home Education 2021-U2 (vF)

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# IHBG – Home Education Instruction

## Eligibility

The School Board recognizes the right of parents to pursue home education within the parameters RSA 193-A and other applicable state laws and regulations.

## Enrollment Procedures

Any parent commencing a home education program for a child who withdraws from the School District shall notify the New Hampshire Department of Education, the Superintendent, or a non-public school within five (5) business days of commencing the home education program. Such notification shall include the names, addresses and birth dates of all children who are participating in the home education program. If notice is provided to the Superintendent, he/she will acknowledge receipt of notification within fourteen (14) days.

Annual notification of intent to home education is not required.

If requested by the parent, the Superintendent will assist parents in making such notification and in complying with applicable statutory requirements.

State attendance laws and District attendance policies shall apply to all students within the District until the commissioner of education, the Superintendent, or principal of a non-public school receives notice from a student's parent/guardian of the commencement of a home education program, consistent with the requirements of RSA 193-A:5.

## Evaluation Procedures

Parents electing to request the School District's participation in the annual evaluation must make arrangements to do so with the appropriate building Administrator prior to the end of the public school year, provided the School District is acting as the participating agency. In this case, the Superintendent shall provide evaluation services, if the parent so requests. If the District is not acting as the participating agency, the Superintendent shall provide evaluation services at his/her discretion.

The Superintendent will review the results of the annual education evaluation of children in home educational programs. If the home-educated child has not demonstrated



educational progress, the Superintendent will notify the parent in writing that educational progress has not been achieved. Likewise, the Superintendent or his/her designee will notify the parent in writing within 21 days of the evaluation if the child has demonstrated educational progress.

The Superintendent will ensure that the evaluation includes all information, dates and signatures required by state statute and/or regulation.

Parents shall maintain a portfolio of records and materials relative to the home education program and must provide for an annual evaluation documenting the child's demonstration of educational progress at a level commensurate with the child's age and ability, in accordance with RSA 193-A and NH Code of Administrative Rules, Section Ed 315.

#### 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 the School Board policy governing student placements (NHSBA Sample Policy JG) 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.

#### Graduation/Diplomas

The School Board will not award certificates or diplomas to home educated student. 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.

#### Participation in school curricular and co-curricular activities

Regulations regarding the participation of home education students in District curricular and extra-curricular programs are established in Appendix IHBG-R. The Superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the District.

#### **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 Code of Administrative Rules, Section Ed 315, Procedures for the Operation of Home Education Programs*

*Appendix IHBG-R*

Category: R

See also JG, JH

1st Read: November 5, 2013

2nd Read: December 3, 2013

Adopted: December 3, 2013



**DISTRICT SPECIAL EDUCATION POLICY AND PROCEDURES MANUAL***Category: Optional**Related Policies: AC, IHBAA, 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”). <sup>[1 delete fn.]</sup>

- **[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.

<sup>1</sup> **[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.

<sup>2</sup> **[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.

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### **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.

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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:** 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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# SCHOOL CALENDAR

Category: **WITHDRAWN**

Related Policies: **IC**

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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) **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.*

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**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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# ICA – School Calendar

The school calendar will be developed by the Superintendent or designee and approved by the School Board. Any exceptions or revisions to the calendar must be approved in advance by the Board.

The Superintendent or designee 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 and regional special education programs.

**Legal Reference:**

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

Category: R

See also IC

1st Read: October 1, 2013

2nd Read: October 15, 2013

Adopted: October 15, 2013

< IC - School Year

IF - Instructional Approach (<https://schoolboard.convalsd.net/district-policies/if-instructional-approach/>)

**SCHOOL YEAR AND SCHOOL YEAR CALENDAR***Category: Recommended**Related Policies: IMBA***ADOPTION/REVISION NOTES –**

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- (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. 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).

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#### **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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**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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# IC – School Year

The school year shall include a minimum of 180 instructional days for students and additional days for the teaching staff, emergency days, etc.

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.

Alternatively, the school year may consist of 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.

## **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*

Category: R

See also ICA

1st Read: October 1, 2013

2nd Read: October 15, 2013

Adopted: October 15, 2013

< HP - Employee Job Actions

ICA - School Calendar (<https://schoolboard.convalsd.net/district-policies/i-instructional-programs/ica-school-calendar/>)

## Present policy: EBCD – Emergency Closings

The Superintendent shall establish criteria and procedures for emergency closings of the schools.

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 comply with Board policy in reporting for work.



**EMERGENCY SCHOOL & DISTRICT CLOSINGS***Category: Recommended**Related Policies: EBCF, EBCG, IC & IMBA*

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 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

**EMERGENCY SCHOOL & DISTRICT CLOSINGS**

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.

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**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



**CRISIS PREVENTION & EMERGENCY RESPONSE PLANS***Category: Recommended**Related Policies: ADD, EB, EBCD, EG, JICK & JLCJA**Related Administrative Procedures: EBCA-R & 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) **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 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 \_\_\_\_\_. <sup>[1]</sup> delete fn.]

<sup>1</sup> [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**

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 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.*

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### **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



**CRISIS PREVENTION & EMERGENCY RESPONSE PLANS**

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

***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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# EBCA – Emergency Plans

The School Board recognizes that State law requires the district to implement an Emergency Response Plan that conforms to the Incident Command System and the National Incident Management System.

The Superintendent is responsible for ensuring that at least two times per year, the district conducts emergency response drills. The Board or its designee will establish relations with local and state emergency and law enforcement authorities. The Superintendent or his/her designee will serve as a coordinator/liaison with these authorities.

Additionally, the Superintendent is responsible for ensuring the district's Emergency Response Plan addresses hazards such as:

- Acts of violence
- Natural disasters
- Fire
- Hazardous materials
- Medical emergencies
- Other hazards deemed necessary by the School Board or local emergency authorities

The School Board will review this policy annually.

## **Legal References:**

*RSA 189:64, Emergency Response Plans*  
*Incident Command System Preparations:*  
[www.osha.gov/SLTC/etools/ics/prepare\\_implement.html](http://www.osha.gov/SLTC/etools/ics/prepare_implement.html)  
*Federal Emergency Management Agency, Planning Ahead:*  
[www.fema.gov/plan/index.shtm](http://www.fema.gov/plan/index.shtm)

Category: 0

1st Read: September 17, 2013

2nd Read: October 1, 2013

Adopted: October 1, 2013

< EBBB - Indoor Air Quality

EBCB - Fire Drills (<https://schoolboard.convalsd.net/district-policies/e-support-services/ebcb-fire-drills/>)



## 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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# 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 \_\_\_\_\_.<sup>1</sup> **[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.*

***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, 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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<sup>1</sup> **[Delete Fn.]** A Board can remove the expenditure threshold altogether or set it as it deems appropriate.

# 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 the Facilities Director. The Board encourages the Superintendent to utilize methods and recommendations established by various State agencies.

In addition to addressing methods eliminating emissions, the Facilities Director is directed to annually investigate air quality in 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*

*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*

**Category: Priority/Required by Law**

**1st Reading: November 5, 2019**

**2nd Reading: November 19, 2019**

**Adoption: November 19, 2019**

< EBBC - Emergency Care and First Aid (Student Accidents and Accident Reports)

EBCA - Emergency Plans (<https://schoolboard.convalsd.net/district-policies/e-support-services/ebca-emergency-plans/>)



## **IKL - ACADEMIC INTEGRITY AND HONESTY--**

*Category: Optional*

*Related Policies: EGAD, JICD & JICL*

**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.

**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 students, violations of academic integrity and honesty are cumulative during the student's high school years.

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**District Policy History:**

First reading: \_\_\_\_\_  
Second reading/adopted: \_\_\_\_\_

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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: New policy - May 2022

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

w/p-update/2022-U1 Spring/IKL - Academic Integrity & Honesty 2022-U1 (f)

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## ACADEMIC INTEGRITY AND HONESTY

*Category: Optional*

*Related Policies: EGAD, JICD & JICL*

**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.

**A. 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.
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.



## ACADEMIC INTEGRITY AND HONESTY

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.).

### B. CONSEQUENCES.

The disciplinary consequences for violations of this policy shall be consistent with Board policy and the Student **Code of Conduct**. **Board Policy JICD lists** 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.**

**Student Board Members**

***Category R***

***A. General Policy***

The Board will have one student school board member from Contoocook Valley Regional High School.

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.

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

Student-members will serve one-year terms, beginning on \_\_/\_\_/\_\_ of each year.

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.

**B. 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.

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**Legal References:**

RSA 189:1-c, School Board Student Member

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



## NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and DISTRICT ANTI-DISCRIMINATION PLAN

**Category: Priority/Required by Law**  
**JICK KED, KEE**

**Related Policies: ACD, ACE, GBAA, JBAA,**  
**See also: EF, EFAA, IKG, AC-E & AC-R**

### ADOPTION NOTES –

***This text box, and all highlights within the policy should be removed prior to adoption.***

- (a) The November 2019 revision is intended to meet the basic policy requirements of SB263, (2019 N.H. Laws 282) while more extensive revisions to related NHSBA sample discrimination policies and procedures undergo review and revision. See NHSBA Revision Note, below.
- (b) Additionally, this revision incorporates the provisions (revised) of previous NHSBA sample GBA, which has been withdrawn as of December 2019.
- (c) **†† Many districts have adopted policies other than NHSBA's policies relative to discrimination, harassment, etc., and used different policy codes than NHSBA.** Districts should take extra care to cross-reference according to their own policies and policy codes.
- (d) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.
- (e) Withdrawn and earlier versions of revised policies should be maintained as permanent records of the District. Some districts maintain a "Repealed/Revised" section within their manuals.
- (f) **{\*\*}** indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.

#### A. **†† see adoption note (c) Prohibition Against Discrimination of Students in Educational Programs and Activities.**

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin. Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK **{\*\*}** Pupil Safety and Violence Prevention.

#### B. **Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.**

The School District is an Equal Opportunity Employer. The District ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District will employ individuals who meet the physical and mental requirements, and who have the education,



## NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and DISTRICT ANTI-DISCRIMINATION PLAN

training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

### C. Policy Application.

This Policy is applicable to all persons employed or served by the District. It applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event, as set forth in Board policy JICK{\*\*}, Pupil Safety and Violence Prevention. Examples of sites and activities include all District buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

### D. District Anti-Discrimination Plan.

No later than October 15, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Anti-Discrimination Plan (the "Plan") to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

In developing the Plan, the Superintendent is encouraged to seek input from appropriate groups of the school and local community and coordinate with the District's Human Rights [Non-Discrimination] Officer and Title IX and 504 Coordinators.

No less than once every two years (off years from review of the District's Suicide Prevention Plan per Policy JLDDB{\*\*}), the Superintendent shall update the District Anti-Discrimination Plan, and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget consideration.

### E. Human Rights [or Non-Discrimination], Title IX, 504 and other Coordinators or Officers.

The Superintendent shall assure that District and or building personnel are assigned to the positions listed below. Each year, the Superintendent shall prepare and disseminate as an Appendix AC-E {\*\*} to this Policy an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, postal and physical addresses.



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Human Rights [or Non-Discrimination] Officer \_\_\_\_\_ [check district policies for title]

Title IX Coordinator \_\_\_\_\_ [check district policies (e.g., JBAA, GBAA?) for title]

504 Coordinator \_\_\_\_\_ [check district policies for title]

The Appendix will also include current contact for relevant state and federal agencies including:

- U.S. Department of Education, Office of Civil Rights
- U.S. Department of Agriculture, Office of Civil Rights
- N.H. Human Rights Commission
- N.H. Department of Justice, Civil Rights Unit
- N.H. Department of Education, Commissioner of Education

### F. Complaint and Reporting Procedures.

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board policy GBAA{\*\*};
2. Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy JBAA{\*\*};
3. Reports or complaints of discrimination on the basis of disability should be made under Board policy ACE{\*\*}, except for complaints regarding facilities accessibility by

**NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT  
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disabled non-students or employees, which should be made under Board policy KED{\*\*}; and

4. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK{\*\*}.

**G. Alternative Complaint Procedures and Legal Remedies.**

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

*Note:* Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: [humanrights@nh.gov](mailto:humanrights@nh.gov)

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

**H. Retaliation Prohibited.**

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

**I. Administrative Procedures and Regulations.**

The Superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this Policy.

**J. Notice of Compliance.**

The Superintendent will provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

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**District Policy History:**

*First reading:* \_\_\_\_\_



## NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and DISTRICT ANTI-DISCRIMINATION PLAN

*Second reading/adopted:* \_\_\_\_\_

*District revision history:*

### Legal References:

RSA 186:11, XXXIII, Discrimination  
 RSA 193:38, Discrimination in Public Schools  
 RSA 193-F, Student Safety and Violence Protection Act  
 RSA 275:71, Prohibited Conduct by Employer  
 RSA 354-A, State Commission for Human Rights  
 The Age Discrimination in Employment Act of 1967, 29 U.S.C. 621, et seq.  
 The Rehabilitation Act of 1973, 29 U.S.C. 705 and 794  
 Title II of The Americans with Disabilities Act of 1990, 42 U.S.C. 12101, et seq.  
 Title IV of the Civil Rights Act of 1964, 42 U.S.C. §2000c  
 Title VII of The Civil Rights Act of 1964, 42 U.S.C. 2000d, et seq  
 Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seq  
 NH Dept of Ed. Rule 303.01 (i), School Board Substantive Duties

**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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***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 - November 2019; September 2018; September 2008; February 2005; February 2004, July 1998

**NHSBA Notes, November 2019:** Sample policy AC was revised to reflect the 2019 passage of SB263, 2019 N.H. Laws Ch. 282, which among other things: (1) identifies education as a civil right protected under RSA 354-A; (2) expanded (or clarified) the list of classes protected against discrimination under state law; (3) created specific right of claimants or the state attorney General's office to bring discrimination complaints to the NH Human Rights Commission and Superior Court, and (3) requires each district to adopt a policy that sets the framework for developing a coordinated plan to prevent and address incidents of discrimination. The November 2019 revision is intended to meet the minimum requirements of SB263, while more extensive revisions to related NHSBA sample discrimination policies and procedures undergo review and revision. Additionally, incorporates the substantive provisions of former NHSBA sample policy GBA. **September 2018:** Addition of provision prohibiting discrimination in employment practices on the basis of gender identity is required by the passage of HB1319 (2018), which, among other things, amended

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RSA 354-A:6, and 354-A:7. NHSBA Note, September 2014: Addition of provision prohibiting discrimination on the basis of economic status, per RSA 186:11, XXXIII (effective July 2014). Addition of new paragraph prohibiting discrimination in employment matters against victims of domestic violence, harassment, sexual assault, or stalking, per RSA 275:71 (effective July 2014).

w/p-update/2019 Fall/ /AC Non Discrimination Eq Opp 2019 (d3)

**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.



# AC – Non-Discrimination

The School Board, in accordance with the requirements of the federal and state laws, and the regulations which implement those laws, hereby declares formally that it is the policy of the Board, in its actions and those of its employees and students, that there shall be no discrimination on the basis of age, sex, gender, race, creed, color, marital status, physical or mental disability, national origin, sexual orientation, or any other categories protected by law for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District. Notwithstanding the language of any other policy adopted by this Board, we will abide by the Department of Education Final Rule 34 CFR Part 106.

Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the Superintendent or designee.

This policy of non-discrimination is applicable to all persons employed or served by the District. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the non-discrimination grievance procedure. This policy implements PL 94-142, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, Title VI or VII of the Civil Rights act of 1964, Title IX of the Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

## **Legal Reference:**

*RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right*

*RSA 354-A:7, Unlawful Discriminatory Practices*

*The Age Discrimination in Employment Act of 1967*

*Title I of The Americans with Disabilities Act of 1990*

*Title VII of The Civil Rights Act of 1964 (15 or more employees)*

*Appendix: AC-R*

*1st Read: July 7, 2020*

*2nd Read: July 28, 2020*

*Adopted: July 28, 2020*

< ABA – Community Involvement In Decision Making

ACAC - Title IX Sexual Harassment Policy and Grievance Process

(<https://schoolboard.convalsd.net/district-policies/acac-title-ix-sexual-harassment-policy-and-grievance-process/>)

**Non- Discrimination**

*Related Policies:AC, ACAC*

- **District Civil Rights Coordinator**

Dr. Ann Forrest, Assistant Superintendent  
106 Hancock Road, Peterborough NH 03458  
Telephone: (603) 924-3336 ext 2068  
Email: [aforrest@conval.edu](mailto:aforrest@conval.edu)

- **Title IX Coordinator**

Dr. Ann Forrest, Assistant Superintendent  
106 Hancock Road, Peterborough NH 03458  
Telephone: (603) 924-3336 ext 2068  
Email: [aforrest@conval.edu](mailto:aforrest@conval.edu)

- **504 Coordinator**

Cari Christian-Coates, M.Ed., Director of Student Services  
106 Hancock Road, Peterborough, NH 03458  
Telephone: (603) 924-3336 x2048  
Email: [ccoates@conval.edu](mailto:ccoates@conval.edu)

- **Other Contact information**

U.S. Department of Education, Office of Civil Rights  
Lyndon Baines Johnson Department of Education Bldg  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Telephone: (800) 421-3481  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)



**Non- Discrimination**

**Office for Civil Rights for New Hampshire**

**U.S. Department of Education**

**5 Post Office Square**

**Boston, MA 02109-3921**

**Telephone: (617) 289-0111**

**Fax: (617) 289-0150**

**TDD: (877) 521-2172**

**Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)**

**U.S. Department of Agriculture, Office of Civil Rights**

**Director, Center for Civil Rights Enforcement**

**1400 Independence Avenue, SW**

**Washington, DC 20250-9410**

**Telephone: (866) 632-9992**

**Email: [CR-Info@USDA.gov](mailto:CR-Info@USDA.gov)**

**New Hampshire Commission for Human Rights**

**2 Industrial Park Drive, Bldg. One**

**Concord, NH 03301**

**Telephone: (603) 271-2767**

**Fax: (603) 271-6339**

**E-mail: [humanrights@hrc.nh.gov](mailto:humanrights@hrc.nh.gov)**

**N.H. Department of Justice, Civil Rights Unit**

**33 Capitol Street**

**Concord, NH 03301**

**Telephone: (603) 271-3658**

**Fax: (603) 271-2110**

**TDD Access: Relay NH 1-800-735-2964**

**Email: [attorneygeneral@doj.nh.gov](mailto:attorneygeneral@doj.nh.gov)**

**Non- Discrimination**

**N.H. Department of Education, Office of the Commissioner of Education**

**25 Hall Street, Concord, NH 03301-3860**

**Telephone: (603) 271-3494**

**Email: [Stephen.W.Berwick@doe.nh.gov](mailto:Stephen.W.Berwick@doe.nh.gov)**