

Monadnock Regional School District & SAU #93

School Board Agenda

August 19th, 2025

ZOOM (7:00 PM)

Meeting ID: 841 2331 3370

Passcode: 699940

Phone: +1 646 931 3860

The public is encouraged to attend MRSD Board meetings.

Comments are welcome during the 'Public Comments' portions of the agenda.

"We collaborate not just to teach, but also to engage and educate every student in our district in an environment that is challenging, caring, and safe, while fostering lifelong learning."

1. CALL THE MEETING TO ORDER 7:00
2. PUBLIC COMMENTS (15 minutes)
3. #celebrateMRSD
4. MATTERS FOR INFORMATION & DISCUSSION
 - a. Staffing Update
 - b. SAT Results
 - c. ELO Goals & Year 1 Plan
5. MATTERS THAT REQUIRE BOARD ACTION
 - a. * Scoreboard Donation
 - b. * Annual Audit: Required Board Survey
 - c. * Policies 2nd Read
 - i. JFABE: Education of Children in Foster Care
 - ii. JKA: Corporal Punishment
 - iii. JLCC: Head Lice/Pediculosis
 - iv. JLCC-R: Communicable Diseases - Retire
 - v. JRA: Student Records and Access (FERPA)
 - vi. JRA-A: Student Records and Access - Retire
 - vii. JIC: Student Conduct
 - viii. JLCK: Physical and Emotional Well-Being Students
 - ix. JLIA: Supervision of Students
 - x. IMAH: Daily Physical Activity
 - xi. EBB: School Safety
 - xii. EBCH: Chemical Safety and Chemical Hygiene Plan
 - b. * Annual Approval of Policy IJ Instructional Plan
 - c. * Cutler/MTC transition timeline
 - d. * Substitute Pay Rates
 - e. * Approve the Consent Agenda (July 15th Minutes, Manifest, Transfers)
6. SETTING NEXT MEETING'S AGENDA
 - a. September 2nd, 2025
 - i. Annual Review of Student Handbooks
 - ii. Trimester 3 / Q4 Education Report and AP results
7. PUBLIC COMMENTS (15 minutes)
8. NON-PUBLIC SESSIONS under RSA 91-A:3. II
 - a. RSA 91-A:3. II (b) - Hiring & Compensation
 - b. Additional non-public sessions, TBD as required
9. ADJOURNMENT

SINGLE DISTRICT SCHOOL ADMINISTRATIVE UNITS

RSA 94-C:3 – Single District School Administrative Units; Exemption. Single district school administrative units shall be considered the same as a single school district and shall be exempt from meeting the requirements of this chapter, except that they shall provide superintendent services pursuant to RSA 194-C:4

NONPUBLIC SESSIONS

RSA 91-A:3– II. Only the following matters shall be considered or acted upon in nonpublic session:

- (a) **The dismissal, promotion, or compensation of any public employee** or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.
- (b) The **hiring** of any person as a public employee.
- (c) Matters which, if discussed in public, would likely adversely affect the **reputation** of any person, other than a member of the public body itself, unless such person requests an open meeting.
- (d) Consideration of the **acquisition, sale, or lease of real or personal property** which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- (e) **Consideration or negotiation of pending claims or litigation** which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled.
- (i) Consideration of matters relating to the **preparation for and the carrying out of emergency functions**, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.
- (j) **Consideration of confidential, commercial, or financial information** that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.
- (k) Consideration by a school board of entering into a **student or pupil tuition contract** authorized by RSA 194 or RSA 195-A,
- (l) **Consideration of legal advice provided by legal counsel**, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

CALENDAR OF UPCOMING MRSD MEETINGS:

8/19/2025	Community Relations Committee	6:00 pm	MRMHS Library
8/19/2025	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
8/26/2025	Policy Committee	7:00 pm	SAU Conference Room
8/26/2025	Budget Committee	7:00 pm	MRMHS Library
8/27/2025	Education Committee	6:00 pm	Wilcox Conference Center
9/2/2025	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
9/9/2025	Policy Committee	7:00 pm	SAU Conference Room
9/11/2025	Finance & Facilities Committee	6:30 pm	SAU Conference Room




Meetings will be in person for all Board & Committee Members. The public is encouraged & welcome to attend either in person or through Zoom. Public comments are welcome in person during the ‘Public Comments’ portions of the agenda.

**** Please note: All Committee Meeting dates, times, and locations are posted in the SAU 93 Reception Lobby, on the MRSD website calendar, and in the schools and towns of MRSD. In the event of a snow day, the school board meeting will be rescheduled for the following school day.****



SAT RESULTS

2025



WHAT IS THE SAT?

- Scholastic Aptitude Test - standardized test used for colleges/universities for admissions and scholarships
- Created by the College Board
- Provides colleges with one common criterion that can be used to compare all the applicants
- Besides SAT scores, colleges also consider your high school scores, academic transcript, letters of recommendation, extra-curricular activities, interviews and personal essays
- The weight (importance) placed on SAT scores varies from college to college

OVERALL SCORES

2024 overall results
110 pt. difference from NH



2025 overall results
50 pt. difference from NH



OVERALL MATH SCORES

2024 overall results
60 pt. difference from NH

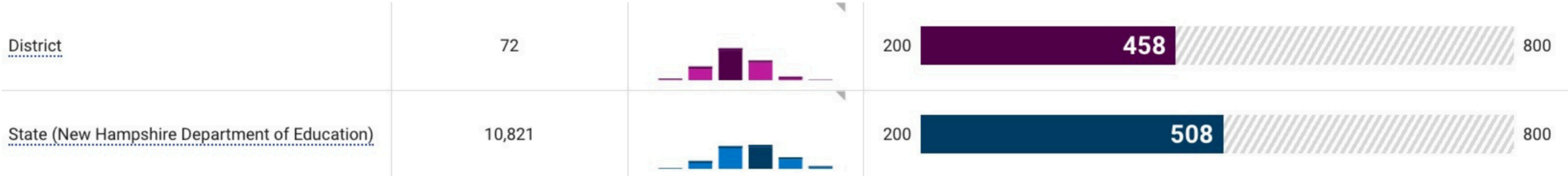


2025 overall results
26 pt. difference from NH

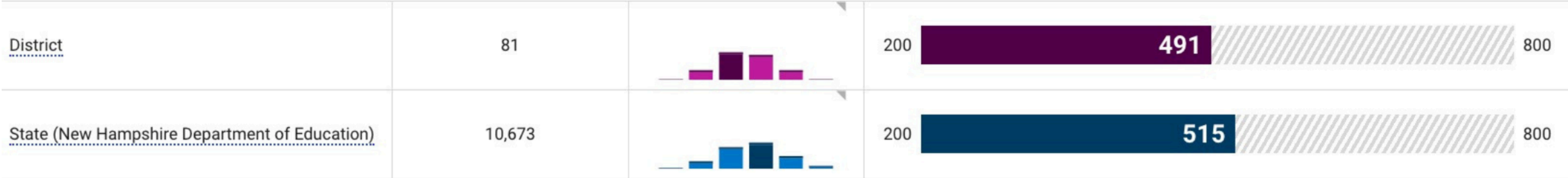


OVERALL ELA SCORES

2024 overall results
50 pt. difference from NH



2025 overall results
24 pt. difference from NH



OVERALL ESSAY SCORES

2024 overall results

Essay Scores

	# of Testers	Mean Essay Reading Score (0, 2-8) ⓘ	Mean Essay Analysis Score (0, 2-8) ⓘ	Mean Essay Writing Score (0, 2-8) ⓘ
School	72	4	2	4
District	72	4	2	4
State (New Hampshire Department of Education)	10,816	4	3	5

2025 overall results

Essay Scores

	# of Testers	Mean Essay Reading Score (0, 2-8) ⓘ	Mean Essay Analysis Score (0, 2-8) ⓘ	Mean Essay Writing Score (0, 2-8) ⓘ
School	81	4	3	4
District	81	4	3	4
State (New Hampshire Department of Education)	10,672	4	3	4

WHAT DOES THIS MEAN?

- **Evidence of Progress** - The growth shows that the strategies, teaching practices, and support systems our district has focused on are working. It's a sign that the collective effort of educators, families, and students is paying off.
- **Momentum for the Future** - Yes, we haven't reached the state average YET, but significant gains means we're moving in the right direction. With continued focus, we can continue to close the gap.
- **Encouragement to Stay the Course** - The progress shows that perseverance matters. Even in areas where the district is still catching up, growth means the foundation for long-term success is being laid.





✧ Extended Learning Opportunity ✧

At Monadnock...

- We know that learning extends beyond our four walls and can happen at any moment, which is why we want to encourage students to take part of our ELO process
- ELO's can be in any subject and for any student in 11th and 12th grade
- Students participate in the facilitation of the entire ELO from start to finish
- Our overseeing teacher(s) play a vital role, as they ensure that the learning is based on academic competencies
- Our community partners are an invaluable resource for student success beyond the classroom; helping students apply learning to a real world environment

ELO's ARE:	ELO's are NOT:
Based on rigorous academic standards and competencies.	Intended to be an easy way to achieve credit.
An extension of the classroom.	To remove a student from the classroom.
About demonstrating growth and achievement	Based on the amount of time spent on a task
An expansion beyond the school building and into the community.	ALWAYS school based.
Before & after school, on weekends & vacations, as well as into the summer.	ALWAYS between the opening and closing bells of the typical school day.



What's the value of ELOs?



01

Flexible – ELO experiences are designed to be incredibly flexible, meaning they can function in-person, remotely, or in a hybrid setting. They can be designed to make best use of our specific resources.

02

Personalized – ELOs provide an opportunity to customize courses for those students who need more support, specific motivation, or excel in a certain area. They provide the chance to meet every student where they are.

03

Relevant – Every ELO is designed to connect real-life experiences with learning standards. This format means the content is highly relevant and engaging, often including valuable career exploration.

04

Skill acquisition – ELOs allow students to develop both foundational and 21st century skills, such as critical thinking, problem-solving, and communication.



ELO Process



Application stage

- 1.The student will complete the ELO application.
- 2.The student will meet with the ELO coordinator to discuss the application.
- 3.The ELO coordinator secures a community member partner and a teacher who will oversee the student.
- 4.Once the ELO team is in place the student may begin planning.

Planning stage

- 1.The student, overseeing teacher, ELO coordinator, and community member develop a detailed ELO plan. The plan should include: course competencies, activities that align with each competency, project, presentation dates and other elements of the ELO.
- 2.Once the plan is written, all parties including the student's parents/guardians sign the ELO agreement.

Implementation stage

- 1.The student begins their ELO site at the agreed upon times and dates.
 - 2.The student meets with ELO coordinator bi-weekly to go over progress ensuring that all components are being worked on at a successful pace. There will be formative assessments done at these times to ensure the student is on track to receive their credit (s).
 - 3.Prior to each meeting with the ELO coordinator the student receives an assessment from both the overseeing teacher and community member.
 - 4.One month prior to the final presentation the student will meet with the ELO coordinator for a final review. At this time, the ELO coordinator will support the student to collect and organize all necessary paperwork which is sent out to all panelists.
 - 5.The panelist will assess the student's final presentation using rubrics within the ELO plan.
 - 6.At the conclusion of the presentation it will be determined if the student met all the competencies within the ELO and a credit will be awarded.
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Practices surrounding ELO's

1. Extended Learning Opportunities are available to any 11th or 12th graders unless the student has prior approval from the Administration and ELO coordinator. Monadnock Regional Middle High School will not discriminate in admission or access to ELO programs and activities.
2. All the proper forms have been completed prior to the start of the ELO.
3. Students are responsible for their own transportation to and from the ELO sites located off the school grounds. No student may transport another student while in transit to or from an ELO site.
4. All financial responsibilities for Extended Learning Opportunities that occur outside of school are the responsibility of the student and their parent/legal guardians.
5. All approved ELOs will be consistent with all policies of the board.
6. All ELOs will comply with State and Federal laws and regulations pertaining to minors.
7. Department of Labor requirements apply to all work based experiences for ELOs.



Understanding the ELO framework and existing landscape

- Thoroughly grasp the definition and scope of ELO's, including types of activities, credit validation, and assessment requirements.
- Familiarize oneself with existing policies, procedures, and related resources.
- Assess current processes and identify strength, weaknesses, opportunities, and threats in the existing ELO ecosystem.

Building relationships and fostering collaboration

- Establish strong working relationships with faculty, school counselors, and other relevant departments.
- Actively engage with potential community partners to identify available resources, opportunities, and build strong partnerships.
- Foster effective community with stakeholders involved in the process.

Developing and implementing ELOs

- Support the development of quality ELOs that align with school curriculum.
- Work collaboratively with students, teachers, and community partners to design ELOs tailored to student interests and needs.
- Organize and coordinate student intake, ELO approval, monitoring process, and final presentations.

Establishing program infrastructure and promoting awareness

- Develop and maintain best practices for ELO development, assessment, and implementation.
- Manage and maintain accurate ELO records and data for program evaluation and continuous improvement.
- Promote awareness and excitement about ELOs within the community.



The background is a light gray color, decorated with various hand-drawn blue doodles. These include several overlapping circles and loops at the top, a series of concentric arcs at the bottom left, a wavy line at the bottom center, and several checkmarks at the bottom right. There are also some abstract scribbles and lines scattered around the edges.

**Thank you
very much!**

Policy Motions and Actions from June 10, 2025

JFABE: Education of Children in Foster Care

MOTION: *To update policy JFABE with NHSBA sample policy.*

- Minor change only to internal reference to sample policy JAFBD
-

JKA: Corporal Punishment

MOTION: *To update policy JKA with NHSBA sample policy.*

- Recommended Policy
-

JLCC: Head Lice / Pediculosis

MOTION: *To update policy JLCC with NHSBA sample policy.*

- NHSBA revised JLCC as part of a health policy overhaul with assistance from the NH School Nurses Association. Revisions to JLCC generally reflect the most current advice and recommendations from the American Association of Pediatrics, and the National School Nurses Association relative to minimal health risk from lice/nits, and detrimental effects of exclusion.
-

JLCC-R: Communicable Diseases

MOTION: *To retire policy JLCC-R.*

- NHSBA does not have this appendix
-

JRA: Student Records and Access (FERPA)

MOTION: *To update policy JRA with NHSBA sample policy and Superintendent input on highlighted dates.*

- May 2024 after update released, corrected second Section G to be Section H, changing the lettering of previous Sections H-J to Sections I-K. May 2024 - (1) Added the FERPA definition of "parent" (i.e., who has access to student records as a parent), which required relettering of what had been Sections E through I; (2) revised definitions in Section H.1 associated with the "school officials with a legitimate educational interest" exception to prior consent requirement; and (3) additional minor revisions as shown;
- This update to JRA includes several important modifications to reflect (1) a state requirement that Districts respond to parent requests for access to their student's records within fourteen (14) days; (2) to remove birth date/place of birth information from the list of "directory information"; and several other content changes to better reflect the requirements of FERPA and applicable regulations. We have also added "post-high school plans" to the list of items included as directory information.

JRA-A: Student Records and Access

MOTION: *To retire policy JRA-A.*

- NHSBA does not have this appendix
-



Book	J: Students
Section	Series J
Title	Education of Children in Foster Care
Code	JFABE
Status	Active
Adopted	November 5, 2019

EDUCATION OF CHILDREN IN FOSTER CARE

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Definition.

Under guidance issued jointly by NHDOE and the N.H. Department of Health and Human Services, and for the purposes of this Policy, “foster care” shall mean “24 hour substitute care for children placed away from their parents or guardians for whom the child welfare agency has placement and care responsibility. This includes children in foster family homes, shelters, relative foster homes, group homes and residential facilities, regardless of whether the foster care facility is licensed or whether payments are made by the state.” To the extent required under applicable law, a child in foster care under this policy also includes children whom an appropriate child welfare agency indicates are awaiting a foster care placement. (Note: children awaiting foster care may also qualify as homeless under policy {**}JFABE.)

The District shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed. The coordination requirements apply to both situations (i) when a student who is a resident of the District is placed in foster care in another district, or (ii) when a student residing in another district is placed foster care in a home within this District.

The Superintendent is responsible for providing any required assurances to applicable state and federal agencies that the District is complying with applicable requirements related to ensuring the educational stability of children in foster care; and for reasonably monitoring compliance with such assurances.

B. District Point of Contact with Child Welfare Agencies.

The Superintendent shall designate a staff member to serve as the District’s point of contact (the “Foster Care POC”) between the New Hampshire Division of Children, Youth and Families (“DCYF”), NHDOE, other districts, and other child welfare agencies. The main duty of the Foster Care POC is to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care, pursuant to

applicable state and federal statutes, regulations and guidance. Additionally, the Foster Care POC shall work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

The District shall provide training opportunities and other technical assistance to the Foster Care POC and other appropriate district staff regarding the District's obligations to students in foster care.

C. Best Interest Enrollment Determinations, Disputes and Enrollment.

Generally, a student in foster care will remain in his/her school of origin, unless there is a determination that it is not in the student's best interest. The Foster Care POC shall assist DCYF or any other child welfare agency to make a "best interest determination" education decision, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school. Unless local procedures are established in accordance with state and federal law, the District will use the model procedures prepared jointly by the NHDOE and DCYF.

If the determination is that the best interests of a child is not to remain in the school of origin, and instead placed within a new school within this District, the child in foster care shall be immediately enrolled in the new school ("receiving school"), even if any documents or records otherwise required for enrollment are not immediately available.

If there are disputes regarding a determination regarding the best interest determination for a child in foster care, it is expected that DCYF and the separate school districts, both sending and receiving, will work collaboratively at the local level to resolve the issue. Should there be no resolution, RSA 193.12, V-b, requires the Department of Health and Human Services to request in writing that the two Superintendents involved resolve the dispute. If the residency dispute remains unresolved after 10 days after such request, the Department of Health and Human Services shall request that the Commissioner of the Department of Education determine the residence of the child for purposes of school enrollment.

If a school within the District is a receiving school, such receiving school shall accept the student's certified coursework as if it had been completed at the receiving school. To the extent such coursework is not aligned with the curriculum, the awarded credit may be elective, but it must be counted toward required credits for advancement or graduation.

D. Transportation.

When the District is notified that a student in foster care needs, or may need, transportation to a District school, the Foster Care POC will take steps to establish an individualized plan that addresses transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student in foster care is attending his/her school of origin. In establishing such a plan, the Foster Care POC and other district staff shall follow any existing transportation procedures, systems-level plan or agreement that the District, acting in collaboration with DCYF and/or other departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. Out of District transportation of children in foster care shall be provided in accordance with DCYF's or other child welfare agency's authority to use child welfare funding for school of origin transportation.

If there are disputes regarding the provision or funding of transportation, the school district foster care point of contact and child welfare agency representative will contact their respective Supervisor and

Superintendent of the school to resolve the dispute. To the extent feasible and appropriate, the school districts involved should ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce school transitions.

Legal References:

20 U.S.C. 1232g (Family Educational Rights and Privacy Act – “FERPA”)

20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – “EEOA”)

20 U.S.C. 6311 (g)(1)(E) and 6312(c)(5) (provisions in ESSA regarding obligations to students in foster care)

42 U.S.C. 671 (a)(10) and 675 (1)(G) (child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care)

42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)

Public Law 110-351, The Fostering Connections to Success and Increasing Adoptions Act of 2008

34 C.F.R. 200.30 (f)(1)(iii) (ESSA’s definition of “foster care”)

Plyler v. Doe, 457 U.S. 202 (1982)

RSA 193:12, Legal Residence Required

“N.H. Guidance on ESSA and Foster Care to Ensure that the Educational Needs of Children and Youth in Foster Care are Being Addressed”, January 2017, NHDOE and NHDHHS

Related Policies: EEA, JFA, JFAA, & JFABD

Last Modified by Lillian Sutton on November 18, 2019



Book	J: Students
Section	Series J
Title	DRAFT Education of Children in Foster Care
Code	JFABE
Status	Policy Committee Review
Adopted	November 5, 2019

DRAFT

Education of Children in Foster Care

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

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***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.*

NH Statutes

RSA 193:12

Description

[Legal Residency Required](#)

Federal Regulations

45 CFR 1355.20

Description

[Definition of “foster care”](#)

Federal Statutes

20 U.S.C. §1232g

Description

[Family Educational Rights and Privacy Act \(FERPA\)](#)

20 U.S.C. 1701-1758

[Equal Educational Opportunities Act of 1974 – “EEOA”](#)

20 U.S.C. 6311 (g)(1)(E)

[Provisions in ESSA regarding obligations to students in foster care](#)

20 U.S.C. 6312(c)(5)

[Provisions in ESSA regarding obligations to students in foster care](#)

42 U.S.C. 11431

[McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth](#)

42 U.S.C. 11432

[McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth](#)

42 U.S.C. 671 (a)(10)

[Child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care](#)

42 U.S.C. 675 (1)(G)

[Child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care](#)

Public Law 110-351

[The Fostering Connections to Success and Increasing Adoptions Act of 2008](#)

Federal Cases

457 U.S. 202 (1982)

Description

[Plyler v. Doe](#)

**NH Dept. of Ed Technical
Advisories or Guidance**

N.H. Guidance on ESSA and Foster Care

Description

[“N.H. Guidance on ESSA and Foster Care to Ensure that the Educational Needs of Children and Youth in Foster Care are Being Addressed”, January 2017, NHDOE and NHDHHS](#)

Cross References

Code

EEA

JFA

JFAA

JFABD

JFABD-R(1)

JFABD-R(2)

JFABD-R(3)

Description

[Student Transportation Services](#)

[Residency](#)

[Admission of Resident Students](#)

[Admission of Homeless Children and Unaccompanied Youth](#)

[Admission of Homeless Children and Unaccompanied Youth - Homeless Education Dispute Resolution Process](#)

[Admission of Homeless Children and Unaccompanied Youth - Homeless Education Dispute Resolutions Process](#)

[Admission of Homeless Children and Unaccompanied Youth - Homeless Education Dispute Resolution Process](#)

Last Modified by Kristen Noonan on June 10, 2025



Book	J: Students
Section	Series J
Title	DRAFT Corporal Punishment
Code	JKA
Status	Policy Committee Review
Adopted	May 4, 1993
Last Revised	November 20, 2007

DRAFT
CORPORAL PUNISHMENT

No teacher, administrator, student, or other person will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control, except in self-defense or in exigent circumstances. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian, or school official.

Provisions for the use of physical restraint, medical restraint and/or mechanical restraint are established Board Policy JKAA.

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.*

NH Statutes

RSA 627:6, II

Description

[Physical Force by Persons With Special Responsibilities](#)

Last Modified by Kristen Noonan on June 10, 2025



Book	J: Students
Section	Series J
Title	Corporal Punishment
Code	JKA
Status	Active
Adopted	May 4, 1993
Last Revised	November 20, 2007

CORPORAL PUNISHMENT

No teacher, administrator, student, or another person will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control, except in self-defense or in exigent circumstances. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian, or school official.

Physical restraint is authorized when needed to protect the safety of the individual student and/or other students and employees. Documentation of any incident requiring such restraint will be given to the Principal.

Corporal punishment means the intentional infliction of physical or emotional pain upon or the physical constraint of a student for disciplinary purposes. Corporal punishment includes paddling, slapping, hitting, punching, striking, shaking, screaming, name calling, or any other activity that could be harmful to a person's physical or psychological well-being.

Policy References:

RSA 627:6, II

Category - Recommended

Last Modified by Lillian Sutton on July 5, 2017



Book	J: Students
Section	Series J
Title	DRAFT Head Lice / Pediculosis
Code	JLCC
Status	Policy Committee Review
Adopted	May 4, 1993
Last Revised	December 19, 2017
Last Reviewed	October 2, 2019

DRAFT

Head Lice / Pediculosis

Pediculosis/Lice: Screening. Based on recommendations from the American Academy of Pediatrics, the National Association of School Nurses, and the Centers for Disease Control and Prevention, the Board recognizes that head lice or nit infestation poses little risk to others and does not result in additional health problems, and that students with nits and/or head lice or nits should not be excluded from school. The Board recognizes that school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community.

Parents are encouraged to check their children's heads for lice if the child is symptomatic.

The school nurse will periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice.

Management on the Day of Diagnosis. The management of pediculosis should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse or in her/his absence the Principal.

The school nurse may check a student's head if the student is demonstrating symptoms. Students known to have head lice will remain in class provided the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or principal's office. Students with demonstrating symptoms, or who are found to have lice will be discouraged from close direct head contact with others and from sharing personal items with other students.

Siblings of students found with lice may also be checked if there is suspicion that infestation may exist.

The school nurse or Principal/designee will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and/or written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with New Hampshire Department of Health and Human Services recommendations. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

Criteria for Return to School. Once a student with "live lice" has left the school, he/she will not be allowed until after treatment with an anti-parasitic drug or other proper treatment as recommended by the school nurse has begun. The school nurse may recheck a child's head for live infestation.

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.

Legal

American Academy of Pediatrics

Description

"Clinical Report on Head Lice", Pediatrics Vol. 135 No. 5, May 2015 PENDING LINK

NH Statutes

RSA 189:15

RSA 200:32

RSA 200:38

RSA 200:39

DescriptionRegulationsPhysical Examination of StudentControl and Prevention of Communicable Diseases: Duties of School NurseExclusion from School

Cross References

Code

JLCG

DescriptionExclusion of Students Who Present a Hazard**Last Modified by Kristen Noonan on June 10, 2025**



Book	J: Students
Section	Series J
Title	Communicable Diseases
Code	JLCC
Status	Active
Adopted	May 4, 1993
Last Revised	December 19, 2017
Last Reviewed	October 2, 2019

COMMUNICABLE DISEASES

The following policy is adopted to carry out the provisions of New Hampshire Statutes RSA 200:32, RSA 200:38, and RSA 200:39.

Whenever the School Nurse has reason to suspect a student is suffering from a significant illness, the School Nurse shall contact the parent to arrange for follow-up by the family's physician and be excluded from school until they are symptom-free (based on an evaluation by the school nurse) or have a doctor's certificate to return to school.

Conjunctivitis: Students found by the School Nurse to have the characteristic 'pink eye' with whitish discharge shall be to have conjunctivitis by the School Nurse shall be immediately excluded from school until they have consulted a healthcare provider and have been approved for re-admission, with or without treatment.

Pediculosis

Screening. Based on recommendations from the American Academy of Pediatrics, the Board recognizes that school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community.

The school nurse will periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice. Parents are encouraged to check their children's heads for lice if the child is symptomatic. The school nurse may check a student's head if the student is demonstrating symptoms.

Management on the Day of Diagnosis. The Board recognizes that head lice infestation poses little risk to others and does not result in additional health problems. The management of pediculosis should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse or Principal. Students known to have head lice will remain in class provided the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or principal's office. Such students will be discouraged from close direct head contact with others and from sharing personal items with other students. District employees will act to ensure that student confidentiality is maintained so the child is not embarrassed.

The Principal or school nurse will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with New Hampshire Department of Health and Human Services recommendations.

Based upon the school nurse's recommendation, other children who were most likely to have had direct head-to-head contact with the assessed child may be checked or screened for head lice.

Criteria for Return to School. Students will be allowed to return to school after proper treatment as recommended by the school nurse. Following treatment, the child must report to the nurse's office before returning to his/her regularly scheduled classes. All children approved to return to school after a treatment will be re-checked by the school nurse or designee as necessary to ensure the treatment was effective.

The Board recognizes that The American Academy of Pediatrics and the National Association of School Nurses discourage "no nit" policies. In alignment with these recommendations, no student will be excluded from attendance solely based on grounds that nits may be present. The school nurse may recheck a child's head. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

Dates of Revisions: 1/17/2012; 11/01/1999, 07/01/1998, 10/01/2001, 1/7/2012

Legal References:

RSA 200:32, Physical Examination of Pupils

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

RSA 200:39, Exclusion from School

American Academy of Pediatrics, Clinical Report on Head Lice Infestation, September 2002

<http://aappolicy.aappublications.org/cgi/content/full/pediatrics;110/3/638>

Policy Cross References:

» [JLCC-R - School Health Service](#)

Last Modified by Scott Peters on October 2, 2019



Book	J: Students
Section	Series J
Title	School Health Service
Code	JLCC-R
Status	Active
Adopted	May 4, 1993
Last Revised	November 1, 1999

COMMUNICABLE DISEASE

As part of the School Health Service program, a free Tuberculin screening will be offered to students in grades 4, 8, and 12.

Please fill out the following form and indicate by checking yes or no if you wish your child to participate.

You will be contacted if your child has a Positive reaction.

Home _____

Student's Name _____

Phone _____

Teacher or Home Room _____

Date of last Tuberculin Test _____ Reaction

Please list any immunizations your child has received in the past 30 days:

Permission Granted Yes ___ No

Parent's Signature _____

Date _____

SCHOOL HEALTH SERVICE

CHILD'S NAME _____ SCHOOL _____

TEACHER _____ GRADE _____ DATE _____

DEAR PARENT: Your child's throat has been cultured at school by the school Nurse. A germ (streptococcus) has been found that may lead to rheumatic fever or kidney infection if it is not destroyed. It is important that your child receive immediate treatment. Please see your family physician at once and take this notice with you for his signature.

Your child must have this signed notice to be readmitted to school. Please return this notice to the School Nurse.

Thank you.

PHYSICIAN'S SIGNATURE _____

TREATMENT GIVEN _____

DATE OF TREATMENT _____

Policy Cross References:

» JLCC - Communicable Diseases

Last Modified by Lillian Sutton on July 7, 2017



Book	J: Students
Section	Series J
Title	Student Records and Access-FERPA
Code	JRA
Status	Active
Adopted	May 4, 1993
Last Revised	November 7, 2018

STUDENT RECORDS AND ACCESS - FERPA

A. General Statement. It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.

B. "Education Record". For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.

C. "Directory Information". For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:

1. Students' name(s), address(es), telephone number(s), and date(s) of enrollment;
2. Parents'/guardians' name(s) and address(es);
3. Students grade levels, enrollment status and dates of attendance;
4. Student photographs;
5. Students participation in recognized school activities and sports;
6. Weight and height of members of athletic teams;
7. Post-high school plans; and
8. Students' diplomas, certificates, awards and honors received.

Except for elements of a student's directory information which the student's parents or an eligible student has notified the District not to disclose, the District may release or disclose student directory information

without prior consent of the student's parents/eligible students. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given until, date to be determined after consultation with Superintendent, to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

D. "Personally Identifiable Information". "Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including a student's name; the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student, that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or other information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

E. Annual Notification/Rights of Parents and Eligible Students. Within the first weeks of each school year, Superintendent to determine; the District will publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The District will send a notice listing these rights home with each student. The notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records;
2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

F. Procedure To Inspect Education Records. Parents or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records. Since a student's records may be maintained in several locations, the school Principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school Principals will determine if a review at that site is reasonable. Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school Principal, identifying as precisely as possible the record or records that he/she wishes to inspect. The Principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.). The Principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed within fourteen (14) days that the request for access is first made. Note: the

fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA. If for any valid reason such as the parent's working hours, the distance between record location sites or the parent or student's health, a parent or eligible student cannot personally inspect and review a student's education records, the Principal may arrange for the parent or eligible student to obtain copies of the records. When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the Principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.

G. Procedures To Seek To Correction of Education Records. Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. FERPA and its regulations use both "correct/ion" and "amend". For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, following processes are established.

1. First-level decision. When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the Principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Principal believes that the record should not be changed, he/she shall:

- a. Provide the requester a copy of the questioned records at no cost;
- b. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
- c. Forward the written appeal to the Superintendent; and
- d. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.

2. Second-level decision. If the parent/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision whether or not to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting

would be necessary; and

- e. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction. If the Superintendent determines the records will not be corrected, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

3. Third-level decision. If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in level-two. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty-five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/eligible student in writing of the date, time and place of the hearing. The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within thirty (30) days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision. If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction. The School Board's decision will be final.

4. Parent/Eligible Student Explanation to be Included in Record. Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation respecting the content of the record.

H. Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. School officials with a legitimate educational interest. School officials with a legitimate educational interest may access student records. "Legitimate education interest" refers to school officials or employees who need to know information in a student's education record in order to

perform the employee's employment responsibilities and duties.

2. Other schools into which a student is transferring or enrolling, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred
3. Officials for audit or evaluation purposes.
4. Appropriate parties in connection with financial aid.
5. Organizations conducting certain studies for, or on behalf of the School District. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released.
6. Accrediting organizations.
7. Judicial orders or lawfully issued subpoenas, upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. Health and safety emergencies.

I. Maintenance of Student Records and Data. The Principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon the privacy rights of students and parents. All entries into student records must be dated and signed by the person access such records. The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

J. Disclosures Made From Education Records. The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. The interest which the person or agency has in the information;
3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent/eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of,

directory information designated for that student. The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

Legal References:

RSA 91-A:5,III, Exemptions, Pupil Records

RSA 189:1-e, Directory Information

RSA 189:66, IV, Data Inventory and Policies Publication

20 U.S.C. §1232g, Family Educational Rights and Privacy Act

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

Last Modified by Lillian Sutton on December 30, 2019



Book	J: Students
Section	Series J
Title	DRAFT Student Records and Access-FERPA
Code	JRA
Status	Policy Committee Review
Adopted	May 4, 1993
Last Revised	November 7, 2018

DRAFT

STUDENT RECORDS AND ACCESS - FERPA

- A. **General Statement.** It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.
- B. **"Education Record".** For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
- C. **"Directory Information".** For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:
1. Student name(s), address(es), telephone number(s), and date(s) of enrollment;
 2. Parent/guardian name(s) and address(es);
 3. Student grade level, enrollment status and dates of attendance;
 4. Student photograph(s);
 5. Student participation in recognized school activities and sports;
 6. Athletic team member weight and height;
 7. Post-high school plans; and
 8. Student diploma(s), certificate(s), award(s), or honor(s) received.

Except for elements of a student's directory information which the student's parent or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parent/eligible student. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given until ?? date to be determined after consultation with Superintendent to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

- D. **"Personally Identifiable Information".** "Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including information such as: a student's name; the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's birth name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student; that would: allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty; or other information requested by a person whom the District reasonably believes knows the identity of the student to whom the education record relates.
- E. **FERPA Definition of "Parent".** For the purposes of this policy, the term parent shall mean and include a natural. parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian, and all of their plural or singular forms.
- F. **Annual Notification/Rights of Parents and Eligible Students.** Within the first weeks of each school year (Superintendent to determine; NHSBA recommends three or four), the District will publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The District will send a notice listing these rights home with each student. The notice will include:
1. The rights of parents or eligible students to inspect and review the student's education records;
 2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstances, as permitted by law;
 3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
 4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
 5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.
- G. **Procedure To Inspect Education Records.** Parents or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the school Principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school Principals will determine if a review at that site is reasonable.

Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school Principal, identifying as precisely as possible the record or records that he/she wishes to inspect. The Principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The Principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. **This procedure must be completed within fourteen (14) days of when the request for access is first made.** *Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.*

If for any valid reason such as the parent's working hours, distance between record location sites or the parent or student's health, a parent or eligible student cannot personally inspect and review a student's education records, the Principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the Principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. *Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.*

H. **Procedures To Seek To Correction of Education Records.** Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading, or in violation of student rights. FERPA and its regulations use both "correct/ion" and "amend." For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, the following processes are established.

1. **First-level decision.** When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the Principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Principal believes that the record should not be changed, he/she shall:

- a. Provide the requester with a copy of the questioned records at no cost;
 - b. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
 - c. Forward the written appeal to the Superintendent; and
 - d. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.
2. **Second-level decision.** If the parent/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision whether or not to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and

- e. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records will not be corrected, he/she will notify the parents/eligible student in writing of his/her decision. Such a letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

3. **Third-level decision.** If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in Section H.2, above. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/eligible student in writing of the date, time, and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within thirty (30) days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final, except as otherwise provided by law.

4. **Parent/Eligible Student Explanation to be Included in Record.** Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation regarding the content of the record.

I. Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. *School officials with a legitimate educational interest.* A school official may only access student records when the school official has a legitimate educational interest.
 - a. *"School officials"* means persons employed or used by the District to perform institutional services and functions, and includes such persons as teachers, instructional aides, administrators, including health or medical staff, school resource officers, and third parties such as contractors, attorneys, consultants, and volunteers. Such third party school officials may access student records provided such persons are:

1. Under the District's direct control with respect to the use and maintenance of education records; and

2. Prohibited from disclosing the information to any other party without the prior written consent of the parent/eligible student, or as otherwise authorized by law.

b. "Legitimate educational interest" includes performing a task or engaging in an activity related to (i) one's regular duties or professional responsibilities, (ii) a student's education, (iii) the discipline of a student, (iv) a service to or benefit for a student, (v) measures to support student success, and (vi) the safety and security of the campus.

2. *Other schools into which a student is transferring or enrolling*, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred

3. *Officials for audit or evaluation purposes.*

4. *Appropriate parties in connection with financial aid.*

5. *Organizations conducting certain studies for, or on behalf of, the School District.* Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released. Additionally, any such studies must comply with the provisions of Board policy ILD {**}.

6. *Accrediting organizations.*

7. *Judicial orders or lawfully issued subpoenas*, upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.

8. *Health and safety emergencies.*

- J. **Maintenance of Student Records and Data.** The Principal of each building is responsible for record maintenance, access, and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person accessing such records.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

- K. **Disclosures Made From Education Records.** The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state, or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information;
3. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made;

4. The date on which the person or agency made the request; and

5. The interest which the person or agency has in the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent/eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

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.

NH Statutes

RSA 189:1-e

RSA 189:66

RSA 91-A:5,III

Description

[Directory Information](#)

[Data Inventory and Policies Publication](#)

[Exemptions, Pupil Records](#)

Federal Regulations

34 CFR. Part 99

Description

[Family Educational Rights and Privacy Act Regulations](#)

Federal Statutes

20 U.S.C. § 1232g

Description

[Family Educational Rights and Privacy Act \(FERPA\)](#)

Cross References

Code

DAF

DFGA

ECAF

EEAA

EH

EH-R(1)

EH-F(1)

EH-F(2)

EHB

EHB-R(1)

GBJA

GBJA-R(1)

ILD

ILD-R(1)

Description

[Administration of Federal Grant Funds](#)

[Crowdfunding](#)

[Audio and Video Surveillance on School Buses](#)

[Video and Audio Surveillance on School Property](#)

[Public Access to School District Records](#)

[Public Access to School District Records - Procedures for Public Access to District Records "Right to Know Requests"](#)

[Public Access to School District Records - Request for Waiver of Electronic Communication Record Charge](#)

[Public Access to School District Records - Affidavit of Indigency for Waiver of Electronic Communication Charge](#)

[Data/Records Retention](#)

[Data/Records Retention - Local Records Retention Schedule](#)

[Health Insurance Portability and Accountability Act \(HIPAA\)](#)

[Health Insurance Portability and Accountability Act \(HIPAA\)](#)

[Non-Educational/Non-Academic Questionnaires, Surveys & Research](#)

[Non-Educational/Non-Academic Questionnaires, Surveys & Research - Protection of Pupil Rights Amendment - Supporting Forms](#)

Code	Description
JKAA	<u>Use of Restraints and Seclusion</u>

Last Modified by Kristen Noonan on June 10, 2025



Book	J: Students
Section	Series J
Title	Student Records and Access
Code	JRA-A
Status	Active
Adopted	May 4, 1993
Last Revised	November 1, 1999

STUDENT RECORD ACCESS

In order to serve the needs of individual students, extensive records of their school performance, progress in testing, and scheduling requests are maintained. However, the school respects students' and parents' right to know and follows these guidelines, consistent with federal, state, and local laws and recommendations.

1. Parents and eligible students wishing to inspect student records must file a written request to do so with the Principal or Director of Guidance. Such inspection shall take place during regular school hours or at reasonable times during vacation periods, but not during weekends or holidays.
2. Single copies of appropriate records will be made available to parents. Records will be kept in the student's file of all copies made when made, and to whom provided.
3. Records are maintained for each student in the following categories: directory information, academic records, standardized and individual testing, individual education plans and pupil placement team recommendations, attendance and enrollment data, and health records.
4. Information of any kind other than directory information will not be disclosed without the prior written consent of the parent or eligible student, except as permitted by law.
5. The school shall make a written record of the disclosure of all student information, except directory information, and such record will be kept in the student's file. This record of disclosure is also available for inspection by the parent or eligible student. A record of inspections will also be kept.
6. Amendment of Records -- The parent or eligible student may request that the records be amended in respect to information alleged to be inaccurate, misleading or in violation of the privacy rights of the student. Such request shall be in writing, dated, and addressed to the Principal or Director of Guidance.
7. In the event that the School District decides to refuse the request to amend, the Principal shall inform the Parent or eligible student, and shall advise said person of his/her rights to a hearing, in compliance with the law. See PL 93-380

STUDENT RECORDS

This policy is adopted pursuant to the federal "Family Educational and Privacy Act of 1974," and other applicable statutes governing student records so as to ensure a uniform policy of access to student records.

This policy is not intended to determine what information shall be included in student records, nor to govern the periodic destruction of irrelevant unnecessary or dated information. However, student records are intended to include factual information and care should be taken to ensure that material placed therein shall meet those requirements.

1. Access to said records shall be furnished to the following persons:

- a. Authorized Local School District personnel, counselors, teachers of that student, and administrators.
- b. The student's parent or legal guardian.
- c. The student, if over 18 or attending an institution of higher learning and not enrolled in the Local School District.
- d. The Comptroller General of the United States, the administrative head of a state or federal educational agency and authorities of New Hampshire State Educational Agencies and the authorized representatives of the above.

2. Other Third Parties

Access to such records shall be furnished to others only upon the written consent of the parents of the student, the student himself if over 18, or in response to a judicial subpoena upon notice to the student or his/her parents or guardians.

3. Review of Records

To ensure proper interpretation and understanding of the information contained in student records or personally identifiable records, a counselor or building administrator must be present to provide assistance at the time of the inspection of such records including psychological tests. If psychological studies or background information is sought, the counselor or administrator shall arrange for the presence of the school psychologist at the time of inspection to interpret, explain or assist in the understanding of such information.

4. Confidential Records

- a. Records pertaining to child abuse, law enforcement activities, medical records, and investigation of criminal acts, shall be maintained in separate files by the building Principal or a designated representative. Such records shall be deemed confidential information under the provisions of the New Hampshire Revised Statutes Annotated Education Laws Chapter 91-A:5 Access to Public Records which pertain to personal privacy and law enforcement investigatory files and shall not be released to any person or agency except upon the instruction of the Superintendent. In no event shall such records be used as the basis for the preparation of reports or recommendations on an individual basis. Such records, when kept, shall only be used to ensure compliance with the statute governing child abuse, to protect the property and persons of the

students and personnel of the School District, to make necessary investigations of actual or suspected criminal activities and to render assistance as necessary to law enforcement officers and agencies.

- b. Unverified data of serious or recurrent behavior patterns will not be included in records to which access will be given nor shall such data be used in reports or recommendations made to any individual or agency outside the school system.
- c. The term "educational records" does not include records of institutional, supervisory and administrative personnel ancillary thereto which are in sole possession of the maker thereof and which are not accessible or revealed to any other person.
- d. At the beginning of each school year, parents will be given written notification through student handbooks or other means of publication of the categories of information which have been designated as "directory information" with respect to each student attending the Local School District. By the third Monday following the opening of school in September, a parent or student over 18 years of age shall notify the appropriate Principal of their desire that any or all of the information designated should not be released without the parent or student's prior consent.

"Directory Information" relating to a student includes the following:

1. The student's name, address, date of birth.
2. Major field of study.
3. Participation in officially recognized activities and sports.
4. Weight and height of members of athletic teams.
5. Dates of attendance.
6. Awards and honors received.

5. Procedures Governing Access

- a. The Parent, student or guardian shall sign a request form.
- b. Permissible third parties shall sign a request form.
- c. In cases involving a third party, the student over 18, parent or guardian shall sign a consent form. Forms used will identify the records to which access is sought and will be placed in the student's file as a record of the request.
- d. Access will be refused or granted depending upon the propriety of the request and validity of the forms furnished by the counselors and/or building Principal.
- e. If the request for access is refused, and the party who requested access objects to said refusal, said request will be referred to the Superintendent for final decision.
- f. Custodians of student records:
 - Elementary - possession by elementary Principal
 - Secondary - possession by Director of Guidance
 - Handicapped - possession by Director of Special Education

6. Challenges to Records

The parent(s), guardian(s) and/or student 18 years of age or older shall have an opportunity for a hearing to challenge the content of the school record, to ensure the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein.

- a. The parent(s), guardian(s) of a student under 18, or a student over 18, shall have an opportunity to identify in writing, addressed to the building Principal, the record or records which they believe to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, together with a statement of the reasons for the challenge to the record.
- b. A response by the building Principal shall be made within fourteen days indicating he/she finds the challenged record to be inaccurate, misleading or otherwise inappropriate and that it will be corrected or deleted; or that he/she finds no basis for correcting or deleting the records in question, but that the parent or student will be given an opportunity for a hearing upon receipt of written request by the parent(s) or guardian(s) or student over 18.
- c. A hearing, if requested, shall be held within a reasonable period of time, but in no case more than 45 days after receipt of such a request by the Superintendent of Schools. The parent(s), guardian(s) or student 18 years or older, should be given the right to present evidence in support of his/her belief that the record is erroneous and to rebut any evidence submitted in support of the record. A written decision should be rendered stating the disposition of the challenge to the record and the reasons for the determination. Although the hearing may be informal in nature, the processes used shall ensure fairness and impartiality.
- d. In cases involving a constitutionally protected right, the School District attorney should be consulted with respect to the hearing procedure and the degree of formality required.
- e. A fee shall be charged for copies made of records authorized to be disclosed at a rate of twenty-five cents per page or fraction thereof.

Monadnock Regional School District

Date _____

THIRD-PARTY REQUEST

I, (We), request the following information from the school records of:

My authority for making this request is:

I am authorized by law to have access to said records or I attach the consent of the student and/or his/her parent or legal guardian.

I agree not to release said information to any other person or party except as said release may be authorized by law.

(x out inapplicable material)

Signature and Title _____

Name of Agency _____

Address _____

FIRST-PARTY REQUEST

Date

I, _____ (am over 18) (am attending an institution of higher learning) (am the parent or legal guardian of) and request access to the school records of

The specific records I should like to inspect are: (Please indicate specific areas, i.e., student folder, athletic, scholastic, reading scores, test results, attendance, etc.)

(x out inapplicable material)

Signature

Monadnock Regional School District

First Party Consent

I, _____ consent to the inspection of the school records of _____ by _____ or consent that the following information be mailed to them. I am the student involved and am over 18, or his/her parent or legal guardian. The records may be personally inspected or may be mailed to them as they request. This consent pertains to all records usually furnished in the best judgment of the School District authorities or limited as stated in the School Policy on Student Records.

(x-out inapplicable material)

Signature _____

ACCESS TO STUDENT RECORDS

NOTICE CONCERNING STUDENT RECORDS

Notice is hereby given to all Parents and guardians of students attending the Local Schools and students 18 years of age and older.

The following records are considered "Directory Information" and will not be treated as confidential information. Such information will be made available for publication through School District news releases.

- a. The student's name, address, date of birth.
- b. Major field of study.
- c. Participation in officially recognized activities and sports.
- d. Weight and height of members of athletic teams.
- e. Dates of attendance in Local Schools.
- f. Awards and honors received.

Parents or guardians of Local Students and students 18 years of age and older who desire such "Directory Information" not be released for publication shall notify the appropriate Principal in writing by the third Monday in September.

All other information contained in educational records cannot be released without the written consent of the Parents or eligible students with certain exceptions:

- a. Release to intra-institutional officials such as teachers, counselors, and administrators.
- b. Release to other schools where the student is seeking to enroll.
- c. Release to federal and state officials for the purposes of evaluating or auditing a program receiving federal or state support.
- d. Release of information in connection with a student's application for financial aid
- e. Release to official accrediting organizations in conjunction with the accreditation process.
- f. Release of necessary information in cases of health or safety emergencies.
- g. Release to state and local officials if statutes or regulations requiring release were adopted prior to November 19, 1974.
- h. Release to organizations or persons developing validation information or conducting predictive tests.
- i. Release of such information as tuition bills and grades to parents of dependent students.
- j. Release of information pursuant to judicial order or subpoena.

Parents or guardians wishing to have access to the records of their children should contact either the school Principal or school counselors. Records pertaining to individual students may include standardized test scores, permanent record card, achievement and health records.

OBJECTIVE

The objective of the student record policy is to protect the rights and privacy of students and parents and to assure the welfare of the child.

1. An accurate cumulative record shall be maintained on each student including "... but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized, intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor observations and verified reports of serious or recurrent behavior patterns."
2. The Principal shall be the records manager for the school and shall assume responsibility for maintaining and preserving the confidentiality of school records. He/she may, however, designate another school official to perform the duties of records manager. The records manager shall be responsible for reviewing and deleting information in each cumulative folder in accordance with District guidelines.
3. Records shall be made available in a reasonable length of time, but in no case, more than 45 days after the request has been made in writing to the records manager. The records may be inspected by the parents, guardians, and all students once they reach eighteen in the presence of the records manager or his/her designate.
4. Parents, guardians or students, if over eighteen, have the right to "a hearing to challenge the content of their child's school records, to ensure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein."
5. Broad, comparative results of standardized tests may be reported in general terms to the public.
6. Records, not including identification, may be released for statistical studies by the records manager with the knowledge of the Principal and the consent of the Superintendent of Schools.
7. Information from records of individual students will be available to Juvenile Court when requested in writing by proper officials with the parent, guardian, and/or student over eighteen years being informed in writing.
8. After a student leaves the School District, records shall be kept on file for three years; except that records of students who have been enrolled in special education programs shall be maintained until the individual is 35 years old.

Policy References:

General Education Provision Act, Section 438-1974

Policy Cross References:

JRA - Protection and Access to Student Records »

Last Modified by Lillian Sutton on July 5, 2017

Policy Motions and Actions from July 8, 2025

JIC: Student Conduct

MOTION: *To update policy JIC with NHSBA sample policy.*

- Required by law
 - NHSBA Note: Minor revision to include the requirement under the revised N.H. Minimum Standards for Public School Approval (the "306 Rules") that the policy regarding discipline and conduct be accessible in ADA compliant form and that the District offer a "verbal option" when needed.
-

JLCK: Physical and Emotional Well-Being of Students

MOTION: *To update policy JLCK with NHSBA sample policy.*

- Required by law
 - NHSBA Note: Sample JLCK was revised (including change in title) to reflect amendments and recoding of Minimum Standards found in N.H. Department of Education rule Ed 306; specifically, the requirement in Ed 306.04(b)(15) that schools have a policy addressing "physical and emotional health needs of students." The deleted language was based upon old 306 rules, with the new language intending to offer more substance or at least examples as to measures to achieve the objectives.
-

JLIA: Supervision of Students

MOTION: *To update policy JLIA with NHSBA sample policy with committee edits.*

- Required by law
 - NHSBA Note: Sample JLIA was revised to include specific reference to the definitions of school property found in the new Ed 306.04(b)(2). We also changed the category from Recommended to Priority/Required to reflect the Administrative Rule.
 - Add "district owned" to public or private statement
-

IMAH: Daily Physical Activity

MOTION: *To update policy IMAH with NHSBA sample policy with committee edits.*

- Required by law
 - NHSBA Note: Revised to designate the Wellness Committee (under sample JLCF) with the responsibility to monitor implementation of this policy and make recommendations to the Board accordingly
 - Leave "risks" in introduction.
-

EBB: School Safety

MOTION: *To update policy EBB with NHSBA sample policy.*

- Required by law
 - NHSBA Note: Sample EBB was revised to include language from new rule Ed 306.04(b)(2) relative to definitions of "school property".
-

EBCH: Chemical Safety and Chemical Hygiene Plan

MOTION: *To update policy EBCH with NHSBA sample policy.*

- Required by law
- NHSBA Note: Revised policy to reflect the requirements embedded in the Chemical Hygiene Plan template for an annual audit.

Committee work not requiring Board action:

JLCF: Wellness

MOTION: *To refer policy JLCF to administration to create a measurable goal at end of policy.*

- Required by law
 - NHSBA Note: Minor revisions included reference to the recently overhauled N.H. Department of Education's Minimum Standards found in Ed 306, as well as tested and in some instances replaced links to external sources. Also, included a more direct connection between the physical activity requirement of the USDA regulations and Section IV of this sample to the requirements under Ed 310 and sample IMAH, Daily Physical Activity, among other things delegating to the Wellness Committee the purview to review and make recommendations in line with IMAH.
 - C Water choice 1 and keep last sentence in section
-

EBCH- E(1): Chemical Safety and Chemical Hygiene Plan - Plan Template

MOTION: *To refer policy EBCH-E(1) to administration for review.*

- Required by law
 - NHSBA Note: Corrected some incorrect telephone numbers, and other very minor changes. If your district used the 2024 version of the plan template, please change the telephone numbers for the Department of Safety on pages 14 and 15, and the Department of Environmental Services (DES) on page 15 of the template.
-



Book	J: Students
Section	Series J
Title	Student Conduct
Code	JIC
Status	Active
Adopted	May 4, 1993
Last Revised	November 2, 2021

STUDENT CONDUCT

A. General Policy

The School Board is committed to promoting a safe, healthy, orderly, and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration for other students, District personnel, and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption, while on school district property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of conduct for each school.

Student conduct that causes material or substantial disruption to the school environment interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct or classroom rules is prohibited. Response to violations of the Code of Conduct however should be designed to maximize student academic, emotional, and social success, while at the same time assuring the safety of all students, staff, and school visitors. With this objective, the Board endorses the adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness ("MTSS-B") as the framework for the Code of Conduct. District personnel who interact with students are expected to utilize progressive disciplinary measures and to place emphasis on educating students, so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board policy JICD.

B. Student Code of Conduct

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a [Student Code of Conduct] with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, and reflects the three-tiered support prevention of framework of MTSS-B: school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations, and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:
 - parent conferences,
 - counseling,
 - peer mediation,
 - instruction in conflict resolution and anger management,
 - parent counseling and training,
 - community service, and
 - rearranging class schedules.
2. Graduated and age-appropriate disciplinary consequences such as:
 - restriction from extra-curricular activities,
 - temporary (same day) removal from class or activity,
 - detention,
 - temporary reassignment/in-school suspension,
 - out-of-school suspension, and
 - expulsion.
3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
 - the nature and degree of disruption caused to the school environment;
 - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
 - whether the conduct or behavior is isolated or repeated.

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions, and expulsions shall comport with applicable laws, regulations, and Board policy JICD.

4. Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age-appropriate language. E.g., summaries for elementary grade levels.

C. Implementation and Notice.

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner to assure parental notification if neither the school district nor SAU maintains a website].

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings, and periodic announcements.

The Superintendent should also designate personnel to explore the availability of and pursue any State or federal grants, technical assistance, and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

D. Parental Notification of Simple Assaults.

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Legal References:

RSA 135-F:5, System of Care for Children/Duties of Commissioner of Dept. of Education

RSA 193:13, Suspension and Expulsion of Pupils

RSA 193-D:4, Written Report Required

RSA 631:2-a, Simple Assault

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion

NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate

NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures

Legal References Disclaimer:

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

Revision Dates: 11/2/2021, 11/7/2018, 11/1/1999

Last Modified by Lillian Sutton on November 3, 2021

Policy JIC: Student Conduct

Status: DRAFT

Original Adopted Date: 07/01/1998 | Last Revised Date: 03/01/2021 | Last Reviewed Date: 06/10/2025

Category: Priority/Required

ADOPTION/REVISION NOTES –

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

- a. General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- b. Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- c. {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- d. Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

NHSBA history: Revised – June 2025, March 2021, September 2018, May 2018, April 2011, September 2009, October 2004, November 1999, July 1998

NHSBA revision notes: June 2025: Minor revision to include the requirement under the revised N.H. Minimum Standards for Public School Approval (the "306 Rules") that the policy regarding discipline and conduct be accessible in ADA compliant form and that the District offer a "verbal option" when needed. **March 2021:** Policy JIC was revised to reflect 2020 amendments to RSA 193:13. Among other things, those amendments are largely designed to effect greater emphasis on the emotional and academic needs of students through support and intervention strategies prior to using exclusion from school through suspension and expulsion. The amendments also (a) limit the duration of long-term (“LT”) suspensions to 20 days, (b) limit the reasons a student may receive a LT suspension, and (c) require districts to adopt separate standards for short term suspensions of <5 days, and those of >5.

A. General Policy.

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of Conduct____

[1 Delete footnote] for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct____, or classroom rules is prohibited. Response to violations of the Code of Conduct____, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. With this objective, the Board endorses adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness (“MTSS-B”) as the framework for the Code of Conduct____. [2 delete footnote] District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board policy {**}JICD.

B. Student Code of Conduct[____]

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a [Student Code of Conduct] with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, and reflects the three-tiered support prevention of framework of MTSS-B: school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review ^[3 delete footnote] each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct ____.

The Code of Conduct ____ shall include:

1. aA graduated and age-appropriate system of supports and intervention strategies, such as:
 - parent conferences,
 - counseling,
 - peer mediation,
 - instruction in conflict resolution and anger management,
 - parent counseling and training,
 - community service, and
 - rearranging class schedules;
2. gGraduated and age-appropriate disciplinary consequences such as:
 - restriction from extra-curricular activities,
 - temporary (same day) removal from class or activity,
 - detention,
 - temporary reassignment/in-school suspension,
 - out-of-school suspension, and
 - expulsion;
3. pProvisions describing how and when short term suspensions of up to 5 days, short-term suspensions up to 10 days, long-term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
 - the nature and degree of disruption caused to the school environment;
 - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
 - whether the conduct or behavior is isolated or repeated;
 - that a. All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board policy ^[**]JICD; and;
4. iInformation regarding RSA 193:13, 193-D, this policy, Board policy ^[**]JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. E.g., summaries for elementary grade levels.

C. Implementation and Notice.

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and, if different, the SAU district websites. ~~for in some other manner to assure parental notification~~ The online publications of the Code(s) of Conduct shall be ADA compliant (see also Board policy ^[**]KEE). Additionally, Building Principals shall ensure that verbal recitation of the applicable Code of Conduct is available as needed.

Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age-appropriate language. E.g., summaries for elementary grade levels. ~~if neither the school district nor SAU maintain a website.~~

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

[If using MTSS-B.] The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

D. Parental Notification of Simple Assaults.

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the **Code of Conduct** _____. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

¹ No law or regulation requires something called a "code of conduct". However, boards and schools are required to have a policy for "rules of conduct", and "penalties for misbehavior", and be disseminated to parents and guardians. (Ed 306.04(f), and (g)). Ed 306.06 further requires fair and consistent implementation of the outdated term "code of discipline". This sample policy uses "Code of Conduct" to reference the collection of Board policies, school and district administrative rules, and policies & rules pertaining to disciplinary consequences. Any district which does not use term Code of Conduct for such rules, should replace with the District's own title, e.g., Expectations and Standards of Behavior and Consequences. In mid-May, 2021, NHSBA will make available upon request a template for a code of conduct based upon MTSS-B.

² MTSS-B was endorsed by the legislature specifically through 2020 amendments to RSA 135-F, and the "supports" required under 193:3, XI(a), and included in paragraph B.1 above.

³ An annual review should be sufficient for Board oversight, as the Board will always retain authority require revisions (within legal limits). Pre-approval often creates timing issues as necessary adjustments from school year, and processes reflecting new legislative changes, are not identified until the end of the school year. If the Board wishes annual pre-approval of the Code of Conduct, it should include a date for submission, keeping in mind the board meeting calendar for summer and the need to have handbook ready.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

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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NH Statutes

RSA 135-F:5

RSA 193-D:4

RSA 193:13

RSA 631:2-a

Description[System of Care for Children/Duties of Commissioner of Dept. of Education](#)[Written Report Required \(Safe School Zones\)](#)[Suspension and Expulsion of Pupils](#)[Simple Assault](#)**NH Dept of Ed Regulation**

N.H. Code Admin. Rules Ed 306.04(b)(3)(e)

N.H. Code Admin. Rules Ed 306.06

N.H. Code Admin. Rules Ed 317.04(b)

Description[Student Discipline](#)[Culture and Climate](#)[Disciplinary Procedures](#)**Cross References**

ACN

EEAA

JI

JICA

JICC

JICC-R(1)

JICD

JICD-R(1)

JICDD

JICI

JICK

JICK-R(1)

JICK-R(2)

JICK-R(3)

JIJ

JLDBA

KEE

KFA

KFA-R(1)

Description[Accommodation of Nursing Mothers](#)[Video and Audio Surveillance on School Property](#)[Student Rights and Responsibilities](#)[Student Dress Code](#)[Student Conduct on School Buses](#)[Student Conduct on School Buses - School Bus Conduct Rules](#)[Student Discipline and Due Process](#)[Student Discipline and Due Process - Memorandum of Understanding](#)[Student Discipline/Out-of-School Actions](#)[Weapons on School Property](#)[Pupil Safety and Violence Prevention](#)[Pupil Safety and Violence Prevention - Report Form](#)[Pupil Safety and Violence Prevention - Bullying Report Form](#)[Pupil Safety and Violence Prevention - School Board Notification of Bullying Report](#)[Student Protests, Demonstrations and Strikes](#)[Behavior Management & Intervention](#)[Website Accessibility and Grievance](#)[Conduct on School Property](#)[Conduct on School Property - Assaults](#)



Book	J: Students
Section	Series J
Title	Special Physical Health Needs of Students
Code	JLCK
Status	Active
Adopted	March 1, 2016
Last Revised	June 2, 2020

SPECIAL PHYSICAL HEALTH NEEDS OF STUDENTS

The Monadnock Regional School District will meet the special physical health needs of all students, consistent with state and federal law. The school board recommends that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The School District will encourage developmentally appropriate daily physical activity, exercise, or physical education through curriculum, athletics, and other school programs.

Legal References:

RSA 189:11-a, V

NH Department of Education Administrative

Ed Rule 306.04(a)(20), Meeting the Special Physical Health Needs of Students

Policy References:

Category: Priority

Last Modified by Lillian Sutton on June 8, 2020

Policy JLCK: Special Physical Health Needs of Students

Status: DRAFT

Original Adopted Date: 05/01/2012 | Last Revised Date: 04/01/2017 | Last Reviewed Date: 06/10/2025

Category: Priority/Required

ADOPTION/REVISION NOTES -

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

- a. *Special - Policy is written to meet the legal requirements. Boards may wish to add substantive provisions specific to their district as to how the goals of this policy are to be addressed / achieved. Alternatively, a board may include provisions to develop measures to address or achieve the goals (e.g., assigning to specific personnel, requiring reports or a plan to be presented to the board, etc.)*
- b. *General - As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- c. *General - Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- 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.*

NHSBA history: Revised - June 2025, April 2017. New policy - May 2012.

NHSBA revision notes: June 2025, revised (including change in title) to reflect amendments and recoding of Minimum Standards found in N.H. Department of Education rule Ed 306; specifically, the requirement in Ed 306.04(b)(15) that schools have a policy addressing "physical and emotional health needs of students." The deleted language was based upon old 306 rules, with the new language intending to offer more substance or at least examples as to measures to achieve the objectives. April 2017, Revised to update legal references and provide additional substance based on Dept. of Education guidance.

The Board is committed to helping to ensure that all students within the district are supported in their physical and emotional well-being, recognizing that these are essential to academic success and personal development. In order to further the above, along with the complementary objectives of fostering a safe and supportive environment for its students, the Board endorses the following measures:

1. Physical Health Support

- a. Ensure access to nutritious meals and clean drinking water.
- b. Provide regular physical education and opportunities for physical activity.
- c. Maintain clean, safe, and accessible school facilities.
- d. Offer health screenings and referrals to medical services as available.

2. Emotional and Mental Health Support

- a. Implement age-appropriate social-emotional learning programs.
- b. Provide regular training for staff on mental health awareness and trauma-informed practices.
- c. Employ qualified school counselors, psychologists, and social workers.

3. Prevention and Intervention

- a. Establish procedures for identifying and supporting students in crisis.
- b. Promote anti-bullying initiatives and conflict resolution programs.
- c. Explore ways to collaborate with families and community organizations to extend support beyond school.

Parents/guardians are encouraged to discuss any special physical or emotional concerns they have about their student with the student's teacher, school counselor or school nurse as applicable.

The School District will support meetthe special physical physical and emotional health needs of all students, consistent with state and federal law.

The school board recommends that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The School District will encourage developmentally appropriate daily physical activity, exercise, or physical education through curriculum, athletics, and other school programs.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

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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NH Statutes

RSA 189:11

Description

[School Boards, Transportation and Instruction of Pupils](#)

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(15)

Description

[Behavior Management and Intervention for Students](#)

N.H. Code Admin. Rules Ed 306.04(b)(23)

[Meeting the Special Physical Health Needs of Students](#)

Cross References

IMAH

Description

[Daily Physical Activity](#)

JLCF

[Wellness](#)

JLDBA

[Behavior Management & Intervention](#)



Book	J: Students
Section	Series J
Title	Supervision of Students
Code	JLIA
Status	Active
Adopted	May 4, 1999
Last Revised	July 1, 1998

SUPERVISION OF STUDENTS

During school hours, or while engaging in school-sponsored activities, students will be released only into the custody of parents or other authorized persons.

Policy References:

Category - Recommended

Last Modified by Lillian Sutton on July 5, 2017

Policy JLIA: Supervision of Students

Status: DRAFT

Original Adopted Date: 07/01/1998 | Last Revised Date: 09/01/2009 | Last Reviewed Date: 06/10/2025

Category: ~~Priority/Required~~Recommended

ADOPTION/REVISION NOTES -

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

- a. **General** – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- b. **General** – Highlighted language or blank, underscored spaces indicate areas which boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- c. **General** – **[**]** indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- d. **General** – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

NHSBA history: Revised - June 2025, September 2009, July 1998

NHSBA revision notes: Revised - June 2025, revised to include specific reference to the definitions of school property found in the revised Minimum Standards, see Dept. of Education Administrative Rule 306.04(b)(2). Also changed category from Recommended to Priority/Required to reflect the Administrative Rule.

The Board is committed to ensuring that students are appropriately supervised at times when the District is responsible for providing for the safety of students with a reasonable duty of care and supervision.

The Building Principal is responsible for promoting and providing for student safety on all school property, both on school property and during school-sponsored activities off school grounds. For the purposes of this policy, "school property" shall include: all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds, buses and vans, whether public or private. Among other things, execution of this responsibility means delegation of supervisory responsibilities for all such activities, and ensuring that sufficient protocols for emergency response and communication are in place for all activities.

The Building Principal is responsible for administering and supervising the school, the general conduct of students, both on school premises and during school-sponsored activities off school grounds.

Without limiting the above, students should be under the supervision of a member of the school staff at all reasonable times while they are in school or attending school-sponsored activities on and off school property, functions. All school staff have a duty to help shall ensure the safety of students even when such staff they are not specifically scheduled for supervisory duty.

All dangerous conditions in the school should be reported at once to the Building Principal.

In schools where bus transportation is provided, the supervisory duties shall include the loading and unloading, when necessary, of the students at the school. Elementary school students shall be escorted to the bus to ensure that the students board the bus safely.

The Superintendent and Building Principals are authorized to establish administrative rules and/or regulations in furtherance of this policy.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Cross References

EBB

EEA

GBEBB

JLIF

JLIF-R(1)

Description

[School Safety](#)

[Student Transportation Services](#)

[Employee-Student Relations](#)

[Receipt and Use of Sex Offender Registry Information](#)

[Receipt and Use of Sex Offender Registry Information](#)



Book	I: Instruction
Section	Series I
Title	Daily Physical Activity
Code	IMAH
Status	Active
Adopted	February 1, 2007
Last Revised	June 2, 2021

DAILY PHYSICAL ACTIVITY

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board recommends that students and staff participate in a developmentally appropriate physical activity and exercise at for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

1. Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
2. Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
3. Integrate health and physical activity across the school curriculum;
4. Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
5. Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
6. Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will assist school staff to recognize their influence as role models for active lifestyles;
7. Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
8. Encourage physical activity recess periods; and
9. Institute a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.

Legal References:

Ed 306.04(a)(17), Daily Physical Activity

Ed 306.04(l), Daily Physical Activity

Ed 310, Daily Physical Activity

Last Modified by Kristen Noonan on June 8, 2021

Policy IMAH: Daily Physical Activity

Status: DRAFT

Original Adopted Date: 08/01/2007 | Last Revised Date: 05/01/2014 | Last Reviewed Date: 06/10/2025

Category: Priority/Required

ADOPTION/REVISION NOTES -

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

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

NHSBA history: Revised - June 2025, May 2014, Sept. 2008, Aug. 2007

NHSBA revision notes, June 2025, revised to designate the Wellness Committee (under sample JLCF) with the responsibility to monitor implementation of this policy, and make recommendations to the Board accordingly. May 2014: Changes to Legal References only.

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board recommends that students and staff participate in developmentally appropriate physical activity and exercise at for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

- a. Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
- b. Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
- c. Integrate health and physical activity across the school curriculum;
- d. Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- e. Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
- f. Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will assist school staff to recognize their influence as role models for active lifestyles;
- g. Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
- h. Encourage physical activity recess periods; and
- i. Institute a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.

The District's Wellness Committee (formed pursuant to Board policy {**} JLCF - Wellness) is charged with monitoring the implementation of this policy. At least as frequently as the Triennial Assessment required under Section II.C of {**} JLCF, the Wellness Committee will report to the Superintendent with recommendations for how to advance the objectives stated above. The Superintendent will review the recommendations and report the same to the Board.

District Policy History:

First reading: _____
Second reading/adopted: _____

District revision history:

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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NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(23)
N.H. Code Admin. Rules Ed 310

Description

[Meeting the Special Physical Health Needs of Students](#)
[Daily Physical Activity](#)

Cross References

JLCF
JLCI
JLCK

Description

[Wellness](#)
[Coordinated School Health Program](#)
[Special Physical Health Needs of Students](#)



Book	E: Support Services
Section	Series E
Title	School Safety
Code	EBB
Status	Active
Adopted	October 15, 2013
Last Revised	August 20, 2024

SCHOOL SAFETY

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

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

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

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

- 1. Procedures that address the supervision and security of school buildings and grounds. See also ECA.

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

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

Each Principal shall be responsible for the supervision and implementation of components of the safety programs in his/her school, inclusive of school busses, school grounds (including playgrounds), during

authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources.

Revision History: 8/20/2024, 1/5/2021, 12/5/2020

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

RSA 281-A:64, Safety Provisions

N.H. Dept. of Education Administrative Rule – Ed. 306.04(a)(2), and 306.04(d), Promoting School Safety

Related Policies: [EB](#), [EBCA](#), [EBCB](#)

Last Modified by Lillian Sutton on September 5, 2024

Policy EBB: School Safety

Status: DRAFT

Original Adopted Date: 01/01/2006 | Last Revised Date: 08/01/2022 | Last Reviewed Date: 06/10/2025

Category: Priority/Required

ADOPTION/REVISION NOTES –

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

- a. *Former identical policy ADD was withdrawn with the 2020 Fall Policy Update. For additional notes see “NHSBA revision notes” below.*
- b. **General** – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- c. **General** – Highlighted language or blank, underscored spaces indicate areas which boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- 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.

NHSBA history: Revised - June 2025, Aug. 2022, Nov. 2020, June 2013; **New policy** – 2006.

NHSBA revision notes, June 2025, revised #2 to include language from new rule N.H. Code Admin. Rules Ed 306.04(b)(2) relative to definitions of "school property". **August 2022**, revised to change what was previously called the site-specific Emergency Response Plan to now be titled the site-specific Emergency Operations Plan, pursuant to HB 1125 (2022 N.H. Laws Ch. 187) and NHSBA sample policy EBCA. Added that the general safety plan will include: (1) the Sports Injury Emergency Action Plan and should include procedures for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored activities (NHSBA sample policy JLCJA) and (2) the District Communications Plan. **November 2020**. The most significant changes were (a) the incorporation of provisions which had previously been imbedded in policy EB/JLI, which now concerns only joint loss management provisions required under RSA 281-A:64, and (b) a reporting section relative to violence in schools (per 2020 N.H. Laws 38:14, HB1558). With the November 2020 update, NHSBA also withdrew former identical sample policy ADD. Finally, EBB has been recategorized as a Priority/Required by law policy per 306.04(a)(2).

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

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

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

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

1. Procedures that address the supervision and security of school buildings and grounds. See also **[**]ECA**.
2. Procedures that address the safety and supervision of students on school property (as defined in RSA 193-D:1, V and RSA 193-F, V), during school hours and during school-sponsored activities whether or not on school property. See also **[**]JLIA**.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities. See also **[**]KI** and **[**]KFA**.
4. Training programs for staff and students in crisis prevention and management. See **[**]EBCA**.
5. Training programs for staff and students in emergency response procedures that include practice drills for fire and all hazard as required by law and Board policy **[**]EBCB**.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems. See also **[**]EBCC**.
7. Procedures and training to implement employee and work-place safety per Board policy **[**]EB**.
8. Training and support for students that aims to relieve the fear, embarrassment, and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
9. Procedures for safe and confidential reporting of security and safety concerns at each school building.
10. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary. See also **[**]ECA**.
11. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
12. Procedures for managing the behavior of children, including, proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy **[**]JKAA**.
13. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
14. District and building level procedures to assure timely safe schools reporting to law enforcement, the N.H. Department of Education and to the School Board as required under RSA 193-D:4.

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

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

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

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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NH Statutes

RSA 193-D

RSA 193-F

RSA 193-F:3

RSA 281-A:64

Description

[Safe School Zones](#)

[Pupil Safety and Violence Prevention](#)

[Definitions \(Pupil Safety and Violence Prevention\)](#)

[Worker's Compensation, Safety Provisions; Administrative Penalty](#)

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(2)

Description

[School Safety](#)

Cross References

EB

EBBB

EBCA

EBCB

EBCC

ECA

EEAE

EEAE-R(1)

EG

JKAA

JLCJA

JLIA

KFA

KFA-R(1)

KI

Description

[Workplace Safety Program & Joint Loss Management Committee](#)

[Accident Reports](#)

[Crisis Prevention and Emergency Response Plans](#)

[Fire and All Hazard Drills](#)

[False Alarms, Bomb, Active Shooter and Other Such Threats](#)

[Buildings and Grounds Security](#)

[School Bus Safety Program](#)

[School Bus Safety Program - Safety Guidelines for Parents/Guardians of Students Using School Buses](#)

[Creation of Communication Plan](#)

[Use of Restraints and Seclusion](#)

[Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation](#)

[Supervision of Students](#)

[Conduct on School Property](#)

[Conduct on School Property - Assaults](#)

[Visitors to the Schools](#)



Book	E: Support Services
Section	Series E
Title	Chemical Safety and Chemical Hygiene Plan
Code	EBCH
Status	Active
Adopted	February 4, 2025
Last Revised	February 4, 2025

Chemical Safety and Chemical Hygiene Plan

A. Purpose. The Board's objective is to help ensure a healthy, clean, and safe learning and work environment for students, employees, and others present on school property. The policy accomplishes the following: it establishes standards regarding the use and handling of toxic chemicals for cleaning and pest control. Second, it directs the creation of a chemical hygiene and safety plan (the "Plan") for management of hazardous substances on District property and responding to any emergencies resulting from hazardous substances. This Plan shall include all points where hazardous substances might be used and or stored on District property, not limited to, materials used in connection with: chemistry and other science labs, art rooms, shop classes, food services, facilities and groundskeeping, or custodial services.

"Hazardous substances" as used in this Policy shall mean and include any material specifically designated as hazardous by state or federal law, or any other substance or mixture of substances which is flammable, ignitable, corrosive, reactive, or toxic.

B. Plan Preparation and Contents. The Board directs the Superintendent or their designee to prepare a Chemical Hygiene Plan that complies with all local, state, and federal laws and regulations regarding the proper management of hazardous materials. When necessary, the District shall contact the U.S. Environmental Protection Agency (EPA) and/or the New Hampshire Department of Environmental Services to obtain relevant information regarding hazardous substances.

Additionally, the Plan shall address at least the following:

1. Identification and inventory of hazardous materials - describing a process by which hazardous substances will be identified and inventoried, and may include a classification system for purposes of acquisition, storage, use, disposal, record-keeping, and emergency response.
2. General provisions outlining response to Hazardous Substance Emergencies, with such items as responsible personnel, required resources, decision making ladders, message-specific temporary notification, media plans, etc.; these provisions shall be incorporated into the District Crisis Prevention and Response Plan and site-specific Emergency Operations Plans prepared under the Crisis Plan.
3. Special provisions for specific substances, e.g., and as pertinent:
 - a. Criteria for acquisition
 - b. Storage
 - c. Use
 - d. Disposal
 - e. Incident prevention
 - f. Special provisions relative to accidental release or other emergency;
4. Provisions to minimize the use of toxic chemicals for cleaning or pest control, including the prohibition of staff bringing cleaning products or pesticides onto District property without proper school administration;
5. Procedures required for staff to obtain approval from school administration in order to bring cleaning products or pesticides onto District property;
6. Protocols and procedures relative to implementation of the Plan, including staff responsibilities by individual position and/or generalized;
7. Provisions relative to staff training, including such items as individualized and general training, who is responsible for ensuring training is conducted and updated, frequency, how and when training is established; Additionally, employees receiving such training will be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the use of hazardous substances;
8. Provisions proposing consequences and/or remedies for employees who fail to adhere to the Plan or established procedures;
9. Provisions relating to student training and proposed sanctions/remedies/interventions to be included in applicable *Student Handbooks* ;
10. Protocols for reporting general (non-emergency) concerns regarding hazardous substances on District property.

See NH Ed 320, specifically Ed 320.02(b)(8), for additional guidance on chemical hygiene Plan content.

C. Prohibition of Introduction of Cleaning Products or Pesticides by School Staff. No employee or designated volunteer may bring any cleaning products or pesticides onto District property without the approval of the school administration, or as specifically provided in the Plan.

D. **Biennial Review and Update.** The Superintendent and/or designee shall ensure that the Plan and all procedures and protocols adopted pursuant to this policy are reviewed no less than every necessary. The Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year. Recommendations requiring Board policy changes should be provided to the Board as soon as reasonably practicable.

District revision history: 2/4/2025,

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 record. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 320	School Facility Approval Process
Cross References	
Code	Description
EBCA	Crisis Prevention and Emergency Response Plans

Last Modified by Lillian Sutton on February 10, 2025

Policy EBCH: Chemical Safety and Chemical Hygiene Plan

Status: DRAFT

Original Adopted Date: 09/30/2024 | Last Reviewed Date: 05/30/2025

Category: Priority / Required

ADOPTION/REVISION NOTES -

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

- a. General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- b. General - Highlighted language or blank, underscored spaces indicate areas which boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- c. General - {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- d. General - Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

NHSBA history: Revised - June 2025. New policy - September 2024.

NHSBA revision history: June 2025, revised policy to reflect the requirement embedded in the Chemical Hygiene Plan template for an annual audit. **September 30, 2024**, NHSBA created this new sample policy (a) to satisfy a requirement in NH Ed 320.02(b)(3) that districts have a policy to minimize the use of toxic chemicals, and provisions prohibiting employees from bringing their own cleaning products or pesticides into school buildings, and (b) to include information regarding the requirement under Ed 320.02(b)(8) that districts create a chemical hygiene plan with elements as described in that section of Ed 320.02. The Upper Valley Lake Sunapee Regional Planning Commission has graciously made available a sample Chemical Hygiene Plan template for districts to use in preparing their own plans. That template is provided as EBCH-E(1).

A. **Purpose.** The Board’s objective is to help ensure a healthy, clean, and safe learning and work environment for students, employees, and others present on school property. The policy accomplishes this in two ways. First, it establishes standards regarding the use and handling of toxic chemicals for cleaning and pest control. Second, it directs the creation of a chemical hygiene and safety plan (the “Plan”) for managing hazardous substances on District property and responding to any emergencies resulting from hazardous substances. This Plan shall include all points where hazardous substances might be used and or stored on District property, including, but not limited to, materials used in connection with: chemistry and other science labs, art rooms, shop classes, food services, facilities and groundskeeping, or custodial services.

“Hazardous substances” as used in this Policy shall mean and include any material specifically designated as hazardous by state or federal law, or any other substance or mixture of substances which may be explosive, ignitable, corrosive, reactive, or toxic.

B. **Plan Preparation and Contents.** The Board directs the [Superintendent/Communication Committee or other personnel/committee] to prepare a Chemical Hygiene Plan that complies with all local, state, and federal laws and regulations which pertain to the proper management of hazardous materials. When necessary, the District shall contact the U.S. Environmental Protection Agency (EPA) and/or the New Hampshire Department of Environmental Services (NHDES) to obtain relevant information regarding hazardous substances.

Additionally, the Plan shall address at least the following:

1. Identification and inventory of hazardous materials - describing a process by which hazardous substances will be identified and inventoried, and may include a classification system for grouping hazardous materials for purposes of acquisition, storage, use, disposal, record-keeping, and emergency response.
2. General provisions outlining response Hazardous Substance Emergencies, with such items as responsible

personnel, required resources, decision making ladders, message-specific templates, parental notification, media plans, etc.; these provisions shall be incorporated into the District Crisis Prevention and Response Plan^[Endnote¹] _____ and site-specific Emergency Operations Plans prepared under Board policy ~~{**}~~EBCA;

3. Special provisions for specific substances, e.g., and as pertinent:
 - a. Criteria for acquisition
 - b. Storage
 - c. Use
 - d. Disposal
 - e. Incident prevention
 - f. Special provisions relative to accidental release or other emergency;
4. Provisions to minimize the use of toxic chemicals for cleaning or pest control, including the prohibition of staff bringing cleaning products or pesticides onto District property without prior approval from the administration;
5. Procedures required for staff to obtain approval from school administration in order to bring cleaning products or pesticides onto District property;
6. Protocols and procedures relative to implementation of the Plan, including staff responsibilities by individual position and/or generalized;
7. Provisions relative to staff training, including such items as individualized and general training, who is responsible for ensuring training is conducted and updated, frequency, how and by whom training syllabi are established; Additionally, employees receiving such training will be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the generation of such substances;
8. Provisions proposing consequences and/or remedies for employees who fail to adhere to the Plan or established procedures;
9. Provisions relating to student training and proposed sanctions/remedies/interventions to be included in applicable~~[Student Codes of Conduct _____ and/or handbooks]~~ ;
10. Protocols for reporting general (non-emergency concerns regarding hazardous substances on District property; and
11. A requirement for an annual chemical hygiene plan audit and report.

See NH Ed 320, specifically Ed 320.02(b)(8), for additional guidance on chemical hygiene Plan content.

C. **Prohibition of Introduction of Cleaning Products or Pesticides by School Staff.** No employee or designated volunteer may bring any cleaning products or pesticides onto District property without prior approval of the school administration, or as specifically provided in the Plan.

D. **Biennial Review and Update.** The Superintendent and/or designee shall ensure that the Plan, ~~the annual audit reports required under B.11 above,~~ and all procedures and protocols adopted pursuant to this policy are reviewed no less than every two (2) years and updated as necessary. The Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year. Recommendations requiring Board policy changes should be brought to the ~~[Policy Committee and]~~ Board as soon as reasonably practicable.

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

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

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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NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 320

Description

[School Facility Approval Process](#)

Cross References

EBCA

Description

[Crisis Prevention and Emergency Response Plans](#)

ExhibitPDF EBCH-E(1): Chemical Safety and Chemical Hygiene Plan - Plan Template

Status: DRAFT

Original Adopted Date: 09/30/2024 | **Last Reviewed Date:** 06/10/2025

See PDF on the next page.



Book	I: Instruction
Section	Series I
Title	Instructional Resources and Instructional Resources Plan
Code	IJ
Status	Active
Adopted	October 2, 2018
Last Revised	October 2, 2018
Last Reviewed	July 16, 2024
Next Review	July 1, 2025

INSTRUCTIONAL RESOURCES AND INSTRUCTIONAL RESOURCES PLAN

The Board is responsible for approving and providing all instructional resources used in the District. All instructional resources will be selected based on their ability to provide quality learning experiences for students in that they:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Represent the many religious, ethnic, and cultural groups that contribute to our American heritage;
6. Are current;
7. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society; and
8. Match the appropriate skill levels of pupils.

Administrators and teachers may select instructional materials from a variety of media, including, but not limited to, books, online/internet materials, equipment, newspapers, other media, and instructional technologies. Selection of such materials should be made only after a determination that such materials are developmentally and age appropriate, provide quality learning experiences, and fit within the District's educational goals and philosophies.

Each school shall provide instructional resources, including those available online or through interlibrary loan, which provide instruction in:

1. Accessing information efficiently and effectively;
2. Evaluating information and sources critically and competently;

3. Citing sources and not plagiarizing;
4. Using information accurately and creatively;
5. Pursuing information related to personal interests;
6. Appreciating literature and other creative expressions of information;
7. Striving for excellence in information-seeking and knowledge generation;
8. Recognizing the importance of information to a democratic society;
9. Practicing ethical behavior in regard to information and information technology; and
10. Participating effectively in groups to pursue and generate information.

Basic instructional course material in the fundamental skill areas of language, arts, mathematics, science and social studies shall be reviewed at intervals not exceeding seven (7) years. All instructional materials must be sequential, and must be compatible with previous and future offerings.

Instructional resources maintained by the District shall be cataloged and classified in accordance with applicable NHDOE rules, and should be managed under policies and procedures designed to maximize their use.

Instructional Resources Plan.

The Superintendent is directed to prepare, maintain and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instruction resources necessary to support the needs of the user population and the approved curriculum. The plan shall conform to applicable NHDOE requirements (currently found at NHDOE Ed. 306.08(a)(4) and (b)), and shall be presented to the School Board every year for periodic review.

Legal	Ed 306.141(a)(4), Instructional Materials and Resources
	Ed 306.08, Instructional Resources

Last Modified by Lillian Sutton on July 25, 2024

Instructional Resources Plan

For School Year 2025/26

Last Revised 7/12/25

Policy IJ: “Instructional Resources and Resources Plan”

1. The Board is responsible for approving and providing all instructional resources used in the District
2. The Superintendent is directed to prepare, maintain and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instruction resources necessary to support the needs of the user population and the approved curriculum. The plan shall conform to applicable NHDOE requirements, currently found at NHDOE Ed. 306.08(a)(4) and (b)), and shall be presented to the School Board every year for periodic review.

Resource Planning:

1. Organization of instruction resources

- a. The Assistant Superintendent (AS) maintains all current curriculum resources and materials. In addition, they are responsible for:
 - i. Curating any new curriculum that is invented or purchased by their classroom teachers or specialists
 - ii. Retiring / deactivating any curriculum materials that are no longer used
 - iii. Ensuring that the list of materials is current and accurate throughout the year
 - iv. Ensuring that new teachers (to the district, regardless of years of experience) adhere to the approved curriculum library
- b. A School Principal may request the AS to assign a delegate, such as a lead teacher or materials specialist to curate portions of the library
- c. Changes to the library shall be reportable to the Superintendent and School Board

2. Ongoing development of instruction resources

- a. Continue aligning instructional resource with updated national/state standards
- b. Integrate feedback from the 2024/25 review cycle into revised units and lesson plans

3. Acquisition of instruction resources

- a.
- b. Independent Purchase or Creation of Instructional Materials by Teachers
 - i. General Guidelines
 1. Teachers are encouraged to innovate and supplement instruction with high-quality, standards-aligned materials.
 2. Before independently purchasing or inventing instructional materials, teachers must:
 - a. Review existing district-approved resources.
 - b. Consult school or district administrator
 - c. Ensure alignment with district curriculum and instructional frameworks.
 - ii. Approval/Purchasing
 1. All instructional material purchases using district funds must be pre-approved by the building principal

2. Materials that significantly deviate from the adopted curriculum must be reviewed by the building administrator and Assistant Superintendent

4. Maintenance and updating of instruction resources

- a. 95%, Arts & Letters and Illustrative math have already been purchased for this year out of a prior grant.
 - i. All three curriculums are up-to-date and research based.
- b. There are additional materials that need to be purchased for the various programs.
 - i. Those purchases will be out of the individual schools' budgets. Principals are responsible for ordering these additional materials.

5. Replacement of instruction resources

- a. This year is our second year with 95%. We have, and will continue, to work on PD for teachers.
 - i. Materials for this program have already been purchased
- b. This year is our hard launch of Arts & Letters.
 - i. We have continuous PD for staff every month. This is on a volunteer basis.
 - ii. With Arts & Letters this year, we are participating in an efficacy study. This will provide us with embedded coaching this year.
- c. This is our third year with our math program, Illustrative Math.
 - i. We are also conducting additional professional development, optional for staff, around this program.

6. Related Documentation

Monadnock Regional School District					
Five Year Curriculum Review Cycle					
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Math	W	I	M	M	M
Science	M	M	R	W	I
Social Studies	I	M	M	M	M
ELA	R	W	I	I	M
Health	I	M	M	M	M
Guidance	W	I	M	M	M
Music			R	I	M
Phys Ed			R	I	M

Arts			R	I	M
FACS			R	I	M
Tech Ed			R	I	M
World Language			R	I	M
Key:					
<p>R - Review and Research - A committee representing all levels of education in MRSD is formed to assess existing curriculum, research outstanding practices and national/state trends in the content area. The committee will recommend curriculum needs to the Director of Curriculum, Instruction, and Assessment.</p> <p>W - Writing/Material Research - The committee then writes the components of the curriculum. This includes research systems/programs/texts/materials that may be needed to implement the new curriculum changes.</p> <p>I - Implementation - Full implementation at all grade levels will be expected in September of the indicated school year.</p> <p>M - Monitor - The curriculum will continue to be monitored for its effectiveness. "Mid-course" adjustments will be recommended by staff and discussed by administration prior to any changes.</p>					

Monadnock Regional School District (MRSD)
School Board Meeting Minutes
July 15, 2025 (Not Yet Approved)
Monadnock Regional Middle/High School, Swanzey, NH

School Board Members Present: Kristen Noonan, Edmond LaPlante, Rachel Vogt, Cheryl McDaniel-Thomas, Scott Peters, Lisa Steadman and Hannah Blood. **Absent:** Brian Bohannon, Gina Carraro, Jennifer Strimbeck, Betty Tatro, Eric Stanley and Jeff Cesaitis.

Administration Present: J. Morin, Business Administrator.

1. CALL THE MEETING TO ORDER at 7:00 PM: S. Peters called the meeting to order.

2. PUBLIC COMMENTS: There were no public comments.

3. #celebrateMRSD: S. Peters explained that he toured MTC. He said it was very exciting. He saw a lot and asked a lot of questions. Some of the ceilings are going up. The mechanicals are inside the building and easy to maintain. It is pretty exciting.

It was mentioned that wrestling is a new sport at the high school.

4. MATTERS FOR INFORMATION & DISCUSSION:

a. Policies for First Read:

i. JFABE: Education of Children in Foster Care

ii. JKA: Corporal Punishment

iii. JLCC: Head Lice/Pediculosis

iv. JLCC-R: Communicable Diseases - Retire

v. JRA: Student Records and Access (FERPA)

vi. JRA-A: Student Records and Access - Retire

vii. JIC: Student Conduct

viii. JLCK: Physical and Emotional Well-Being Students

ix. JLIA: Supervision of Students

x. IMAH: Daily Physical Activity

xi. EBB: School Safety

xii. EBCH: Chemical Safety and Chemical Hygiene Plan: K. Noonan said that there are a lot of policies because some of them did not make the last packet. The committee cleaned up a few policies, then the bulletin policies, and then required by law. S. Peters would suggest K. Noonan and L. Spencer discuss the policies regarding the handbook. The Board could schedule a special meeting or assume they are going to pass with a vote.

b. Committee Report: Finance & Facilities: C. McDaniel-Thomas explained that the committee did not meet due to lack of quorum. She did mention that the committee discussed Cutler Building and agreed to get it appraised. The water filtration system at Emerson is not part of the renovations and is in need of being replaced. J. Morin explained that they have received

estimates. T. Breen has received 4 bids. The funds will come from the School Building Maintenance Expendable Trust. The administration would recommend The Water Store for the water filtration system in the amount of \$29,322.00. **MOTION:** C. McDaniel-Thomas **MOVED** to award the bid for the Emerson Water Filtration System to The Water Store in the amount of \$29,322.00 to be paid from the School Building Maintenance Expendable Trust. **SECOND:** L. Steadman. **DISCUSSION:** The water will be tested and a proposal will be sent to the State. **VOTE:** E. LaPlante-abstain and remaining members-yes. **Motion passes.** The tiles in the 700s and the 800s will be pulled up and replaced at no cost to the district.

c. Board Goal Review:

i. Fin/Fac: By October 1st 2025-Update the CIP for MRMHS and the SAU Campus: The committee was not able to discuss the CIP for Monadnock or the SAU due to lack of quorum. J. Morin and T. Breen know what has to be done. J. Rathbun would like to talk to his team and discuss education regarding the CIP. There are no major projects now. C. McDaniel-Thomas had mentioned at the meeting a 5-7-year maintenance plan for the newly renovated schools.

ii. CRC: By February 1st 2026 To deliver at least two communications to the public regarding district happenings and budget/voting information. H. Blood reported that the committee would like to do their first Live Facebook the first week in September to interact with the public. Invite students and teachers at the beginning of the year to let the public know what is happening. The committee hopes to get involved with the Behavior Committee regarding the rollout of the cell phone policy for support. In November, the committee will put together a budget-related Q & A. After the budget meeting in December, communicate with the public regarding budget-related action dates and times. Lastly, the committee would like to meet with the Ed. Committee targeting questions from the Dept. of Ed. Report Card. The CRC is thinking of ways to welcome the 7th grade students to MRMHS and ways to increase Husky Pride. Possibly hand out swag.

iii. Education: By October 1st 2025-Assess the district's current ELO opportunities and recommend options to enhance ELO in the 2026/27 School Year: The Ed./Tech Committee will be discussing the ELO at their August Meeting. S. Peters and J. Rathbun spoke about Beyond the Bell regarding funding. This will be a topic at the August Board Meeting.

d. NHSBA Resolutions: L. Steadman explained that the NHSBA Resolutions are due August 1, 2025. She explained the process for a resolution from this Board. L. Steadman proposed the following resolution to be brought forward: **MOTION:** C. McDaniel-Thomas **MOVED** to approve L. Steadman to write a resolution proposal for NHSBA in the vein of allowing Board Members with ADA qualified disabilities to be counted towards physical quorum but they must attend the meetings remotely. **SECOND:** H. Blood. **VOTE:** 7.6/0/0/5.4. **Motion passes.**

5. MATTERS THAT REQUIRE BOARD ACTION:

a. **Annual Approval of Policies DFA & JLDBB:** The Board was presented with Policy DFA for review. **MOTION:** K. Noonan **MOVED** to approve Policy DFA as presented. **SECOND:** C. McDaniel-Thomas. **VOTE:** 7.6/0/0/5.4. **Motion passes.** There is no action on Policy JLDBB this year.

b. **Annual Approval of the Independent Auditor:** **MOTION:** L. Steadman **MOVED** to approve Plodzik and Sanderson as the MRSD independent auditors for the 2025/26 Fiscal Audit. **SECOND:** C. McDaniel-Thomas. **VOTE:** 7.6/0/0/5.4. **Motion passes.**

c. **Annual Approval of Student Tuition Rate:** **MOTION:** L. Steadman **MOVED** to set the annual tuition for the 2025/26 school year at \$21,249.00 and it is tied to the cost per pupil. **SECOND:** C. McDaniel-Thomas. **VOTE:** 7.6/0/0/5.4. **Motion passes.**

d. **Approval of 2025-26 School Nutrition Prices:** J. Morin presented the breakfast, lunch, snack and milk prices for the elementary schools and the MRMHS. **MOTION:** K. Noonan **MOVED** to approve the 2025/26 Nutrition prices as presented by the administration. **SECOND:** C. McDaniel-Thomas. **VOTE:** 7.6/0/0/5.4. **Motion passes.**

e. **Emerson Autism Program:** At a previous meeting C. Woods presented a new Autism Program to be housed at Emerson Elementary. This program needs approval by the Board. L. Steadman asked why the program is at Emerson. C. McDaniel-Thomas commented that this is C. Woods' idea. It was commented that this is an out-of-district program and it will attract Massachusetts students. The construction of the classrooms are underway. This will keep our kids in the district. It was commented that we need to utilize the space at schools or you have to offer it to a Charter School. **J. Rathbun discussed this proposal by phone with the Board..** J. Rathbun commented that Emerson has the space and that is why they chose that school. The 2 rooms are the right size based on the number of students. This is the first time for this type of program. We will not be advertising for out-of-district students this year. This is a learning curve. We would not take in students from other districts if we need the spots. The specialists are at Emerson. J. Rathbun said there will be 4 to 5 students this year. **MOTION:** C. McDaniel-Thomas **MOVED** to approve the application and development of the NECC Partner Program for Autism as presented by the administration. **SECOND:** R. Vogt. **VOTE:** 7.6/0/0/5.4. **Motion passes.**

e. **Approve the Consent Agenda: June 17, 2025 Minutes, Non-Public Minutes and Manifest: \$ 163,021.18 for 2025, \$2,179,586.16 for 2026.** **MOTION:** L. Steadman **MOVED** to accept the June 17, 2025 Public Meeting Minutes and Non-Public Meeting Minutes as presented and to approve the manifest in the amount of \$ 163,021.18 for 2025, \$2,179,586.16 for 2026. **SECOND:** H. Blood **VOTE:** 7.6/0/0/5.4. **Motion passes.**

6. SETTING NEXT MEETING'S AGENDA:

- a. **NHSBA Resolution**
- b. **Policy JLDBB**
- c. **Student Handbook**

- d. ELO Goal and Plan**
- e. Negotiations Non-Meeting**

7. Notifications: S. Peters informed the Board of the new staff hired by J. Rathbun during the summer as authorized by the Board. Monica Devito-Administrative Assistant at MRMHS, Morgan Braniff-Cutler School Counselor, Sarah Wadsworth-4th grade Teacher Cutler, Lindsey Charron-MRMHS School Counselor, and Michelle Dillon-para professional Cutler.

8. PUBLIC COMMENTS: There are no public comments.

9. 8:14 PM ENTER INTO NON-PUBLIC SESSION (c) : MOTION: K. Noonan **MOVED** to enter into Non-Public Session under RSA 91-A:3 II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting: **SECOND:** C.McDaniel-Thomas **VOTE:** 7.6/0/0/5.4. **Motion passes.**

10. MOTION TO ADJOURN: MOTION: L.Steadman **MOVED** to adjourn the Board Meeting at 8:17 PM. **SECOND:** K. Noonan **VOTE:** 7.6/0/0/5.4. **Motion passes.**

Respectfully submitted,

Laura L. Aivaliotis
Recording Secretary

VOTING KEY:Yes/No/Abstain/Absent

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session (Not Yet Approved)
July 15, 2025
MRMHS Library/Zoom, Swanzey, NH**

Members Present: Kristen Noonan, Rachel Vogt, Lisa Steadman, Scott Peters, Edmond LaPlante, Hannah Blood and Cheryl McDaniel-Thomas. **Absent:** Brian Bohannon, Betty Tatro, Gina Carraro, Eric Stanley, Jennifer Strimbeck and Jeff Cesaitis.

Administration Present: J. Morin, Business Administrator.

8:14 PM Non-Public Session RSA 91-A:3 II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.

Issue #1: MOTION: C. McDaniel-Thomas **MOVED** to approve the retirement of Irene Kreissle, a para at MTC as of June 2026, and to waive the 18-month notice. **SECOND:** K. Noonan **VOTE:** 7.6/0/0/5.4. **Motion passes.**

MOTION: L. Steadman **MOVED** to leave non-public session. **SECOND:** K. Noonan. **VOTE:** 7.6/0/0/5.4. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**