

## SECTION K: SCHOOL - COMMUNITY - HOME RELATIONS

Section K contains policies, regulations, and exhibits on parent and community involvement in schools. Except for policies concerning education agencies, statements on public sector relations with the school district are located in this section, too.

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<u>Code</u>	<u>Category</u>	<u>Title</u>
KB	O	Parent Involvement in Education
KB	P	Parent Involvement in Title I Education
KB-R		Parental Involvement in Education/ Title I Parental Involvement in Education
KCB	O	Community Involvement in Decision-Making
KDA	R	Public Information/School Communications Program
KDCAR		Use of Students in Public Information Program
KE	R	Public Concerns and Complaints
KEB	R	Public Concerns/Complaints about Personnel
KED	P	Public Concerns/Complaints about Facilities and Services (Section 504)
KF	R	Community Use of School Facilities
KFA	R	Public Conduct on School Property / Assaults
KFA-R		Assaults
KHA	R	Solicitations in Schools <i>(also, GBEBEC)</i>
KHB	R	Advertising in Schools
KI	R	Visitors to Schools
KLK	R	Relations with Law Enforcement Authorities
KLMB	R	Automated External Defibrillator(s) (Also, GBGBA & JLCE)

### Categories

**O = Optional** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

**P = Priority** The subject matter of these policies is required by state and/or federal law.

**R = Recommended** While these policies are not required by law, they are highly recommended for effective and efficient school board operation.

Section K

Adopted March, 2004

## PARENTAL INVOLVEMENT IN EDUCATION

The District recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

The Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to the following:

1. Support to parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and children's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at school.
5. Provision of access to and coordination of community and support services for children and families.

These forms of involvement are not mutually exclusive and require a coordinated school wide effort.

The Superintendent will develop administrative procedures to implement this policy.

\* This policy is required only for districts receiving Title I funds.

\* **TITLE I PARENT INVOLVEMENT IN EDUCATION**

The Board endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schools.

Pursuant to federal law, the District will develop jointly with, agree on with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement goals.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

\* This policy is required only for districts receiving Title I funds.

**PARENTAL INVOLVEMENT IN EDUCATION  
TITLE I PARENT INVOLVEMENT IN EDUCATION**

(continued)

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

**Resources:**

*"National Standards for Parent/Family Involvement Programs," National PTA (reprinted May 1998); Improving America's Schools Act, P.L. No. 103-382, Sec. 1112; Local Education Agency Plans. P.L. 107-110, "No Child Left Behind Act of 2001," Title I - Improving the Academic Achievement of the Disadvantaged, Sec. 1118 Policy.*

*Updated April, 2003*

*New: June, 2001*

**PARENTAL INVOLVEMENT IN EDUCATION  
TITLE I PARENTAL INVOLVEMENT IN EDUCATION**

*TITLE I PARENT INVOLVEMENT*

In order to achieve the desired level of Title I parent involvement desired by Board policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school and community.

**A. Guidelines**

Parent involvement activities developed at each school will include opportunities for volunteering; parent education; home support for child's education; parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/ community regarding effective parent involvement practices.

**B. Roles and Responsibilities**

1. Parents

It is the responsibility of the parent to actively communicate with school staff; be aware of rules and regulations of school; take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school; utilize opportunities for participation in school activities.

2. Staff

It is the responsibility of the staff to develop and implement a school plan for parent involvement; promote and encourage parent involvement activities; effectively and actively communicate with all parents about skills, knowledge and attributes student is learning in school and suggestions for reinforcement; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

**TITLE I PARENT INVOLVEMENT**

(continued)

**3. Community**

Community members who volunteer in the schools have the responsibility to be aware of rules and regulations of the school; utilize opportunities for participation in school activities.

**4. Administration**

It is the responsibility of the administration to facilitate and implement the Title I Parent Involvement Policy and Plan; provide training and space for parent involvement activities; provide resources to support successful parent involvement practices; provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

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**COMMUNITY INVOLVEMENT IN DECISION-MAKING**

The Board shall encourage the involvement of citizens to fulfill the mission of the schools through such means as hearings, surveys, informational meetings, etc., where the Board may hear and evaluate community opinions as it conducts its responsibilities.

Revised: July, 1998

Adopted March, 2004

**PUBLIC INFORMATION PROGRAM**

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

1. Prepare or guide the preparation of informational materials including the annual report, newsletters, articles for periodicals, newspapers and/or radio releases, School District web sites, special pamphlets and other assigned material, and to maintain close liaison with news media and publicity organizations.
2. Organize or assist in development of speakers' bureaus and speaking engagements with civic, PTA, church and other groups.
3. Provide staff members with assistance for preparation of material for community and staff distribution (handbooks, information leaflets, etc.).
4. Assist in coordinating work with civic and other groups that support the school system.

Revised: November, 1999

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Adopted March, 2004

**USE OF STUDENTS IN PUBLIC INFORMATION PROGRAM**

One of the strongest links of communications between the District and the public is the pupil in the classroom. Failure to provide parents with appropriate information may lead to misinformation about the schools.

It is the responsibility of the school administration to see that information regarding school activities, programs, and organizations is properly disseminated to parents.

The school administration shall take reasonable steps to ensure that the use of students as couriers is limited to carrying information about the school system, or a particular school, except as specifically provided in the following paragraph. School information may include publications, newsletters, notices, or other printed matter published under the name of the District, the individual school, or the recognized parent/teacher group.

Students may serve as couriers for information generated by non-school organizations, subject to the following conditions: (1) the information clearly states that it is not school-sponsored, (2) the sponsor of the information/activity is a non-profit organization and the activity is student-related, (3) the School Board, or the Superintendent, reserves the right to refuse any request for distribution of such information, on a case-by-case basis, and (4) the distribution of such information is subject to prior approval by the Superintendent or his/her designee.

Information published by the District, individual school, employee organizations or unions, recognized parent/teacher groups, or non-school groups which advocates a particular position on bond issues, political matters, labor relations issues, or District budgets will not be distributed through the use of students as couriers.

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Adopted March, 2004

## PUBLIC COMPLAINTS

While the Board recognizes its obligation to be available to the public at all times, it also believes that individual complaints can usually be resolved most effectively by parties directly concerned. The Board will refer all complaints through the proper administrative channels for solution before investigation or action. Exceptions are complaints that concern Board actions or Board operations only. The Board, therefore, will not hear complaints from individual parents until such complaints have been raised, first with the child's teacher, and, if not resolved, successively with the department head (where applicable), Principal, and Superintendent.

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Adopted March, 2004

**PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL**

The Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it shall be referred to the school administration for study and possible solutions. The individual employee involved shall be advised of the nature of the complaint and shall be given an opportunity for explanation, comment, and presentation of the facts.

The Superintendent shall resolve the matter and report to the Board.

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Adopted March, 2004

SELECTION OF MATERIALS *FOR THE LIBRARY MEDIA CENTER*

## I. OBJECTIVES OF SELECTION

The primary objective of the Library Media Center is to provide students and staff with instructional and recreational materials which reflect the philosophy of the district's schools and enriches all parts of its program.

The Windham School Board asserts that the responsibilities of the professional staff are:

- \* To provide instructional materials that support the curriculum, taking into consideration varied interests, abilities and developmental levels of students served.
- \* To provide information that stimulates growth in factual knowledge, aesthetic values, ethical standards, and literary appreciation.
- \* To provide information which will enable students to become information literate and make intelligent judgments in their daily lives.
- \* To provide comprehensive materials so that students may develop, under guidance, the practice of critical analysis of all media.
- \* To provide materials representative of the many religious, ethnic and cultural groups, and their contribution to our American heritage.
- \* To place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for all users of the Library Media Center.

(Documents subscribed to: ALA Council Library Bill of Rights, American Association of School Librarians School Library Bill of Rights, ALA and Association of American Publishers Freedom to Read)

## II. RESPONSIBILITY FOR SELECTION OF MATERIALS

The Windham School Board is legally responsible for all matters relating to the operation of the schools. The responsibility for the selection of materials is delegated to the professionally trained personnel employed by the school board. Selection of materials may involve *input from* principals, department heads, teachers, students, community members, district media generalist and other media staff. The responsibility for purchasing and coordinating the selection of materials for the Library Media Center rests with the district media generalist. Responsibility for instructional materials selection rests with each building principal and his/her instructional staff.

## III. CRITERIA FOR SELECTION OF MATERIALS

The prime consideration in the selection of materials is curriculum needs. Materials for purchase are considered on the basis of:

- \* overall purpose
- \* overall value to the existing collection
- \* timeliness or permanence

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SELECTION OF MATERIALS *FOR THE LIBRARY MEDIA CENTER*

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- \* quality of writing/ production
- \* readability/view ability
- \* popular appeal
- \* authoritativeness
- \* reputation of the publisher/producer
- \* reputation and significance of the author/artist/composer, etc.
- \* format
- \* ease of use
- \* price

All materials shall support and be consistent with the curriculum and educational goals and objectives of the Windham schools. Materials shall provide information on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis.

Additional materials shall be purchased as deemed necessary to meet the needs of the schools by the district media generalist. Replacement copies of worn or missing materials shall be purchased as necessary.

#### IV. PROCEDURES FOR SELECTION

In selecting materials, the district media generalist evaluates the existing collection, and then may consult subject specialists within the schools for recommendations, as well as reputable, unbiased, professionally prepared selection aids. Whenever possible, purchase of materials shall be done only after personal evaluation by the district media generalist or other professional staff or if favorably reviewed in one or more of the aforementioned selection aids.

Out-of-date or no longer used materials shall be withdrawn from the collection according to acceptable professional practices in an on-going basis. Such materials shall be disposed of at the discretion of the district media generalist in consultation with subject specialists.

Gift materials are judged by the same standards as materials for purchase, and are accepted or rejected by those standards. These donations will be accepted on the condition that the district media generalist has the authority to make whatever disposition of the materials deemed advisable.

Evaluation of the collection will be an on-going process. The district media generalist will evaluate the collection for areas of weakness through the use of: circulation data,

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student and teacher requests, professional staff input, and suitability and sufficient quantity of materials to supplement the curriculum. Input and requests from the staff will be considered prior to ordering new materials to determine subject area or specific items desired for addition to the collection. Requests shall be fulfilled when considered to be of value to the collection and when monies are available.

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SELECTION OF MATERIALS *FOR THE LIBRARY MEDIA CENTER*  
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V. CHALLENGES TO THE CURRICULUM OR MATERIALS

Despite the care taken to select materials for student and teacher use, it is recognized that occasional objections may be raised by community members, students, parents, or school staff. The Windham School Board recognizes that the final authority as to what materials an individual student will be exposed to rests with the student's parents or guardians. However, at no time shall the wishes of one child's parents or guardians to restrict his/her reading or viewing of a particular item infringe on another parent's rights to permit his/her child to read or view the same material.

In the event a complaint is made the following procedures shall apply:

1. The complaint shall be heard first by the staff member providing the materials in question. An effort will be made to resolve the issue informally. Staff members receiving verbal complaints shall promptly notify the building principal regardless of whether the issue has been resolved.
2. If the issue has not been resolved, the complainant shall be referred to the building principal who will provide the complainant with the Selection of Materials policy. If the complainant decides to pursue his/her complaint after reviewing this policy, he/she will be asked to fill out the Request for Review of Materials form and submit it to the principal. A copy of the completed form will be submitted to the superintendent of schools and district media generalist.
3. Upon receipt of a completed Request for Review of Materials form, the district media generalist shall then appoint a review committee composed of the following persons to consider the complaint: district media generalist who will act as the chair of the committee, the building principal, one classroom teacher at the appropriate grade level, the department head or a specialist in the subject area of the challenged material, one community member.
4. The review committee shall:
  - \* read/view and examine the materials referred to in the Request for Review of Materials form,
  - \* check general acceptance of the materials by reading reviews,

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SELECTION OF MATERIALS *FOR THE LIBRARY MEDIA CENTER*  
(continued)

- \* weigh values and faults against each other and form opinions based on the materials as a whole and not on passages or portions pulled out of context, keeping the best interests of the students, curriculum and community in mind,
  - \* meet to discuss the materials and prepare a written recommendation on it within fourteen (14) calendar days of the filing of the complaint,
  - \* forward the written recommendation to the complainant and the superintendent of schools.
5. The decision of the reconsideration committee is binding for the grade level of all schools within the district.
6. Notwithstanding any procedure outlined in this policy, the complainant shall have the right to appeal any decision of the review committee to the Windham School Board as the final review panel.
7. Should the complainant decide to appeal the decision of the review committee, the superintendent of schools will arrange a meeting of the school board, complainant and review committee at which time both parties will present their cases. After hearing the presentations, the school board will have a period of five (5) working days to present a finding. The superintendent of schools will inform both the complainant and the review committee of the final decision of the school board.
8. No materials shall be removed from use until the final decision as to the disposition of the complaint has been made.



REQUEST FOR REVIEW OF MATERIALS

Title \_\_\_\_\_  
Author, Editor or Producer \_\_\_\_\_  
Publisher \_\_\_\_\_  
Format of material \_\_\_\_\_

Request initiated by:  
Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_

Complainant represents:  
Himself/herself \_\_\_\_\_  
Name of organization \_\_\_\_\_

1. To what material do you object? (Please be specific; cite pages, video segments, etc.)

\_\_\_\_\_  
\_\_\_\_\_

2. What do you feel might be the result of a student becoming exposed to this material?

\_\_\_\_\_  
\_\_\_\_\_

3. Would you recommend this material for a different age group?

\_\_\_\_\_

4. Is there anything of value present in this material? \_\_\_\_\_

\_\_\_\_\_

5. Did you read the entire book/examine all of the AV material? \_\_\_\_\_  
If not, what sections did you look at? \_\_\_\_\_

\_\_\_\_\_

6. Are you aware of the judgment of this material by reviewing sources? \_\_\_\_\_

7. What do you believe is the theme of this material? \_\_\_\_\_

\_\_\_\_\_

8. What would you like the school to do with this material?

\_\_\_\_\_ Do not permit my child to view/read it.

\_\_\_\_\_ Provide my child with alternative materials.

\_\_\_\_\_ Withdraw it from all students.

9. In place of this material could you recommend other material which you consider to be of equal or superior educational quality?

\_\_\_\_\_  
\_\_\_\_\_

10. Other comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ Signature of Complainant

**Public Complaints About Facilities or Services****GRIEVANCE PROCEDURE (SECTION 504)**

1. Any qualified handicapped person, or persons, who feels subject to discrimination with respect to Section 504 of the Rehabilitation Act of 1973 has the right to file a formal grievance.
2. Any qualified handicapped person, or persons, who has a grievance shall discuss it first with the appropriate building Principal in an attempt to resolve the matter informally at that level.
3. If, as a result of the discussion, the matter is not resolved to the satisfaction of the aggrieved party within five (5) school days, the aggrieved party shall set forth the grievance in writing to the Principal. The Principal shall communicate his/her decision to the aggrieved party in writing within five (5) school days of receipt of the written grievance.
4. The aggrieved party, no later than five (5) school days after receipt of the Principal's decision, may appeal the Principal's decision to the Section 504 Coordinator. The appeal to the Coordinator must be made in writing reciting the matter submitted to the Principal and the aggrieved party's dissatisfaction with decisions previously rendered. The Coordinator shall meet with the aggrieved party to attempt to resolve the matter as quickly as possible, but within a period not to exceed five (5) school days. The Coordinator shall communicate his/her decision in writing to the aggrieved party and the Principal not later than five (5) school days after the meeting.
5. If the grievance is not resolved to the aggrieved party's satisfaction, the aggrieved party, no later than five (5) school days after receipt of the Coordinator's decision, may submit a written request for a hearing with the local School Board regarding the alleged discrimination through the Superintendent of Schools. The hearing will be held within thirty (30) calendar days of the written request. The School Board must provide the aggrieved party with a written decision on the appeal within ten (10) calendar days after the hearing.
6. Between the date the aggrieved party requests the hearing and the date the hearing is held, the aggrieved party and the School District may continue to negotiate. If the School District and aggrieved party agree on a mutual solution to the alleged discrimination, the hearing would be canceled.
7. The decision of the School Board is final pending any further legal recourse as may be described in current local district, state or federal statutes pertaining to Section 504 of the Rehabilitation Act of 1973.

**Regulatory Reference**

Section 504 of the Rehabilitation Act of 1973

Revised: July, 1998

**USE OF SCHOOL BUILDINGS AND FACILITIES**

It shall be the policy of the Board to rent school buildings and facilities to recognized responsible organizations and groups. The Superintendent will develop procedures for the public use of school facilities.

*See appendix ECA-R*

Revised: July, 1998

Adopted March, 2004

**PUBLIC CONDUCT ON SCHOOL PROPERTY/ASSAULTS**

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

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

**Statutory Reference:**

RSA 571-C:2

Appendix KFA-R

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Adopted March, 2004

## ASSAULTS

Assaults/battery upon School District personnel and/or students will not be tolerated. Appropriate action must be taken immediately. Procedures to be followed by building administrator when an assault/battery has occurred are:

1. Restore order and contact proper law enforcement authorities, if necessary;
2. Secure medical assistance, if necessary;
3. Conduct a preliminary investigation;
4. Submit a written report to the Superintendent.

After reviewing the written report of the incident, the Superintendent may refer the matter to the School District's Attorney.

*Reference Policy: KFA*

Revised: November, 1999

Revised: July, 1998

*Also GBEBC*

## **PUBLIC SOLICITATIONS IN THE SCHOOLS**

As a general policy, there will be no solicitation within the schools for any purpose whatsoever. No commercial enterprise may be represented in the schools and there will be no sale of goods or services on the premises.

Any request for the exception to this rule must be submitted in writing to the School Board or its agents (Superintendent and/or Principal) at least 30 days prior to the implementation of the requested activity.

The School Board reserves the right to grant exceptions.

**ADVERTISING IN THE SCHOOLS**

Neither the facilities, the name, the staff, nor the children of the schools, school system, not any part thereof shall be employed in any manner for advertising or otherwise promoting the interests of any commercial or other non-school agency or organization except that;

The school may cooperate in furthering the work of any nonprofit, community-wide social service agency, provided that such cooperation does not restrict or impair the educational program of the schools.

The schools may use films or other products bearing only simple mention of the producing or sponsoring firm.

The schools may participate in radio or television programs under acceptable commercial sponsorship when such participation is supplementary or beneficial to the program of the schools.

The Superintendent may, at his/her discretion, announce or authorize to be announced any lecture or other community activity of particular educational merit.

The schools may, upon approval of the Superintendent, cooperate with any governmental agency in promoting activities in the general public interest which are nonpartisan and non-controversial and which promote the education or other best interests of the pupils.

School publications may accept and publish paid advertising under established procedures.

Promotional literature will not be distributed through the schools except for recognized educational and youth-oriented organizations.

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### VISITORS TO THE SCHOOLS

All persons, other than staff and pupils enrolled in the school, who may come to the school for any reason during the school day are considered visitors and must report and sign in at the school office. Employees of the school system (directors, coordinators, maintenance staff members, and others) are to advise the school Principal or Secretary that they are in the building. A visitor (a person not employed by the school system) must report to the school office and receive permission to be on the school grounds.

Persons wishing to meet with a teacher for the purpose of discussing a particular problem shall do so only at a time when it does not interrupt the normal school program. Persons wishing to make such arrangements may do so by securing an appointment with the teacher through the office of the Principal or by direct contact with the teacher.

No person shall visit a school without first reporting to the office of the Principal as to the purpose and place of the visit.

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**RELATIONS WITH POLICE AUTHORITIES**

It is the policy of the schools to cooperate with law enforcement agencies ( see appendix for memorandum of understanding).

*Appendix JICD – R, Page 1-4*

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Adopted March, 2004

## AUTOMATED EXTERNAL DEFIBRILLATOR(S)

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use.

The use/administration/maintenance of the AED is subject to the following conditions:

**1. Location of the AED (s)**

The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s).

**2. Authorized Employees/Training of Users**

AED's will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.

**3. Maintenance**

AED's will be maintained by the School Nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).

**4. Registration of AED(s)**

In accordance with RSA 153-A:33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety. See sample registration forms, at (Code of Policy - R).

**5. Liability Limited**

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

**Statutory Reference:**

RSA 153-A:28-33

Further Information: State of NH, Bureau of Emergency Medical Services, 271-4568

New Policy September, 2003

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