

CONTOOCOOK VALLEY SCHOOL DISTRICT
Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

POLICY COMMITTEE

January 21, 2020

SAU Finch Room

6:00 PM

Agenda

Committee Members:

Rich Cahoon – Chair, Janine Lesser, Crista Salamy, Jerry Wilson, Stephan Morrissey, Katherine Heck, Tim Theberge

1. **Call to Order & Approval of January 7, 2019 Minutes**
2. **Non-Public Session: RSA 91-A:3,II (If Required)**
 - a) **Review of Sealed Minutes**
3. **The following policy will be submitted for a first read at the January 7th School Board meeting:**

GBCA: Staff Conflict of Interest
4. **Returning for Further Discussion:**
 - a) GBED: Prohibitions Regarding Use and Possession of Tobacco products, E-Cigarettes, and E-Liquids In and On School Facilities and Grounds. Identical policies include ADC & JICG, which are not part of this package
 - b) IHAMA: Teaching About Alcohol, Drugs, and Tobacco
 - c) IHCD Advanced Coursework/Advanced Placement Courses & Stem Dual & Concurrent Enrollment Programs. Identical policy is LEB
5. **New Policies/Discussion:**
 - a) IMGA: Service Animals -- packet includes our existing policy & a revise NHSBA version from 2018
 - b) JLCFA: Feminine Hygiene Products – new priority policy
 - c) JLDDB: Suicide Prevention and Response – new priority policy
6. **Pending Policies:**
 - a) GBEAB: Mandatory Code of Conduct Reporting – All Employees (we do not have this policy but it is a referenced policy in recently adopted JLF: Reporting Child Abuse)
 - b) GBEED: Employee Use of Social Networking Websites

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Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

POLICY COMMITTEE

January 7, 2020
SAU Finch Room
6:00 PM

Minutes

Committee Members:

Rich Cahoon – Chair, Janine Lesser, Crista Salamy, Jerry Wilson, Stephan Morrissey, Katherine Heck, Tim Theberge

Attendees: Stephan Morrissey, Rich Cahoon, Katherine Heck, Ann Forrest, Janine Lesser, Kimberly Saunders, Tim Theberge, Mark Schaub, Jerry Wilson.

1. Call to Order & Approval of December 5, 2019 Minutes

Rich Cahoon called the meeting to order at 6:05 pm.

Motion to approve the December 5th minutes made by Katherine Heck and seconded by Tim Theberge.

2. Non-Public Session: RSA 91-A:3,II (If Required)

- a) **Review of Sealed Minutes**
None.

3. The following policies will be submitted for a second read at the January 7th School Board meeting:

EHAB: Data Governance and Security

4. Returning for Further Discussion:

- a) GBEAB: Mandatory Code of Conduct Reporting – All Employees (we do not have this policy but it is a referenced policy in recently adopted JLF: Reporting Child Abuse)

Do we need this policy? Dr. Saunders thinks it is important to make it very clear to employees that we expect them to report.

Katherine Heck noted that it also clarifies the procedure and keeps a higher level of ethics in our district. It helps to have the procedure for the code of conducts.

Dr. Saunders would like to find out what her colleagues are doing. Rich Cahoon would like to have Dean Eggert look at it.

This policy makes it hard for teachers to be judge and jury to their peers.

There is recognition that abuse does happen.

ACTION: Send to legal and NHSAA for feedback. Return to committee in 8 weeks.

- b) GBEBD: Employee Use of Social Networking Websites

Tim Theberge asked where it specify if there are sanctioned uses of media for educational purposes?

Katherine Heck, who has done much research and would like us to address 1) what actual apps are acceptable and 2) only required in the classroom.

We can have both district software and district-approved software.

Instagram is wide open. The Data Governance Plan comes into play here to ensure the apps are educationally appropriate. Starting this year, we have a much better understanding of what we have (in use) and how we will move forward.

Dr. Forrest noted these are two different things. It is a double edged sword. These apps should fall under our vetted process. Some apps are age restricted.

Some teachers are using social media for communication purposes only. We will have to provide a safe alternative, if we decide to restrict apps.

Rich Cahoon noted that this policy does not even define social media. This says if you're a teacher, don't use social media to communicate with your students socially. This speaks to social accounts.

The Superintendent would like Mark Schaub and his staff to speak with those teachers who have successfully engaged in teacher/student social media sites in regards to education.

Janine Lesser feels this policy belongs under Conduct. Rich Cahoon noted the conduct is what is key here, not the platform.

ACTION: Mark Schaub will spearhead efforts in district and bring this back to policy in 6 to 8 weeks.

- c) GBCA: Staff Conflict of Interest (also included is Policy EHB: Data/Records Retention). This is returning due to VLACS changes.

The first and seventh paragraph are the issue. Teachers tutoring their own students for pay, as a self referral. This was long ago and we no longer have this issue. What about test prep? We have done this for SATs, but are teacher are referred into it.

ACTION: Incorporate edits and send for a first read.

5. **New Policies:**

The following policies are new/revised Priority policies from the NHSBA 2019 Fall Update. If we have an existing policy, it included with the new/revised version:

- a) GBED: Prohibitions Regarding Use and Possession of Tobacco products, E-Cigarettes, and E-Liquids In and On School Facilities and Grounds. Identical policies include ADC & JICG, which are not part of this package.

ACTION: Merge definitions from NHSBA policy to our existing policy and bring back for review.

Discussion ended here.

- b) IHAMA: Teaching About Alcohol, Drugs, and Tobacco
- c) IHCD Advanced Coursework/Advanced Placement Courses & Stem Dual & Concurrent Enrollment Programs. Identical policy is LEB.
- d) JLCFA: Feminine Hygiene Products – new
- e) JLDDB: Suicide Prevention and Response – new

Motion to adjourn by made by Jerry Wilson at 6:54 pm. Seconded by Tim Theberge. Unanimous.

GBCA – Staff Conflict of Interest

Employees shall not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as members of the school staff. This includes but is not limited to:

1. Employees shall not participate for financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to pupils or their parents.
2. Employees who have patented or copyrighted any device, publication, or other item shall not receive royalties for use of such item in the district schools, without expressed approval of the ConVal School Board.
3. Employees shall not engage in any type of work where the source of information concerning customer, client, or employer originates from information obtained through the school system, except as provided by the parents.
4. Pursuant to policies EHAB and EHB, school employees shall not solicit or sell for personal gain any educational materials or equipment in the attendance areas served by the school to which they are assigned. Nor shall any employee make available the use of obtained confidential information for personal gain.
5. Nor will any employees make available lists of names of students or parents to anyone for sales purposes, without expressed approval of the ConVal School Board.
6. Neither staff members nor members of their household shall engage in commercial transactions with the school district in an amount in excess of \$5000 per fiscal year, without the express approval of the School Board.
7. Employees shall not provide private standardized individually administered evaluations to students enrolled in the District.
8. Employees shall not provide private educational services to students enrolled in the District, except as set forth in Policy GCQAB, Tutoring for Pay.

~~Pursuant to the To avoid nepotism in the supervision of personnel, the Board directs that no employee be assigned to a position where the employee would be supervising or responsible to a relative, or to a member of their household.~~

Category: P

See also GCQAB, GCQA

1st Read: ~~June 7, 2011~~ January 21, 2020

2nd Read: ~~September 6, 2011~~

Adoption: ~~October 18, 2011~~

**PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO
PRODUCTS, E-CIGARETTES AND E-LIQUIDS
IN AND ON SCHOOL FACILITIES AND GROUNDS**

Category: *Priority/Required by Law*

Identical policies: *ADC & JICG†*
Related policy: *IHAMA*

ADOPTION NOTES –

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

- (a) *†This policy is coded in three sections, employee (GBED), foundations (ADC), and student (JICG), as it has provisions which apply generally, to employees and to students. The three policies used to be written separately for each section/application, but have now been merged into this one version. Districts may, but need not, maintain all three. If choosing to maintain one, NHSBA recommends using ADC, and further that the board formally withdraw the other two, with a permanent record of the withdrawn policy. See 2019 NHSBA Fall Update sample GBA for what record of a withdrawn policy might look like.*
- (b) *{**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (c) *General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.*
- (d) *Withdrawn and earlier versions of revised policies should be maintained separately as permanent records of the District. Some districts maintain a "Repealed/Revised" section within their manuals.*

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. Definitions. *These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.*

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI.

"Device" means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

**PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO
PRODUCTS, E-CIGARETTES AND E-LIQUIDS
IN AND ON SCHOOL FACILITIES AND GROUNDS**

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that *may or may not contain* nicotine *or e-liquid*. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-b.

"E-liquid" means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

No employee shall use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine, in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

**PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO
PRODUCTS, E-CIGARETTES AND E-LIQUIDS
IN AND ON SCHOOL FACILITIES AND GROUNDS**

D. All other persons

No visitor, contractor, vendor or other member of the public, shall use any tobacco product, **device**, E-cigarette, **E-liquid**, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may call contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

RSA 155:64 – 77, Indoor Smoking Act

RSA 126-K:2, Definitions

RSA 126-K:6, Possession and Use of Tobacco Products by Minors

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

**PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO
PRODUCTS, E-CIGARETTES AND E-LIQUIDS
IN AND ON SCHOOL FACILITIES AND GROUNDS**

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

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

NHSBA history: Revised – November 2019, September 2018, February 2004, November 1999, July 1998

NHSBA revision notes: **November 2019** - revised in response to 2019 N.H. Laws Ch. 259:109 (HB 511). Revisions generally reflect expanded definitions of prohibited electronic devices whether for tobacco or cannabis (vaping etc.). **September 2018** – revised to include definitions and prohibitions relative to E-cigarettes and liquid nicotine, as well as reorganized for improved readability.

w/p-update/2019 Fall/ /ADC - GBED - JICG Tobacco 2019 (d)

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GBED – Tobacco Products Ban Use and Possession in and on School Facilities and Grounds

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. Definitions

“Tobacco product(s)” means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI as the same may be amended or replaced from time-to-time.

“E-cigarette” means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that provides a vapor of pure nicotine mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-a as the same may be amended or replaced from time-to-time.

“Liquid nicotine” means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a as the same may be amended or replaced from time-to-time.

“Facility” is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, E-cigarette, or liquid nicotine in any facility, in any school vehicle, while attending any school-sponsored event, or anywhere on school grounds maintained by the District.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

No employee shall use any tobacco product, E-cigarette, or liquid nicotine, in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

D. All other persons

No visitor, contractor, vendor or other member of the public, shall use any tobacco product, E-cigarette, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may call contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice – Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

Legal References:

RSA 155:64 – 77, Indoor Smoking Act

RSA 126-K:2, Definitions

RSA 126-K:6, Possession and Use of Tobacco Products by Minors

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

Category: Priority-Required by Law

See also: ADB, ADC, GBEC, JICG, & JICH

First Read: March 19, 2019

Second Read: April 2, 2019

Adopted: April 2, 2019

TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO**Category: Priority/Required by Law****Related Policies: {ADC/GBED/JICG, ADB/GBEC, and JICH**}****ADOPTION NOTES –*****This text box, and all highlights within the policy should be removed prior to adoption.***

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

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

As part of the health education program for grades [K – 12 _____], the District shall provide aged and developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, abuse thereof, the hazards of using tobacco products, e-cigarettes, liquid nicotine and like suspensions, as well as the state laws and related penalties for prohibiting minors using or possessing such products. The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing ***such health education or education on such topics.*** An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO**Legal References:**

RSA 126-K:8, Youth Access to and Use of Tobacco Products, Special Provisions

RSA 189:10, Studies

RSA 189:11-d, Drug and Alcohol Education

RSA 193-E:2-a, Substantive Educational Content of an Adequate Education

Ed 306.40, (b)(2) a - Health Education Program.

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

NHSBA history: Revised - November 2019; July 2004; and July 1998.

NHSBA note, November 2019, revised in response to 2019 N.H. Laws Ch. 346:104 & 346:109 (HB 4). That provision, rather awkwardly written included a requirement that districts adopt specific policies regarding violations of 126-K:8, I and education on the same. NHSBA notes that state law already required: (a) health education to address tobacco use (189:11-d), prohibited minors from using or possession tobacco products (126-K:6), prohibited smoking indoors in public places (RSA 155:64-77), a policy to that effect (RSA 155:68); and smoking on school property (RSA 126-K-7). Other than the health education component, all of these provisions are addressed in NHSBA sample policy ADB/GBED/JICG. **September 2017**, revised to reflect the 2016 enactment of SB 369, establishing RSA 189:11-d, Drug and Alcohol Education.

w/p-update/2019 Fall/ /IHAMA Teaching About Drugs Alcohol & Tobacco 2019 (d)

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IHAMA – Teaching About Alcohol, Drugs, and Tobacco

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. Information will be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing education on the effects of alcohol, other drugs, tobacco, and dealing with abuse. The District shall provide age and developmentally appropriate drug and alcohol education to pupils based upon the needs of the pupils and the community, as a component of the kindergarten through grade 12 health education program. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

Legal References:

RSA 189:10, Studies

RSA 189:11-d, Drug and Alcohol Education

Ed 306.40, (b)(2) a – Health Education Program.

Category: P – Required by Law

1st Read: August 7, 2018

2nd Read: August 21, 2018

Adopted: August 21, 2018

**ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES &
STEM DUAL & CONCURRENT ENROLLMENT PROGRAM***Category: Priority/Required by Law**Identical policy: LEB†**Related policy: IKF***ADOPTION NOTES –*****This text box, and all highlights within the policy should be removed prior to adoption.***

- (a) †This policy is coded in two sections, *Education Agency Relations (LEB)* and *Instruction (IHCD)*. The two policies used to be written separately for each section/application, but have now been merged into this one version. Districts may, but need not, maintain both. If choosing to maintain one, NHSBA recommends using ICD, and further that the board formally withdraw the other policy, with a permanent record of the withdrawn policy. See 2019 NHSBA Fall Update sample GBA for what record of a withdrawn policy might look like.
- (b) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (c) For districts without high schools, only section A is required, which also should be modified to remove reference to dual and concurrent enrollment/credits.
- (d) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption to assure suitability with the district's own specific circumstances,

A. Advanced Course Work/Advanced Placement Courses

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and *school* counselors will *aid* students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or *school* counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades **10** and **12** may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH").

**ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES &
STEM DUAL & CONCURRENT ENROLLMENT PROGRAM**

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities; **and**
10. ***Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy IKFG.***

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

*RSA 188-E:25 through RSA 188-E:26-28
Ed 306.141(a)(6), Advanced Course Work*

ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES & STEM DUAL & CONCURRENT ENROLLMENT PROGRAM

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

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

NHSBA history: Revised – November 2019, December 2017, September 2017, May 2014, May 2008, October 2005, November 1999, July 1998

NHSBA revision notes, November 2019 - revised in response to 2019 N.H. Laws Ch. 322 (SB 276). Revisions include: (a) opening dual/concurrent enrollment programs to sophomores, (b) reference to a career readiness credential, and (c) replacement of guidance counselor with school counselor. **December 2017** - revised to reflect that the Dual and Concurrent Enrollment Program is specific to STEM courses and further that the Superintendent/designee is responsible for coordinating any agreements between the district and CCSNH, as required under 188-E:28. **September 2017** - updated to incorporate the Dual and Concurrent Enrollment Program established by 2017 N.H. Laws 210 (SB 101) which required districts to adopt a policy permitting qualified students to participate in the program.

w/p-update/2019 Fall /IHCD - Advanced Coursework Dual Enrollment 2019 (d)

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IHCD – Advanced Coursework

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the school district, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. These means may include taking courses at a different public school or a private school, or through distance education courses or other suitable means.

Credit may be given, provided the course conforms to applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

This policy will be published annually in the High School Student Handbook.

Legal References:

NH Code of Administrative Rules, Section Ed 306.14(g), Advanced Course Work

Category: P

See also: IK, IKF, IMBA, IMBC, LEB

1st Read: September 15, 2015

2nd Read: October 6, 2015

Adopted: October 6, 2015

SERVICE ANIMALS IN SCHOOLS*Category: Priority – Required by Law**Related Policy: IMG***A. General Conditions.**

1. Use of a service animal by a person with a disability will be allowed in or upon District property when the animal is required to perform work or tasks directly related to the individual's disability.

Qualified individuals with disabilities and service animal trainers are eligible to use service animals in the School.

2. "Service animals":

- a. "Service Animal" for the purposes of this policy shall mean and include any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animal shall be construed to include a "hearing ear dog," "guide dog," or "service dog," as those terms are currently defined in NH RSA 167-D:1. "Emotional support," "therapy," or "comfort dogs" are generally not service animals for the purposes of this policy, except as may be provided under Paragraph B.2, below.

Miniature horses do not specifically fall within the state or federal statutory definitions for "service animal". However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the Superintendent or his/her designee, who in addition to the above will take into consideration the provisions of Paragraph B.2, and Section C, below. If a miniature horse is approved, all the conditions in this policy shall apply.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

- b. The work or tasks performed by a service animal must be directly related to the individual's disability. Under state and federal law, work and tasks may include, but are not limited to: (1) assisting individuals who are blind or have low vision with navigation and other tasks; (2) alerting individuals who are deaf or hard of hearing to the presence of people or sounds; (3) providing nonviolent protection or rescue work; (4) pulling a wheelchair; (5) assisting an individual during a seizure; (6) alerting individuals to the presence of allergens; (7) retrieving items such as medicine or a telephone; (8) providing physical support and assistance with balance and stability to individuals with mobility disabilities; and (9) helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of the law.

SERVICE ANIMALS IN SCHOOLS

3. "Comfort" animals/pets: Animals which do not meet the definition of Service Animal as provided above, are not entitled to protection under this policy and are subject to such other applicable policies or administrative regulations of the District or school.
4. The District will have no responsibility for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.3.a, below. It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.
5. All service animals must be kept on a harness, leash or tether (unless this prevents the animal from performing his/her specific work or tasks with the individual), or must otherwise be under the control of the individual with a disability or designated handler at all times.
6. The individual (in the case of a student, the student's parent/guardian(s)) is liable for any damage to District property or other personal property, and for any injuries to individuals caused by the service animal, consistent with any applicable laws.
7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.
8. As used in this policy, "service animal trainer" shall have the same definition as that provided under RSA 167-D:1 as the same may be amended or replaced from time-to-time. As of February 1, 2017 that statute defines "service animal trainer": (i) as any person who is employed to train dogs for or is volunteering to raise dogs for a provider of service animals for persons with disabilities, (ii) or an individual trainer who helps a person with disabilities to train his or her own service animal, (iii) or an individual trainer who tests an animal to verify its eligibility for the New Hampshire service animal tag.

B. Administrative Review of Service Animals.

1. Whenever a service animal is in the school or on District property (and it is not obvious that the animal qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized District personnel may ask:
 - a. Whether the service animal is required because of a disability;
 - b. What work or task(s) the animal has been trained to perform;
 - c. In the case of a service animal trainer, documentation of the individual's affiliation with a recognized organization as described in RSA 167, and section A.7 above.
2. If a student with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal as defined above, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE). After such review, if the animal is deemed necessary for the student to receive FAPE, then the animal shall be a service animal for the purposes of this policy.

SERVICE ANIMALS IN SCHOOLS

3. When it is anticipated that a service animal is going to be in school on a regular basis with a third party (e.g., employee, volunteer, service animal trainer or other frequent visitor to the school), the individual using the service animal (or in the case of a student, the student's parent/guardian(s)) are strongly encouraged to notify the Superintendent or the Principal in advance.
 - a. The school will not provide any staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve itself).
 - b. Any handler (service animal trainer, parent/guardian or other person) accompanying the service animal must have approval to work in the school from the New Hampshire Department of Education and undergo the State criminal background check.
4. Service animals must be properly licensed and vaccinated in accordance with New Hampshire law (see RSA Chapter 466).

C. Additional Considerations Relative to Service Miniature Horses.

In making a determination as to whether to allow a specific miniature horse as a service animal, the Superintendent/designee will consider pertinent factors, including, without limitation:

- a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- b. Whether the handler has sufficient control of the miniature horse;
- c. Whether the miniature horse is housebroken; and
- d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements necessary for the safety of students or others.

D. Removal or Exclusion of Service Animals from School.

1. The Superintendent, Principal or other authorized school official may require that the service animal be removed from the school or other District property under any of the following circumstances:
 - a. The service animal poses a direct threat to the safety of individuals, causes a significant disruption of school activities or programs, fundamentally alters the nature of any school program, or otherwise jeopardizes the safe operation of the school in a manner that cannot be eliminated by modifications;
 - b. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform (which is required to be defined as a service animal);

SERVICE ANIMALS IN SCHOOLS

- c. The service animal is not under the full control of the person with a disability, or the authorized handler/trainer, and the individual does not take effective action to control the animal;
 - d. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health (applying the standard that would be applied to any other animal allowed on school premises); and/or
 - e. The service animal is not housebroken (i.e., demonstrates that it is not sufficiently trained to relieve itself outside in appropriate locations).
2. If a service animal is removed or excluded, the individual shall still be provided access to school facilities, programs and/or services.

History:

First reading: _____

Second reading/adopted: _____

Legal References:

Section 504 of the Rehabilitation Act – 29 U.S.C. 794;

Americans with Disabilities Act – 42 U.S.C. 12101 et seq.;

Nondiscrimination on the Basis of Disability, Title 28 CFR Part 35-36;

NH RSA 167-D and 466;

NHSBA history: New policy - April 2011

Revised – May 2018

NHSBA revision note, May 2018: NHSBA has revised sample policy IMGA to add clarity and to reflect emerging interpretations of applicable statutes and regulations.

w/p-update/2018spring/IMGA Service Animals 2018-5

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IMGA – Service Animals

Purpose

This policy addresses the use of service animals within school buildings and on school grounds. As established and defined by the Americans with Disabilities Act and its accompanying regulations, individuals with disabilities shall be permitted to bring their service animals in school buildings or on school grounds in accordance with this policy. Conditions relative to pets and non-service animals within the school building and on school grounds are found in Board Policy IMG.

“Service Animal” Defined

In accordance with 28 CFR 35.104 (effective March 15, 2011) a “service animal” is defined as:

Any animal that is individually trained to do or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the handler’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or who have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or task for the purpose of this definition.

This definition shall be construed to include a “hearing ear animal,” “guide animal,” or “service animal,” as those terms are currently defined in NH RSA 167-D:3.

Permissible Inquiries

The District will not make the inquiry about the nature or extent of an individual’s disability in determining whether to allow a service animal in a school building or on school grounds. When it is not patently obvious as to the role of the service animal, the District may ask whether the animal is required because of a disability and what work or task the animal has been trained to perform.

When a student or employee’s disability requires the presence of a service animal in a school building or on school grounds during the school day, the District shall also require annual submission of proof of current vaccinations and immunizations of the service animal and a current veterinary health certificate.

Access to the School Buildings and Grounds

In accord with federal regulations, individuals with disabilities shall be permitted to be accompanied by their service animal in all areas of District schools, where members of the public, participants in services, programs, or invitees, as relevant, are allowed to go.

Animals for Children with Educational Disabilities or a Section 504 Plan

If a student with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE).

Management of Service Animals

Service animals must be under control of their handlers. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

Care of and Responsibility for Service Animals

The District is not responsible for the care or supervision of a service animal. The owner or handler of the service animal shall be solely responsible for:

- Supervision and care of the animal, including feeding, exercising, clean-up and stain removal;
- Restraint of the animal at all times;
- Damages to the school buildings, property and vehicles caused by the animal;
- Injuries to students, employees, volunteers and visitors caused by the animal; and
- Annual submission of documentation of vaccinations and immunizations.

Animals for Employees

Use of a service animal by a qualified employee with a disability will be allowed when such use is necessary to enable the employee to perform the essential functions of his/her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

Circumstances Under Which a Service Animal Will Be Prohibited from Campus

The Superintendent or other designee may ask an individual with a disability to remove a service animal from the campus or school event, or may even deny a request for use of a service animal on campus or at a school event if:

- The animal is out of control and the animal's handler does not take effective action to control it;
- The animal is not housebroken;
- The presence of the animal will require a fundamental alternation of the program or will significantly disrupt or interfere with the educational process;
- When the animal is to be used regularly during the school day or at school events, the handler fails to submit proof of current vaccinations and immunizations of the service animal and a current

veterinary health certificate;

- To the extent applicable, the handler fails to comply with NH RSA 167-D.

If an animal is properly removed or prohibited from the premises, the District will continue to give the individual with a disability the opportunity to participate in District services, programs, or activities without having the service animal on the premises.

A decision to remove or prohibit a service animal from District schools may be appealed to the Superintendent of Schools.

Legal References:

Section 504 of the Rehabilitation Act – 29 U.S.C. 794

Americans with Disabilities Act – 42 U.S.C. 12101 et seq.

Nondiscrimination on the Basis of Disability, Title 28 CFR Part 35, Part 36

NH RSA 167-D

Category: P

See also IMG

1st Read: June 7, 2011

2nd Read: July 19, 2011

Adopted: July 19, 2011

< IMG - Animals In School

JBA - Sexual Harassment - Students (<https://schoolboard.convalsd.net/district-policies/jbaa-sexual-harrassment-and-sexual-violence/>)

FEMININE HYGIENE PRODUCTS*Category: Recommended**[districts with middle, junior and/or high schools only]***ADOPTION NOTES –*****This text box, and all highlights within the policy 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 to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.*
- (b) *Withdrawn and earlier versions of revised policies should be maintained separately as permanent records of the District. Some districts maintain a "Repealed/Revised" section within their manuals.*

The District shall make tampons and sanitary napkins available at no cost in all gender neutral bathrooms and bathrooms designated for females located in *[for districts with elementary schools, modify the language as appropriate to include only middle and high school building] each middle/junior and high school within the District.*

The Superintendent may implement any rules or procedures appropriate to implement this policy. The Superintendent should also designate personnel to explore the availability of and pursue any grants or partnerships available to satisfy the costs associated with this policy.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:**Legal References:**

RSA 189:16-a, Menstrual Hygiene Products (2019 Laws Chapter 252).

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

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

FEMININE HYGIENE PRODUCTS

NHSBA history: New policy – November 2019

NHSBA note: November 2019 – new policy intended to address the provisions of 2019 SB 142, adopted as 2019 Laws Chapter 252, and codified as RSA 189:16-a.

w/p-update/2019 Fall/ /JLCFA Feminine Hygiene Products (d)

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SUICIDE PREVENTION AND RESPONSE

Category: Priority/Required by Law

ADOPTION NOTES –

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

- (a) *This sample policy is required with the 2019 passage of SB 282 (codified as RSA 193-J). Although the new law is not effective until July 1, 2020, there are many provisions which may have budgetary and planning impacts. It is important, therefore, for Districts to carefully review the staffing and programming implications for FY 2021.*
- (b) *The annual training required under section C below, is required under the statute. The first training must occur by March 31, 2021.*
- (c) *This sample policy contemplates the development of a separate District Suicide Prevention Plan, with components as outlined in Section A of the policy. NHSBA recommends that districts use as a template or guide the sample “policy” available through the American Foundation for Suicide Prevention. The coding should connect to the board policy (e.g., JLDBB & JLDBB-R). This sample policy JLDBB was structured to mesh the key elements of RSA 193-J with the AFSP model “policy”. As of October 2019 the AFSP guide and policy can be found at:

<https://afsp.org/our-work/education/model-school-policy-suicide-prevention/>*
- (d) *This sample policy is structured to apply to districts with more than one school. For single school districts, the duties/positions of District Suicide Prevention Coordinator and School Suicide Prevention Points of Contact (policy sections B.1 & B.2, below) may/should be merged, with additional changes as needed for internal continuity.*
- (e) **{**}** *indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (f) *General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.*

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

- A. District Suicide Prevention Plan and Biennial Review. No later than May 31, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

SUICIDE PREVENTION AND RESPONSE

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e) Confidentiality considerations;
 - f) Designation of any personnel, in addition to the {see adoption note (d) above, and B.1 & B.2, below} _____ District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j) Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).
2. Biennial Review: No less than once every two years, the Superintendent, in consultation [with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons _____ and] with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. [{The Superintendent shall appoint a} OR {the _____ is designated as the}] District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:

SUICIDE PREVENTION AND RESPONSE

- a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
 - c) developing - or assisting individual teachers with the development - of age appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d) developing or assisting in the development of the annual staff training required under section C of this policy;
 - e) Such other duties as referenced in this Policy or as assigned by the Superintendent.
2. Building Suicide Prevention Liaison. The [name position _____], or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.
- C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.
- D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

SUICIDE PREVENTION AND RESPONSE**Legal References:**

RSA 193-J: Suicide Prevention Education

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

Other Resources:

- The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: www.nhstudentwellness.org
- American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>
- Suicide Prevention Resource Center - <http://www.sprc.org>
- The National Suicide Prevention Lifeline – <https://www.suicidepreventionlifeline.org>
- The Trevor Project - <https://www.thetrevorproject.org>

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

NHSBA history: New policy, November 2019.

NHSBA note, November 2019 This sample policy is in response to 2019 N.H. Laws Ch. 315 (SB 282), codified as RSA 193-J, which, among other things, requires that “each school district ... shall develop a policy that guides the development and implementation of a coordinated plan to prevent, assess the risk of, intervene in, and respond to suicide.” The statute then includes several required and discretionary policy components. As with other instances of recent legislation (e.g., 2018’s HB1612 & 2019’s SB 263), SB 282 contemplates Board development of a policy to direct the development of the plan, not the plan itself. This sample policy is intended to assist that process by coordinating the requirements of the statute with the framework with some of the model “policies” created by various suicide prevention/crisis intervention organizations such as the American Foundation for Suicide Prevention.

w/p-update/2019 Fall/ JLDDB Suicide Prevention (d2)

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