

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**POLICY COMMITTEE MEETING**

**Tuesday, May 2, 2023**

**5:45 PM**

**Location: SAU Finch Conference Room**

**Agenda**

**Committee Members:** Crista Salamy (Chair), Tom Burgess, Katherine Heck, Michael Hoyt, Thomas Kirlin, Janine Lesser

- 1. Call to order**
- 2. Approval of the April 18, 2023 Minutes**
- 3. Policy Review**
  - BDE: Committees and School Board Member Special Duties
  - JLCF: Wellness
  - EG, KDCA, KDA: Communication and Public Information
  - JLDDB: Suicide Prevention and Response
  - JJJ: Access to Public School Programs
- 4. Non-Public Session RSA 91-A:3 II (If Required)**
- 5. Policy Status Update:**

**Scheduled for May 2, 2023 School Board Agenda:**

- ICA: School Calendar (Rescind)
- JJA: Student Activities & Organizations (2nd Read/Adoption)
- IC: School Year and School Year Calendar (2nd Read/Adoption)
- EBCD: Emergency Closings/Emergency School & District Closings (2nd Read/Adoption)
- EBCA: Emergency Plans (1st Read)

**Under review/revision by Administration:**

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

**Under review by Legal:**

- IHBAA: Evaluation Requirements for Students
- IHBG: Home Education Instruction
- AC: Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan
- AC-E: Non-Discrimination

**Under review by School Board Committee:**

- Capital Plan Policy (Budget & Property)
- EG/KDA: Public Information Program (Communication)
- IKL: Academic Integrity and Honesty – (Education Committee)

**Under review with Nurses:**

- JLCA: Physical Examination of Students

**On Hold:**

- DJB/DJB-R: Purchasing Procedures
- DJE: Bidding Requirements

**Future Agenda Items:**

- Fall Update Items

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**POLICY COMMITTEE MEETING**

**Tuesday, April 18, 2023**

**5:45 PM**

**Location: SAU Finch Conference Room**

**Minutes**

**Committee Members:** Crista Salamy (Chair), Tom Burgess, Katherine Heck, Michael Hoyt, Thomas Kirlin, Janine Lesser

**Present:** Crista Salamy, Tom Burgess, Katherine Heck (6:02 pm), Michael Hoyt, Thomas Kirlin, Janine Lesser, Dick Dunning, Dr. Kimberly Saunders, Heather McKillop

Kimberly Saunders shared that Policy setting is a statutory obligation of the board. Policies are by statute, recommended, or optional.

It is better not to have a policy at all than not to follow those you have.

There are policies and procedures. Procedures are what administration writes describing how a policy will be enacted.

**1. Call to order**

**Crista Salamy called the meeting to order 5:50 p.m.**

**Janine Lesser moved to nominate Crista Salamy as Policy Chair. Mike Hoyt seconded. Unanimous.**

Crista Salamy shared how Monday.com works for this committee to track policies. Time was spent with committee members in Monday.com.

**2. Approval of the March 7, 2023 Minutes**

**Katherine Heck motioned to approve the minutes of March 7, 2023. Crista Salamy seconded. Unanimous.**

**3. Policy Review**

- **EBCA: Crisis Prevention & Emergency Response Plans**

Kimberly Saunders said that this is the blended NHSBA version and ConVal's as requested.

This policy is ready for a first read of the full Board.

- **JICA: Student Dress Code**

Kimberly Saunders asked for direction. Is this something that should be worked on with administration or simply left alone?

Mike Hoyt asked if it has been a problematic situation with the current policy. The response was that it has not been a problem.

Crista Salamy said that administration previously reported that things are going well and change is not needed. An inconsistency between the two middle schools was noted.

An ambiguity was seen as in place with hats allowed in one middle school and not in another.

The handbooks are a tool that can be used for this purpose.

At GBS hats and hoodies can be worn in the building and at SMS they cannot. The same holds true for the high school.

Janine Lesser said that administration reports that there have been no problems.

Katherine Heck said that this might not be on the radar but she has heard that the dress is not appropriate at the middle schools or the high school. Any time the board initiates policy that has less unambiguity it allows the board to take the heat.

Kimberly said that the line “.....is unsuitable for school wear” is something that needs consideration. We should simply say that a student is either in dress code or not in dress code. We do not judge what a student wears to school.

Crista Salamy said that meshing some of the NHSBA policy with ConVal’s was discussed in the past.

Katherine Heck said that the policy is not very clear, noting that the words “.....or causes a substantial and material disruption or substantial disturbance...” is subjective.

Janine Lesser said that this might give administration more work to police it. If the administration was coming to us saying that there was a disruption, she could see adding more specific language.

Katherine said that is a fair responsibility for administration in preparing students for the future.

Heather McKillop said that when students wear drug or alcohol print on their clothing it is addressed.

Janine Lesser asked Heather if it would help to use the language in NHSBA policy or not concentrate on student clothing.

Tom Burgess suggested tying it to language in the handbook.

Kimberly Saunders said that if a change is made to the dress code you should start with administration and the handbook. Then it should go to the community.

Katherine said that this process, if changed, would take time to implement.

Crista Salamy said that this could be put on the back burner if change in the upcoming school year is not anticipated. The principals have given their opinion. It could be revisited later.

A survey was suggested.

Dick Dunning suggested looking at what other schools are putting forward on dress code in their handbooks.

How kids come to school changes over time. Judgment calls have been made. He said that he is not in favor of midriffs showing or short shorts. Giving administrators flexibility is helpful.

Sometimes the more specific the language is the more difficult it is to manage.

Kimberly said that the issue is that dress codes are often focused on young ladies clothing; that can cause an issue.

Administrators were asked to gather information from other school district handbooks.

Kimberly said that she will bring this back on June 6th.

- KFA: Public Conduct on School Property

Work to align the policy with RSA Chapter 159-E is needed and RSA 193:13.

This should return to Policy on June 6th.

- JBAB: Transgender and Gender Non-Conforming Procedure

This procedure was written by legal. Who makes the decision of whether or not to tell a parent? The School Principal in conjunction with counselors etc. It may become a non-issue and the requirement to tell the parent may move forward. The student’s age weighs in on student safety.

Katherine Heck recommends keeping the procedure in place and bringing it back once more is known. More to come on June 6th after more is known about HB272.

- IKFC: Alternate Diploma

ConVal does not have this policy. It is recommended. We do not have an alternate diploma; we have a certificate of attendance, but it is not a diploma.

More to come on June 6th.

- CM: School District Annual Report

Kimberly Saunders said that she would like to see what the NHSBA policy says first before moving forward. The Annual Report is a governing body report. The approval is the board's responsibility. More to come on June 6th.

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

None.

#### **5. Policy Status Update:**

##### **Scheduled for Next School Board Agenda:**

- ICA: School Calendar (Rescind)

##### **Under review/revision by Administration:**

- JJJ: Access to Public School by Nonpublic, Charter Schools, and Home Educated Students
- JLDDB: Suicide Prevention and Response
- JLCB: Immunization of Students (Reworded and Re-lettered)
- JLCA: Physical Exams

##### **Under review by Legal:**

- JLCF: Wellness
- IHBAA: Evaluation Requirements for Students
- IHBG: Home Education Instruction
- AC: Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan
- AC-E: Non-Discrimination

##### **Under review by School Board Committee:**

- Capital Plan Policy (Budget & Property)
- EG/KDA: Public Information Program (Communication)
- IKL: Academic Integrity and Honesty – (Education Committee)
- JLCF: Wellness

##### **Under review with Nurses:**

- JLCA: Physical Examination of Students

##### **On Hold:**

- DJB/DJB-R: Purchasing Procedures
- DJE: Bidding Requirements

##### **Future Agenda Items:**

- Fall Update Items

**Janine Lesser motioned to adjourn at 6:45 p.m. Katherine Heck seconded. Unanimous.**

Respectfully submitted,

Brenda Marschok

# BDE – Committees and School Board Member Special-Duty Assignments

## Category: 0

### Standing Committees Purpose

The ConVal School Board utilizes standing committees to consider issues, proposals, and tasks in a smaller venue to allow members to delve more deeply into issues than may be possible at full School Board meetings. The committee structure is an efficient way of allowing for more thorough consideration of policy proposals, constructing budgets, initiating new programs, reviewing curricular issues, monitoring of progress toward Board goals, and Board communication. The committees may initiate and investigate any matter within their jurisdiction. All recommendations of these committees should represent a majority vote of committee members. No vote or discussion of a standing committee – with the exception of the Student Discipline and Grievance Committees – will constitute a School Board decision unless so authorized by Board action at a public meeting. Additional committees may be created, or existing committees dissolved, by a vote of the Board at the annual Board organizational meeting following the annual Board election.

The following committees currently exist as part of the governance of the Board:

- Budget and Property
- Education
- Policy
- Strategic Planning
- Communication
- Equity
- Selectmen's Advisory Committee

### Committee Organization

Each committee should have at least four members. The Chair of the Board, in consultation with Board members, makes committee appointments annually. These appointments are for a term of one year. All appointments will be made promptly after each Board election. An organizational meeting of each committee will be held annually promptly after each Board election and the announcement of committee appointments by the Board Chair. A Chair for the committee will be selected annually by the appointed members of the committee at the organizational meeting of the committee. Any Board member may attend and participate in any committee meeting at any time. However, the voting members of each committee will be limited to those who have been appointed. All committee meetings shall be posted publicly.

### Committee Administration

The Superintendent or designee shall attend committee meetings whenever possible, as non-voting members. The Chair of the committee is responsible for prioritizing issues, setting meeting agendas, dates, and times. A record must be kept of the proceedings of each committee meeting. That record must be approved by the voting membership of the Committee and kept on file at the Board office. That record must be posted publicly and maintained on file in the Board office. The Chair of each standing committee shall be responsible for reporting on the committee's business at the full Board meeting.

### Committee Responsibility and Jurisdiction

Each committee of the Board will be assigned a jurisdiction. This jurisdiction will be reviewed and confirmed annually by the Board following the organizational meetings of all committees. Each committee Chair may periodically initiate review and adjustment of the committee's jurisdiction when deemed appropriate; any change to a committee jurisdiction must be approved by the School Board. Committee jurisdictions will be posted on the School Board's website. A committee of the Board shall not appoint a committee of that committee without approval of the Board.

### School Board Member Special Duty Assignments

#### Special Duty Assignment Purposes

Individual Board members may be designated to fulfill special assignments on behalf of the whole Board to facilitate the efficient, or confidential, completion of Board responsibilities.

#### Special Duty Assignments

The following special duty assignments will be made to facilitate Board governance:

- Negotiations/Grievance
- Student Discipline
- Food Service / Wellness
- Review of the Manifest
- Representative to the New Hampshire School Board Association (NH SBA) Delegate Assembly

#### Special Duty Assignment Procedures

The Chair of the Board, in consultation with Board members, make special duty appointments annually. These appointments are for a term of one year. All appointments will be made promptly after each Board election. The committees on Negotiation, Employee Grievance, or Student Discipline are not open to participation by Board members who have not been appointed. Nor are meetings of the Negotiations, Employee Grievance, or Student Discipline committee meetings open to the public.

Board members appointed to fulfill a special duty assignment will report to the full Board as requested to do so by the Board Chair.

Board member(s) designated to review the Manifest prior to each Board meeting will bear the responsibility of moving for acceptance of the certified manifest at the Board meeting.

The Board member appointed as the representative of the ConVal School Board to the NHSBA Delegate Assembly will review all proposals with the Board prior to the annual Delegate Assembly and seek Board advice regarding their vote at the Delegate Assembly.

#### Ad-Hoc Committees of the Board

Ad hoc committees of the Board may be appointed by the Chair of the Board. The function of the ad hoc committee will be to study specific issues for a specifically limited period of time, and if appropriate, to make recommendations to the full Board for approval. The dates, times, and location of ad hoc committee meetings will be posted publicly and the meetings will be open to all members of the Board. No vote or discussion of an ad hoc committee will constitute a decision of the Board, unless such authority is granted by the School Board at a public meeting.

#### Ad Hoc Committees with School Board Members

The School Board may form committees with members of the public, students, parents, and/or employees to do specific tasks and make recommendations to the Board. The Board Chair may appoint members of the School Board to such ad hoc committees. Meetings of ad hoc committees must be properly posted and open to the public. Board members not appointed by the Board Chair may attend and participate in ad hoc committee meetings but may not be voting members of the ad hoc committee. The Board will establish the charge of the scope of responsibility for such ad hoc committees. Such ad hoc committees are advisory and have only such authority as specified by the Board. The Board will receive reports or recommendations from an ad hoc committee at the direction of the Board Chair. A record must be kept of the proceedings of each meeting of an ad hoc committee. That record must be approved by the membership of the ad hoc committee and kept on file at the Board offices. The Board retains the right and has the duty to make all final decisions related to such reports or recommendations of an ad hoc committee. The Board reserves the right to limit, create or dissolve an ad hoc committee at any time as it deems appropriate.

First Read: April 6, 2021

Second Read: May 4, 2021

Adopted: May 4, 2021

◀ BDD - Board-Superintendent Relationship

BDG — School District Attorney (<https://schoolboard.convalsd.net/district-policies/bdg-school-district-attorney/>)



JLCF:

**Category: Priority/Required by Law**

**Related Policies: EF, IMAH, JLC, JLCF & JLCI**

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board believes that health and student success are interrelated. The Contoocook Valley School District is committed to providing a school environment that enhances learning and the development of lifelong wellness practices.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. This policy should be deemed complementary to the other policies of the District pertaining to social and emotional wellness.

This policy applies to all students, staff and schools in the District.

### **Purpose**

A systemic wellness program that integrates both healthy nutrition and physical activity into the health and physical education curriculums and that consults with school health and the food service program.

An overall school environment before, during and after school hours that encourages students to make healthy food choices, develops healthy eating habits, and promotes opportunities for physical activity.

### **Goals**

- I. The District shall teach, encourage, support and model healthy eating habits for students.
- II. The District shall teach, encourage, support, and model age appropriate daily physical activity.
- III. The District shall educate students, employees, school board and community members to the important benefits of a healthy lifestyle.
- IV. The Schools shall comply with the nutrition guidelines outlined in this policy in a manner designed to facilitate the adoption of healthier eating habits.

## **DISTRICT WELLNESS COMMITTEE**

The Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level. A building level wellness committee may be formed to assist the building coordinator in the implementation and evaluation of this policy.

The Superintendent shall convene a District Wellness Committee whose functions will include review and recommendations regarding implementation of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.

The District Wellness Committee should represent each school and the diversity of the community. The committee shall consist of the Food Services director, each Building Wellness Coordinator, parents, students, school nurses, physical education teachers, health education teachers, school administrators and a school board member. It may also include outside health professionals such as registered dietitians, pediatricians, pediatric nurse practitioners and members of the public and others with expertise in nutrition and physical activity.

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee, and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee. Staff appointments to the Wellness Committee shall be made by the Superintendent or her designee. The School Board Chair shall appoint the School Board member. Remaining members, other than those who are ex officio shall be appointed and approved by the Wellness Committee.

The District Wellness Committee shall meet no less than three (3) times per school year.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

## **WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT**

### **A. Implementation Plan.**

Each Building Wellness Coordinator, with the assistance of the Wellness Committee, will conduct an annual school level assessment based on the Centers for Disease Control and Prevention's School Health Index, using tools available through such programs as the Alliance for a Healthier Generation *Schools | Alliance for a Healthier Generation* and to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by September 30<sup>th</sup> of each school year and provided to the Superintendent.

### **B. Annual Notification of Policy.**

The District will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website. This information will include the contact information of the chairperson of the Wellness Committee as well as how the public can get involved with the District Wellness Committee.

### **C. Triennial Progress Assessments.**

Every three years, the Wellness Committee will assess:

- The extent to which each of the District's schools are in compliance with the wellness policy;
- The extent to which the District Wellness Policy compares to model wellness policies; Wellness Committee And
- A description of the progress made in attaining the goals of the District's Wellness Policy.

The Wellness Committee will make recommendations to update the District Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Board will review and act upon such assessments as required or as the Board deems appropriate.

**D. Recordkeeping.**

The Superintendent or his/her designee will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy; including who is/was involved in each update and methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

**E. Community Involvement, Outreach and Communications.**

The District will communicate ways in which representatives of the District Wellness Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

## **NUTRITION**

### **A. School Meals.**

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

~~<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>~~  
<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

### **B. Staff Qualifications and Professional Development**

The District shall meet or exceed the applicable state and federal qualifications and standards for its school food and nutrition personnel as well as the applicable hiring, professional standards and annual continuing education standards. ¶

### **C. Water.**

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes. To the extent drinking water comes from well water, the well water shall be tested for potability in accord with state standards, but no less than on a triennial basis.

### **D. Competitive Foods and Beverages and Marketing of Same in Schools.**

"Competitive foods and beverages" (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at:

<https://www.fns.usda.gov/school-meals/smart-snacks-school>

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (***note***: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the District, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

#### **E. Celebrations and Rewards.**

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. Foods and beverages will not be used as a reward or withheld as punishment for any reason. Schools should limit celebrations that involve food during the school day. The District will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages

#### **F. Food Sale Fundraising.**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine (9) bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

#### **G. Nutrition Promotion.**

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion shall include:

Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:

***<https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>***

#### **H. Nutrition Education.**

The District will teach, model, encourage and support healthy eating by all students. Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.

- Nutrition education posters will be displayed in each cafeteria or if no cafeteria, each room in which students regularly eat their lunches. .
- Consistent nutrition messages shall be disseminated throughout the school.

### **PHYSICAL ACTIVITY.**

The District will provide physical education consistent with national and state standards. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

#### **A. Classroom Physical Activity Breaks.**

In addition to any recess periods provided in the ordinary daily schedule, students will be offered periodic opportunities to be active or to stretch throughout the day. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

**B. Before and After School Activities.**

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

**C. Walking and Biking to School.**

The District will support walking or biking to school by students or faculty only if determined safe by the building principal.

**V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS.**

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective each school engage in at least one activity each school year that seeks to integrate wellness throughout the school community.

**PROFESSIONAL LEARNING.**

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

**Legal References:**

42 U.S.C. 1751, *Richard B. Russell National School Lunch Act*  
42 U.S.C. 1771, *Child Nutrition Act of 1966*  
Section 204 of Public Law 108-265, *Child Nutrition and WIC Reauthorization Act of 2004*  
*The Healthy Hunger-Free Kids Act of 2010*  
7 C.F.R 210, *National School Lunch Program*  
7 C.F.R 220, *School Breakfast Program*  
RSA 189:11-a, *Food and Nutrition Programs*  
N.H. Dept. of Education Administrative Rule – Ed 306.04 (a)(20), *Wellness*  
N.H. Dept. of Education Administrative Rule – Ed 306.11 (g), *Food and Nutrition Services*  
N.H. Dept. of Education Administrative Rule – Ed 306.38 (b)(1)b, *Family and Consumer Science Education Program (middle schools)*  
N.H. Dept of Education Administrative Rule – Ed 306.40, *Health Education 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.



WELLNESS

Category: Priority/Required by Law

Related Policies: EF, IMAH, JLC & JLCI

~~~~~

**ADOPTION/REVISION NOTES –**

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

- (a) *USER SUGGESTION – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (b) *General – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (c) *General – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (d) *General – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (e) *General – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

~~~~~

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are inter-related. It is, therefore, the goal of the Board that the learning environment positively influences a student’s understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the District.

**I. DISTRICT WELLNESS COMMITTEE.**

The Superintendent, in consultation with *[the Director of Food Services, other \_\_\_\_\_]*, will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level.

The Superintendent shall convene a representative “District Wellness Committee” (or “Wellness Committee”), whose functions will include review and recommendations regarding implementation

**WELLNESS**

of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.<sup>1</sup>

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee, and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee.

The District Wellness Committee shall meet no less than three times per school year.

The District Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include the Superintendent or her/his designee, *[the Food Services Director/Director of School Nutrition \_\_\_\_\_]*, each Building Wellness Coordinator, parents, students, physical education teachers, health education teachers, school counselors, school administrators, a school board member, outside health professionals, individual school building representatives, and members of the public.

Staff appointments to the Wellness Committee will be made by the Superintendent. The School Board Chair shall appoint the School Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

## **II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT.**

### **A. Implementation Plan.**

Each Building Wellness Coordinator, with the assistance of the Wellness Committee, will conduct a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, using tools available through such programs as the Alliance for a Healthier Generation *Healthy Schools Program*, and to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by September 30<sup>th</sup> of each school year and provided to the Superintendent.

### **B. Annual Notification of Policy.**

The District will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website. This information will include the contact information of the District official(s) chairing the Wellness Committee (i.e., the Superintendent or his/her designee) and any Building Wellness Coordinator(s), in addition to on how the public can get involved with the District Wellness Committee.

---

<sup>1</sup> Districts with more than 1-2 schools might also consider building level wellness committees, to assist the district committee in the assessment & implementation functions. *[Remove entire footnote before finalizing]*

**WELLNESS****C. Triennial Progress Assessments.**

Every three years, the *[Food Services Director/Director of School Nutrition \_\_\_\_\_]* will assess:

- The extent to which each of the District's schools are in compliance with the wellness policy;
- The extent to which the District Wellness Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the District's Wellness Policy.

The Wellness Committee will make recommendations to update the District Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Board will review and act upon such assessments as required or as the Board deems appropriate.

**D. Recordkeeping.**

The Superintendent will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy; including who is/was involved in each update and methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

**E. Community Involvement, Outreach and Communications.**

The District will communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

**III. NUTRITION.****A. School Meals.**

**WELLNESS**

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP)[ *and the School Breakfast Program (SBP)*]. District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

**B. Staff Qualifications and Professional Development.**

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:

<https://www.fns.usda.gov/school-meals/professional-standards>

**C. Water.**

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school [throughout the school day, including mealtimes,] {OR}[at all places and times that school meals are served mealtimes, at every school].<sup>2</sup>

Students shall be permitted to bring water bottles to school that:

- (1) Are made of material that is not easily breakable;
- (2) Have lids to prevent spills; and
- (3) Are filled exclusively with water

School Principals may discipline students for the misuse of water bottles, consistent with Board policy {\*\*} JICD.

**D. Competitive Foods and Beverages and Marketing of Same in Schools.**

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at:

<https://www.fns.usda.gov/school-meals/smart-snacks-school>

---

<sup>2</sup> The Healthy Hunger-Free Kids Act of 2010 requires that schools participating in the NSLP make potable (i.e. drinkable) water available at no charge to students in the places and times that school meals are served. Alliance for a Healthier Generation advocates that such water be available at all times during the school day. Districts are required only to meet the free water during meal time standard, but may adopt a more liberal one.

**WELLNESS**

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (*note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.*)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the District, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

**E. Celebrations and Rewards.**

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards.<sup>3</sup> Foods and beverages will not be used as a reward

---

<sup>3</sup> Federal law encourages, but does not require, Smart Snack standards to apply to foods or snacks that are NOT promoted or offered for sale during the school day. Individual districts may use alternative standards that are

**WELLNESS**

or withheld as punishment for any reason. The District's School Nutrition Services will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

**F. Food Sale Fundraising.**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine<sup>4</sup> bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

**G. Nutrition Promotion.**

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include.<sup>5</sup>

- Implementation of at least \_\_\_\_ or more evidence-based healthy food promotion techniques in the school meal programs using methods included in the Smarter Lunchroom Movement, which may be found at:

*<https://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>*

- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:

*<https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>*

**H. Nutrition Education.**

The District will teach, model, encourage and support healthy eating by all students.<sup>6</sup>

---

*"more or less stringent" than the Smart Snack standards, but the Policy must include the guidelines for those snacks. Accordingly, if the district chooses to loosen the restrictions on food for such things as class celebrations or snacks, the policy should clearly articulate the alternative standards.*

<sup>4</sup> The nine bake sale exemption is found in a N.H. Dept. of Education Technical Advisory dated September 13, 2017. Districts may adopt more stringent limitations.

<sup>5</sup> The policy is required to have at least one "measurable goal for nutrition promotion in the school". The second bullet in this Section G articulates one such goal.

<sup>6</sup> The policy is required to have at least one "measurable goal for nutrition education". Included in the policy text above are examples.

**WELLNESS**

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in [each school cafeteria] **{OR if no cafeteria}** [each room in which students regularly eat their lunches].
- Consistent nutrition messages shall be disseminated throughout the school.

Schools should provide additional nutrition education that<sup>7</sup>:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

**IV. PHYSICAL ACTIVITY.**

The District will provide physical education consistent with national and state standards. Physical activity<sup>8</sup> during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

**A. Classroom Physical Activity Breaks.**

In addition to any recess periods provided in the ordinary daily schedule, students will be offered **periodic opportunities** to be active or to stretch throughout the day. The District recommends

---

<sup>7</sup> These bulleted items may be refashioned into measurable goals and included immediately above.

<sup>8</sup> The policy is required to have at least one "measurable goal for physical activity". Classroom physical activity breaks are one such example. Before and after school activities are more likely to meet the "measurable goal" requirement if the provision includes specific activities. Other examples include such things as community use of school athletic facilities and equipment, "walk to school" days. Further suggestions, as well as more comprehensive and coordinated physical activity programs, may be found in materials on the Alliance for a Healthier Generation site: <https://www.healthiergeneration.org/resources/physical-activity>

**WELLNESS**

teachers provide short ([\_\_\_\_\_]3-5]-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

**B. Before and After School Activities.**

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

**C. Walking and Biking to School.**

The District will support walking or biking to school by students or faculty only if determined safe by the building principal.

**V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS.**

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities.<sup>9</sup> In furtherance of this objective, each school in the District will *[identify at least one activity or list of options with a requirement to engage in one or more]* each school year.

**VI. PROFESSIONAL LEARNING.**

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

**District Policy History:**

First reading: \_\_\_\_\_ Last revised: \_\_\_\_\_

Second reading/adopted: \_\_\_\_\_ Reviewed/reaffirmed: \_\_\_\_\_

Other district policy history: \_\_\_\_\_

**Legal References:**

42 U.S.C. 1751, Richard B. Russell National School Lunch Act

42 U.S.C. 1771, Child Nutrition Act of 1966

Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

The Healthy Hunger-Free Kids Act of 2010

<sup>9</sup> The policy is required to include at least one measurable goal for "other school-based wellness activities". The range of options here is extremely broad, but the policy must state at least one measurable goal. Examples include information dissemination, family engagement, farm-to-table, health fairs, school gardens, partnerships with community health/nutrition organizations. Again, additional resources are available through the Alliance for a Healthier Generation site.



**WELLNESS**

7 C.F.R 210, National School Lunch Program

7 C.F.R 220, School Breakfast Program

RSA 189:11-a, Food and Nutrition Programs

N.H. Dept. of Education Administrative Rule - Ed 306.04 (a)(20), Wellness

N.H. Dept. of Education Administrative Rule - Ed 306.11 (g), Food and Nutrition Services

N.H. Dept. of Education Administrative Rule - Ed 306.38 (b)(1)b, Family and Consumer Science Education Program (middle schools)

N.H. Dept of Education Administrative Rule - Ed 306.40, Health Education 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 – August 2022, June 2020, May 2014, September 2009, February 2006

**NHSBA revision notes, August 2022,** revised JLCF §III-C (“Water”) to reflect SB 233 (2022 N.H. Laws Ch. 149) which amended RSA 200:11-b, by (1) adding that students shall be permitted to bring certain types of water bottles to schools, (2) stating that Principals may enact discipline for misuse of water bottles; and (3) requiring all renovated or newly constructed public school buildings to have water bottle filling stations. **June 2020,** JLCF was completely revised to conform to current federal regulations pertaining to school lunch and school breakfast programs, and N.H. Department of Education guidelines.

w/p-update/working/1/JLCF Wellness 2022-U2 (F)

**DISCLAIMER:** This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

# JLCF – Wellness

The Contoocook Valley School District is committed to providing a school environment that enhances learning and the development of lifelong wellness practices.

To accomplish these goals, the Board directs the administration to implement rules and regulations aimed at ensuring:

- Child Nutrition Programs will comply with federal, state, and local requirements, and will be accessible to all children.
- Sequential and interdisciplinary nutrition education will be provided and promoted.
- Patterns of meaningful physical activity that connect to students' lives outside of physical education will be encouraged.
- Physical education programs will meet federal and state regulations and standards.
- School-based activities will be consistent with local wellness policy goals.
- All food made available on school grounds during school hours, including vending concessions, a' la carte, student stores, parties, and fund raising will be consistent with Competitive Food Guidelines for K-12 schools.
- At least 75% of all food made available on school grounds after school dismissal, including vending, concessions, a' la carte, student stores, parties, and fundraising will be consistent with the Competitive Food Guidelines for K-12 Schools.
- All beverages made available on school grounds, including vending concessions, a' la carte student stores, parties, and fund raising will be consistent with the Competitive Food Guidelines for K-12 Schools.
- All foods provided by the District will adhere to food safety and security guidelines.
- The school environment will be safe, pleasing, and comfortable, and will allow ample time and space for eating meals.
- Food will not be used as a reward or punishment, unless necessitated by a student's Individualized Education Plan/504 Plan.
- Implementation/monitoring of this policy will be reported to the School Board annually by the Superintendent's designee, with recommendations for guideline changes if necessary or appropriate.

## Legal References:

*RSA 189:11-a, Food and Nutrition Programs*

*Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004*

*NH Code of Administrative Rules, Section Ed. 303.01 (g), Duties of School Boards*

*NH Code of Administrative Rules, Section Ed. 306.11, Food & Nutrition Services*

*NH Code of Administrative Rules, Section Ed. 306.40, Health Education Program*

*NH Code of Administrative Rules, Section Ed. 306.41, Physical Education Program*

*FDA Food Code*

Category: P

Adoption: May 17, 2011

Amended: February 5, 2013

Amended: February 4, 2014

**District Communication Plan**

*Category: Recommended*

*Related Policies: BHC/GBD, EBB, EBCA, EBCD, GBEAA, IJO/KA, JRB, KCB, KD, KDC, KE & KEB  
Related procedural document: EG-R*

~~~~~

**ADOPTION/REVISION NOTES –**

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

- (a) **USER SUGGESTION** – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (b) **General** – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (c) **Highlighted language or blank, underscored spaces** indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (d) **{\*\*}** indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (e) **Withdrawn & earlier versions of revised policies** should be maintained separately as part of the permanent records of the District.*

~~~~~

- A. Purpose.** The Board’s objective is to improve internal and external communications by providing clarity and consistency in school communications amongst stakeholders. This policy will guide the creation of a District Communication Plan (“Communication Plan” or the “Plan”).
- B. Plan Preparation and Contents.** The Board directs the [Superintendent/Communication Committee or other personnel/committee\_\_\_\_\_] to prepare a Communications Plan that addresses at least the following:
  - 1. Plan goals and general provisions - identifies the general goals of the Plan, identifies the multiple audiences/recipients of District communication, and identifies the available methods and modes of communication with some consideration of the pros and cons of each.
  - 2. Implementation – describes how components of the Plan will be implemented and will specify which staff members are responsible.
  - 3. Communication to Internal Stakeholders – describes how to best communicate general or specific information to staff, students, and volunteers.
  - 4. Communication to External Stakeholders – describes how to best communicate with external stakeholders (i.e., parents, the community, parent groups, other districts, etc.).

### **District Communication Plan**

5. **Crisis Communications Plan** – coordinates the Communication Plan to the relevant provisions of the District Crisis Prevention and Response Plan<sup>1</sup> \_\_\_\_\_ and site-specific Emergency Operations Plans prepared under Board policy {\*\*}EBCA, including staff responsibilities, training requirements, communication tools, media plans, and message-specific templates.
6. **School Cancellations** - outlines protocols for communicating a school day cancellation, delay, or early release due to inclement weather or other emergency reasons as provided by Board policy/ies {\*\*}EBCD [and {\*\*}EBCE – [² Delete fn.]].
7. **Off-campus School activities** - outlines how to best communicate incidents or emergencies that occur while students are off campus on field trips or travel sporting events (i.e., anywhere that students are transported by the District).
8. **Recommendations** - outlines suggestions and recommendations relating to infrastructure or resources for future improvements to communication channels.
9. **Other** - Such other information, recommendation and provisions the [Superintendent, deemed appropriate.

#### **Biennial Review and Update**

The Superintendent and/or designee shall ensure that the Communication Plans and all procedures and protocols adopted pursuant to this policy are reviewed no less than every two (2) years and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

---

#### **District Policy History:**

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

#### **Legal References:**

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

---



---

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

<sup>2</sup> [Delete fn.] EBCE was withdrawn from the NHSBA sample policy manual and combined with EBCD. District can leave in if not withdrawing EBCE.

**District Communication Plan**

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

**NHSBA history:** New policy August 2022.

**NHSBA notes, August 2022,** On the heels of the COVID-19 pandemic and in the presence of ever evolving modes of communication, districts should strongly consider adopting a communications plan to guide school administrators and provide information to stakeholders. NHSBA created this sample policy to provide guidance on the creation of such a plan and indicate what districts may consider including in their plan. NHSBA also created a sample template plan, EG-R, to supplement this policy. In conjunction with release of this sample EG, NHSBA withdrew prior sample policy KDA which addressed generally many of the provisions which are to be included in the District Communication Plan.

w/p-update/2022-U2 Fall/EG District Communication Plan 2022-U2 (F)

**DISCLAIMER:** This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

# KDCA – Student Involvement 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.

Category: R

1st Read: September 2, 2014

2nd Read: November 18, 2014

Adopted: November 18, 2014

< KDA - Public Information Program

KE - Public Complaints (<https://schoolboard.convalsd.net/district-policies/k-school-community-relations/ke-public-complaints/>)

# KDA – Public Information Program

The School 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 and other appropriate media, special pamphlets and other assigned material, and to maintain close liaison with news media and publicity organizations.
2. Provide staff members with resources for preparation of material for community and staff distribution to include but not be limited to the district website, handbooks, information leaflets, etc.
3. Organize or assist in development of speakers' bureaus and speaking engagements with civic, PTA/PTO, church, and other groups.
4. Assist in coordinating work with civic and other groups which support the school system.
5. 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.

The Board expects that "affairs of the district" will include by not be limited to school performance, student progress, personalized learning strategies, and academic opportunities.

## Legal References:

NH Code of Administration Rules, Section Ed. 306.04(a)(11), Policy Development

NH Code of Administration Rules, Section Ed. 306.04(k), Policy Development

Category: R

See also KA

1st Read: September 2, 2014

2nd Read: November 18, 2014

Adopted: November 18, 2014

< KD – Official School District Social Media Accounts, Websites, and Platforms Used for Public Information

**KDCA - Student Involvement in Public Information Program**

(<https://schoolboard.convalsd.net/district-policies/k-school-community-relations/kdca-student-involvement-in-public-information-program/>)

# JLDBB – Suicide Prevention and Response

The 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

1. Plan: The Superintendent, or their designee, shall develop and provide to the Board for approval, a coordinated, evidence-informed 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. The coordinated plan shall conform to the components required of public schools by RSA 193-J:2.
2. Biennial Review: No less than once every two years, the Superintendent, or their designee, in consultation 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. Community-Based Suicide Prevention Efforts

1. The District shall develop and maintain cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel. This effort must also include cooperative efforts between the District and any chartered public schools within the District.
2. The District shall, as appropriate, utilize community partners and assets to develop 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.
3. The District shall, as appropriate, utilize community partners and assets to develop or assist in the development of the annual staff training required under this policy.
4. The District shall update, annually, a list of State and community crisis or intervention referral intervention information, and names and contact information for the suicide prevention contacts within each school. This information must be made readily available to students, parents, faculty, staff, and school volunteers.
5. This information shall be disseminated via each school handbook (which is available on each school's website).



C. **Training:** The Superintendent, or their designee, shall assure that all school building faculty and staff, including contracted personnel and designated volunteers, receive at least two hours of training annually 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. This training should also be made available to third-party vendors, as appropriate.

D. **Statutory Considerations.** In adopting this policy, it is the intent of the District to fully comply with the provisions of RSA 193-J and to fulfill its statutory role in suicide prevention education as defined by RSA 193-J:2. In doing such, the District does not assume any duty beyond that set forth in RSA 193-J.

---

**Legal References:**

*RSA 193-J: Suicide Prevention Education*

**District Policy History:**

*First reading: 06/30/2020*

*Second reading: 06/30/2020*

*Adopted: 06/30/2020*

< JLDBA - Behavior Management And Intervention

JLF - Reporting Child Abuse (<https://schoolboard.convalsd.net/district-policies/jlf-reporting-child-abuse/>)

**SUICIDE PREVENTION AND RESPONSE**

**Category: Priority/Required by Law**

**Related Policies: JLD**

~~~~~

**ADOPTION/REVISION NOTES –**

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

- (a) *Policy Note - 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 August 2022, the AFSP guide and policy can be found at:  
  
<https://afsp.org/our-work/education/model-school-policy-suicide-prevention/>*
- (b) *Policy Note - 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.*
- (c) *User Suggestion – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (d) *General – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (e) *General – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (f) *General – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (g) *General – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

~~~~~

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.** The District shall maintain a coordinated written District Suicide Prevention Plan (the "Plan") to include guidelines, protocols

**SUICIDE PREVENTION AND RESPONSE**

and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts. [<sup>1</sup> Delete fn.]

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 (c) 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.

---

<sup>1</sup> The policy previously stated, per RSA 193-J:2, II, that the Superintendent shall develop and provide the District Suicide Prevention for board approval no later than May 31, 2020. Districts should have adopted a District Suicide Prevention Plan by now, but if not, the Superintendent should develop one and submit it to the Board for approval as soon as possible.

**SUICIDE PREVENTION AND RESPONSE****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:
    - 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.
- E. Student Identification Cards.** [<sup>2</sup> Delete fn.] The National Suicide Prevention Lifeline shall be labeled on student identification cards and include the telephone number; National Suicide

---

<sup>2</sup> [delete fn.] Section E is only to apply to school districts that serve any students in grades 6 through 12 and issue student identification cards.

## SUICIDE PREVENTION AND RESPONSE

Prevention Lifeline 988 [<sup>3</sup> Delete fn.]. Prior to the start of each school year, the Superintendent shall certify that the contact information for the National Suicide Prevention Lifeline is accurate and up to date. [<sup>4</sup> delete fn].

### District Policy History:

First reading: \_\_\_\_\_ Last revised: \_\_\_\_\_

Second reading/adopted: \_\_\_\_\_ Reviewed/reaffirmed: \_\_\_\_\_

Other district policy history: \_\_\_\_\_

### Legal References:

RSA 193-J: Suicide Prevention Education

RSA 193-J:2-a: Suicide Prevention; Public School Identification Cards

### 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](http://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>

***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 August 2022; New policy, November 2019.

**NHSBA revision notes, August 2022,** NHSBA added Section E to reflect the 2022 passage of the Jason Dickey Suicide Prevention Act (SB 234, RSA 193-J:2-a) which requires that the National Suicide Prevention Lifeline shall be included on student identification cards, effective as of July 31,

<sup>3</sup> [delete fn.] The District may also use the number 1-800-273-8255 instead of, or in addition to, the 988 number (988 allows for SMS messages as well). The Board should ensure that the number in the policy matches what is printed on the IDs.

<sup>4</sup> [delete fn.] The requirement for student identification cards to include the National Suicide Prevention Lifeline is effective as of July 31, 2022. It is to apply to any student identification card that is either (1) issued for the first time after July 31, 2022 or (2) a replacement card issued for damaged or lost student id cards after July 31, 2022.

**SUICIDE PREVENTION AND RESPONSE**

2022. November 2019 revised in response to 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." This sample policy is intended to coordinate 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/2022-U2 Fall/JLDBB Suicide Prevention 2022-U2 (F)

**DISCLAIMER:** This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

# JJJ – Access to Public School Programs by Nonpublic, Charter Schools and Home-Educated Pupils

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

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools, shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance RSA 193:1-c and these administrative regulations.

The District will comply with the provisions of RSA 193:1-c allowing pupils who attend nonpublic schools, charter schools, or are home educated equal access to the District's curricular courses and co/extra-curricular programs. The District recognizes that any School Board policies regulating participation in curricular courses and co/extra-curricular programs cannot be more restrictive for non-public, public chartered school, or home educated pupils than the policy governing the District's resident pupils.

## **Legal References:**

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

*RSA 193-A, Home Education*

## **Category: R**

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

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

*Home Education Participation in District Programs and Activities*

First Reading: February 19, 2019

Second Reading: March 5, 2019

Adoption: March 5, 2019

< JJIB – Interscholastic Athletics

JKA - Corporal Punishment (<https://schoolboard.convalsd.net/district-policies/j-students/jka-corporal-punishment/>)

**ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER  
SCHOOL AND HOME EDUCATED PUPILS**

*Category: Priority/Required by Law*

*Related Policies: IHBG, IK, JG & JJA*

*Related Forms: JJJ-R, JJA-R*

~~~~~

**ADOPTION/REVISION NOTES –**

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

- (a) *SPECIAL NOTE: NHSBA urges school boards and administrators to review their existing policies and procedures to ensure that the policies and procedures concerning in district courses and activities are no more restrictive for resident home educated, charter and non-public school students than they are for pupils enrolled within the district and to make sure these sample procedures reflect your policies and procedures relative to pupils enrolled in the district, and further, that staff responsible for taking registrations or sign-ups for various programs are familiar with the requirements of this policy.*
- (b) *USER SUGGESTION – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (c) *General – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (d) *General – Highlighted language or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
- (e) *General – {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (f) *General – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

~~~~~

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools (collectively, “non-enrolled district students”), shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance with RSA 193:1-c.

**A. Equal Access to District Courses and Programs.**

Non-enrolled district students will have the same access as do enrolled students to the District’s courses and programs. Non-enrolled district students shall not be subject to any policies, procedures or standards with respect to participation in the District’s courses or programs that are more restrictive than those governing the District’s enrolled students. Non-enrolled district students, however, must meet the same eligibility criteria as the District’s students as described in paragraph B below.



## **ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS**

The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.  
[<sup>1</sup>Delete fn.]

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined in Board policy {\*\*} JJA-R

### **B. Participation in Curricular Courses.**

In order to participate in the District's curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal consistent with Board procedures {\*\*}JJJ-R. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district.

The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as s/he would:

1. *[this option to be used for districts with high schools only. If no high school, delete sub-paragraph 1, and merge sub-para 2 into end of text of paragraph.]* for determining whether a course satisfies requirements for awarding credits (Board policy {\*\*}IK) [<sup>2</sup>Delete fn.]; and
2. for assigning to classes or grade levels and for students transferring from other schools (Board policy {\*\*}JG).

In making the determination, the Principal should consider home education evaluation materials (see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student.

Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall be referred to the [Special Education Director/Student Services Director \_\_\_\_]. If a dispute

<sup>1</sup> [Delete fn.] District schools cannot give preference to students enrolled in the district. For example, the deciding criteria the school uses to select students for over-subscribed classes (e.g., seniority, prerequisites, etc.) for enrolled students must apply equally to non-enrolled district students.

<sup>2</sup> [Delete fn.] The information within the brackets should be deleted in districts without high schools.

**ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER  
SCHOOL AND HOME EDUCATED PUPILS**

arises between the parent/guardian and the District as to the pupil's right to these services, the [Special Education Director/Student Services Director \_\_\_\_] shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

**C. Use of School Texts and Library Materials.**

Non-enrolled district students will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

**D. Participation in Activities and Co/extra-curricular Programs.**

Requests by non-enrolled district students for participation in District co-curricular/extra-curricular activities or programs ("activities") shall be made in writing by the parent/guardian to the building Principal. The building Principal shall ensure that there is equal treatment and opportunity of non-enrolled district students relative to their participation in District activities.

In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district, with the exception of school attendance;
2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school district (see Board policy {\*\*} JJA); and
3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity (see Board policy {\*\*} JJA).

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

**E. Appeals.**

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

*If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the Superintendent's decision shall be final. Step 5 shall not apply.*

1. Submit a letter to the building Principal stating the nature of the concern and requesting a hearing.
2. Within five (5) school days the Principal will convene a meeting with him/herself, the student and/or parents, the coach/advisor, and a teacher(s).
3. The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present

## **ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS**

information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.

4. The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of his/her decision in writing via email. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.
5. The student/parent/guardian may within 3 days of the Principal's email of the decision submit a written request for further review by the Superintendent. The written request should describe why the Principal's decision should not be upheld. The Superintendent may decide without further information to uphold the Principal's decision, or may determine a further meeting is necessary. In either event, the Superintendent's decision will be final. If the parent/guardians do not request a review by the Superintendent, then the Principal's decision will be final as of the fourth day after the Principal's written decision was transmitted to the parents/guardians.

### **F. Administrative Regulations or Procedures.**

The Superintendent or designee may adopt such administrative regulations or procedures as s/he deems appropriate in order to implement this policy.

---

#### **District Policy History:**

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

#### **Legal References:**

RSA 193:1-c, Access to Public School Programs by Nonpublic...Pupils.

RSA 193-A:6, (Home Education), Records; Evaluation

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

---

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

**NHSBA history:** Revised – Aug 2022, May 2018, New policy – Sept. 2016

**NHSBA revision notes, August 2022,** sample JJJ was substantially revised in conjunction with revisions to IHBG, JJA and JJJ, as well as accompanying procedural documents JJA-R and JJJ-R to better coordinate the “equal access” provisions relating to home educated and other non-enrolled district students’ participation in public school district courses, programs and activities as required under RSA 193:1-c and 193-A:6, III. In addition to the comprehensive revisions to the text of JJJ, the policy category was changed from “Recommended” to “Priority/Required by Law” to

**ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER  
SCHOOL AND HOME EDUCATED PUPILS**

reflect the 2022 passage of HB1663, which amended 193:1-c to include such a policy. **May 2018:** Revisions included (1) changing category from "Optional" to "Recommended" to help ensure compliance with statutory obligation of districts to provide access to nonpublic, charter and home educated students, and (2) adding introductory language taken from former IHBG-R. **September 2016: New policy.** NHSBA issued the new sample policy to reflect 2016 passage of HB 555, amending RSA 193:1-c, to include charter school students in the "equal access" to school district programs statute.

w/p-update/2022-U2 Fall/JJJ Access to Public School Programs by Non-public Students 2022-U2 (F)

**DISCLAIMER:** This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

**ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS***Category: Priority/Required by Law**Related Policies: IHBG, IK, JG & JJA**Related Forms: JJJ-R, JJA-R*

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools (collectively, “non-enrolled district students”), shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance with RSA 193:1-c.

**A. Equal Access to District Courses and Programs.**

Non-enrolled district students will have the same access as do enrolled students to the District’s courses and programs. Non-enrolled district students shall not be subject to any policies, procedures or standards with respect to participation in the District’s courses or programs that are more restrictive than those governing the District’s enrolled students. Non-enrolled district students, however, must meet the same eligibility criteria as the District’s students as described in paragraph B below.

The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined in Board policy {\*\*} JJA-R

**B. Participation in Curricular Courses.**

In order to participate in the District’s curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal consistent with procedures outlined in JJJ-R. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district.

The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as s/he would:

1. for determining whether a course satisfies requirements for awarding credits
2. for assigning to classes or grade levels and for students transferring from other schools

## **ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS**

In making the determination, the Principal should consider home education evaluation materials (see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student.

Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall be referred to the Special Education Director. If a dispute arises between the parent/guardian and the District as to the pupil's right to these services, the Special Education shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

### **C. Use of School Texts and Library Materials.**

Non-enrolled district students will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

### **D. Participation in Activities and Co/extra-curricular Programs.**

Requests by non-enrolled district students for participation in District co-curricular/extra-curricular activities or programs ("activities") shall be made in writing by the parent/guardian to the building Principal. The building Principal shall ensure that there is equal treatment and opportunity of non-enrolled district students relative to their participation in District activities.

In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district including residency with the District, and with the exception of school attendance;
2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school; and
3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity.

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

### **E. Appeals.**

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

*If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the Superintendent's decision shall be final. Step 5 shall not apply.*

1. Submit a letter to the building Principal stating the nature of the concern and requesting a hearing.

**ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER  
SCHOOL AND HOME EDUCATED PUPILS**

2. Within five (5) school days the Principal will convene a meeting with him/herself and another administrator, the student and/or parents, the coach/advisor, and a teacher(s).
3. The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.
4. The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of his/her decision in writing via email. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.
5. The student/parent/guardian may within 3 days of the Principal's email of the decision submit a written request for further review by the Superintendent. The written request should describe why the Principal's decision should not be upheld. The Superintendent may decide without further information to uphold the Principal's decision, or may determine a further meeting is necessary. In either event, the Superintendent's decision will be final. If the parent/guardians do not request a review by the Superintendent, then the Principal's decision will be final as of the fourth day after the Principal's written decision was transmitted to the parents/guardians.

**F. Administrative Regulations or Procedures.**

The Superintendent or designee may adopt such administrative regulations or procedures as s/he deems appropriate in order to implement this policy.

**Legal References:**

RSA 193:1-c, Access to Public School Programs by Nonpublic...Pupils.

RSA 193-A:6, (Home Education), Records; Evaluation

***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.*