

Policy Development Committee Agenda

5/12/2023

7:00 A.M. ~ Gilford High School Library

Policies to Review

BBBC – Board Member Resignation

BBBE – Vacancies and Unexpired Term Fulfillment

BBA – Board Powers and Responsibilities

BDA – Board Organizational Meeting

BDB – Board Officers

BBAB – Roles and Duties of the Board Chairperson

JLDBB – Suicide Prevention and Response

IKF – High School Graduation Requirements

JLJ – Student Wellness Policy

BOARD MEMBER RESIGNATION

The board believes that any citizen who files for and seeks election to the board should do so with full knowledge of and appreciation for the investments in time, effort, and dedication expected of all board members and that the citizen's intent to serve reflects his or her intention to serve a full term of office.

However, if for reasons of health, change in domicile, or any other compelling reason a member does decide to terminate service, notification should be addressed to the board chairperson and the school district clerk in as timely a fashion as possible.

Board vacancies will be filled in accordance with NH State Statute RSA 671:33 and 197:26 through a process in which vacancies are publicly advertised, interviews with interested citizens are held, and a decision made by the board. Board appointed members shall serve until the next election.

Legal References:

RSA 197:26, School Meetings & Officers: Vacancies

RSA 671:33, School District Elections: Vacancies

(Adopted: 9/12/94)

(Revised: 7/17/00, 4/4/05, 6/6/05)

RSA 197:26

RSA 671:33

BOARD MEMBER OR DISTRICT OFFICER RESIGNATION - BBBC

Any citizen who files for and seeks election to the Board or other District office should do so with full knowledge of and appreciation for the investment in time, effort, and dedication expected for District officers and that the citizen's intent is to serve a full term of office.

However, if, for reasons of health, change in domicile, or any other compelling reason a Board member or other officer does decide to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for filling the vacancy per Board policy BBBC (relative to filling vacancies).

- A. **Tender of Resignation.** Ideally, a board member intending to resign will provide a written letter of resignation to the School District Clerk, c/o the Superintendent¹, with a copy to the School Board Chair (or Vice Chair if the Chair is the one submitting the resignation). Alternatively, a board member may submit a letter of resignation at a meeting of the Board. In the event that a board member tenders a resignation orally, outside of a public meeting, the Board member will be requested to confirm the resignation in writing, and submit the same as stated above.
- B. **Board Acknowledgement.** Whether submitted in writing or not, the Board shall address the tendered resignation either at the meeting at which the tender is received or at the next public meeting of the Board. There is no need for the Board to formally “approve” the resignation, as a Board may not compel a member to serve a full term by way of a negative vote on a motion to “accept”. However, the Board, through the Chair or presiding officer, should acknowledge the tendered resignation at the meeting and assure that the same is reflected in the minutes.
- C. **Effective Date.** The letter/statement of resignation should indicate when the resignation will be effective. If the tendered resignation does not state a date, then the letter shall be deemed to express an intent that the resignation take immediate effect. Also, pursuant to RSA 652:12, some vacancies (e.g., moving out the district, conviction of a felony while in office, etc.) arise by operation of law upon a specific occurrence, and therefore are effective upon the occasion of that occurrence.
- D. **Withdrawal of a Resignation.** A tendered resignation, whether made in writing or orally, may not be withdrawn after the Board’s acknowledgement without the consent of a majority of remaining Board members upon vote taken in a public meeting prior to a successor being appointed.
- E. **Copies to District Clerk.** The Superintendent shall as soon as practicable assure that the District Clerk is provided with a copy of any letter of resignation and/or of the minutes of the meeting at which the resignation is acknowledged by the Board.

¹ **[Delete footnote]** Paragraph A directs that resignation letters be provided to the District Clerk c/o the Superintendent, as (a) the Superintendent is legally designated custodian of district records, and (b) district clerks, unlike town clerks, lack hours of operation, or public offices/hours of operation other than during election cycles.

BOARD MEMBER OR DISTRICT OFFICER RESIGNATION - BBBC

F. Filling of Vacancy Upon Resignation. Board member vacancies shall be filled in accordance with Board policy BBBC and applicable law.

District revision history:

Legal References:

RSA 652:12, Vacancy (applicable by way of RSA 652:1, Elections).

RSA 671:33, School District Elections: Vacancies

NHSBA history: Revised – August 2021, November 1999, July 1998

NHSBA revision notes, August 2021, policy was substantially revised to offer a more detailed process for boards when faced with a resignation.

w/p-update/2021-U2 Fall/BBBC Board Member Resignation 2021-U2 (v1)

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VACANCIES AND UNEXPIRED TERM FULFILLMENT - BBBE

- A. **Definition and Occurrence of a Vacancy.** A vacancy on the School Board or other District office is defined in RSA 652:12, and occurs when subsequent to election but prior to the expiration of that person's term, the office holder/office holder elect, either:
- i. Resigns (see Board policy BBBC for resignation process);
 - ii. Dies;
 - iii. Ceases to have domicile in the district or town from which he/she was elected;
 - iv. Is determined by a court to be mentally incompetent;
 - v. Is/has been convicted which disqualifies him/her holding office (e.g., bribery, willful violation of election laws) or sentenced while in office after conviction for a felony;
 - vi. Has the election voided by a court or the ballot law commission; or
 - vii. Fails to take the oath of office within 30 days of the election, or fails to give/renew a bond required by law.

Although a formal resignation best serves the district when possible, many of the reasons cause a vacancy to occur by operation of law (e.g., death or relocation). In circumstances that are unclear (e.g., relocation out of district), the Superintendent and/or Board Chair should consult with counsel.

A temporary absence does not constitute a vacancy.

B. **Authority to Fill Vacancy.**

1. **Vacancy other than Moderator.** The Board shall fill a vacancy occurring (1) on the board, (2) in any position generally appointed by the Board, or (3) in any other elected district office with the exception of moderator and budget committee member. If the remaining members refuse or are unable to agree upon a replacement, or in the event there are no remaining school board members, then the Select Board may make the appointment. See RSA 671:33 and RSA 197:26.
2. **Moderator Vacancy.** Vacancies in the office of moderator shall be filled by vote at a school meeting or election, provided that, until a replacement is chosen, the School District Clerk shall serve as moderator or shall appoint a moderator pro tempore. See RSA 671:33, III and RSA 197:20.

- C. **Duration of Appointment.** For positions normally elected by the voters, a person appointed to fill a vacancy will serve only until the next election, at which point the voters will vote for a replacement to serve for the remainder of the original holder's term. For non-elected

VACANCIES AND UNEXPIRED TERM FULFILLMENT - BBBE

positions (i.e., those ordinarily appointed by the board), the person appointed to fill the vacancy will serve until the expiration of the original holder's term. See RSA 671:33.

- D. Vacancy Arising During Filing Period.** Other than a seat that is already open (for election or re-election) as of the beginning of the filing period, a vacancy which occurs between the beginning of the filing period and the district election shall be filled by appointment. See RSA 671:33, V.
- E. Process to Fill Vacancies by the Board.** The Board will generally employ the following process when there is a vacancy on the Board, or in other office for which the Board has authority to fill the vacancy. Except as required by RSA 91-A:2 and 3, the Board reserves the right to waive, supplement or otherwise amend any part of the process.

Discussion by the Board of the process to be used to fill a vacancy, and the appointment process itself, including candidate interviews, shall occur in public session during a duly noticed meeting. The only possible exception could be a limited discussion regarding a potential candidate wherein that part of the discussion is likely to adversely affect the reputation of a person other than a board member. See RSA 91-A:3, II(c).

Once the Board has confirmed or acknowledged the vacancy, the Board will advertise/post notice of the vacancy on the District web-site and in such other manner as the Board deems appropriate. Among other things, the notice shall invite interested persons to submit a letter of interest to the Board Chair, with a copy to the Superintendent. All such letters shall be included in the public meeting materials for the meeting at which the appointment is to be considered.

Interviews of candidates for vacant positions will take place in a meeting open to the public.

After motion and second, vote shall occur by voice or hand in public session (secret ballots are not allowed under RSA 91-A:2, II).

Legal References:

New Hampshire Constitution, Pt 1, Art. 11, Elections and Elective Franchises
RSA 197:20, Clerk
RSA 197:26, Vacancies
RSA 607-A:2, Rights Lost
RSA 652:12, Vacancy (definition)
RSA 671:33, School District Elections: Vacancies

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,*

New Hampshire School Boards Association sample policy BBBE. We do not have this policy. It is referenced in sample policy BBBC.

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VACANCIES AND UNEXPIRED TERM FULFILLMENT - BBBE

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

NHSBA history: Revised – Sept. 2021, Nov. 1999, and July 1998

NHSBA revision notes, September 2021, Sample policy BBBC was substantially revised to: (a) include the statutory provisions and reference for the definition of a vacancy; (b) include 2021 amendments to RSA 671:33 (see, HB409 regarding determination of term fulfillment, and HB2 (2021 Session Laws Chapter 91 Section 318), regarding the manner in which at-large seats in cooperative districts are filled); (c) add “Vacancies” to the title; and (d) clarify that the statute applicable for most school board/officer vacancies is RSA 671:33, and not RSA 197:26). As a general statement, the comprehensive revisions also reflect that each year NHSBA receives many inquiries regarding some of the more nuanced or hard-to-find legal requirements pertaining to vacancies. **September 2012,** revisions reflected amendment RSA 671:33 which changed the manner in which vacancies on cooperative school boards are filled.

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BOARD POWERS AND RESPONSIBILITIES

The school board, whose members are elected as representatives of the people in the school district, shall as the general agent of the state in carrying out the will of the people of the district in matters of public education.

The board has those powers which are expressly granted to it by the New Hampshire legislature, federal laws, and rules of the State Board of Education.

**(Adopted: 9/12/94)
(Revised: 5/15/00, 4/4/05, 6/6/05)**

**NH Code of Administrative Rules—Section Ed 303.01
RSA 186:8
RSA 189:1 a
RSA 195:5**

SCHOOL BOARD POWERS AND DUTIES - BBA

This School Board shall exercise all the powers and duties prescribed to them by applicable state and federal laws, and rules of the New Hampshire State Board of Education.

Legal References:

RSA 189:1-a, Duty to Provide Education

RSA 195:5, Cooperative School Districts: School Board Powers and Duties

N.H. Code of Administrative Rules-Section Ed. 303.01, Duties of School Board

Appendix BBA-R

NHSBA history: Revised: May 2007
Revised: February 2006

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BOARD ORGANIZATIONAL MEETING

The school board shall organize annually at its first meeting following the vote of the school district warrant. Every member shall be notified of the meeting for organization. This meeting shall be called to order by the superintendent who shall preside during and until the election of a new chairperson. The chairperson shall be selected based on qualifications rather than rotation.

Legal Reference:

RSA 91-A:2, Public Records and Meetings: Meetings Open to the Public

(Adopted: 9/12/94)

(Revised: 5/15/00, 4/4/05, 6/6/05)

RSA 91-A:2

BOARD ORGANIZATIONAL MEETING - BDA

The Board shall organize annually at its first meeting following the District elections. Every member shall be notified of the meeting for organization, in accordance with RSA 91-A:2. This meeting shall be called to order by the Superintendent, who shall preside during and until the election of a Chairperson.

The election of the Chairperson should be based on qualifications for the position. Other methods such as rotation should be discouraged.

Legal References:

RSA 91-A:2, Public Records and Meetings: Meetings Open to the Public)

NHSBA history: Reviewed: February 2004
Revised: July, 1998

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BOARD OFFICERS

The officers of the board shall be chairperson, (who shall serve no more than two consecutive years) a vice-chairperson, and a secretary. The chairperson and vice-chairperson shall be elected at the annual organizational meeting to serve until the next annual organizational meeting. Any vacancy in either of such offices may be filled at any meeting of the board provided that all members of the board have been notified prior to the meeting that the vacancy will be filled at such meeting.

CHAIRPERSON:

The chairperson shall preside at all meetings, and shall have the right to vote on all matters before the board. The superintendent shall consult with the chairperson on the preparation of the agenda for each meeting. The chairperson shall have authority to sign contracts and other instruments approved by the board in its name and behalf, and shall have such other powers and duties as the board may from time to time determine.

VICE-CHAIRPERSON:

The vice-chairperson shall have the powers and duties of the chairperson in his/her absence or during his/her disability, and such other powers and duties as the board may from time to time determine.

SECRETARY:

The secretary shall have such powers and duties as the board may from time to time determine.

(Adopted: 9/12/94)

(Revised: 1/16/98, 4/4/05, 6/6/05)

(Ref. 9040)

BOARD OFFICERS - BDB

Board officers will include a chairperson, vice-chairperson and secretary. Officers will be elected at the board's re-organizational meeting following the school district annual meeting. Board officers will serve a one-year term, concluding at the re-organizational meeting the following year, at which time a new election of officers will occur. Officers will remain in their respective offices until new successors are elected.

If the chairperson resigns from the school board or resigns from the office of chair, the vice-chairperson will become chair of the board. If the chairperson loses his/her election or does not run for re-election, the vice-chair shall serve as chair during the organizational meeting. If the vice-chairperson or secretary resigns from the school board or from the respective office, the board will hold new elections for those offices.

The Superintendent is an ex-officio, non-voting member of the Board.

Chairperson:

The chairperson shall preside at all meetings. The chairperson will have the right to vote on all matters before the Board. The chairperson will consult with the Superintendent on the preparation of the agenda for each meeting, shall have authority to sign contracts and other instruments as approved by the Board in its name and on its behalf, and shall have such other powers and duties as the Board may from time to time determine.

Additionally roles and duties of the chairperson are found in Board Policy BBAB.

Vice-chairperson:

The Vice-Chairperson will have the powers and duties of the Chairperson in his/her absence or for the duration of the disability, and such other powers and duties as the Board may from time to time determine.

Secretary:

The Secretary shall be responsible for Board correspondence when directed by the Chairperson.

NHSBA Note, April 2016: New sentence added to first paragraph to clarify that board officers remain in their respective office until new officers are elected. This clarifies situations in which the election of a new officer ends in a tie vote. New sentence added in second paragraph to clarify who serves as chair at the organization meeting in the event the past chair was either defeated or did not run for re-election.

NHSBA history: Revised: April 2016
Revised: July 1998, June 2013

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**New Hampshire School Boards Association sample policy. We do not have this policy. It is referred to in policy BDB.
5-12-2023 Policy Committee**

ROLES AND DUTIES OF THE BOARD CHAIRPERSON - BBAB

Duties of the Chairperson

The Chairperson shall preside at all meetings of the Board and shall perform other duties as directed by law, New Hampshire Department of Education rules, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board;
2. Consult with the Superintendent in the planning of the Board meeting agendas;
3. Confer with the Superintendent on crucial matters that may occur between Board meetings;
4. Appoint members to serve on specific committees, subject to full Board approval;
5. Call emergency meetings of the Board as necessary;
6. Be the public spokesperson for the Board at all times except as this responsibility is specifically delegated to others; and
7. Preside at and be responsible for the orderly conduct of all Board meetings.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Board in its proper order;
3. Enforce the Board's policies relating to the order of business and the conduct of meetings;
4. Put motions to a vote and announce the vote result.

The Chairperson shall have the right, as other Board members have, to offer motions, discuss questions, and vote.

Duties of the Vice-Chairperson

In the absence of the Chair, the Vice-Chair shall perform all the duties of the Chair.

NHSBA history: New Sample Policy: April 2011

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Current GSD policy for updating. Section E was added 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, 2022.

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SUICIDE PREVENTION AND RESPONSE

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

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

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 Crisis Counselor, 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;

Current GSD policy for updating. Section E was added 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, 2022.

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- 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 Crisis Counselor with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.
- B. Suicide Prevention Coordinator and Liaisons.
1. District Suicide Prevention Coordinator. The Crisis Counselor 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 Crisis Counselor 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.

Current GSD policy for updating. Section E was added 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, 2022.

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- 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.** **The National Suicide Prevention Lifeline shall be labeled on student identification cards and include the telephone number; National Suicide Prevention Lifeline 988. 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.**

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.*
- *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>*

(Adopted 3/2/2020)

HIGH SCHOOL GRADUATION REQUIREMENTS

Students typically earn a high school diploma through a combination of high school credit and proficiency or mastery of required District and graduation competencies. Methods for earning credit are discussed in Board policy IK, while competencies are discussed in Board policy ILBAA. This policy outlines the specific courses, competencies and other specific requirements before a student will earn a diploma or other graduation credential. The Board reserves the right to impose additional academic requirements necessary to graduate and or receive a diploma.

A. Credit Requirements.

1. Awarding of Credit. Credit will be awarded in accordance with Board policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be awarded upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with Board policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.
2. Required Subjects and Credits. A minimum of twenty-four (24) credits are required to graduate and earn a Gilford High School diploma. The District also requires students to demonstrate proficiency in competencies from the required subjects and credits for high school graduation (including the requirements of Ed 306.27, Table 306-2 and Table 306-3) are:

Credits	Content Area
4	English
3	Social Studies - Including US and NH history; US and NH government/civics; World history, global studies, or geography
3	Math - Encompassing algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis
3	Science - Including physical science and biological science
1.5	Physical Education
1	Information and Communications Technologies
.5	Health/Wellness
.5	Economics, including personal finance
1	Arts Education
6	Electives
.5	Community Service

A minimum of twenty (20) credits are required to graduate and earn a New Hampshire high school diploma.

3. Alternative Credit Options. The Superintendent or Principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Board policy IMBC, Alternative Credit Options and other applicable Board policies.

B. Community Service Component

Students may choose to participate in a pre-established community service project, or work with the School Counseling Department to design their own projects. Students will then be expected to follow all of the rules and procedures of the Community Service Program.

Requirements:

- 24 contact hours by year of graduation
- Students must submit a Community Service Approval Form to be considered for approval
- All activities must be approved by School Counseling Department
- Transportation is the responsibility of the student

The Principal may waive community service requirements based on extenuating circumstances.

C. Passage of Civics Exam

The District is required to administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services (“U.S. Citizenship Test”). This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. This exam may be modified for a student with a disability in accordance with the student’s individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma. Students who attain a passing grade on this assessment will be eligible to receive a certificate upon request.

Under RSA 189:11, II, the Superintendent will submit the composite results of the U.S. Citizenship Test to the N.H. Department of Education.

D. Federal Student Aid Application

Effective for students graduating in and after 2024, as a requirement for receiving a high school diploma, each student who is at least 18 years of age or legally emancipated, or the parent/guardian of such a student who is under 18 years of age, shall either:

1. File a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education; or

2. File a waiver on a form created by the N.H. Board of Education with the District indicating that the parent/guardian or, if applicable, the student, understands what FAFSA is and has chosen not to file an application.

The District shall provide any student and, if applicable, the parent/guardian, support or assistance necessary to comply with the requirement above.

The District shall award a high school diploma to any student who is unable to meet the requirement above if the student has met all other graduation requirements and the building Principal attests that the District has made a good faith effort to assist the student or parent/guardian in filing an application or waiver.

The Board supports early graduation as a means to earn a high school diploma (see Board policy IKFA). Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if it is determined that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

E. Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of Board policy IHBI, Alternative Learning Plans, shall apply in such an event.

Legal References:

RSA 189:11

RSA 193:26-a, Graduation Requirements: Free Application for Federal Student Aid

N.H. Dept. of Education Administrative Rule – Ed 306.27

(Adopted: 9/10/84)

(Revised: 3/20/89, 2/19/01, 12/1/08, 1/5/15, 11/2/15, 8/5/2019, 3/6/2023)

STUDENT WELLNESS POLICY

1. Goals/Mission Statement

The Gilford School District promotes healthy schools, by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential.

2. Nutrition Standards

The Gilford School District strongly encourages the sale and distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting, the district has adopted the following nutrition standards governing the sale of food, beverages, and candy on school grounds.

A. Guidelines for food and beverages in the school lunch program:

The School Food Service Program shall provide healthy meal choices for students and adults ensuring that meals offered meet or exceed the federal guidelines. Menus will be written that are consistent with the Healthy Hunger-Free Kids Act of 2010.

Healthy Hunger-Free Kids Act of 2010

The guidelines released by the USDA and the Health and Human Services, provide authoritative advice for people two years of age and older about how proper dietary habits can promote health and reduce the risk of major chronic diseases.

MyPlate replaces the Food Guide Pyramid that was introduced in 1992. MyPlate is part of an overall food guidance system that emphasizes the need for a more individualized approach to improving diet and lifestyle. MyPlate incorporates recommendations from the 2010 Dietary Guidelines for Americans. Some of the highlights include:

- Make half your plate fruits and vegetables
- Switch to skim or 1% milk
- Make at least half your grains whole
- Vary your protein food choices
- Keep your food safe to eat – learn more at <http://foodsafety.gov/>
- Remember to include exercise, daily.

References: Healthy Hunger-Free Kids Act of 2010 available at www.fns.usda.gov/tags/hhfka

MyPlate available at <http://www.choosemyplate.gov>

Dietary Guidelines 2010 at <http://www.health.gov/dietaryguidelines/2010.asp>

B. Food and beverages in a la carte school lunch sales shall meet the USDA Smart snacks in School Guidelines:

Food Items

- Calorie limits:
 - Snack items: ≤ 200 calories
 - Entrée items: ≤ 350 calories
- Sodium limits:
 - Snack items: ≤ 230 mg**
 - Entrée items: ≤ 480 mg
- Fat limits:
 - Total fat: $\leq 35\%$ of calories
 - Saturated fat: $< 10\%$ of calories
 - Trans fat: zero grams
- Sugar limit:
 - $\leq 35\%$ of weight from total sugars in foods

*On July 1, 2016, foods may not qualify using the 10% DV criteria.

**On July 1, 2016, snack items must contain ≤ 200 mg sodium per item.

Beverages

- Plain water (with or without carbonation);
 - Unflavored low fat milk;
 - Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP;
 - 100% fruit or vegetable juice; and
 - 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
- Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.

- Beyond this, the standards allow additional “no calorie” and “lower calorie” beverage options for high school students.
 - No more than 20-ounce portions of:
 - Calorie-free, flavored water (with or without carbonation); and
 - Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or \leq 10 calories per 20 fluid ounces.
 - No more than 12-ounce portions of:
 - Beverages with \leq 40 calories per 8 fluid ounces, or \leq 60 calories per 12 fluid ounces.

C. Guidelines for food and beverages sold in vending machines and school stores on school campuses:

- Only foods that meet the nutrition and portion size standards for a la carte school lunch sales will be sold in vending machines and school stores on school campuses. Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items where practical.

D. Guidelines for food and beverages sold as part of school sponsored fundraising activities:

- Only foods that meet the nutrition and portion size standards for a la carte school lunch sales standards may be sold at fundraisers on the school campus during school hours;
- The standards would not apply to items sold during non-school hours, weekends, or off-campus fundraising events;
- The school day is defined as the period from midnight, to 30 minutes after the end of the official school day; and
- NH DOE will allow each school to hold up to nine exempt bake sales or fundraisers, which are one day in duration, per school year.
- *Note:* No exempt fundraiser/bake sale foods or beverages may be sold in competition with school meals in the food service area during the meal service.

E. Guidelines for food and beverages served at parties and celebrations during the school day:

- Schools may hold an unlimited number of parties or celebrations if the food they are serving meets the nutrition and portion size standards for a la carte school lunch sales;
- Schools should limit parties and celebrations that involve food that do not meet the nutrition and portion size standards for a la carte school lunch sales during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards. Foods or beverages that do not meet the nutrition and portion size standards for a la carte school lunch sales will be served in single serving portions only.

F. Guidelines for food and beverages served at snack time and at after-school, summer school, and extended day programs:

- Snacks served during the school day or in after-school or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as primary snacks and water, lowfat milk, and 100% fruit juice as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. When snacks, other than fruits and vegetables are served, only foods that meet the nutrition and portion size standards for a la carte school lunch sales will be served. (Unless this practice is allowed by a student's individual education plan – IEP.) Schools will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

G. Guidelines for food and beverages served as rewards and prizes:

- Schools will not use foods or beverages as rewards or prizes for academic performance, good behavior, or achieving a class or school fundraising goal. Schools will not withhold food or beverages (including food served through school meals) as a punishment.

H. Guidelines for food and beverages served at school- sponsored events:

- Schools are encouraged to offer or sell foods and beverages that meet the nutrition and portion size standards for a la carte school lunch sales at school-sponsored events. No foods or beverages that do not meet the nutrition and portion size standards for a la carte school lunch sales will be served on school campuses from midnight to 30 minutes after the end of the official school day.

I. Guidelines for food and beverages served as a part of a school project or as an extenuation of the class curriculum:

- Teachers are encouraged to include foods that meet the nutrition and portion size standards for a la carte school lunch sales when food and beverages are served that are a part of a school project or served as an extenuation of the class curriculum should be encouraged. Foods or beverages that do not meet the nutrition and portion size standards for a la carte school lunch sales will be served in single serving portions only.

J. Guidelines for food and beverages served as a part of a parent-sponsored function:

- Parents are encouraged to include foods that meet the nutrition and portion size standards for a la carte school lunch sales when food and beverages are served that are a part of a parent-sponsored function or served as an extenuation of the class curriculum. Foods or beverages that do not meet the nutrition and portion size standards for a la carte school lunch sales will be served in single serving portions only.

References: http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf

3. Physical Activity Goals

The primary goal for the Gilford School District's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physical and healthy lifestyle.

4. Physical Activity Standards

- Students should be given opportunities for physical education during the school day through physical education classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum.
- Students are given opportunities for physical activity through a range of before and/or after-school programs including, but not limited to, intramural, interscholastic athletics, and physical activity clubs.
- Work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- Encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Provide training to enable teachers, and other school staff to promote wellness and enjoyable, lifelong physical activity among students.

5. Nutrition Education Goals (Student/Staff/Parents)

Healthy living skills and interactive nutrition curricula shall be taught as part of the regular instructional program and all schools should provide the opportunity for all students to understand and practice concepts and skills related to health promotion and lifelong healthy eating behaviors.

- Each school shall provide for an interdisciplinary, skill-based health and nutrition education program.
- Students shall have access to valid and useful health/nutrition information and health/nutrition promotion products and services.
- Students shall have the opportunity to practice behaviors that enhance health and nutrition and/or reduce health risks during the day and as part of before and after school programs.

6. Food or Physical Activity as Incentives, Rewards or Punishments

- The use of food as an incentive, reward, or punishment shall be prohibited in all schools.
- The use of physical activity as a punishment shall be prohibited in all schools.
- Student participation in recess or other physical activities shall not be denied as a form of discipline or classroom make-up time.
- Alternative physical activities may be implemented on an individual basis.

7. Setting Goals for Measurement and Evaluation

A sustained effort is necessary to assure that the nutrition policies are faithfully implemented. Prior to the end of each school year, there should be an annual assessment of how well the nutrition policy is being managed and enforced. (See Appendices – Nutrition Policy Assessment Form) The policy should be updated or amended when necessary as the process moves on. The school district or individual schools should celebrate policy success milestones.

8. Section 204 of Public Law 111-296

Section 204 of Public Law 111-296 December 13, 2010
Healthy Hunger-Free Reauthorization Act 2010

LOCAL WELLNESS POLICY

- 1) Includes goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- 2) Insures nutritional guidelines for all foods available on each school campus during the school day are consistent with USDA's meal pattern requirements and the nutrition standards for competitive foods, and designed to promote student health and reduce childhood obesity;
- 3) Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy; and
- 4) Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.
- 5) All public documents that relate to the Gilford School District's wellness policy will be displayed on the SAU Services tab of the Gilford School District's website. Posted information will include, but will not be limited to, the District's wellness policy, Wellness Committee meeting minutes and the tri-annual wellness policy assessment.

(Adopted: 8/15/2006)

(Revised: 2/2/2015, 4/6/2015, 4/2/2018)

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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 Service, 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 of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.¹

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 Service Director, 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 shall appoint the School Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

¹ 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]

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

II. WELLNESS POLICY MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT.

A. 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.

B. Triennial Progress Assessments.

Every three years, the Food Services Director 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.

C. 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

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- 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.

D. 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.

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.

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

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- (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>

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

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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.² Foods and beverages will not be used as a reward 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 nine³ 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.⁴

- Implementation of at least [redacted] 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>

² 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 "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.

³ 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.

⁴ 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.

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- 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.⁵

- 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.
- Consistent nutrition messages shall be disseminated throughout the school.

Schools should provide additional nutrition education that⁶:

- 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.

⁵ The policy is required to have at least one "measurable goal for nutrition education". Included in the policy text above are examples.

⁶ These bulleted items may be refashioned into measurable goals and included immediately above.

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IV. PHYSICAL ACTIVITY.

The District will provide physical education consistent with national and state standards. Physical activity⁷ 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. MENTAL HEALTH WELLNESS.

The Gilford School District recognizes the need for Mental Health Wellness for learners and staff to be successful in the school setting. The District will provide access to information, resources, and activities that support mental health wellness for learners and staff. Each school counseling office will have local and state resources that learners and their families may access outside of school. Staff should reach out to the District Human Resource office for local and state mental health resources offered. The Human Resource office will also share mental health resources offered through the employee health plan.

VI. 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.⁸ In furtherance of this objective, each

⁷ 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>

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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.

VII. 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

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.

⁸ *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.*

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