

# **Policy Development Committee Agenda**

**1/14/2020**

**7:00 A.M. ~ Gilford High School  
Administrative Conference Room**

## **Policies to Review**

ACE – Procedural Safeguards Nondiscrimination on the Basis of  
Handicap/Disability

IJO – Community Resources

KA – School, Community and Home Relations

IKB – Homework

JLDBB – Suicide Prevention and Response

## **PROCEDURAL SAFEGUARDS NONDISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY**

The District provides the following Notice of Procedural Safeguards to parents/guardians and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22(4)(f), and 104.36 of the Regulations implementing Section 504 of The Rehabilitation Act of 1973.

The District does not discriminate on the basis of disability in admission or access to, or treatment of or employment in, its programs and activities.

The District provides a grievance procedure with appropriate due process rights. Esther Kennedy, Director of Student Services, is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the Board.

### Grievance Procedure

Parents/guardians of a student with a disability have the right to notify the above-designated employee with their complaint. Additionally, any disabled individual also has the right to notify the above-designated employee with their complaint.

The designated employee will provide an initial response within ten (10) days of receipt of the complaint. The parties will attempt to work out their differences informally in a prompt and equitable manner. A written record of the complaint resolution should be made within ten (10) working days of completion. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

If the issue is not resolved after the informal resolution process, the complainant may: (a) request that the Board places this matter on its agenda; or (b) request a meeting with the Superintendent of the complaint. The Superintendent will notify the Board if he/she receives such a complaint.

If the Board schedules the matter for a hearing, the complainant may be represented by any person the complainant chooses, including legal counsel. The complainant may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above options, a written record should be made of the decision. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

*Current GSD policy  
Suggest replacing with NHSBA sample policy to redirect interested persons the  
NHDOE's Procedural Safeguard Handbook  
1-14-2020 Policy Committee*

**ACE  
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### Procedural Safeguards

As required by 34 C.F.R. Section 104.36, parents/guardians of a student who needs or is believed to need special instruction and related services have the right, with respect to any action regarding identification, evaluation, and placement to:

1. Notice of referral/identification, evaluation, and placement process, with appropriate consent form.
2. Examine all relevant records.
3. An impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services; an opportunity for participation by the parent/guardian and representation of counsel as provided under the Individuals with Disabilities Education Act.
4. A review process.

### Legal References:

*34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap  
Section 504 of The Rehabilitation Act of 1973*

**Adopted: 10/14/75**

**Revised: 9/12/94, 4/4/05, 6/6/05, 4/20/09)**

## **ACE - PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY**

(Download policy)

*Category: Priority/Required By Law*

The school district will ensure that all students with a handicap or disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook.

**NHSBA Note, September 2016:** Significant changes and amendments are made to this Sample Policy following NHSBA consultation with the NHDOE Special Education Department and other special education practitioners. The NHDOE has updated and revised its Procedural Safeguard Handbook, effective February 2016. Since such safeguards are required to be followed by all school districts, recitation of those safeguards via school board policy is unnecessarily repetitive and duplicative. Rather, a statement directing interested persons to the NHDOE's Procedural Safeguards is within the school board's policy-making role.

### **Legal References:**

*NH Department of Education Administrative Rules, Ed 1120, Procedural Safeguards  
34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap  
Section 504 of The Rehabilitation Act of 1973*

Revised: September 2016

Revised: September 2008, April 2011

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*Current GSD policy. Suggest replacing with NHSBA sample policy. IJO School,  
Family and Community Partnerships.  
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**IJO**  
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## **COMMUNITY RESOURCES**

The board encourages the use of community resources and citizens to assist in furthering the educational program. Each Principal should study the needs of his or her individual school and survey the resources available in the school community. Opportunities may include school-to-work programs, community service projects, school-business partnerships, artists and writers in residence, etc.

Use of outside people will conform to policies of the board, as implemented by the Superintendent and his/her staff.

### **Legal References:**

*NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Policy Development*

*NH Code of Administrative Rules, Section Ed. 306.04(k), Policy Development -  
Community Partnerships*

*NH Code of Administrative Rules, Section Ed. 306.08(a)(2)(d), Instructional  
Resources*

**(Adopted: 6/4/07)**

*NHSBA sample policy. Suggest replacing current GSD policy IJO with this sample. This policy is required by law to be in both the I section as well as the K section of policies.*

*1-14-2020 Policy Committee*

## **IJO/KA - SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS**

(Download policy)

*Category: Priority/Require by Law*

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

District schools are a welcoming place, clearly accessible to parents and the community. Communication between home and school is regular, two-way and meaningful. Parents are full partners in the educational decisions that affect children and families. Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.

Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.

Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year. Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable. For the purposes of this policy, the term "parent" refers to any adult - mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor - who plays a significant role in the care of a student or students enrolled in District Schools. Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.

The support of area businesses, agencies and faith-based organizations will be sought through financial, goods and services, and volunteer contributions. Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning. Student participation in community service will be encouraged. Business partnerships will also be developed to assist students in the successful transition to employment or further education.

### **Legal References:**

*Ed 306.04(a)(11), Community Partnerships*

*Ed 306.04(k), Community Partnerships*

Revised: May 2014

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*NHSBA sample policy. Suggest replacing current GSD policy IJO with this sample. This policy is required by law to be in both the I section as well as the K section of policies.*

*1-14-2020 Policy Committee*

Revised: November 1999, July 2005, July 2006, May 2008

NHSBA Note, May 2014: Change to title only. No other changes.

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## SCHOOL, COMMUNITY, AND HOME RELATIONS

The school board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the board to define standards for involvement between the schools, the community and the parents of all students enrolled in District schools. The superintendent is directed to implement these standards.

- District schools are a welcoming place, clearly accessible to parents and the community.
- Communication between home and school is regular, two-way, meaningful and inclusive of student progress and teachers' expectation.
- Parents are full partners in the educational decisions that affect children and families.
- Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.
- Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.
- Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.
- Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.
- For the purposes of this policy, the term "parent" refers to any adult who has legal custody of child/student.
- Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.
- Partnerships will be developed with local organizations, local city and county governments, individuals to strengthen school programs, family practices and student learning.
- Student participation in community service will be encouraged.
- Business partnerships will also be developed to assist students in the successful transition to employment or further education.

### **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*

**(Adopted: 6/4/07)**



*Current GSD policy. Suggest replacing with NHSBA sample policy to comply with ED 306.141(a) which requires the policy includes “a policy on homework, including its relationship to the grading system”  
1-14-2020 Policy Committee*

## **HOMEWORK**

The Gilford School Board recognizes the professional staff’s responsibility to assign work outside the instructional day to supplement classroom instruction. Homework should be relevant, appropriate for age and ability of students.

**(Adopted: 4/07/86, 4/19/99)**  
**(Revised: 12/5/2011)**

**(Ref. 6325)**

## **IKB - HOMEWORK**

(Download policy)

*Category: Priority/Require by Law*

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Teachers may assign homework as part of their curriculum. If homework is to be used by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

### **Legal References:**

*Ed 306.14(b)(1), Policy on Homework (until July 1, 2015)*

*Ed 306.141(a)(1), Policy on Homework (after July 1, 2015)*

Revised: May 2014

Revised: July 2004, May 2008

NHSBA Note, May 2014: Only changes are to Legal References. Content of policy has not changed.

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NHSBA sample policy. We do not have this policy. This is a new policy and is required by law.  
1-14-2020 Policy Committee

## SUICIDE PREVENTION AND RESPONSE

JLDBB

Category: *Priority/Required by Law*

### **ADOPTION NOTES –**

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

- (a) *This sample policy is required with the 2019 passage of SB 282 (codified as RSA 193-J). Although the new law is not effective until July 1, 2020, there are many provisions which may have budgetary and planning impacts. It is important, therefore, for Districts to carefully review the staffing and programming implications for FY 2021.*
- (b) *The annual training required under section C below, is required under the statute. The first training must occur by March 31, 2021.*
- (c) *This sample policy contemplates the development of a separate District Suicide Prevention Plan, with components as outlined in Section A of the policy. NHSBA recommends that districts use as a template or guide the sample “policy” available through the American Foundation for Suicide Prevention. The coding should connect to the board policy (e.g., JLDBB & JLDBB-R). This sample policy JLDBB was structured to mesh the key elements of RSA 193-J with the AFSP model “policy”. As of October 2019 the AFSP guide and policy can be found at:  
  
<https://afsp.org/our-work/education/model-school-policy-suicide-prevention/>*
- (d) *This sample policy is structured to apply to districts with more than one school. For single school districts, the duties/positions of District Suicide Prevention Coordinator and School Suicide Prevention Points of Contact (policy sections B.1 & B.2, below) may/should be merged, with additional changes as needed for internal continuity.*
- (e) **{\*\*}** *indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (f) *General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.*

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

- A. District Suicide Prevention Plan and Biennial Review. No later than May 31, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.
1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
    - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
    - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
    - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
    - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
    - e) Confidentiality considerations;
    - f) Designation of any personnel, in addition to the *{see adoption note (d) above, and B.1 & B.2, below}* \_\_\_\_\_ District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
    - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
    - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
    - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
    - j) Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).
  2. Biennial Review: No less than once every two years, the Superintendent, in consultation *[with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons \_\_\_\_\_ and]* with input and evidence from community health or suicide

prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

**B. Suicide Prevention Coordinator and Liaisons.**

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

NHSBA sample policy. We do not have this policy. This is a new policy and is required by law.  
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- 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.

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**District Policy History:**

First reading: \_\_\_\_\_

Second reading/adopted: \_\_\_\_\_

**District revision history:**

**Legal References:**

RSA 193-J: Suicide Prevention Education

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

**Other Resources:**

- *The New Hampshire Department of Education’s Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: [www.nhstudentwellness.org](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>*

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

**NHSBA history:** New policy, November 2019.

**NHSBA note, November 2019** This sample policy is in response to 2019 N.H. Laws Ch. 315 (SB 282), codified as RSA 193-J, which, among other things, requires that “each school district ... shall develop a policy that guides the development and implementation of a coordinated plan to prevent, assess the risk of, intervene in, and respond to suicide.” The statute then includes several required and discretionary policy components. As with other instances of

*NHSBA sample policy. We do not have this policy. This is a new policy and is required by law.  
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recent legislation (e.g., 2018's HB1612 & 2019's SB 263), SB 282 contemplates Board development of a policy to direct the development of the plan, not the plan itself. This sample policy is intended to assist that process by coordinating the requirements of the statute with the framework with some of the model "policies" created by various suicide prevention/crisis intervention organizations such as the American Foundation for Suicide Prevention.

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

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