

Policy Committee Agenda: 3/6/19, 4:45-5:45pm, SAU17 Conf Rm

1. Call to Order.

2. Approve draft minutes, 2/6/19 meeting: Called to order at 4:46 PM in SAU 17 Conference Room. In attendance were Board members Pam Brown, Tammy Mahoney, Larry Heath, and High School Assistant Principal Bob Dawson, and Superintendent Ambrose. Minutes of the 2/6/19 meeting were approved without changes.

The meeting focused on NHSBA's proposed updates to a third group of J Policies. The following were reviewed for obsolete language and out-of-date legal references: 3rd set, J policies: JICG, JICH, JICI, JKA, JKAA, JLF, JLIE-R, JLIE-R-E2, JM, JQ, JRA-E. The committee agreed with NHSBA's suggested updates and the revisions proposed by Assistant Principal Dawson. Several policies did not require changes but Mr. Dawson suggested the School Board re-affirm them to freshen Board approval dates shown at bottom of policies in the Manual. The revisions the subcommittee approved were wording and regulatory modifications to bring Sanborn policies into compliance with changes in state and federal laws. Revisions will be presented to the School Board for 1st reading at its 2/6/19 meeting. Superintendent Ambrose also reported that his administrative team is reviewing another set of policies on Feb. 26 and 27. Agenda items tabled at the 2/6 meeting: IHBAA, IKFA, ILBAA, IMBC, IMBA [DISTANCE EDUCATION]; JJF, JJF-R-E1, JJF-R-E2 to R12 [Student Activities Fund]; BCA, BCB, BDF. Adjourned at 5:40 PM.

3. Old Business

3.1 JLCF: WELLNESS POLICY – see attached

3.2 JM: Student Award for Educational Purposes – **Revised.** see attached

3.3 “Developmental Delay” draft – **New policy.** see attached

3.4 DBD: SCHOOL DISTRICT CREDIT ACCOUNTS/CARDS. -- **New policy.** see attached

3.5 EHB: DATA RECORDS RETENTION. – **Revised.** see attached

3.6 BCA (Code of Ethics), BCB (**New policy** – “Board Member Conflict of Interest”), BDF (Advisory Committees). – Report by Brown

3.7 IHBAA, IKFA, ILBAA, IMBC and IMBA [DISTANCE EDUCATION] – TBA

3.8 JJF, JJF-R-E1, JJF-R-E2 to R12 [Student Activities Fund] – TBA

4. New Business

4.1 D Policies:

DBC (change in legal references)

DBJ (change in legal references, 1 regulatory language change)

DFA (send to finance committee for feedback// how much “investment money” involved annually?)

DFF (1 small wording change)

DGA (**New policy** – NHSBA sample language)
DGD (**New policy** – NHSBA sample language)
DH (No changes, “reaffirm”)
DI (**New policy** – NHSBA sample language)
DIC (Adds 1 updated legal reference)
DIH (**New policy** – NHSBA sample language)
DJC (1 minor wording change)
DJE (a wording addition)
DJF (**repeal** – suggested no longer needed)

4.2 E Policies:

EB-R (**repeal** – no longer needed, wording merged into revised EBB)
EBB (1 change: now includes EB-R policy)
EBBA (updated w/ school nurse’s recommendations. No NHSBA Sample of such policy exists....)
EBBA-R (updated w/ school nurse’s recommendations. No NHSBA Sample of such policy exists....)
EBBB (No changes, “reaffirm”)
EBBC (No changes, “reaffirm”)
EBCE (1 change: now includes EBCE-R policy)
EBCE-R (**repeal** – no longer needed, wording merged into revised EBBC)
EC (revised, but what are the changes? Bob?)
ECAAF (No changes, “reaffirm”)
EEA (3 changes: now includes language of repealed policies EE, EEAC, EEA-R)
EE (**repeal** – no longer needed, merged into revised EEA)
EEA-R (**repeal** – no longer needed, merged into revised EEA)
EEAC (**repeal** – no longer needed, merged into revised EEA)

5. Public Comment

6. Adjourn

JLCF: WELLNESS POLICY

Statement of Purpose

The Sanborn Regional School District recognizes that wellness is determined by many variables, among them nutrition education, the foods served in schools, and physical activity. The District also recognizes the critical link between a healthy lifestyle and a student's performance and success with learning.

Statement of Policy

Components:

Nutrition Education

Physical Activity

Nutrition Standards for Available Foods

Nutrition Guidelines for Reimbursable School Meals:

Other School-Based Activities Designed to Promote Student Wellness

Community Involvement

Measurement and Evaluation

I. Nutrition Education

The primary goal of nutrition education is to provide information which students can use to influence their eating behaviors and to make healthy food choices. Nutrition education at all levels of the District's curriculum shall include, but not be limited to, the following essential components designed to help students learn:

- age-appropriate nutritional knowledge, including the benefits of healthy eating, essentials of nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling, and storage, and cultural diversity related to food and eating.
- age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising.
- how to assess one's personal eating habits, set goals for improving, and achieve those goals.

The following are the ways in which nutrition education will be provided, communicated, and supported throughout the District and in the community:

- Consistent nutrition messages will be provided throughout the school in media, in the classroom, and in the cafeteria and to the home and community.
- Nutrition concepts will be integrated into the health, science education, and family and consumer science curricula.
- Nutrition education will involve sharing information with families and the broader community to impact positively the health of the students and of the community.

- ~~The District will provide information to families that encourages them to teach their children about health and nutrition and to provide nutritious meals for their families.~~
- The school cafeteria serves as a “learning laboratory” to allow students to apply critical thinking skills taught in the classroom and to make appropriate choices about the types and quantities of foods selected.
- The staff providing nutrition education will be appropriately trained and qualified
- Students will be encouraged to start each day with a healthy breakfast.
- Students will be educated about vending machines and the nutritional content of the foods contained.
- Vending machines will contain healthy snack choices.

II. Physical Activity

The goals of physical activity are to promote student wellness, improve student academic performance, and achieve and/or maintain an optimal body weight. The Sanborn School District Wellness Committee recommends that all students participate in appropriate and developmental physical activity for a minimum of 30-60 minutes daily. Physical activity at all levels will include, but not be limited to, the following components:

- Physical education classes will provide activities in varied areas of physical fitness, including cardiovascular endurance (aerobic activity), upper body strength, flexibility, muscular endurance, and agility/speed.
- Activities include a warm-up period, skill practice, and a game activity which utilizes the skills of the particular unit.
- Units include individual fitness activities to encourage physical activity as a life-long ~~choice~~ **process**.

The following are the ways in which physical activity programs will be provided, communicated, and supported throughout the District and in the community:

- Fitness activities are provided outside of regular school hours, including school team sports, intramural sports, and community sports programs, and students are encouraged to participate in these activities.
- Physical activity is encouraged and monitored by school staff during scheduled recess times, and appropriate equipment and supervision are provided.
- ~~The District makes available equipment and facilities for community fitness activities on week ends or other times outside of scheduled school hours.~~
- Whenever appropriate, physical activity and/or principles are integrated into the whole school curriculum (example: experimenting with heart rates in response to physical activity in a science unit about the heart).
- Both individual student fitness as well as program evaluation is performed each year by means of a standardized physical fitness test.

III. Nutrition Standards for Available Foods

The goal of the nutrition program is to provide nutritious food choices that encourage lifelong healthy eating patterns among all students. Nutrition standards at each level of the District shall include, but not be limited to, the following essential components:

- A selection of nutritious and appealing foods will be made available wherever and whenever food is sold or otherwise offered on school grounds. Definition: nutritious foods are nutrient-dense foods that include: whole grains, low fat or non-fat dairy products, fresh, frozen, or canned fruits and vegetables, lean meats, poultry, fish, and beans.
- Nutritious foods must meet or exceed the nutrient levels of Foods of Minimal Nutritional Value, which have been identified by the United States Department of Agriculture (USDA).
- These nutrition guidelines apply to the school lunch and breakfast programs, foods and beverages sold in vending machines.

The following are the ways in which nutrition standards will be implemented, communicated, and supported throughout the District and in the community:

- Menus will be planned to conform to the Dietary Guidelines for Americans and the nutrient standards established in the regulations of the National School Lunch Program (7-CFR 210) and the School Breakfast Program (7-CFR 220).
- Ala carte foods include all foods that are not part of a reimbursable meal and will be chosen to compliment a nutritious meal rather than replace said meal.
- Food pricing strategies will be designed to encourage students to purchase reimbursable meals and nutritious items over ala carte items.
- Compatible with federal regulations for such purchases, the food service program shall establish procedures to include locally grown and produced food and beverages in the development of purchasing bids or procedures.
- Students and staff have adequate space, time and adequate surroundings to eat their meals, relax and socialize. Minimum recommended lunch period is 20 minutes, not including transition time, in accordance with the National Food Service Management Institute.
- Careful consideration should be given to scheduling recess and other physical activities before lunch.

Food and beverages available at school shall support the nutritional needs of students and include, appealing and nutritious food and drinks.

- Education to staff and students about what nutritious foods can be sold to raise funds
- Food sales on school grounds are under the management of the school food service. program, except for foods sold as part of school sponsored fundraising. Food sold for school sponsored fundraising will not be sold during school hours.
- Commercial advertising that promotes foods other than nutritious foods shall be discouraged at school.

IV. Nutrition Guidelines for Reimbursable School Meals:

In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Foods should be served with

consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high quality meals.

V. Other School-Based Activities Designed to Promote Student Wellness

The following are the goals of the Sanborn Regional School District to promote wellness within the school environment. The District:

- Creates a school environment that is conducive to healthy eating by:
 - providing drinking fountains in easily accessible locations
 - encouraging the drinking of water throughout the school day to promote hydration
 - encouraging the participation in school breakfast and lunch programs
 - protecting the privacy of students who qualify for free/reduced meals
 - restricting access to vending machines for one hour before to one hour after lunch
 - exploring the feasibility of school gardens and the use of non-disposable tableware
- Provides adequate time to eat by scheduling:
 - Lunch as near to the middle of the school day as feasible
 - Breakfast, snack times
 - And providing adequate access to handwashing/hand sanitizing stations before meals for all students and oral hygiene facilities as required by selected students
- Discourages the use of food as a reward or the withholding of food as a punishment.
- Requires the provision of ongoing professional training and development for food service staff and teachers in the area of nutrition.
- Creates a school environment that is conducive to being physically active by maintaining indoor and outdoor facilities that support a variety of physical activities.
- Discourages the denial of student participation in recess or other physical activity as a form of discipline, or cancellation of recess or other physical activity time for instructional make-up time.
- Requires the provision of ongoing professional training and development for food service staff and teachers in the area of physical activity.

The District assures consistency of practices and behaviors in the areas of healthy eating and physical activity by:

- Offering fundraising activities that are supportive of healthy eating.
- Allowing access to physical activity facilities/equipment outside school hours or forming partnerships with agencies providing this.
- Providing opportunities to practice healthy eating and physical activity during school hours.
- Providing selected after school programs that encourage healthy eating and/or physical activity, such as intramurals, nutrition/cooking opportunities, etc.
- Encouraging role modeling at school and home by parents, teachers, and school administrators/staff in the areas of healthy eating and physical activity.
- Promoting staff wellness programs and practices.

- Incorporating movement/physical activity into classroom routines when feasible.
- Encouraging the same standard of healthy eating at school events, including performances, sports practices/games, field trips, dances, assemblies, classroom parties and celebrations, etc.
- Providing information and outreach materials as appropriate, such as Food Stamps, WIC, Healthy Kids, local health departments and programs, etc.

VI. Community Involvement:

The Board will establish a Wellness Committee that will periodically assess the nutrition and physical activity environment throughout the District. This group will assess progress on the current goal targets; recommend any new goal targets and identify strategies for achieving them. The committee will be appointed by the School Board in consultation with the Superintendent. The Committee will **and** consist of a group representing parents, students, the school's food service program, the School Board, administrators, regular and wellness related faculty and staff as well as members of the public with wellness related expertise. The purpose of this advisory Committee is to provide content area expertise and community input.

VII. Measurement and Evaluation:

The Sanborn Regional School District assures compliance with a regular review and revision of these goals by establishing a School Health Council with broad representation of school and community members.

- The Council will meet regularly to assess implementation of practices supporting these goals and will communicate with the School Board on at least an annual basis.
- The Superintendent will ensure compliance with the policy in the district. A summary report will be completed every three years on SAU-wide compliance with the District's Wellness Policy.

History:

Original: September 6, 2006

Reaffirmed: December 21, 2011

JM: STUDENT AWARD FOR EDUCATIONAL PURPOSES

Statement of Purpose

It is the purpose of this policy to establish the position of the Sanborn Regional School Board with regard to moneys being given to individual students.

Statement of Policy

As a matter of policy and practice, no Sanborn Regional School District moneys will be given to an individual student.

Exceptions to this policy may be made subject to the approval of the Superintendent. These may include:

- Donations made to the school specifically to provide financial assistance for families of students in need.
- 'Scholarships' for students to attend field trips and other educational opportunities based on family need.
- Financial awards provided by outside agents for contests, such as the Geography and/or Spelling Bee.

- **The School Board Scholarship.**

~~The one exception to this is the School Board Scholarship awarded to the School Board Student Representative when applicable.~~

History:

Effective: June 15, 1988

Revised: November 3, 1997

Reaffirm: November 7, 2012

SRSB File: **New Policy**

STUDENTS WITH DEVELOPEMENTAL [sic] DELAYS

...versus this title - in Board's 3/6 packet

Developmental Delay

The Developmental Delay disability category has enhanced the identification process for children in early childhood age range by more accurately assessing specific areas of delay, creating a shift from less descriptive disability categories.

New Hampshire Department of Education RSA 186 C:2, I-a defines "Developmentally Delayed Child" as follows: a child at least three years of age or older but less than ten years of age, who, because of impairments in development, needs special education or special education and related services, and may be identified as being developmentally delayed provided that such a child meets the criteria established by the State Board of Education. The child must be experiencing developmental delays in one or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development. Ed 1102.01(s)(1).

The following principles shall apply to the identification of a child who may be experiencing a developmental delay:

- The developmental delay identification shall generally be used for students age three to seven years as a diagnostic tool when a student is suspected as having a more specific qualifying disability, but the Individualized Education Program (IEP) Team is not yet able to identify a more specific educational disability.
- When, and if the IEP Team determines that it has sufficient information that a child has a more specific educational disability, that designation should be used if it is more descriptive of a young child's strengths and needs. The designation of developmental delay, as opposed to the designation of a more specific educational disability shall only be used past age seven when the IEP Team has determined that it still lacks sufficient information to determine whether a child has a more specific educational disability.
- The assessment process for Developmental Delay shall view the whole child within the context of the family and community, and with reference to typical developmental perspectives.

- Developmental Delay should not be used as a secondary identification.
- The five developmental domains to be assessed shall include: Physical, Cognitive, Communication, Social/Emotional, and Adaptive.
- The relevant assessments are listed in the Developmental Delay Assessment Resource Packet. These assessments may vary depending upon the nature of the determination by the IEP Team that the child may have one of the other educationally disabling conditions.

The evaluation of a child who is suspected of having a developmental delay shall include some or all of the following components: (ages three through six until seventh birthday)

1. A history of the child's developmental, social, and medical history
2. A vision and hearing screening
3. Observations in an environment natural to the child, which is completed by appropriately trained specialists familiar with Child Development
4. Physical development assessment using standardized (norm-referenced or age referenced), diagnostic instruments and procedures individually administered by appropriate specialists. Assessment of Cognitive/Intellectual Functioning individually administered by appropriate specialists using appropriate diagnostic instruments and procedures
5. Communication/language skills assessment of receptive and expressive skills combined, using appropriate norm-referenced or age-referenced instruments individually administered by a Speech and Language Pathologist/Specialist
6. Social/emotional development assessment using direct and indirect observation data compiled by an appropriate specialist
7. Adaptive behavior skills assessment by an appropriately trained specialist through an appropriate standardized diagnostic instrument using the child's primary caretaker and/or other familiar person (with parental consent) as an informant

Legal Reference:

RSA 186 C:2
Ed 1102.01(s)(1).

History:

Effective (insert date)

COMPARE TO OUR EXISTING (not in Pol. Manual) DISABILITIES EVAL POLICY, IHBA --

IHBA: EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Statement of Purpose

Consistent with its Child Find and parent consent obligations, the district follows the guidelines as outlined by the NH Rules for the Education of Children with Disabilities. The district will follow a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures.

Statement of Policy

It shall be the policy of the Sanborn Regional School District to evaluate students suspected of having a specific learning disability in a manner consistent with the procedures and standards included in the form entitled, "SAU 17 Specific Learning Disability Eligibility Process". "SAU 17 Specific Learning Disability Eligibility Process" will be utilized to

determine the existence of a specific learning disability using multiple sources of data to identify a child's pattern of strengths and weaknesses in performance, achievement, or both, relative to age, intellectual development, and state approved grade-level standards. A specific learning disability is determined through professional judgment using multiple supporting evidences. The manner in which a student responds to instruction and interventions will also be considered in the determination of eligibility as a child with a specific learning disability.

See also IHBA, IHBAA-R

Legal References:

NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children With Specific Learning Disabilities

Appendix IHBAA-R. New: January 8, 2014

NHSBA's sample policy - New Policy

DGD: SCHOOL DISTRICT CREDIT ACCOUNTS/CARDS

The Superintendent or his/her designee is authorized to establish credit accounts, including the procurement of credit cards, in the School District's name. Any District credit account will be under the supervision of the Superintendent or the Business Administrator. Credit cards may be issued in the District's name, and may, with written approval by the Superintendent or Business Administrator, include an individual user name.

Use of a District credit accounts shall be used only for the purpose of School District related business; i.e. the purchase of School District equipment, supplies, materials, conference registration, etc. Purchase shall be for items authorized by the adopted school district budget and by an approved purchase order. Use of a District credit card or credit account for personal or private purchases is strictly prohibited.

The School Board authorizes the Superintendent to develop administrative regulations to govern the use of the District credit accounts and credit cards, as needed.

All charges must be verified with receipts.

All credit card purchases will be included in monthly financial reports received by the School Board.

Comment [WP1]: Supervision does not exclude delegation, but I think the policy should be specific that one and or the other of the District's chief administrators is responsible for supervision.

Comment [WP2]: Is this truly the practice? All purchases made through a credit account have a PO first, including normal expense items? I know that some districts use approved cards for unanticipated expenses in lieu of the old practice of "petty cash".

EHB: DATA RECORDS RETENTION

Statement of Purpose

~~The purpose of this policy should ensure that all pertinent records are stored safely and are stored for such durations as required by law.~~

Statement of Policy

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations. Additionally, the Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

Special Education Records

As per Department of Education Administrative Rule 1119.01, Confidentiality Requirements, section (b)(1),

The District shall retain a student's special education records until at least the student's 25th birthday, unless written consent to destroy the records or a written request to destroy the records is received from the parent or, where applicable, the adult student pursuant to 34 CFR 300.624(b); and

The District shall maintain a copy of the last Individualized Education Plan ("IEP") that was in effect prior to the student's exit from special education until the student's 60th birthday, and

The District shall provide parents, or where applicable the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first, and

The District shall provide public notice of its document destruction policy at least annually.

Also, pursuant to 34 CFR 300.624, the District shall inform parents when personally identifiable information collected, maintained, or used under related to providing special education for their student is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

See also JRA & GBJ

Legal References:

RSA 91-A, Right to Know Law

RSA 189:29-a, Records Retention and Disposition

NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention

NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention

20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)

34 CFR 300.624, Destruction of Information

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations, and also addresses retention/destruction of all other records which are not subject to specific statutes or regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. The

Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy shall apply to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc..

A. Special Education Records.

1. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
2. The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
3. Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
4. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
5. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
6. The District shall provide public notice of its document destruction policy at least annually.

B. Litigation Hold.

On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the District has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

C. Right-to-Know Request Hold.

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a

written directive from legal counsel representing the District authorizing destruction of the records has been received. _____

Legal References:

- *RSA 91-A, Right to Know Law*
- *RSA 189:29-a, Records Retention and Disposition*
- *NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention*
- *NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention*
- *NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements*
- *20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)*

Appendix EHB-R, Records Retention Schedule.

Effective: February 3, 2010. Reaffirm: October 16, 2013. Revised: October 4, 2017. Revised: __date 2019.