

**SPECIAL PHYSICAL HEALTH NEEDS OF STUDENTS**

The Board is committed to helping to ensure that all students within the district are supported in their physical and emotional well-being, recognizing that these are essential to academic success and personal development. In order to further the above, along with the complementary objectives of fostering a safe and supportive environment for its students, the Board endorses the following measures:

**1. Physical Health Support**

- a. Ensure access to nutritious meals and clean drinking water.
- b. Provide regular physical education and opportunities for physical activity.
- c. Maintain clean, safe, and accessible school facilities.
- d. Offer health screenings and referrals to medical services as available.

**2. Emotional and Mental Health Support**

- a. Implement age-appropriate social-emotional learning programs.
- b. Provide regular training for staff on mental health awareness and trauma-informed practices.
- c. Employ qualified school counselors, psychologists, and social workers.

**3. Prevention and Intervention**

- a. Establish procedures for identifying and supporting students in crisis.
- b. Promote anti-bullying initiatives and conflict resolution programs.
- c. Explore ways to collaborate with families and community organizations to extend support beyond school.

Parents/guardians are encouraged to discuss any special physical or emotional concerns they have about their student with the student’s teacher, school counselor or school nurse as applicable.

Legal References:

*RSA 189:11 School Boards, Transportation and Instruction of Pupils*

*NH Department of Education Administrative Rule Ed 306.04(b)(15), Behavior Management and Intervention for Students*

*NH Department of Education Administrative Rule Ed 306.04(b)(23), Meeting the Special Physical Health Needs of Students*

**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.*

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Second Reading: April 6, 2022

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