



Thursday, August 18, 2022

AGENDA

Regular Business Meeting – **7:00 PM**
SAU 106 Boardroom

Christopher K. Kellan, Superintendent
Steven Finnegan, Chair
Kristin Savage, Vice Chair

1. **7:00 PM Call to Order – Chair**
2. **Announcement of New School Board Member**
3. **Roll Call – Clerk**
4. **Pledge of Allegiance**
5. **Approval of Minutes**
6. **Delegates and Individuals**
7. **Current Business**
 - a. **7:05 PM Audit Engagement – ACTION**
 - b. **7:10 PM Primex CAP FY2024-FY2026 Property & Liability – ACTION**
 - c. **7:15 PM Extracurricular Sponsorship and Fundraising – ACTION**
 - d. **7:20 PM Athletics Emergency Action Plan - INFORMATIONAL**
 - e. **7:25 PM Enrollment Update – INFORMATIONAL**
 - f. **7:30 PM Staffing Update - INFORMATIONAL**
 - g. **7:35 PM Facilities Update – INFORMATIONAL**
 - h. **7:40 PM SNHU's Donation for TRHS College Fair – ACTION**
 - i. **7:45 PM Donation of a Shed for TRMS - ACTION**
 - j. **7:50 PM School Bus Routes – ACTION**
 - k. **7:55 PM Policies - ACTION**
 - l. **8:00 PM School Board Committee Assignments – INFORMATIONAL**
8. **8:10 PM Personnel Report**
9. **8:15 PM Committee Reports/Reports of the School Board**
10. **Correspondence Folder**
11. **Vendor and Payroll Registers**
12. **8:20 PM Other Business**
13. **Nonpublic Session**
14. **Future Dates**

DATE	TIME	LOCATION	TYPE OF MEETING
SEPTEMBER 1	7:00 PM	SAU Boardroom	Regular Business
SEPTEMBER 15	7:00 PM	SAU Boardroom	Regular Business



BUSINESS MEETING AGENDA

1-4. OPEN MEETING

5. **APPROVAL OF MINUTES** (June 16, 2022 regular business meeting minutes)

6. **DELEGATES AND INDIVIDUALS**

7. **CURRENT BUSINESS**

a. **Audit Engagement**

Motion to authorize Chairman Finnegan to engage the auditor for next year and sign the Agreement of Engagement by Plodzik and Sanderson. The estimated fee is \$28,500 and does not include any additional work for grants or other items.

b. **Primex Contribution Assurance Program FY2024-FY2026 Property and Liability**

Motion to accept a 7% cap option from Primex for Property and Liability coverage for FY 2024 to FY 2026 and to authorize Chairman Finnegan to sign the agreement on behalf of the school district.

c. **Extracurricular Sponsorship and Fundraising**

Motion to act on the extracurricular sponsorship and funding from the Booster Club.

d. **Athletics Emergency Action Plan**

Policy JLCJA will be reviewed by the Policy Committee at the next meeting, but it is required by law for the School Board to be provided yearly with the updated Athletics Emergency Action Plan.

e. **Enrollment Update**

Mrs. Canotas to present an update on the enrollment counts of elementary schools.

f. **Staffing Update**

Review the updates on the professional vacancy list and approved newly-hired staff.

g. **Facilities Update**

Review the presented Facilities' list of items of concern, project updates, and planning of various projects.

h. **SNHU's Donation to TRHS College Fair**

Motion to act on the acceptance of a \$1,000 donation from SNHU to be used for the 2023-24 TRHS College Fair.

i. **Donation of a Shed to TRMS**

Motion to act on the donation of a shed to TRMS.

j. **School Bus Routes**

Motion to act on the presented School Bus Routes by First Student.

k. **Policies – First Read**

Motion to act on the first read of Policies BDE, GBEA, GBEAB, IKF, JFABD, JFABE, and JICH.

l. **TRSD Committee Assignments/Reassignments**

Review the committee assignments/reassignments of school board members.

8. **ADMINISTRATOR'S REPORT**

Christopher K. Kellan to present.

9. **PERSONNEL REPORT**

10. **COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD** – Board members to submit requests to serve on district committees for Chair consideration at the next board meeting.

11. **CORRESPONDENCE** – All correspondence now forwarded to board members as it comes in.

12. **VENDOR AND PAYROLL REGISTERS** – please be sure to review and sign electronically vendor and payroll registers.

13. **OTHER BUSINESS** – Board members to provide agenda items for future meeting consideration.

14. **NONPUBLIC SESSION** – If needed.

15. **FUTURE DATES** – As indicated.

DRAFT- NOT YET APPROVED

NOTE: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: <https://livestream.com/trsd/trsb/videos/232068497>

Materials presented at the board meeting may be viewed at: [School Board Meeting Documents](#)

Timberlane Regional School Board Meeting Minutes

Regular Board Meeting
July 14, 2022
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Chairman Finnegan opened this July 14, 2022 Timberlane Regional School Board meeting at 7:02 PM with the announcement of the new School Board Member, Shauna Manthorn, and resignation from Amy Gentile; this was followed by the roll call and the Pledge of Allegiance.

Board Members Present

Kim McCormick, Steven Finnegan, Kim Farah, Shauna Manthorn, Katie Knutsen, and Michael Boucher. Absent: Kristin Savage and Mark Sherwood

Seated at the Board Table

Christopher Kellan, Superintendent of Schools

Administrators Present

Maria Watkins, CFO/Business Administrator
Lucy Canotas, Director of Elementary Curriculum
Mark Pedersen, Director of Secondary Curriculum
Sandra Allaire, Executive Director of Curriculum
Karl Ingoldsby, Director of Plant Operations
Fran Decinto, Director of Human Resources
Kelley Brooks, Director of Special Education

APPROVAL OF MINUTES (00:04:00)

MOTION: Kim Farah motioned to approve the June 16, 2022 meeting minutes; seconded by Katie Knutsen. Motion passed 5-0-1 (Shauna Manthorn abstained).

DELEGATES AND INDIVIDUALS (00:05:30)

None

CURRENT BUSINESS

a. Donation from the Atkinson Women's Civic Club (00:06:00)

Jane Kowalski, Representative of the Atkinson Women's Civic Club, presented the organization's donation of seven games, a kneeling pad, and a popcorn machine to the High

DRAFT- NOT YET APPROVED

School's Special Education Department; valued at \$709.

MOTION: Kim Farah motioned to accept the donation of \$709 from the Atkinson Women's Civic Club; seconded by Michael Boucher. Motion passed 6-0-0.

b. Enrollment Update (00:08:00)

Mrs. Canotas presented elementary-level enrollment projections and identified that Pollard School's Grade 2 is at one student away from meeting the capacity. Mr. Pedersen presented the projected total enrollments for the secondary level classes. Discussion ensued regarding kindergarten enrollment numbers.

c. Amendment to RSA 186-C:2, I: Child with a Disability (00:16:00)

Mrs. Brooks presented the amendment signed by Governor Sununu to increase the age to 22 for children with disabilities; this was not considered in the budget. Her concern is the larger group that will develop in the next few years which will impact the budget. Discussion ensued regarding approvals from the Department of Education for building capacity and placement of the students.

d. Unassigned Fund Balance (00:23:30)

Mrs. Watkins presented the amount remaining in the School District's funds at yearend; this is used to offset the subsequent year town assessments. There is \$3,214,173 available for the FY 2022 Fund Balance Retention. Discussion ensued regarding the amount to retain; Ms. Farah recommended retaining \$500,000 as this has been a standard practice for the School Board.

MOTION: Kim Farah motioned to retain \$500,000 in the Fund Balance; seconded by Katie Knutsen. Motion passed 5-1-0 (Opposed by Michael Boucher).

e. Update on Paving and Summer Grounds Projects (00:31:00)

Mr. Ingoldsby presented the statuses of the various projects the Facilities Team are addressing. He identified that a corroded pipe was discovered through the catch basin project for the High School; it has been replaced and is an additional cost of about \$17,000. Furthermore, he noted that the pavement around the High School's catch basin has collapsed and is another project that is an additional repair. Discussion ensued regarding the paving, ESSER/HVAC, and other projects.

f. Update on Employment Vacancies (01:03:00)

Mrs. Decinto presented the 27 professional open positions which include the seven professional nominations that will be brought before the School Board tonight.

ADMINISTRATOR'S REPORT (01:04:00)

Mr. Kellan memorializes the passing of Lynne Perrone, who was a beloved employee of TRSD. He presented the website that houses the 603 Bright Future Survey results and discussed several results. He recognized and appreciated the hard work of the Facilities

Timberlane Regional School Board

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Team. He presented the donation from Staples which included numerous items for the District's students.

PERSONNEL REPORT (01:12:24)

Administrative Nomination

1. Tiffany Eaton, Assistant Principal, Danville Elementary School

Professional Nominations

1. Erin DelloRusso, 3rd Grade Teacher, Pollard Elementary School
2. Susan Stoddard, Special Education Case Manager, Timberlane Regional High School
3. Alisha Ford, Physical Education Teacher, Danville Elementary School
4. Alexandra Proteau, Social Studies Teacher, Timberlane Regional High School
5. Kaitlyn Jones, Life Science Teacher, Timberlane Regional High School
6. Erin Walker, School Psychologist, District-Wide
7. Catherine Lindblad, Math Interventionist, Timberlane Regional Middle School

MOTION: Kim Farah motioned to accept the Administrative and Professional Nominations; seconded by Kim McCormick. Motion passed 6-0-0.

Professional Resignation

1. Ashley Trubiano, Occupational Therapist, Timberlane Regional Middle School

MOTION: Kim Farah motioned to accept the Professional Resignation; seconded by Katie Knutsen. Motioned passed 6-0-0.

COMMITTEE REPORTS (01:14:20)

TSSU Negotiations Committee: Mrs. McCormick announced that the TSSU negotiations are ongoing, and the Wellness Committee is meeting on July 18th.

Strategic Planning Committee: Chairman Finnegan announced that the committee met last night to develop the plan and goals. The committee will meet again in August.

Policy Committee: Chairman Finnegan announced the committee will be meeting on July 18th and will be a lengthy meeting with numerous policies to be discussed.

Safety Committee: Ms. Knutsen announced that several Safety Grants have become available, and Mr. Ingoldsby is addressing them.

TTA and TSSU Negotiations Committees: Chairman Finnegan announced that the negotiations are ongoing.

Chairman Finnegan requested that they enter into a non-public under 91-A:3, Paragraph II (a) and (c). At 8:16 PM, Chairman Finnegan advised this will conclude the public portion of the meeting and they will only come back into public session to seal the minutes.

DRAFT- NOT YET APPROVED

MOTION: Kim Farah motioned to enter non-public under 91-A:3, Paragraph II (a) the dismissal, promotion of compensation or disciplining of any public employee; and (c) matters which, if discussed in public, would likely affect adversely the reputation of any person; seconded by Katie Knutsen. Motion passed 6-0-0.

The Board was polled:

Boucher -Yes Farah - Yes Finnegan - Yes Manthorn - Yes

Knutsen – Yes McCormick - Yes

The motion carried a 6-0-0 to enter non-public at 8:17 PM.

Respectfully submitted,

Kelly Salovitch
Chief Executive Assistant to the Superintendent

Approved by the School Board on _____.



July 14, 2022

James A. Sojka, CPA*

Sheryl A. Pratt, CPA***

Michael J. Campo, CPA, MACCY

Karen M. Lascelle, CPA, CVA, CFE

Christopher W. Johnson, CPA

To the Members of the School Board
and Ms. Maria Watkins, Business Administrator
Timberlane Regional School District
30 Greenough Road
Plaistow, NH 0386

Dear Members of the School Board and Ms. Watkins:

We are pleased to confirm our understanding of the services we are to provide for Timberlane Regional School District for the fiscal year ended June 30, 2022.

* Also licensed in Maine
*** Also licensed in Vermont

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of Timberlane Regional School District as of and for the fiscal year ended June 30, 2022. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as Management's Discussion and Analysis (MD&A), to supplement Timberlane Regional School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Timberlane Regional School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis
- 2) Schedule of the School District's Proportionate Share of Net Pension Liability
- 3) Schedule of School District Contributions – Pensions
- 4) Schedule of School District's Proportionate Share of Net Other Postemployment Benefits Liability
- 5) Schedule of School District Contributions – Other Postemployment Benefits
- 6) Schedule of Changes in the School District's Total Other Postemployment Benefits Liability and Related Ratios

We have also been engaged to report on supplementary information other than RSI that accompanies Timberlane Regional School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

- 1) Schedule of expenditures of federal awards
- 2) Combining Schedules
- 3) Individual Fund Schedules

PLODZIK & SANDERSON, P.A.
Certified Public Accountants

193 North Main Street, Concord, New Hampshire, 03301 • 603-225-6996
9 Cedarwood Drive, Suite 10, Bedford, New Hampshire, 03110 • 603-621-0661
www.plodzik.com

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors' is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.



As part of our audit planning process, we identified the potential for the following significant risks of material misstatement as part of our audit planning:

- Management override of controls; and
- Improper revenue recognition due to fraud

Audit Procedures—Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Timberlane Regional School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Timberlane Regional School District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Timberlane Regional School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also provide the nonattest services as detailed in the attached addendum for Timberlane Regional School District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the services detailed in the attached addendum. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.



Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review on the first day of field work.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is



stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities for the nonattest services detailed in the attached addendum. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating Ms. Maria Watkins, Business Administrator, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the School District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Plodzik & Sanderson, P.A. and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to Cognizant or Oversight Agency for Audit or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Plodzik & Sanderson, P.A. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.



The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Cognizant Agency, Oversight Agency for Audit, or Pass-through Entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Michael J. Campo, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to them. We expect to begin our audit on August 1, 2022.

Our fee for these services which does not include the additional services required for a Single Audit, will be \$28,500 for the fiscal year ended June 30, 2022. This fee is approximate and will be billed based on actual time spent on the audit. The additional fees to meet the requirement of the Single Audit will depend on the number and complexity of federal programs involved and will be billed at our standard hourly rates which vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit, and currently range between \$60 and \$165 per hour. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Reporting

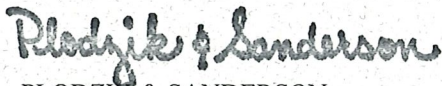
We will issue written reports no later than 90 days after the completion of field work. Our reports will be addressed to the School Board of Timberlane Regional School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2019 peer review report accompanies this letter.

We appreciate the opportunity to be of service to Timberlane Regional School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Sincerely,



PLODZIK & SANDERSON
Professional Association



RESPONSE:

This letter correctly sets forth the understanding of Timberlane Regional School District.

Management signature: _____

Title: _____

Date: _____

Governance signature: _____

Title: _____

Date: _____



Timberlane Regional School District

Non-Attest Services Performed – for the period ending June 30, 2022

- Draft of the audited financial statements and related footnote disclosures.
- Trial balances for all funds trial balances and other conversion trial balances.
- Copies of our workpapers prepared for reporting purposes of the liabilities, deferred outflows and inflows of resources related to GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, and GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which were prepared using the actuarial reports from the School District's contracted actuaries and State of New Hampshire actuaries.
- Management Discussion and Analysis financial tables (comparative government-wide statement of net position and statement of activities, a statement of capital assets, and a statement of long-term debt) which were taken directly from Exhibits A and B of the financial statements and the capital assets and long-term debt notes in the notes to the financial statements.
- Preparation of the Schedule of Expenditure of Federal Awards and related notes.
- Preparation of the Data Collection Form.

215 Pleasant St. Fl. 4 – PO Box 3634
Fall River, Massachusetts 02722

Tel: (508)679-6079 (508)999-0020
Fax: (508)672-4938

Report on the Firm's System of Quality Control

To Plodzik & Sanderson, PA and the
Peer Review Committee of the Massachusetts Society of CPAs:

We have reviewed the system of quality control for the accounting and auditing practice of Plodzik & Sanderson, PA (the Firm) in effect for the year ended May 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The Firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the Firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act. As a part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Plodzik & Sanderson, PA in effect for the year ended May 31, 2019 has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency (ies)* or *fail*. Plodzik & Sanderson, PA, has received a peer review rating of *pass*.

JMR & Company, LLC

October 18, 2019

Where Your Financial Success Begins

Member: American Institute of Certified Public Accountants - Division for Firms

Web: WWW.jmrcpas.com Email: Doug@rodriguesaccounting.com



EXECUTIVE SUMMARY

August 18, 2022

Primex Property & Liability Coverage CAP

Timberlane Regional School District belongs to Primex, a NH Public Risk Management Exchange, which provides various risk management policies for the District including Property & Liability coverage.

Primex has offered a Contribution Assurance Program (CAP) to the District, whereby the District provides a commitment to Primex for three (3) years, and Primex will commit to a cap on Property & Liability increases not to exceed seven percent (7%) over the prior year's contribution.

A benefit to the program includes certainty regarding what increases may be, regardless of what impact risk or market factors have on the policy.

Attached is the formal communication from Primex with details on the program.

To accept the CAP program, Primex will require an affirmative vote of the Board, and will also require specific language, in the form of a resolution, to be adopted by the Board.

Respectfully submitted by:

Maria Watkins, CFO/Business Administrator



August 16, 2022

Maria Watkins, CFO Business Administrator
Timberlane Regional School District
SAU #55
30 Greenough Road
Plaistow, NH 03865

RE: Contribution Assurance Program (CAP) for FY 2024 – FY 2026 for the Property & Liability Program

Dear Maria:

Primex³ is pleased to offer the **Timberlane Regional School District** the option of participating in the **Contribution Assurance Program (CAP)** for the next three coverage period years. **For members who have demonstrated commitment to the Primex³ pool, CAP provides stability by creating a limit on your Property & Liability contributions for future renewals.**

We are pleased to offer you a **CAP** Agreement that provides you budgetary assurance through **June 30, 2026**. (See enclosed **CAP** Agreement and Resolution.) **Please return your executed CAP Agreement and Resolution on or before September 30, 2022, to ensure your participation in CAP for the upcoming October 15, 2022 Renewal.**

The percentage listed is a maximum increase; actual increases will not exceed that percentage and may be lower, based on each member's performance. Performance still impacts contribution amounts, so it remains important for both Primex³ and our members to leverage our partnership to effectively manage risks and any claims that occur.

Our goal has always been to provide members with the best programs at the best value. **CAP** provides predictable contributions in the Property & Liability Program that you and your taxpayers can count on for budgetary stability.

Please contact me or your Member Services Consultant with questions at 800-698-2364.

Sincerely,

Carl Weber
Director of Member Services

Trust. Excellence. Service.

Bow Brook Place, 46 Donovan Street ■ Concord, NH 03301-2624
(603) 225-2841 ■ (800) 698-2364 ■ nhprimex.org

**Property & Liability
Contribution Assurance Program (CAP) Agreement
THIS AGREEMENT AMENDS AND EXTENDS YOUR MEMBERSHIP AGREEMENT
PLEASE READ CAREFULLY**

Primex³ is offering members in our **Property & Liability Program** an opportunity to stabilize their annual contributions through participation in our Contribution Assurance Program (**CAP**). **CAP** is offered to members who qualify, providing them predictability by limiting the annual contribution increase during a defined period of years (**CAP Period**). By signing this Agreement, you agree to extend your Membership Agreement for **three (3) years** and Primex³ agrees, with limited exception¹, that your annual contribution increase will not exceed seven percent (7%) of the prior year's contribution. Because performance matters with Primex³, you may realize an annual increase that is less than the **CAP** through sound risk management and stable underwriting exposures.

We are offering this opportunity so that our members can extend their commitment to pooling through the Primex³ programs. Participation in **CAP** for each year of the **CAP Period** is conditioned upon a three-year commitment to participation in the Primex³ Property & Liability Program.

The following **CAP Period** years qualify for the Contribution Assurance Program (**CAP**):

FY 2024 July 1, 2023 through June 30, 2024

(maximum 7% increase over July 1, 2022 through June 30, 2023 contribution)

FY 2025 July 1, 2024 through June 30, 2025

(maximum 7% increase over July 1, 2023 through June 30, 2024 contribution)

FY 2026 July 1, 2025 through June 30, 2026

(maximum 7% increase over July 1, 2024 through June 30, 2025 contribution)

By signing this Agreement, the **Timberlane Regional School District** agrees to extend its risk pool membership and participation in the Primex³ **Property & Liability Program** for three coverage period years, through **June 30, 2026**. The **Timberlane Regional School District** agrees and understands it remains bound by and subject to the terms and conditions of the Membership Agreement, Public Entity Coverage Documents and Trust Agreement, and all Trust by-laws, policies and procedures.

¹ CAP protects the member from most contribution increases during the CAP period; i.e., those resulting from account underwriting, or directly caused by changes in the member's loss history, property and payroll exposures. For the protection of all members, CAP does not prevent Primex³ from raising contributions across the pool/program to meet the actuary's reserve funding recommendations in response to catastrophic events, investment losses, severe adverse claim development, reinsurance failure, legislative enactments, judicial opinions and administrative orders. In the rare and unlikely event CAP maximum increase limits must be exceeded to adequately fund reserves, Primex³ in fairness will provide members advance notice and the option of terminating the CAP Agreement.

The **Timberlane Regional School District** agrees that the seven percent (7%) maximum increase currently available for this **CAP Period** does not apply to any other year or period of years, and upon expiration of the **CAP Period** in this Agreement, any subsequent participation in a Primex³ **CAP** will be subject to underwriting review, membership criteria, **CAP** criteria, determination of contribution and the maximum increase in place for the subsequent **CAP Period**.

The **Timberlane Regional School District** further acknowledges that by extending its Membership Agreement for three (3) coverage period years, the Public Entity Coverage Documents, General Conditions Section (L) ("Terminating Participation in Our Program(s)") is suspended during year one (1) and year two (2) of the three (3) year term, as there is no right to cancel or terminate during year one (1) and year two (2) but shall be reinstated for the end of year three (3).

The **Timberlane Regional School District** agrees that failure to provide notice in strict accordance with the Public Entity Coverage Documents, General Conditions Section (L) shall result in automatic renewal of risk management pool membership and continuation in the Primex³ Property & Liability Program, but not continuation of **CAP** which must be separately offered and accepted.

Primex³ acknowledges that the **Timberlane Regional School District** is a NH public entity which receives budgetary authorization for appropriations from an annual meeting of its legislative body and pertains to a fiscal year which commences on the following January 1 or July 1, of any given year. The **Timberlane Regional School District** also acknowledges that it is legally required to carry insurance coverage. As such, if the legislative body, at such annual meeting for any years that are within the anticipated term of the contract, fails to approve such appropriation, and there are no other lawful means of funding the coverage, this contract may be terminated by the **Timberlane Regional School District** by notice to Primex³ made within 30 days of the legislative action at which such funding initiative was defeated and such cancellation shall be effective as of the commencement on the following fiscal year or on the anniversary of the policy, whichever first occurs.

The **Timberlane Regional School District**, however, agrees that it shall seek the requisite appropriations in good faith and that the availability of lower cost or otherwise preferable coverage alternatives during the term of this Agreement shall not constitute a good faith and permissible basis on which to fail to pursue the appropriations or assert that appropriations are unavailable. In the event of an early termination, the **Timberlane Regional School District** agrees to return the difference between the **CAP** increase and the uncapped contribution.

By affixing my signature below, I am attesting, representing and warranting that I am a duly authorized representative of the governing body of the **Timberlane Regional School District** with legal authority to contractually bind the **Timberlane Regional School District** to the terms of this Agreement, and that I understand the commitment being made to membership in the Primex³ risk management pool and participation in the Property & Liability Program.

Authorized Representative of the
Governing Body

Title

Date

Print Name

Timberlane Regional School District
June 6, 2022
PL-2024-07-3

RESOLUTION TO ENTER PRIMEX³
Property & Liability Contribution Assurance Program (CAP)

RESOLVED: To hereby accept the offer of the New Hampshire Public Risk Management Exchange (Primex³) to enter into its **Property & Liability Contribution Assurance Program (CAP)** as of the date of the adoption of this resolution, and to be contractually bound to all of the terms and conditions of Primex³ risk management pool membership during the term of the **Property & Liability Contribution Assurance Program (CAP)**. The coverage provided by Primex³ in each year of membership shall be as then set forth in the Coverage Documents of Primex³.

I attest that the foregoing is a true copy of the Resolution of the Governing Board of the **Timberlane Regional School District** adopted on _____.

Board: _____
Title of Board

Signature: _____

Name: _____

Title: _____ duly authorized

Date: _____



Timberlane Regional High School

36 Greenough Road • Plaistow, NH 03865 • Phone: 603-382-6541 • Fax: 603-382-8086 • www.timberlanehs.com

August 12, 2022

Executive Summary

Booster groups wishing to display sign sponsorships from businesses on school grounds must have School Board approval. Per the School Board, requests need to be made every 2 years. As a result, Booster presidents have presented their proposals at SLT and/or at School Board meetings for their given sport. An increasing number of Booster groups have been looking to utilize sign sponsorships greatly impacting the approval cycle.

In an effort to streamline the approval process, we ask that the School Board approve ALL sign sponsorships for the booster groups every even year (ie. 2022, 2024, etc). The Booster Presidents of each sport will need to submit detailed information to the Athletic Director each year as part of the regular fundraising process. This information will be kept on file in the athletic office and shared with the Superintendent upon request.

On behalf of the TRHS Booster Groups, thank you for considering this request.

Prepared by: Mr. Angelo Fantasia, Director of Athletics, Timberlane Regional School District

Timberlane Regional School District	Policy Code: KJA
Adopted: 08-18-83 Reaffirmed: 08-08-91 Revised: 02-24-05	Page 1 of 1

RELATIONS WITH BOOSTER ORGANIZATIONS

The Board recognizes that the endeavors and objectives of booster organizations and similar groups can be a valuable means of stimulating interest in an endorsement of the aims and achievements of our public school system.

Generally, actions initiated by boosters provide the atmosphere and climate to weld together desirable community-school relationships.

Booster-proposed plans, projects, or movements must be evaluated and promoted in light of their stated contribution to the academic, as well as the athletic and musical program of the schools. Careful consideration must be given to the total value of all students, rather than to specific elements such as teams and band participants. Care must be taken to avoid compromising or diluting the responsibilities and authorities of the Board.

Therefore, any plan, project or movement instituted to expand, modernize, renovate or otherwise render maintenance to school controlled and/or owned properties, or provide academic achievement awards and other educational recognition to students or student bodies, will be presented to the Board in official session for its consideration, comments, evaluation, approval and sponsorship (where required). This must be done before any public announcement is made.

TIMBERLANE REGIONAL HIGH SCHOOL BOOSTERS

GAME SPONSORSHIP OPPORTUNITIES

To Potential Game Sponsors:

For the 2022 season, our team goal is to obtain game sponsorship donations that will enable us to compete at the highest level while providing the community with quality football entertainment. Sponsoring the Owls can benefit your company through direct advertising to the local community. This partnership would allow us to build our fan base through team marketing, promotions, giveaways, and special events at home games.

Platinum Sponsor \$1,000

- Listing with logo on Booster Club emails
- 3x4 banner to be hung at the football field during football games
- Full page black & white ad in the 2020 Program Book
- Complimentary 2021 Program Book
- Opportunity to sponsor Game Day Giveaways
- Business name and logo on Game Day Program
- Multiple Announcements During Home Games

Gold Sponsor \$500

- Listing with logo on Booster Club emails
- Business listing on Gold Sponsor banner to be hung at the football field during football games
- Gold Sponsor listing in Program Book
- Opportunity to sponsor Game Day Giveaways
- Announcements During Home Games

All that we are and all that we strive to accomplish is a direct result of our dedicated coaching staff, players, their families, the fans, and our sponsors. With everyone's continued support and encouragement, the Timberlane Football Program will make its mark in the community and the lives of so many young people.

THANK YOU FOR SUPPORTING YOUR TIMBERLANE OWLS FOOTBALL TEAM!!

***** 2021 DII CHAMPIONS *****

TIMBERLANE REGIONAL HIGH SCHOOL ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	
Contact Person	
Telephone #	
Activity Proposed	
Facilities Needed	
Activity Date	
Time	
Location of Activity	
# of Students Involved	
# of Adults Supervising	
Estimated Profit	

Description or Purpose: Ad Book___ Tag Day___ Concession___

Clinic___ Other___ Please Describe_____

Required Signatures:

Athletic Director_____ Date_____

Head Coach_____ Date_____

Town Official_____ Date_____

Other_____ Date_____

If you are fundraising during school hours, a school activity request must also be filled out.

1. The location of any signs incorporating businesses:
Back fence on Varsity field
2. The size of any signage:
3' x 5'
3. The cost to the business:
\$250 Platinum
\$150 Gold
\$100 Silver
4. Are there limits to the number of signs/businesses to be posted? PLEASE EXPLAIN.
No
5. How will the profits be used by the Booster Club?
Banquet, player apparel, any equipment needed, general needs.

Please note that the Timberlane Regional School District reserves the right to remove any signs at any time. The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	TRHS Football Boosters
Contact Person	Jaclyn M. Kelley
Telephone #	603-553-1144
Activity Proposed	Sponsor Signs
Facilities Needed	N/A
Activity Date	9/11/22 - 12/31/2022
Time	N/A
Location of Activity	High School Football Field
# of Students Involved	N/A
# of Adults Supervising	N/A
Estimated Profit	N/A

Description or Purpose: Ad Book Tag Day Concession Clinic Other

Please Describe Sponsor Signs

Required Signatures:

Athletic Director: _____

Date: 8/12/2022

Head Coach: _____

Date: 8/12/2022

Town Official: _____

Date: _____

Other: Jaclyn M. Kelley

Date: 8/12/2022

If you are fundraising during school hours, a school activity request must also be filled out.

(PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:

High School Football Field Fence

2. The size of any signage:

3 x 4

3. The cost to the business:

\$1,000.00 / \$500.00
Please see attached.

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

NO

5. How will the profits be used by the Booster Club

Apparel, food, banquet, possible transportation.
All proceeds will benefit football players.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Soccer Boosters
Contact Person	Jill Quinn
Telephone #	617-827-8447
Activity Proposed	Sponsorship Banners
Facilities Needed	Fence behind Varsity Soccer Field
Activity Date	Fall 2022 Soccer Season
Time	Ongoing
Location of Activity	Varsity Soccer Field at High School
# of Students Involved	N/A
# of Adults Supervising	2-4 Parents to hang banners
Estimated Profit	\$2500

Description or Purpose: Ad Book___ Tag Day___ Concession___

Clinic___ Other Please Describe _____

Required Signatures:

Athletic Director Angelo Fantasia Date _____

Head Coach Mitch Mensis/Jeff Baumann Date _____

Town Official _____ Date _____

Other _____ Date _____

If you are fundraising during school a school activity request must also be filled out.

1. The Location of any Signs incorporating Business:
Fence behind Varsity Soccer field
2. The size of any signage:
2 1/2 feet by 5 feet in size
3. The cost to business:
\$400
4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN
Only limitation is how many can fit on the fence.
5. How will profits be used by the Booster club?
Support scholarships, and help defray the cost of clothing, equipment, travel, and banquet expenses.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Softball Boosters
Contact Person	Jillian Salafia
Telephone #	603-303-3461
Activity Proposed	Field Sponsor Banners
Facilities Needed	JV + Varsity Softball Field (Fence)
Activity Date	April - June
Time	All Day (Home Games)
Location of Activity	JV + Varsity Softball Fields
# of Students Involved	N/A
# of Adults Supervising	3
Estimated Profit	\$ 3,000

Description or Purpose: Ad Book Tag Day Concession Clinic Other

Please Describe Sponsor Banners

Required Signatures:

Athletic Director: _____ Date: _____

Head Coach: _____ Date: _____

Town Official: _____ Date: _____

Other: _____ Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs Incorporating Businesses:

Outfield fence of Softball field + JV Backstop

2. The size of any signage:

3x5

3. The cost to the business:

\$250 for 1 year, \$400 for 2 years

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

No, we have never had enough interest to limit

5. How will the profits be used by the Booster Club

Scholarships, team bonding activities, Scrimmages,
End of year banquet

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETICS EMERGENCY ACTION PLAN

FOR THE SAFETY OF ATHLETES, STAFF, AND SPECTATORS



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TRSD Athletic Training Mission Statement

The mission of the Timberlane Athletic Training staff is to deliver the highest quality patient care by utilizing an interdisciplinary team. We strive to reach our goals of injury prevention, recognition, and return to sport through continuing education, evidence based information, and effective communication with coaches, parents, and school staff. Furthermore, the Athletic Training staff serves as an advocate for student athletes when such health issues arise, and are available to ensure the athlete reaches and maintains his or her optimum health.

Athletic Health Care Team

- Director of Athletics: Angelo Fantasia, CMAA.
angelo.fantasia@timberlane.net
603-382-6541 Ext 3941
- Athletics Administrative Assistant: Jessica Soucy, MBA, NHLAT, ATC.
jessica.soucy@timberlane.net
603-382-6541 Ext 3940
- Athletic Trainer: Gina Carbone, NHLAT, ATC.
gcarbone@timberlane.net
603-382-6541 Ext 3946
- HS Nurse: Stephanie Borrows, RN, BSW.
stephanie.borrows@timberlane.net
603-382-6541 Ext 3913
- MS Nurse: Christine Collins, RN, MED.
Christine.collins@timberlane.net
603-382-7131 Ext 4912
- Middle School Athletic Coordinator: James Dionne
James.dionne@timberlane.net

The Athletic Training staff is supervised by the physicians at Exeter Hospital and Core Physicians in Exeter.

3 Alumni Dr | Exeter, NH | 03833 | 1-800-439-3837



Health Care Team Role Delineation:

- **Athletic Director:** Responsible for the coordination of sporting events, approving eligibility for student-athletes, securing Athletic Training medical documents, maintaining the End of Season Report each year, and handling any athletic issues that may arise throughout the school year.
- **Athletic Trainer:** The ATC is responsible for providing appropriate emergency medical care, first aid, injury prevention, and injury management to the school's athletic population. This individual is the first point of contact for parents, school staff, and administrators in the event of an injury after school hours. The ATC works in conjunction with the Athletic Director and the Health Office to ensure the best outcome for the student-athlete.
- **Health Office:** The nursing staff is responsible for administering first aid care, following-up with submitted injury reports, keeping contact open with parents/guardians, and keeping a thorough record of physical examinations. The health office is the first point of contact for student-athletes during the school day. The nursing staff meets with the Athletic Trainer one hour a week to review and verify injury reports to maintain accuracy.

Practice and Competition Fields/Facilities



Timberlane's Athletic Field Locations	
36 Greenough Rd., Plaistow, NH 03865	
1.	Athletic Wing of High School
a.	Athletic Training Room
b.	Gymnasium
c.	Mini Gymnasium
d.	Weight Room
e.	Boys/Girls Locker Rooms
2.	JV Softball Field
3.	JV Soccer Field
4.	Varsity Baseball Field
5.	Tennis Courts
6.	Varsity Softball Field
7.	Varsity/JV Field Hockey Field
8.	Football/Boys Lacrosse Field/Track
9.	Pole Vault/Long Jump/High Jump/Throwing Circle
10.	Varsity Soccer/Girls Lacrosse Field
11.	JV/Freshman/Middle School Baseball Field
12.	Football Practice Field
13.	Middle School Soccer Fields
14.	Middle School Softball Field
15.	Athletic Wing of Middle School
a.	Athletic Training Room
b.	Gymnasium
c.	Boys/Girls Locker Rooms
16.	Middle School Field Hockey Field

Off-Site Venues

****Please note that coaches and players must be aware of EAP procedures at off-site venues****

- **Methuen High School Ice Rink** - 1 Ranger Rd, Methuen, MA, 01844
- **Salem ICENTER** - 60 Lowell Rd, Salem, NH, 03079
- **Pat's Peak Ski Resort** - 686 Flanders Rd, Henniker, NH, 03242
- **Bradford Ski Area** - 60 S Cross Rd, Haverhill, MA, 01835
- **Cedardale Aquatics Center**- 931 Boston Rd, Haverhill, MA, 01835
- **A2 Gym and Cheer** - 16 Garabedian Dr, Salem, NH, 03079
- **Phanzone Indoor Complex** - 142 NH-111, Hampstead, NH, 03841
- **Granite Fields Indoor Complex** - 7 NH-125, Kingston, NH, 03848
- **Atkinson Country Club** - 85 Country Club Dr, Atkinson, NH, 03811

Illness Prevention Strategies

NFHS Guidelines

The National Federation of State High School Association states that “Proper precautions are needed to minimize the potential risk of the spread of communicable disease and skin infections during athletic competition. These conditions include skin infections that occur due to skin contact with competitors and equipment. The transmission of infections such as Methicillin-resistant Staphylococcus aureus (MRSA) and Herpes Gladiatorum, blood-borne pathogens such as HIV and Hepatitis B, and other infectious diseases such as Influenza can often be greatly reduced through proper hygiene.”

The Timberlane Regional Athletics Department encourages adherence to the guidelines outlined below to ensure that our athletes care for themselves and their teammates overall health.

Universal Hygiene Protocol for All Sports:

- Shower immediately after every competition and practice.
- Wash all workout clothing after each practice.
- Wash personal gear (knee pads and braces) weekly.
- Do not share towels or personal hygiene products (razors) with others.
- Refrain from full body (chest, arms, and abdomen) cosmetic shaving.

Strategies for reducing the potential exposure to these infectious agents include:

- Athletes shall be required to notify a parent or guardian, Athletic Trainer and coach of any skin lesion prior to any competition or practice. An appropriate health-care professional should evaluate any skin lesion before returning to competition.
- If an outbreak occurs on a team, especially in a contact sport, all team members should be evaluated to help prevent the potential spread of the infection.
- Coaches, officials, and appropriate health-care professionals must follow NFHS or state/local guidelines on “time until return to competition.”

Participation with a covered lesion may be considered if in accordance with NFHS, state or local guidelines and the lesion is no longer contagious.

Blood-borne Infectious Diseases

Strategies for reducing the potential exposure to these agents include following Universal Precautions such as:

- An athlete who is bleeding, has an open wound, has any amount of blood on his/her uniform, or has blood on his/her person, shall be directed to leave the activity (game or practice) until the bleeding is stopped, the wound is covered, the uniform and/or body is appropriately cleaned, and/or the uniform is changed before returning to activity.
- Athletic trainers or other caregivers need to wear gloves and take other precautions to prevent blood or body fluid-splash from contaminating themselves or others.
- In the event of a blood or body fluid-splash, immediately wash contaminated skin or mucous membranes with soap and water.
- Clean all contaminated surfaces and equipment with disinfectant before returning to competition. Be sure to use gloves when cleaning.
- Any blood exposure or bites to the skin that break the surface must be reported and immediately evaluated by an appropriate health-care professional.

Other Communicable Diseases

Means of reducing the potential exposure to these agents include:

- Appropriate vaccination of athletes, coaches and staff as recommended by the Centers for Disease Control (CDC).

During times of outbreak, follow the guidelines set forth by the CDC as well as State and local Health Departments. For more detailed information, refer to the "Infectious Disease and Blood-borne Pathogens" and "Skin Disorders" sections contained in the NFHS Sports Medicine Handbook.

Environmental Conditions



Lightning/Thunder

According to the New Hampshire Sports Medicine By-Law Sect. 10 per NHIAA, “Lightning is the most consistent and significant weather hazard that may affect outdoor activities...The existence of blue sky and the absence of rain are not protection from lightning. See it, flee it. Hear it, clear it.”

In the event of impending weather, the following safety precautions shall be followed.

- All athletic department staff and game personnel are to monitor threatening weather. The Athletic Trainer will monitor via the WeatherBug Spark Lightning application. This provides real time radar and alerts to active lightning strikes in the area.
- If lightning is detected within a 10 mile radius, coaches will be notified of impending weather.
- When a double blast from an air horn is heard, all athletes, coaches, and spectators are to evacuate the fields and seek shelter.

The high school is our designated safe zone. In the event that an individual cannot reach the high school in time, they are to seek shelter in a nearby vehicle.

- Do not lie down. Do not stay in an open field. Do not stay in a standing pool of water or under a single tall tree.
- Officials and coaches must wait 30 minutes after the last observed lightning or thunder boom before being able to resume activity. A timer will be utilized by the Athletic Trainer, Athletic Director, or Officials, who will in turn notify coaches about resuming activity.

The Athletic Trainer or Athletic Director have final say over the determination of game/practice play regarding weather conditions.



According to the NHIAA Sports Medicine By-Law Sect. 10, knowing both the temperature and humidity is important. The greater the humidity, the more difficult it is for the body to cool itself. Timberlane Regional High School’s Athletic Trainer will test the air quality using a Wet Bulb Globe Thermometer (WBGT) prior to practices and/or games. The WBGT takes into account air temperature, relative humidity, radiant heat, and air movement. The NHIAA also has a simpler chart that involves knowing the temperature and relative humidity. The chart, below, describes what humidity levels are dangerous and critical based on the concurrent temperature, while utilizing a wet bulb device.

AIR TEMPERATURE	DANGER ZONE	CRITICAL ZONE
70 degrees	80% relative humidity	100% relative humidity
75 degrees	70% relative humidity	100% relative humidity
80 degrees	50% relative humidity	80% relative humidity
85 degrees	40% relative humidity	68% relative humidity
90 degrees	30% relative humidity	55% relative humidity
95 degrees	20% relative humidity	40% relative humidity
100 degrees	10% relative humidity	30% relative humidity

Heat Acclimatization

Heat acclimatization is a gradual increase in an athlete’s exposure to the duration and intensity of physical activity in the heat and is necessary to minimize the risk of exertional heat-illness.



Snow/Cold

To prevent cold related injuries, such as frostbite, hypothermia, chilblain, and trench foot, the Athletic Trainer and/or Athletic Director will make decisions about practice and game participation due to cold, wet, and windy temperatures. They will access the temperature and wind chill through the Weather channel and/or WeatherBug applications. They will also check for wind chill advisories, wind chill warnings, and wind chill factor, which will be factored in to the “real feel” temperature chart seen below. In the event of school closure, practice/game times are cancelled as well.

From the NHIAA:

Cold Weather Policy: If the temperature is below –4 degrees F, for cross country, and –10 degrees F, for alpine and jumping, measured at the coldest point of the course, a competition will be modified, postponed or cancelled by the Jury. With difficult weather conditions (e.g., strong wind, high air humidity, heavy snowfall, or high temperature) the Jury may, in consultation with the coaches of the participating teams, modify, postpone or cancel the competition.

30 degrees and below	Be aware of the potential for cold injury and notify the appropriate personnel of the potential.	Coaches will be notified of the possibility of modified practice times.
25 degrees and below	Provide additional protective clothing, cover as much exposed skin as practical. Provide opportunities and facilities for rewarming.	TRSD recommends no more than 1 hour of outdoor practice. Must have hats, gloves, and jackets. *Frostbite can occur in 30 mins or less*
15 degrees and below	Consider modifying activity to limit exposure or to allow more frequent chances to rewarm.	TRSD recommends no outdoor practice.
0 degrees and below	Consider terminating or rescheduling activities.	TRSD recommends no outdoor practice.

Injury Intervention

The TRSD Athletic Training staff is the first point of contact when an injury occurs. When an injury is reported, a comprehensive evaluation is completed and documented. If the parent/guardian is not present during the time of injury, they will be promptly notified. The Athletic Trainer will then make the recommendation for further treatment if necessary. Same game, return to play decisions are made solely by the Athletic Trainer and cannot be overridden by a coach or parent/guardian. In the event that the athlete needs further medical attention, they must provide documentation from a physician before beginning the return to play protocol.

Each member of our coaching staff is required to complete training courses in first aid/CPR, AED, concussion in sport, and heat illness. They are required to report any injuries to the Athletic Trainer and to fill out an injury report if it occurs at an away event.

Concussion

Concussion in sport can be a very serious injury and often requires a longer healing time. In the event that a student-athlete is believed to have sustained a concussion, the Athletic Trainer will complete a comprehensive evaluation and neuro exam. The Sport Concussion Assessment Tool (SCAT5) is utilized to interpret overall signs and symptoms. It is not a diagnostic tool, but does help the healthcare provider gauge the individual's overall concussion signs and symptoms. If a concussion is diagnosed, the student-athlete will not return to play, the parent/guardian will be notified and provided with educational material on concussion protocol. The student-athlete will then need to be further evaluated by a physician to provide documentation. The Timberlane Regional nursing staff requires that the Acute Concussion Evaluation (ACE) form be completed by a physician and returned. The physician's documentation will be delivered to the Health Office, which in return notifies the student-athlete's teachers and coaches. The Timberlane Regional School District also has an Academic Protocol that is followed in order to ensure that the student-athlete is allowed ample time to catch up on school work in the event that a modified schedule is deemed necessary.

When the student-athlete is completely symptom-free, the Health Office will then provide the student-athlete with the Timberlane Regional Medical/Parental Clearance form to be signed by the overseeing physician and the parent/guardian. After this is returned to the Health Office, the Athletic Trainer is notified, and return to play progression begins. The progression is a five step process to ensure that physical activity does not exacerbate concussion symptoms once more. The student-athlete is brought through this progression under the supervision of the Athletic Trainer and each step is documented. The progression is sport specific, with each step being completed on consecutive days. In the event that concussion symptoms occur, the student-athlete will be required to complete the previous step before progressing to the next day.

For more information on sport related concussion, please visit the NHIAA website (NHIAA.org) and click the drop down menu titled "Sports Medicine". From there you select "concussion" and can browse multiple educational sites.

Emergency Action Plan (EAP)

Emergency Team Roles (Athletic Trainer, School Administration, Coaches):

- A. Acute care is provided by the most qualified individual at the scene
- B. Emergency equipment retrieval
- C. Activation of EMS
- D. Meet and direct EMS to the scene (unlock all doors and gates)
- E. Head Coaches make sure there is at least one cell phone accessible at all times

Emergency Phone Numbers:

- A. Emergency: 911
- B. Athletic Trainer: Gina Carbone (603) 382-6541 x 3346
- C. Plaistow Fire: (603) 382-5012
- D. Plaistow Police: (603) 382-1200
- E. Athletic Director: Angelo Fantasia – (603) 382-6541 x 3941

Emergency Care of an Athlete:

- A. Athletic Trainer IS present at game or practice
 1. Emergency equipment is retrieved by coach or athlete
 2. Athletic Trainer will designate an adult to contact EMS.
 - If Athletic Trainer is not present, the Head Coach will designate an individual to call EMS
 3. Information provided to EMS
 - Name and phone number of caller
 - Name, age, condition and number of athlete(s) in need of help
 - Treatment given
 - Specific directions to the scene of the injury
 - Any other information requested by the dispatcher
 4. Coordinate EMS arrival
 - The AD, Assistant AD, or coach will be responsible for meeting and directing EMS to the site of emergency and will provide direct access. This includes traffic coordination, and opening locked gates or doors.
- B. Athletic Trainer IS NOT immediately available or present
 - a. The coach will respond to the athlete and provide immediate, life sustaining care
 - i. If the Athletic Trainer is not present, a responsible adult will activate EMS and follow the directions as outlined above in sections A-c and A-d.
- C. Immediately following the activation of EMS, the athletic trainer, athletic director, or coach will contact the athlete's parents using the phone number(s) provided on their emergency card.

D. After arrival of EMS, care of the injured athlete will be turned over to the qualified persons. The athletic trainer or immediate care provider will inform EMS the details involved with the injury/incident.

E. A parent/guardian or a member of the coaching staff should accompany the injured athlete(s) to the hospital.

F. The athlete's emergency card should be sent with them to the hospital.



Medical Equipment Needs for Coaches

- ✓ Medical Kit
- ✓ Athlete Emergency Cards
- ✓ Supplementary Masks
- ✓ Hand Sanitizer

AED Locations

1. Outside the cafeteria- Fixed AED
2. Athletic Dept. 300 Hall near Senior Photos Board- Fixed AED
3. Health Office- Portable AED
4. With the Athletic Trainer- Portable AED

Emergency Phone Locations (Large gray box with phone inside)

Gymnasium: located on the wall inside the gym from the right side school entrance

Mini Gym: located on the wall to the right side of the mini gym entrance

Local Hospitals and Clinics

A. Hospitals:

- Lawrence General Hospital
(978) 683-4000
1 General St. Lawrence, MD 01841
- Exeter Hospital
(603) 778-7311
5 Alumni Dr. Exeter, NH 03833
- Holy Family Hospital
(978) 374-2000
140 Lincoln Ave Haverhill, MA 01830

B. Urgent Care Centers:

- ClearChoiceMD Urgent Care
(603) 797-9289
127 Plaistow Rd. Plaistow, NH 03865

Emergency Response Teams

In response to NH Senate Bill 148-FN, the Timberlane Regional Athletic Department has made the addition of emergency action teams by sport team and level. At the beginning of each sports season, coaches are responsible for assigning emergency team roles to individual team members. Regardless of team, level, or venue, each sports team is prepared to assist in any emergency medical situation that may arise. Team assignments include the 911, CPR, AED, and heat stroke team. Each team plays a key role in shortening the response time to a medical emergency.

TEAM:

LEVEL:

COACH:

911 TEAM		CPR/AED TEAM		AED TEAM	
CALL 911		START CPR		GET THE AED	
CALL 911. EXPLAIN EMERGENCY. PROVIDE LOCATION		<ol style="list-style-type: none"> Position person on back. Put one hand on top of the other on middle of person's chest. Keeping arms straight, push hard/push fast, 100 presses/minute. Let chest completely recoil after each compression. Take turns with responders as needed 		EVENTS	
Closest Phone	PRACTICE			PRACTICE	EVENTS
EMS Access Point:				Closest AED	
Student 1				Student 1	
Student 2				Student 2	
Student 1				GET THE ATHLETIC TRAINER	
Student 2				Typical Location	Lower fields Lower fields
MEET AMBULANCE at EMS access point. Take to victim.		<p style="text-align: center;">WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS</p> <ol style="list-style-type: none"> Remove clothing from chest. Attach electrode pads as directed by voice prompts. Stand clear while AED analyzes heart rhythm Keep area clear if AED advises a shock Follow device prompts for further action After EMS takes over, give AED to Athletic Trainer 		Student 1	
ENTRY DOOR GATE	PRACTICE			Student 2	
Student 1				<p style="text-align: center;">CALL 911 FOR ALL MEDICAL EMERGENCIES. IF UNRESPONSIVE AND NOT BREATHING NORMALLY, BEGIN CPR AND GET THE AED</p>	
Student 2					
CALL CONTACTS. Provide location and victim's name.		<p style="text-align: center;">HEAT STROKE TEAM</p>			
Athletic Trainer	NAME	PRACTICE	EVENTS	PREPARE TUB DAILY	
Athletic Director	Gina Carbone			PRACTICE	EVENTS
Game Manager	Angelo Fantasia			Athletic Trainer	Athletic Trainer
	Ty Powell	HS AT Room	HS AT Room	Student 1	
		<ol style="list-style-type: none"> Remove equipment and excess clothing. Move to shade Immerse athlete into cold ice water tub, stir water. * If no tub, cold shower, wet towels over the entire body. Monitor vital signs Cool first, transport second If no medical staff, cool until EMS arrives 			

IMPORTANT COMMUNICATION INFORMATION	
For Emergency call "911" & then let the office know	
<p>To get an outside line: Dial "8" & then the number</p> <p>Police: (603) 382-1200 Fire: (603) 382-5012</p>	<p>Front office:</p> <ul style="list-style-type: none"> o Secretaries: X-3900 o Principal: X-3901 o Assistant Principals: X-3903, X-3904 X- 3905 o Nurse: X-3910
CLEAR HALLWAYS	
<p>Activated when it is necessary for staff to keep the hallways clear and restrict movement of students and staff around the inside of the school. Normally used for medical type events or events that are not considered immediate threats but require limited movement internally:</p>	
<ul style="list-style-type: none"> • Upon notice of event that requires the hallways to be clear notify the office (if not initiated by office) • Intercom/Radios: "Clear Hallways" repeat 2 times • Lower outside shades and shut doors • Continue normal academic functions within the classroom or secured area unless informed to take another action 	<ul style="list-style-type: none"> • Do not move between classes or dismiss classes until instructed by school administration • Maintain calm and await instructions • Intercom/Radios: "Resume normal activity" repeat 2 times
DOOR CHECK	
<p>Activated when a student has run out of a classroom and there is a concern for their safety. It is necessary for staff to check the hallway outside of their classroom and if near an outside door, block it.</p>	
<ul style="list-style-type: none"> • Upon notice of an event that requires the hallways/doors to be checked notify the office and state your location • Intercom: "All adults please Check Doors" repeat 2 times 	<ul style="list-style-type: none"> • Staff will check hallways for any students/staff outside • 1-2 adult(s) should wait at the doors until "Doors are all set" is indicated by the office • Intercom: "Doors are all set" repeat 2 times
DROP, COVER AND HOLD	
<p>Activated to protect students & staff from falling objects or items that may become "projectiles".</p>	
<ul style="list-style-type: none"> • Intercom/Radios: "Drop, cover and hold" repeat 2 times • Face away from windows • Drop to the floor • Cover by getting under a sturdy table, desk or other piece of furniture. If there is not suitable furniture available, cover head with arms, and face an interior wall. 	<ul style="list-style-type: none"> • Hold on to furniture until directed to stop or when it is safe to do so. • Staff may have to evacuate or implement another Response Action as the situation dictates. • Staff/students outside should go to a safe location outside and away from the building/utility wires
EVACUATION	
<p>Activated when it is necessary for staff and students to exit the school building. When the school Fire Alarm system activates</p>	
<ul style="list-style-type: none"> • Exit school by nearest & safest exit • Gather at designated meeting area • Staff will take attendance 	<ul style="list-style-type: none"> • Staff will observe students for signs of heat/cold exposure • Await further instructions
<p>In some cases it may be necessary to evacuate a school one room at a time for an internal hazardous material spill or a hostage situation.</p>	
<ul style="list-style-type: none"> • Evacuate the immediate area of danger • Staff should notify office of situation and/or call 911 • Evacuate adjacent rooms away from danger area • If Fire or Police are on site, follow their instructions • Gather at designated meeting area, if safe • Use secondary meeting area if primary is not safe 	<ul style="list-style-type: none"> • Staff will take attendance • Staff will observe students for signs of heat, cold exposure or signs that they were exposed to the hazardous material; report any issues to the Command Post • Await further instructions

LOCKDOWN	
Activated when it is necessary to protect staff and students from a violent intruder or any other situation that would entail securing staff and students in their classrooms or other areas that are able to be locked.	
<ul style="list-style-type: none"> • Intercom/Radios: "Lock Down" repeat 2 times • Students and staff should report to nearest room or securable area • Staff should move students so they cannot be seen • Close and lock doors and windows • Barricade doors and windows if necessary • Cover door window if necessary • Shut off lights 	<ul style="list-style-type: none"> • Remain quiet and silence all cell phones • Evacuate to an outside rally point if a securable area cannot be safely reached • If Fire Alarm sounds do NOT evacuate, but stay aware of situation • Wait for further instructions • Be prepared to institute other Response Actions, as necessary
When outdoors, staff and students should not reenter the school building. Go immediately to an outside Rally Point.	
REVERSE EVACUATION	
Activated when it is necessary for staff and students to enter the school quickly in order to avoid a dangerous or potentially dangerous situation outside the school. If directed by school administration Reverse Evacuation immediately:	
<ul style="list-style-type: none"> • First person aware of a situation directs students and staff to enter the building • Intercom/Radios: "Reverse Evacuation" repeat 2 times • Walk quickly into nearest entrance • Notify principal/office as soon as possible (if action wasn't initiated by the office) 	<ul style="list-style-type: none"> • Report to a designated meeting area • Check for injuries • Staff will take attendance • Remain quiet for further instructions • Intercom/Radios: "Staff you may resume normal activity" repeat 2 times
SCAN	
Activated when it is necessary for staff to look around their area for any item which doesn't belong. Scan will be activated primarily in the case of a Bomb Threat, but could be utilized for any situation that required the staff to look for an item which may cause harm. Scan starts High, Middle and then Low. When notified, staff should:	
<ul style="list-style-type: none"> • Look around your room for anything you are unable to identify • If something is found, evacuate to a safer area • Do not use radios or cell phones if incident is a Bomb Threat 	<ul style="list-style-type: none"> • Do not move, open or touch a suspicious object; EVACUATE the area or room • Notify office of location and description of suspicious item or that your area is clear • Remain quiet and await instructions
SECURE CAMPUS	
Activated when it is necessary to protect staff and students from a threat from outside the school building.	
<ul style="list-style-type: none"> • Intercom/Radios: "Secure Campus" repeat 2 times 	
When indoors, students and staff should:	When outdoors staff and students should:
<ul style="list-style-type: none"> • Staff should close all windows and shades (particularly ground - level) • Check that all exterior doors are closed and locked • If necessary assign staff to monitor all exits. • Continue normal academic functions unless informed to take another action • Depending on the situation all entry and dismissals should only be allowed through one point of entry which is monitored. 	<ul style="list-style-type: none"> • Activate Reverse Evacuation (See Reverse Evacuation procedure) • Cancel all outdoor activities • Modular classrooms/buildings should be Reverse Evacuated into the main building, if they cannot be properly secured and/or communications cannot be maintained with the main building.
Intercom/Radios: "Staff you may resume normal activity" repeat 2 times	
SHELTER-IN-PLACE	
Activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke or nuclear material.	
<ul style="list-style-type: none"> • Intercom/Radios: "Shelter-in-Place to X location" repeat 2 times • Staff should close all windows • Check that all exterior doors are closed and locked • Escort all students to secure location • Custodian will shut off air handlers • Close all vents that can potentially carry outside air into a building. 	<ul style="list-style-type: none"> • Vents that cannot be secured may be covered by utilizing duct-tape and plastic. • Depending on situation, all entry & dismissals should be allowed through one monitored point. • Await further information • Prepare for evacuation or other response action

Updated: April 6, 2017

EMERGENCY PLAN FOR SPORTS RELATED INJURIES and ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

Category: Priority/Required by Law

Related Policies: EBBB, EBBC, EBCA, JJIB, JLCE/EBBC, JLCEA & JLCJ
Related Administrative Procedures: JJA-R



ADOPTION/REVISION NOTES

Text between the highlighted lines “~ ~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) NOTE – Newly enacted RSA 200:40-c requires an emergency plan for sports related injuries for school districts with any grades 4-12. It is optional for grades preK – 3.
(b) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
(c) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
(d) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
(e) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



A. Creation of Plan. No later than August 1, 2022,1 the Superintendent or his/her designee [in consultation with each building Principal, the Athletic Director/Coordinator _____, district athletic trainer(s) and school nurse(s)], shall establish a “Sports Injury Emergency Action Plan” (at times referred to in this policy as the “Plan”) for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:

- a. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
b. List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;
c. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;

1 [Delete footnote.] The “effective date” language pertaining to RSA 200:40-c (see 2021 N.H. Laws Chapter 210, Pt. III, §210:2) suggests that districts which begin the 2022-23 school year before September 1, 2022 might have until the beginning of the 2023-24 to develop and institute the plan. NHSBA cautions against that reading and recommends that districts wishing to wait until the 2023-24 school consult with private counsel.

**EMERGENCY PLAN FOR SPORTS RELATED INJURIES and
ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION**

- d. Identify the activity location, address, or venue for the purpose of directing emergency personnel;
 - e. Identify the equipment and supplies and location thereof needed to respond to the emergency;
 - f. Identify the location of any automated external defibrillators and personnel trained in the use of the automated external defibrillator; and
 - g. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers' Association.
- B. Dissemination of Sports Injury Emergency Action Plan.** The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.
- C. Additional Written Protocols and Procedures Required.** No later than August 1, 2022, the Superintendent or his/her designee [in consultation with each building Principal, the Athletic Director/Coordinator____, district athletic trainer(s) and school nurse(s)], shall develop written procedures and protocols as described below:
1. Hydration, Heat Acclimatization and Wet Globe Temperature – protocols relating to hydration, heat acclimatization and wet bulb globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers' Association;
 2. Student Medical History – procedures for obtaining student-participant medical information for each student athlete prior to engaging in sports. Such information must include:
 - a. injury or illness related to or involving any head, face, or cervical spine;
 - b. cardiac injury or diagnosis;
 - c. exertional heat stroke;
 - d. sickle cell trait;
 - e. asthma;
 - f. allergies; or
 - g. diabetes.

EMERGENCY PLAN FOR SPORTS RELATED INJURIES and ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA)².

3. **Student Return to Play** - Procedures governing a student's to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy **{**}JLCJ**, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.

D. Annual Review and Update. The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

E. Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan. The Sports Injury Emergency Action Plan shall be included with each school's annual Emergency Response Plan (see Board policy **{**}EBCA**).

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

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

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

RSA 200:40-c, Emergency Plan for Sports Related Injuries

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

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

NHSBA history: New policy – Sept. 2021

² **[Delete footnote.]** As most districts are aware, HIPAA does not apply to student records, including health records, maintained by the District. Accordingly, maintaining such information in the same manner as other student health records should be sufficient. Consult with District counsel for specific inquiries.

**EMERGENCY PLAN FOR SPORTS RELATED INJURIES and
ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION**

NHSBA Notes, September 2021: This new sample policy was created to facilitate compliance with RSA 200:40-c, as enacted by passage of SB 148 Part III, which requires the creation of emergency plans for sports related injuries, protocols for gathering health records from student-athletes engaging in sports, and procedures overseeing return to play following injury.

w/p-update/2021-U2 Fall/JLCJA Sports Injuries 2021-U2 (vF)

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August 18th, 2022

EXECUTIVE SUMMARY

INFORMATIONAL UPDATE on enrollment

22-23 Updated Elementary Enrollment as of August 16th

Atkinson Academy

	projected student #s based on registrations	# of staff	class size
Pre-K	21	1 AM / 1 PM	13/8
Half day K	9	1 AM	9
Full day K	38	2	19/19
Grade 1	58	3	20/19/19
Grade 2	64	3	22/21/21
Grade 3	65	3	22/22/21
Grade 4	59	3	20/20/19
Grade 5	48	2	24/24

Danville School

	projected student #s based on registrations	# of staff	class size
Pre-K	17	1 AM	17
Half day K	11	1 AM	11
Full day K	31	2	16/15
Grade 1	44	3	15/15/14
Grade 2	47	2	24/23
Grade 3	50	3	17/17/16
Grade 4	43	2	22/21
Grade 5	42	2	21/21



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Pollard School

	projected student #s based on registrations	# of staff	class size
Pre-K	24	1 AM / 1 PM	13/11
Half day K	14	1 AM	14
Full day K	48	3	16/16/16
Grade 1	95	5	19/19/19/19/19
Grade 2	68	3	23/23/22
Grade 3	72	4	18/18/18/18
Grade 4	75	3	25/25/25
Grade 5	79	4	20/20/20/19

Sandown North

	projected student #s based on registrations	# of staff	class size
Grade 1	74	4	19/19/18/18
Grade 2	72	4	18/18/18/18
Grade 3	59	3	20/20/19
Grade 4	58	3	20/19/19
Grade 5	69	3	23/23/23

The Learning Center at Sandown Central

	projected student #s based on registrations	# of staff	Tues/Thurs. class size	Wed/Fri. class size
Preschool	58 total 12 maximum class size	2 AM / 2 PM	10/10 AM	10/10 AM 9/7 PM

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant opportunities, emphasizing high aspirations and personal growth.



The Learning Center at Sandown Central

	projected student #s based on registrations.	# of staff	class size
Pre-K	29	2 AM / 2 PM	9/9 AM, 10 PM
Half day K	17	1 AM	17 AM
Full day K	47	3	16/16/15

Elementary enrollments that are highlighted in red have exceeded capacity at the grade. District administration has implemented a plan to provide the grade additional support through paraeducator placement. Those in yellow are pressure points, close to capacity, being monitored weekly in order to quickly identify needs.

Respectfully submitted,
Lucy Canotas, Director of Elementary Education

Job Postings

JobId	Category	Position Type	Additional Title	Location	Closing Date	Date Available	Filled by AppNo	Date Filled	For Fiscal Year	Time To Fill	AppCount	MinorityCount	FemaleCount	MaleCount	Creator_User_ID
High School Teaching															
4281	High School Teaching	English	Long Term Substitute - High School English Te	Timberlane Regional High School	open until filled	Sep-22			2022-2023	142	10	1	2	3	dhusson
4223	High School Teaching	Science - Physics	Physics and Engineering Teacher	Timberlane Regional High School	open until filled	Aug-22			2022-2023	154	2		1		lintonk
Middle School Teaching															
4358	Middle School Teaching	Mathematics	Anticipated Long Term Substitute - Mathemat	Timberlane Regional Middle School	open until filled	10/28/2022			2022-2023	68	2		1	1	dhusson
4408	Middle School Teaching	Foreign Language - French	Anticipated World Language Teacher - French	Timberlane Regional Middle School	open until filled	Aug-22			2022-2023	21	0				dhusson
4345	Middle School Teaching	Mathematics	Middle School Mathematics Teacher	Timberlane Regional Middle School	open until filled	Aug-22			2022-2023	83	7		2	1	dhusson
PAC TECHNOLOGY AND INSTRUCTORS															
School Board															
4401	School Board	Timberlane School Board Recording Secretary	Timberlane Regional School Board Recording	Timberlane Regional School District	open until filled	9/1/2022			2022-2023	21	0				dhusson
Special Education															
4363	Special Education	Special Education Teacher	Anticipated Long Term Substitute - Special Ed	Atkinson Academy	open until filled	Nov-22			2022-2023	62	4		2		dhusson
4330	Special Education	Behavior Specialist	BCBA/Behavior Specialist	Timberlane Regional School District	open until filled	Aug-22			2022-2023	99	12		6	2	dhusson
4403	Special Education	Speech and Language Pathologist	Long Term Substitute - Speech Language Path	Sandown North	open until filled	Oct-22			2022-2023	16	0				dhusson
4304	Special Education	Pre-K Teacher Early Childhood Spec Ed	Pre-K Classroom Teacher	Pollard School	open until filled	Aug-22			2022-2023	113	38	1	31		dhusson
4222	Special Education	Special Education Teacher	Reading Specialist /Special Education Teacher	Timberlane Regional High School	open until filled	Aug-22			2022-2023	154	4	1	2		lintonk
4316	Special Education	Special Education Teacher	Special Education Teacher	Sandown North	open until filled	9/24/2022			2022-2023	107	20	2	14	1	ogaradana
4332	Special Education	Special Education Teacher	Special Education Teacher	Timberlane Regional High School	open until filled	Aug-22			2022-2023	96	9	1	5	1	dhusson
4338	Special Education	Special Education Teacher	Special Education Teacher	Timberlane Regional Middle School	open until filled	Aug-22			2022-2023	91	15	2	9	1	dhusson
4348	Special Education	Special Education Teacher	Special Education Teacher	Timberlane Regional High School	open until filled	Aug-22			2022-2023	83	8		4	2	dhusson
4375	Special Education	Special Education Teacher	Special Education Teacher	Pollard School	open until filled	Aug-22			2022-2023	51	6	1	2	1	dhusson
4228	Special Education	Special Education Teacher	Special Education Teacher/Evaluator	Pollard School	open until filled	Aug-22			2022-2023	154	22	1	11	2	lintonk
4362	Special Education	Speech and Language Asst.	Speech Language Assistant	Pollard School	open until filled	Aug-22			2022-2023	63	7		6		dhusson
4226	Special Education	Special Education Teacher	Transition Facilitator	Timberlane Regional High School	open until filled	Aug-22			2022-2023	154	11		4		lintonk
Student Services															
4390	Student Services	School Counselor	Elementary School Guidance Counselor	Pollard School	open until filled	7/1/2022			2022-2023	30	9	1	7		dhusson
4287	Student Services	School Counselor	Long Term Substitute - Guidance	Timberlane Regional High School	open until filled	Anticipated August 2022			2022-2023	139	10	1	5	4	dhusson
4365	Student Services	School Nurse	School Nurse	Sandown North	open until filled	Aug-22			2022-2023	61	14	1	11	1	dhusson



EXECUTIVE SUMMARY

August 18, 2022

Items of concern:

- High School /Performing Arts Center Sprinkler Water Supply:
 - Underground Leak- Called in Leak Detection company to investigate-getting a quote will be here sometime the week of the 15th.
 - Jockey Pump has failed for the 2nd time in a year due to overuse due to the underground leak. This will be replaced Thursday 8/11/22
- Pollard Water: PFOA violation has been issued
 - Notification is being handled by Pennichuck, the district's public water supply operator and will be posted on the district website.
 - Filtration installation is scheduled for August 22, and 23, 2022.
- Electricity Purchase:
 - Currently locked in at \$.0699 per kWh Rate ends November 2022. Rates are coming in around \$.12279 per kWh for a 48-month term to \$.15585 per kWh for a 12-month term.
- New Lead in Drinking Water rules, PEL's reduced from 10 ppb to 5 ppb, we have hundreds of locations that must be addressed throughout the district. We will be addressing by shut down, replacement, or mark as hand washing only.

Project Updates:

- Paving:
 - Sandown Central- Complete
 - Danville- Complete
 - Sandown North- Complete
 - Pollard- Still needs lines
 - High School- Still needs lines
 - Middle School- Still needs Lines
 - Atkinson- Preparing and paving this week and will need lines
- ESSER etc. at Middle School:
 - Boilers are being installed
 - Wiring for roof top units is being run
 - Installation of new units is still looking like before Thanksgiving
 - Windows are on hold due to supply chain issues until the spring of 2023



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- Door Locks/Rekey District:
 - Hardware is due in mid-September
 - Work will be after hours or during vacations
- Door Shades:
 - Installations have begun- Started at High School, they are still there
- Sink Hole in HS Parking Lot- Completed repair and replacement of catch basin
- High School Library dry wall repaired
- Electrical data conduits run to HS Soccer Shed, Electrical Conduit to MS Softball Field, Electrical conduit run to location of new HS sign.
- Maintenance Van, Still looking for something in stock, we may need to order in advance
- Grounds Dump Truck- It has been replaced, suggestions for the old truck: Sell at NH state fall auction, keep for back up vehicle?
- Exterior Bleachers have been upgraded to code and safety inspection repairs are completed
- HS Mini gym has been painted and new banners have been installed
- Electrical run to all new overhead projectors at all schools
- Sandown North Room Divider is installed, they are coming back to align the doors so when they close, they meet together.
- HS server room Mini Split replacement- Parts are in, waiting for a cool day to install it, possibly tomorrow.
- Pollard Fire Suppression backflow preventer has been installed.
- Sandown North Fire Panel has been replaced. We will upgrade the notification to get better alarm reporting as we only know there is a fire when the alarm goes off now. New reporting will give notifications as to where the alarm is activated inside the building.
- Burglar alarm upgrade is scheduled to start being worked on this Friday, August 12th
- New Carpet is being installed today at Atkinson entrance
- High School front office area is getting new paint- an complete schedule for painting the district is in the works to ensure we have fresh paint in all our buildings
- HS front office compressor for AC unit replaced
- HS computer lab mini split replaced
- Atkinson urinals had the drains replaced and installed properly
- Summer cleaning continues
- Sandown Central has had several rooms re-painted, windows caulked, and general repairs.



Projects for facilities administration:

- Grounds improvement plan
- Facilities management plan
- Update job descriptions
- Capital project forms
- Facility Scheduling program implementation
- Budget preparation for 2024

Work Order Update:

- 161 total open work orders currently
- 56 of them are preventive maintenance, 105 work requests

Staffing Update:

- Current open positions:
 - Groundskeeper
 - Lead Custodian
 - Substitute Custodians

Respectfully submitted,
Karl Ingoldsby
Director of Plant Operations



EXECUTIVE SUMMARY

August 18, 2022

Timberlane Regional High School is pleased to announce that they are once again hosting a college fair for Juniors and Seniors this fall. This annual event allows TRHS students to interact with college reps from around New England and beyond. This year's college fair will take place on Monday September 12th during block 2 at the high school. In the past, TRHS students found the college fair to be critical in determining their post-graduation options, and feedback from the college reps has always been positive as they speak about the counseling office staff and TRHS students.

As the school counseling office continues to prepare for this event, the administration is asking the school board to accept a \$1,000 donation from Southern New Hampshire University. This donation will be used to support the event so that the students and the college representatives have a meaningful experience. This year's donation will be used to purchase refreshments for the college reps, and t-shirts for the TRHS staff and student volunteer helpers so they are easily identifiable by the college reps and the student body.

Respectfully submitted,

Mark Pedersen

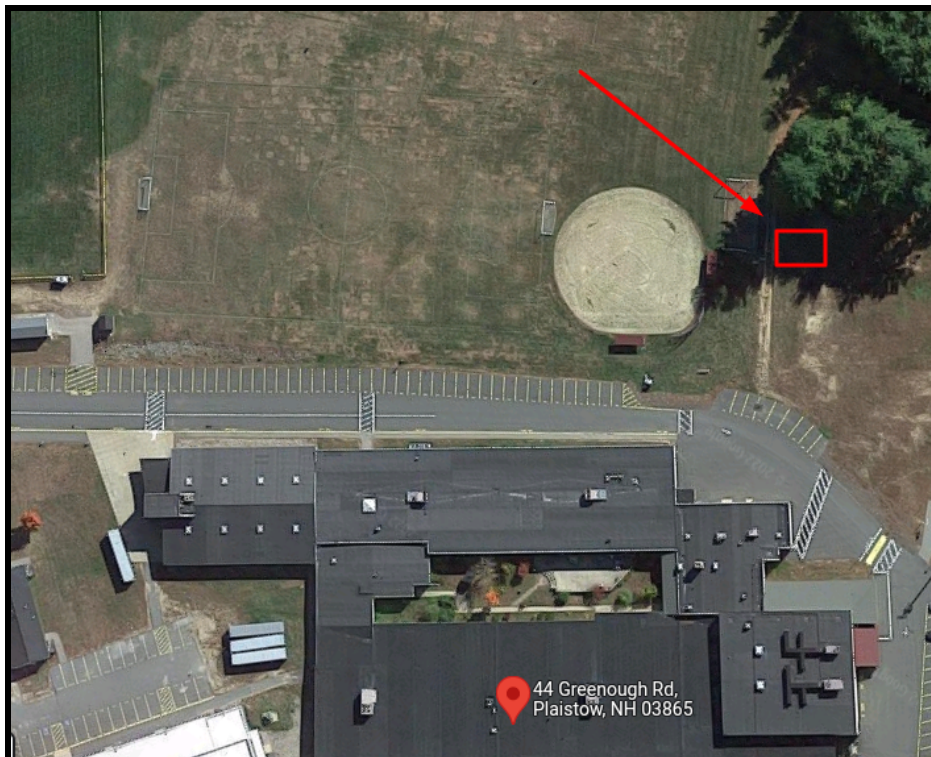
Director of Secondary Education



Executive Summary

August 18, 2022

Timberlane Regional Middle School is requesting that the School Board accept the donation of a built, delivered, and installed 10' x 12' shed valued at \$4,000 from Tuff Shed. The shed will be utilized by TRMS Athletics for storage purposes and will be located to the right of the TRMS softball field.





TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

August 18, 2022

First Read

Policy	Changes/Recommendations
BDE: BOARD/SUPERINTENDENT LEADERSHIP TEAM STANDING COMMITTEES	PC recommends to add Transportation as a committee to the list of Standing Committees.
GBEA: STAFF ETHICS	PC recommends to replace TRSB's policy with NHSBA's model policy.
GBEAB: MANDATORY CODE OF CONDUCT REPORTING - ALL EMPLOYEES	PC recommends to adopt the new policy from the NHSBA.
IKF: HIGH SCHOOL GRADUATION	PC recommends updating Policy IKF to adopt NHSBA's language for the passage of the Civics Exam.
JFABD: ADMISSION OF HOMELESS STUDENTS	PC recommends to adopt NHSBA's version of JFABD.
JFABE: EDUCATION OF CHILDREN IN FOSTER CARE	PC recommends to adopt NHSBA's policy.
JICH: PROHIBITED DRUG AND ALCOHOL USE BY STUDENTS	PC recommends to reaffirm the policy without changes.

Timberlane Regional School Board	Policy Code: BDE
Revised: 12-03-98 Revised: 02-24-05 Revised: 09-05-13 Revised: 05-07-15 Revised: 06-02-16 Revised: 11-02-17 Revised: 03-31-20 Revised:	Page 1 of 1

BOARD/SUPERINTENDENT LEADERSHIP TEAM STANDING COMMITTEES

Related Policies: BDF

The Board may have the following standing committees as deemed necessary:

1. Facilities
2. Curriculum and Assessment
3. Policy
4. Safety
5. Capital Improvement Plan
6. Wellness
7. **Transportation**

Standing and ad hoc committees and delegations shall be appointed by the School Board Chair and approved by vote of a majority of the Board. Committees will meet as needed on challenges and opportunities pertaining to said committee.

The School Board Chair and the Superintendent will work together to appoint members to each committee from both the School Board and the Superintendent Leadership Team and to appoint co-chairs of each committee, one being a School Board member and the other being a member of the Superintendent Leadership Team.

Only members of the committee may vote on committee matters and at least two members of the committee from the School Board and two members of the committee from the Superintendent Leadership Team must be present to hold a vote at a meeting. Substitute members selected by the committee co-chairs may act and vote on behalf of the absent member(s).

All recommendations of the committees will be presented to the Superintendent's Leadership Team before presentation to the full board for action.**

**The Policy Committee is not required to present recommendations to the Superintendent Leadership Team.

BDE - COMMITTEES AND DELEGATES

(Download policy)

Category R

The Board may have the following standing committees as deemed necessary:

1. Building and Maintenance
2. Extracurricular
3. Policy
4. Finance/Audit
5. Transportation
6. Negotiations

Standing and special committees and delegations shall be appointed by the Chairperson of the Board and approved by vote of a majority of the Board. Committees will meet as needed on problems pertaining to said committee and will make recommendations for action by the full Board.

Reviewed: February 2004

Revised: July, 1998

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<p>Timberlane Regional School District</p>	<p>Policy Code: GBEA</p>
<p>Adopted: 01-01-83 Revised: 04-04-91 Reaffirmed: 02-24-05 Revised: 09-15-11 Revised:</p>	<p>Page 1 of 3</p>

STAFF ETHICS

All employees of the District are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the Board adopts the following statements of standards. District employees will:

- ~~● Make the wellbeing of students the fundamental value of all decision-making and actions.~~
- ~~▪ Maintain just, courteous, and proper relationships with students, parents, staff members, and others.~~
- ~~● Fulfill their job responsibilities with honesty and integrity.~~
- ~~● Direct any criticism of other staff members toward improving the District. Such constructive criticism is to be made directly to the building administrator.~~
- ~~● Obey all local, state, and national laws.~~
- ~~● Implement the School Board's policies, administrative rules and regulations.~~
- ~~● Avoid using position for personal gain through political, social, religious, economic, or other influence.~~
- ~~● Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.~~
- ~~● Honor all contracts until fulfillment or release.~~
- ~~● Maintain all privacy and confidentiality standards as required by law.~~
- ~~● Exhibit professional conduct both on and off duty.~~

Employees are put on notice that this list is not intended to be exhaustive or complete. Employees who fail to abide by the terms of this policy may be non-renewed and/or face discipline up to and including termination. Any action taken regarding an employee's employment with the District will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

Legal References:

- RSA 189:13, Dismissal of Teacher*
- RSA 189:14-a, Failure to Be Renominated or Re-elected*
- RSA 189:14-d, Termination of Employment*
- RSA 189:31, Removal of Teacher*

Timberlane Regional School District	Policy Code: GBEA
Adopted: 01-01-83 Revised: 04-04-91 Reaffirmed: 02-24-05 Revised: 09-15-11 Revised:	Page 2 of 3

NH Code of Administrative Rules, Section Ed 511, Denial, Suspension or Revocation of Certified Personnel

All employees of the District are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the Board adopts the following statements of standards. District employees will adhere to the standards enunciated in this Policy in the decision-making process involving their interactions with students, the school community, colleagues, parents and the public.

A. Adoption and Incorporation of Standards of Code of Ethics for New Hampshire Educators.

The Board incorporates by reference and adopts as independent ethical standards relative to employment in the District, the provisions of the New Hampshire Code of Ethics for New Hampshire Educators (the “NH Code of Ethics”), as the same may be amended by the State from time to time.

B. Additional Ethical Standards.

In addition to the ethical standards set forth in the New Hampshire Code of Ethics, and without limiting the application thereof to District employment, employees will:

- Make the wellbeing of students the fundamental value of all decision-making and actions.
- Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
- Maintain just, courteous, and proper relationships with students, parents, staff members, and others.
- Fulfill their job responsibilities with honesty and integrity.
- Direct any criticism of other staff members toward improving the District. Such constructive criticism is to be made directly to the building administrator.
- Obey all local, state, and national laws.
- Obey and implement the School Board’s policies, administrative rules and regulations.
- Avoid using position for personal gain through political, social, religious, economic, or other influence.
- Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
- Honor all contracts until fulfillment or release.
- Maintain all privacy and confidentiality standards as required by law.
- Exhibit professional conduct both on and off duty.

C. Dissemination.

Timberlane Regional School District	Policy Code: GBEA
Adopted: 01-01-83 Revised: 04-04-91 Reaffirmed: 02-24-05 Revised: 09-15-11 Revised:	Page 3 of 3

The content of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted party.

STAFF ETHICS

Category: *Recommended*Related Policies *GBEAB, GBEB & GBEBB***ADOPTION NOTES –*****This text box, and all highlights within the policy should be removed prior to adoption.***

- (a) *This policy has been revised to (a) remove the discipline language that is more appropriate to Staff Conduct (see sample policy GBEB (Staff Conduct)), revised July 2019) (Ethics); and (b) incorporate as employment standards the newly enacted (11/18) Code of Ethics for NH Educators.*
- (b) *As with all sample policies, NHSBA recommends that each district carefully review this sample policy prior to adoption to assure suitability with the district’s own specific circumstances, organizational structures, etc., and current policies. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy code references, duty assignments etc.*
- (c) ******* *indicates reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (d) *Withdrawn and earlier versions of revised policies should be maintained separately as permanent records of the District.*

All employees of the District are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the Board adopts the following statements of standards. District employees will adhere to the standards enunciated in this Policy in the decision-making process involving their interactions with students, the school community, colleagues, parents and the public.

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STAFF ETHICS

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- Fulfill their job responsibilities with honesty and integrity.
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- Obey and implement the School Board's policies, administrative rules and regulations.
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- Exhibit professional conduct both on and off duty.

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District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:**Legal References:**

N.H. Dept. of Education Administrative Rule – Ed 303.01

N.H. Dept. of Education Administrative Rule – Ed 510.01- 510.05, Code of Conduct for NH Educators

N.H. Dept of Education, Code of Ethics for NH Educators

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*

STAFF ETHICS

as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes. The district should, to the extent possible, include its own adoption/revision history.

NHSBA history: Revised: April 2011, July 1998, November 1999, and July 2019

NHSBA note, July 2019: NHSBA revised policy GBEA, along with the related policies GBE, GBEB, and GBEBB, for better internal consistency relative to conduct, and to include provisions aligning with the New Hampshire Code of Ethics and Code of Conduct for Educators, passed in November 2018.

w/p-update/2019 Spring/ /GBEA Staff Ethics 2019-7 (d)

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Timberlane Regional School District	Policy Code: GBEAB
Adopted:	Page 1 of 2

MANDATORY CODE OF CONDUCT REPORTING - ALL EMPLOYEES

A. General.

The Code of Conduct for New Hampshire Educators, sections 510.01- 510.05 of the N.H. Dept. of Education Administrative Rules (the “NH Code of Conduct”) imposes various reporting requirements upon each “Credential Holder” as that term is defined by N.H. Dept. of Ed. Administrative Rule 501.02 (h). The reporting requirements include, among others:

1. reporting any “suspected violation of the code of conduct” (see NH Code of Conduct at Ed 510.05 (a)); and
2. self-reporting within five (5) days any arrest for violations of crimes enumerated in RSA 189:13-a, V (“Section V Offenses”) (see NH Code of Conduct, at Ed 510.01 (b)(2)).

By way of District Policy GBEA, the Board has adopted the provisions of the NH Code of Conduct as employment rules and standards applicable to all employees and consultant/independent contractor, irrespective of whether or not such persons are Credential Holders. Consequently, each District employee designated volunteer, or contracted service provider (collectively referred to in this policy as a “Covered Individual”), is required to report certain acts, incidents and misconduct as provided in this policy.

Reports under this Policy are in addition to other reports as may be mandated by law or other policies (e.g., abuse or neglect of children, required by RSA 169-C:29 and Policy JLF; acts of “theft, destruction, or violence” as defined under RSA 193-D:4, I (a), incidents of “bullying” per Board Policy JICK, and hazing under RSA 671:7).

B. Reports by Covered Individuals of Suspected Misconduct or Violations.

1. Any Covered Individual having reason to suspect that any other district or SAU employee, designated volunteer, or third party consultant/contractor has violated any provision of the NH Code of Conduct, and or District Policy GBEA, whether on or off duty, shall report the same to such Covered Individual’s building principal, or to the Superintendent.

If the person who is the subject of the alleged misconduct/violation is the Superintendent, then the Covered Individual shall report the suspected violation to the designated representative, who is hereby granted authority to consult with the District’s attorney on the matter.

Additionally, if the Covered Individual is also a Credential Holder, he/she shall report the Superintendent’s suspected violation/misconduct directly to the N.H. Department of Education. Likewise, if a Credential Holder has made a report to the Principal and/or

Timberlane Regional School District	Policy Code: GBEAB
Adopted:	Page 2 of 2

the Superintendent, and believes that the District’s reporting procedures as expressed in this Policy have not been followed, the Credential Holder shall so notify the New Hampshire Department of Education directly.

2. Any initial report made relative to A.1 or A.2 above, may be made orally in the first instance, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than two business days. Upon request of the Covered Individual, the recipient of the report shall provide a copy of said report to the Covered Individual with a signed “received” annotation, such that the Covered Individual may document his/her State mandated obligation to report.

C. Self-Reporting of Certain Crimes.

Self-reports of the Section V Offenses as described in A.2 above, shall be made in the same manner as reports under B, above. Because the list of Section V Offences is subject to change by the N.H. Legislature, employees, etc. who are arrested for any reason should promptly review the then statute, which may be found online at:

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

D. Provisions Applicable to Principals.

Upon receiving a report of suspected violation of GBEA, or the NH Code of Conduct, or otherwise has knowledge of a violation, the Principal or any other administrator shall immediately report the same to the Superintendent. If the Superintendent is the subject of report, then the Principal’s report shall be made in the same manner as described in B.2, above.

E. Superintendent’s Report to the Department Regarding Credential Holders.

The Superintendent shall report misconduct by Credential Holders to the N.H. Department of Education in accordance with section 510.05 (c) of the NH Code of Conduct.

F. Procedures.

The Superintendent may establish such administrative procedures, forms, etc. as he/she may deem necessary or appropriate to implement this policy.

G. Dissemination.

The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted consultant.

MANDATORY CODE OF CONDUCT REPORTING – ALL EMPLOYEES

Category: *Recommended*Related Policies: *GBEA, GBEB, GBEBB, JICK & JLF***ADOPTION NOTES –*****This text box, and all highlights within the policy should be removed prior to adoption.***

- (a) *This is a NEW POLICY to establish the district “reporting procedures” called for by Ed 510.05 (a) of the newly enacted (11/18) Code of Conduct for NH Educators, Ed. 510.01-510.05 (the “NH Code of Conduct”). Note, that NHSBA is revising its policy GBEB (Staff Conduct) to incorporate by reference as employment standards the provisions of the NH Code of Conduct (without incorporation, the NH Code of Conduct would only pertain to credentialing status by the state as opposed to standards which can be enforced by the District. Additionally, the incorporation expressed in GBEB and this GBEB, applies to all employees, designated volunteers, and third party contractors).*
- (b) **{**}** *indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (c) *As with all sample policies, NHSBA recommends that each district carefully review this sample policy prior to adoption to assure suitability with the district’s own specific circumstances, organizational structures, etc., and current policies. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.*

A. General.

The Code of Conduct for New Hampshire Educators, sections 510.01- 510.05 of the N.H. Dept. of Education Administrative Rules (the “NH Code of Conduct”) imposes various reporting requirements upon each “Credential Holder” as that term is defined by N.H. Dept. of Ed. Administrative Rule 501.02 (h). The reporting requirements include, among others:

1. reporting any “suspected violation of the code of conduct” (see NH Code of Conduct at Ed 510.05 (a)); and
2. self-reporting within five (5) days any arrest for violations of crimes enumerated in RSA 189:13-a, V (“Section V Offenses”) (see NH Code of Conduct, at Ed 510.01 (b)(2)).

By way of District Policy **{**}GBEB**, the Board has adopted the provisions of the NH Code of Conduct as employment rules and standards applicable to all employees and consultant/independent contractor, irrespective of whether or not such persons are Credential Holders. Consequently, each District employee designated volunteer, or contracted service provider (collectively referred to in this policy as a “Covered Individual”), is required to report certain acts, incidents and misconduct as provided in this policy.

Reports under this Policy are in addition to other reports as may be mandated by law or other policies (e.g., abuse or neglect of children, required by RSA 169-C:29 and Policy **{**}JLF**; acts of “theft, destruction, or violence” as defined under RSA 193-D:4, I (a), incidents of “bullying” per Board Policy **{**}JICK**, and hazing under RSA 671:7).

MANDATORY CODE OF CONDUCT REPORTING – ALL EMPLOYEES**B. Reports by Covered Individuals of Suspected Misconduct or Violations.**

1. Any Covered Individual having reason to suspect that any other district or SAU employee, designated volunteer, or third party consultant/contractor has violated any provision of the NH Code of Conduct, and or District Policy **{**}GBEB, whether on or off duty**, shall report the same to such Covered Individual's building principal, or to the Superintendent.

If the person who is the subject of the alleged misconduct/violation is the Superintendent, then the Covered Individual shall report the suspected violation to the [**Business Administrator/Human Resources Director** *{note: the titled administrator should be the most senior level SAU administrator who is not the superintendent}*], who is hereby granted authority to consult with the District's attorney on the matter.

Additionally, if the Covered Individual is also a Credential Holder, he/she shall report the Superintendent's suspected violation/misconduct directly to the N.H. Department of Education. Likewise, if a Credential Holder has made a report to the Principal and/or the Superintendent, and believes that the District's reporting procedures as expressed in this Policy have not been followed, the Credential Holder shall so notify the New Hampshire Department of Education directly.

2. **[OPTIONAL PROVISIONS – the Code of Conduct does not require the initial report to be in writing, but does require that the report “follow[] the ... school district ... reporting procedures” (510.05(a)). If the Policy requires reporting in writing, then it would be a code of conduct violation for a credential holder to fail to make the report in writing. Districts, may, however, consider that a writing requirement may discourage an initial report.]**

CHOOSE EITHER

Any initial report made relative to A.1 or A.2 above, may be made orally in the first instance, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than two business days. Upon request of the Covered Individual, the recipient of the report shall provide a copy of said report to the Covered Individual with a signed “received” annotation, such that the Covered Individual may document his/her State mandated obligation to report.

OR

Covered Individuals are encouraged to make their reports in writing. Doing so will provide the Covered Individual with evidence that they have complied with the requirements of this Policy and the NH Code of Conduct (if applicable).

C. Self-Reporting of Certain Crimes.

Self-reports of the Section V Offenses as described in A.2 above, shall be made in the same manner as reports under B, above. Because the list of Section V Offences is subject to change by the N.H. Legislature, employees, etc. who are arrested for any reason should promptly review the then statute, which may be found online at:

MANDATORY CODE OF CONDUCT REPORTING – ALL EMPLOYEES

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

D. Provisions Applicable to Principals.

Upon receiving a report of suspected violation of **{**}GBEB** or the NH Code of Conduct, or otherwise has knowledge of a violation, the Principal or any other administrator shall immediately report the same to the Superintendent. If the Superintendent is the subject of report, then the Principal's report shall be made in the same manner as described in B.2, above.

E. Superintendent's Report to the Department Regarding Credential Holders.

The Superintendent shall report misconduct by Credential Holders to the N.H. Department of Education in accordance with section 510.05 (c) of the NH Code of Conduct.

F. Procedures.

The Superintendent may establish such administrative procedures, forms, etc. as he/she may deem necessary or appropriate to implement this policy.

G. Dissemination.

The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted consultant.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

N.H. Dept. of Education Administrative Rule – Ed 510.01- 510.05, Code of Conduct for NH Educators

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

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes. The district should, to the extent possible, include its own adoption/revision history.

NHSBA history: New policy – July 2019.

NHSBA note, July 2019 NHSBA has also revised its sample policy GBEB (Staff Conduct) to incorporate by reference as employment standards the provisions of the NH Code of Conduct (without incorporation, the NH Code

MANDATORY CODE OF CONDUCT REPORTING – ALL EMPLOYEES

of Conduct would only pertain to credentialing status by the state as opposed to standards which can be enforced by the District. Additionally, the incorporation expressed in GBEB and this GBEAB, applies to all employees, designated volunteers, and third-party contractors.

w/p-update/2019 Spring/ /GBEAB Code of Conduct Reporting

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

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08 Revised: 12-19-13 Revised: 05-16-19 Revised:	Page 1 of 5

HIGH SCHOOL GRADUATION

Related policies IHBI, IK, IKFA, ILBAA, IMBC and IMBD

Option 1 – Standard Diploma

A minimum of 22 credits are required for graduation with a standard diploma, as follows:

<i>Required Subjects</i>	<i>Credit(s)</i>
Fine Arts Education – Art, Music or Drama	½
Digital Literacy	½
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4
Mathematics Geometry 1 credit required, Algebra II 1 credit required including Algebra credit that can be earned through sequential, integrated, or applied program	3 (Must be enrolled in a math intensive course each year of high school- see open elective below)
Physical Science 1 credit required, Biology 1 credit required, and Science Elective 1 credit required	3
Social Studies – Studies in Civics and Economics, World History or World Studies, US History or American Studies	3
Health ½ credit required, Physical Education 1 credit required, additional PE or Health ½ credit required	2
Open Electives 1 required elective must be an approved math intensive course.	6
Total	22

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Option 2 – Technical Diploma

A minimum of 23 credits are required for graduation with a technical diploma, as follows:

<i>Required Subjects</i>	<i>Credit(s)</i>
Fine Arts Education – Art, Music or Drama	½
Digital Literacy	½
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4
Mathematics Geometry 1 credit required, Algebra II 1 credit required including Algebra credit that can be earned through sequential, integrated, or applied program	3 (Must be enrolled in a math intensive course each year of high school- see below.)
Physical Science 1 credit required, Biology 1 credit required, and Science Elective 1 credit required	3
Social Studies – Studies in Civics and Economics, World History or World Studies, US History or American Studies	3
Health ½ credit required, Physical Education 1 credit required, additional PE or Health ½ credit required	2
Course in Area of Concentration <i>1 required credit must be an approved math intensive course from Open Elective or Course in Area of Concentration.</i>	3 ½ - 5 ½ – Total of 7 credits when combined with Open Electives (See Below)
Open Electives <i>1 required credit must be an approved math intensive course from Open Elective or Course in Area of Concentration.</i>	3 ½ - 1 ½– Total of 7 credits when combined with Course in Area of Concentration (See Above)
Total	23

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Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08 Revised: 12-19-13 Revised: 05-16-19 Revised:	Page 3 of 5

Option 3 – Scholastic Diploma

A minimum of 25 credits are required for graduation with a scholastic diploma, as follows:

<i>Required Subjects</i>	<i>Credit(s)</i>
Fine Arts Education – Art, Music or Drama	1
Digital Literacy	½
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4
Mathematics Geometry 1 credit required, Algebra II 1 credit required including Algebra credit that can be earned through sequential, integrated, or applied program	3 (Must be enrolled in a math intensive course each year of high school)
4 th year may be a Math or Science/Math Intensive course	1
Physical Science 1 credit required, Biology 1 credit required, and Science Elective 1 credit required	3
Social Studies – Studies in Civics and Economics, World History or World Studies, US History or American Studies	3
Health ½ credit required, Physical Education 1 credit required, additional PE or Health ½ credit required	2
World Languages –(Three courses of same language)	3
Open Electives	4 ½
Total	25

The Board may approve other academic requirements for graduation.

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<p>Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08 Revised: 12-19-13 Revised: 05-16-19 Revised:</p>	<p>Page 4 of 5</p>

Earning of Credit

In accordance with policy IK and ILBAA, students can earn course credit with prior approval of the principal or designee by demonstrating mastery of the required coursework and material. Mastery is defined as "a high level of demonstrated proficiency with regard to a competency." Student assessment of mastery is the responsibility of the building principal.

Credit will be awarded upon demonstration of mastery of the required course competencies and credit is awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

Course work completed by middle school students serves as criteria for placement at the high school. However, students may earn high school credit after completion of their 8th grade school year by successfully completing TRHS course offered during the summer or through an alternative setting in accordance with Policy IMBC – Alternative Credit Options.

Students in 7th or 8th grade may earn credit towards high school graduation through advanced coursework in accordance with policy IMBD High School Credit for 7th/8th Coursework.

Alternative Credit Options

The Superintendent 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, online education/virtual learning, 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 Policy IMBC, Alternative Credit Options and other applicable Board policies.

Passage of Civics Exam

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. 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. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

Effective for students graduating after June 30, 2023, the district will also 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 exam

Timberlane Regional School District	Policy Code: IKF
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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 or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

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 Policy IHBI, Alternative Learning Plans, shall apply in such an event.

Early Graduation

The Board supports early graduation as a means to earn a high school diploma. Parent/guardian involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines 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 provided that all other requirements have been met in accordance with policy IKFA.



ADOPTION/REVISION NOTES

Text between the highlighted lines “~ ~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) This policy is required for districts with high school grades. Districts which tuition high school students would reference the policy of the receiving district.
- (b) General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- (c) Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc. Delete highlighted footnotes.
- (d) {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (e) Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



Students generally 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 receive 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 given 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 (20) credits are required to graduate and earn a high school diploma. The required subjects and credits for high school graduation (including the requirements of Ed 306.27, Table 306-2) are:

Arts education:	½ credit
Information and communications technologies:	½ credit
English:	4 credits

Mathematics :	3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)
Physical sciences:	1 credit
Biological sciences:	1 credit
US and NH history:	1 credit
US and NH government/civics:	½ credit
Economics, including personal finance:	½ credit
World history, global studies, or geography”	½ credit
Health education:	½ credit
Physical education:	1 credit
Open electives:	6 credits
Totals:	20 credits

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. Required Graduation Competencies by Content Areas Credit(s).

In addition to the credits listed above required to graduate and earn a high school diploma, the district also requires students to demonstrate proficiency in competencies from the following content areas (including the requirements of Ed 306.27, Table 306-3):

Arts education:	½ credit
Information and communications technologies:	½ credit
English:	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis:	3 credits

Physical sciences:	1 credit
Biological sciences:	1 credit
US and NH history:	1 credit
US and NH government/civics:	½ credit
Economics, including personal finance:	½ credit
World history, global studies, or geography:	½ credit
Health education:	½ credit
Physical education:	1 credit
Open electives:	6 credits
Totals:	20 credits

C. Passage of Civics Exam.

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. 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. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

Effective for students graduating after June 30, 2023, the district will also 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 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 or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

D. Federal Student Aid Application.

Effective for students graduating in 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 to each student and, if applicable, the parent/guardian, any 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 he/she determines 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.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

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

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

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

NHSBA history: Revised – Sept. 2021, Sept. 2016, May 2014, Sept. 2008, July 2005, Nov. 1999

NHSBA revision notes, September 2021, substantive revisions: (A) reflect 2021 amendments to RSA 189:11, II (HB320) requiring (i) students to obtain a 70% or better grade on the U.S. Citizenship test; (ii) districts to report civics OR citizenship test results to the N.H. Dept. of Ed., and (B) 2021 passage of new RSA 193:26-a (SB147)

requiring graduating students to file applications for financial aid. Additional revisions include reformatting and re-organization for improved usability, and addition of related policies and legal references. **September 2016**, revisions reflected amendments to RSA 189:11, which require school districts to develop a local competency assessment in the area of National and State History and government.

w/p-update/2022-U1/IKF HS Graduation 2021-U2 (vF)

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<p>Timberlane Regional School District</p>	<p>Policy Code: JFABD</p>
<p>Adopted: 01-03-08 Revised:</p>	<p>Page 1 of 7</p>

ADMISSION OF HOMELESS STUDENTS

~~To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.~~

~~Homeless students are defined as (per NCLB definitions) lacking a fixed, regular and adequate nighttime residence, including:~~

- ~~1. Sharing the housing of other persons due to loss of housing or economic hardship;~~
- ~~2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;~~
- ~~3. Living in emergency or transitional shelters;~~
- ~~4. Are abandoned in hospitals;~~
- ~~5. Awaiting foster care placement;~~
- ~~6. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;~~
- ~~7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;~~
- ~~8. Are migratory children living in conditions described in previous examples?~~

~~The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.~~

~~To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.~~

~~If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.~~

~~Once the enrollment decision is made, the school shall immediately enroll the student,~~

Timberlane Regional School District	Policy Code: JFABD
Adopted: 01-03-08 Revised:	Page 2 of 7

~~pursuant to district policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies.~~

~~Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.~~

~~The district's liaison for homeless students and their families shall coordinate with local social services agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and recommend to the district policies that may act as barriers to the enrollment of homeless students.~~

Legal Reference:

*No Child Left Behind Act, 2002
RSA 193:12, Legal Residence Required*

It is the Board's intent to remove barriers to the identification, enrollment and retention in schools of homeless children and youth. All staff shall take reasonable steps to ensure that homeless students and children are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Homeless Students.

Under the federal McKinney-Vento Homeless Assistance Act (“McKinney-Vento”), and guidance provided by the New Hampshire Department of Education (“NHDOE”), the term “homeless children and youths” means “individuals who lack a fixed, regular and adequate nighttime residence.” Under both section 752(2) of McKinney-Vento and the NHDOE guidance*, the term includes children and youth who are:

1. sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;

Timberlane Regional School District	Policy Code: JFABD
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5. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
7. are migratory children who qualify as homeless because they are living in circumstances described above.

Additionally, as used in this policy, the terms “unaccompanied youth,” “school of origin,” “enrollment,” and “attendance area school” shall have the same meanings as set forth in the McKinney-Vento Homeless Assistance Act (“McKinney-Vento”) and guidance provided by the New Hampshire Department of Education (“NHDOE”). For purposes of this policy and its accompanying regulation, “homeless students” shall refer to and include “homeless children and youth” and “unaccompanied youth.”

*Note: under RSA 193:12, IV, the definition of “homeless children and youth” also includes children “awaiting foster care placement”, see RSA 193:12, IV (a). That criterion, however, was removed from McKinney-Vento in 2015 as well as NHDOE guidance documents regarding McKinney-Vento. Under both McKinney-Vento, and NHDOE guidance, children who are awaiting foster care may fall within the definition of a homeless student if they meet other criteria as set forth above. See also Policy JFABE.

Each homeless student shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including career and technical education programs, gifted education programs, and school nutrition programs. Transportation services for homeless students shall be provided in accordance with applicable law and as generally described below.

B. Enrollment and School Stability.

Enrollment of a homeless student shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application or enrollment deadlines (academic, immunization, etc.). The District shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible, the District shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the District shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed during the school year, the student shall no longer be considered homeless and may only continue enrollment in the District for the remainder of that school year.

C. Homeless Liaison.

The Superintendent shall appoint a staff member to serve as the local liaison for homeless students and their families/guardians (the “Homeless Liaison” or the “District Homeless Liaison”). The District shall provide training and other technical assistance to Homeless Liaison and other appropriate District staff regarding the District’s obligations to homeless students. Duties of the District Homeless Liaison shall be as provided in state and federal law, as well as local policies and

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procedures. The duties shall include, among others: procedures for identification, enrollment, transportation, dispute resolution for homeless students, as well as direct assistance shall be made in accordance with the accompanying regulation and applicable law.

Among other things, the District Homeless Liaison shall:

- a) assist in requesting the student's records;
- b) mediate and assist with disputes concerning school enrollment and homelessness determinations;
- c) assist in making transportation arrangements;
- d) ensure that homeless students receive the educational services for which they are eligible or entitled;
- e) coordinate with other Districts, entities, institutions and agencies to help assure that homeless children and youths are identified by school personnel;
- f) ensure that unaccompanied youth and/or parents of homeless students are informed of the educational and related opportunities available to homeless students;
- g) work to assure that parents/guardians of such students are provided with opportunities to participate in the education of their children (excepting instances when court or other protective orders indicate otherwise);
- h) ensure that unaccompanied youth and/or parents of homeless students are informed of all transportation services including transportation to the school of origin;
- i) assure that notice is publicly disseminated of the educational rights of homeless children and youths;
- j) coordinate with other Districts and with local social services agencies and other agencies or programs providing services to homeless students as needed;
- k) assist any unaccompanied youth with enrollment, credit accrual, and career and college readiness decisions;
- l) work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

D. Enrollment Determinations for Homeless Students.

Enrollment determinations shall be based upon the best interests of the homeless student, with the presumption that keeping the homeless student in the school of origin is in the homeless student's best interests, except when doing so is contrary to the request of the parent/guardian, or if applicable, unaccompanied youth.

E. Transportation of Homeless Students.

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Under McKinney-Vento, homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the homeless student is located outside of District boundaries but a determination has been made that the student shall remain in the school of origin within the District, or, if a homeless student is located within this District, but a determination had been made that the student shall remain in the school of origin outside of the District, then the two Districts shall agree on a method to apportion cost and responsibility for the student’s transportation or share the cost and responsibility equally.

F. Dispute Resolution.

For any decision in the enrollment process of a homeless student, including any determination whether a living situation meets the definition of homeless, if the decision is in conflict with the wishes of the homeless student’s parent/guardian, or, if applicable, the unaccompanied youth, the District shall provide a written explanation, in a manner and form understandable to the student’s parent, guardian or unaccompanied youth. District personnel receiving enrollment requests or information pertaining to homeless students should immediately refer those request to the District Homeless Liaison and Superintendent’s office.

In the event of a dispute, the District shall immediately enroll the student in the school in which the parent/guardian or unaccompanied youth seeks to enroll, which enrollment shall continue pending resolution of the dispute. Additionally, while enrollment disputes are pending, students have the right to participate fully in school and receive all services for which they would be eligible, as the definition of enrollment includes “attending classes and participating fully in school activities.”

1. Notification of Appeal Process.

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, or the District has determined that the living situation does not qualify as homeless (“eligibility decision”), the District shall inform the parent or the unaccompanied youth of the right to appeal. The District shall provide the parent or unaccompanied youth with written notice including:

- a. A succinct explanation of the child’s placement/eligibility decision and contact information for the District Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth;
- b. Notification of the parent’s right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition/appeal form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the McKinney-Vento Act.

While the Superintendent or Homeless Liaison may prepare and make available forms for the process, use of such forms is not required to initiate the appeal process.

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2. Appeal to the District Homeless Liaison – Level I.

- a. If the parent or unaccompanied youth disagrees with the District’s placement decision, he/she/they may appeal by filing a written request for dispute resolution/appeal (“appeal”) with the school, the District Homeless Liaison, or Superintendent. The request for dispute resolution should be submitted within fifteen business days of receiving notification of the District’s placement.
- b. If the appeal/request for dispute resolution is submitted to the school or Superintendent, it will be immediately forwarded to the Homeless Liaison.
- c. The District Homeless Liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the appeal was filed. Upon receipt, the District Homeless Liaison will forward a copy of the appeal document to the Superintendent.
- d. Within five business days of the receiving the appeal, the Homeless Liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent’s right to further appeal, with a copy to the Superintendent. At this time, the Homeless Liaison will also provide to the parent or unaccompanied youth an “appeals package” consisting of a copy of the written decision, a copy of the original appeal document, and copies of any additional materials provided to the Homeless Liaison by the parent or unaccompanied youth.

3. Appeal to the Superintendent – Level II.

The parent or unaccompanied youth may appeal the Level I decision to the Superintendent or the Superintendent’s designee, using the appeals package provided at Level I.

- a. The Superintendent/designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. (Upon the request of the parent or unaccompanied youth, this conference may be held telephonically).
- b. Within five business days of the conference with the parent or unaccompanied youth, the Superintendent/designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to NHDOE.
- c. The Superintendent/designee shall provide a copy of the Superintendent’s decision to the District’s Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth.

G. Records.

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The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

EDUCATION OF HOMELESS CHILDREN AND UNACCOMPANIED YOUTH

Category: *Priority/Required by Law*Related Policies: *EEA, JFA, JFAA, & JFABE***ADOPTION NOTES –*****This text box, and all highlights within the policy should be removed prior to adoption.***

- (a) *This policy has been revised substantially, with the aim to reflect changes to the McKinney-Vento Act, most specifically the removal of children “awaiting foster care” from the definition of homeless, (see new policy JBABE) and requirements regarding transportation of homeless students. The revisions to JFABD, also includes clarification of an LEA’s responsibilities and limitations when dealing with disputes and decision making with respect to enrollment or transportation of homeless students.*
- (b) **{**}** *indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (c) *As with all sample policies, NHSBA recommends that each district carefully review this sample policy prior to adoption to assure suitability with the district’s own specific circumstances, organizational structures, etc., and current policies. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.*
- (d) *Withdrawn and earlier versions of revised policies should be maintained separately as permanent records of the District. Some districts maintain a “Repealed/Revised” section within their manuals.*

It is the Board's intent to remove barriers to the identification, enrollment and retention in schools of homeless children and youth. All staff shall take reasonable steps to ensure that homeless students and children are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Homeless Students.

Under the federal McKinney-Vento Homeless Assistance Act (“McKinney-Vento”), and guidance provided by the New Hampshire Department of Education (“NHDOE”), the term “homeless children and youths” means “individuals who lack a fixed, regular and adequate nighttime residence.” Under both section 752(2) of McKinney-Vento and the NHDOE guidance*, the term includes children and youth who are:

1. sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;

EDUCATION OF HOMELESS CHILDREN AND UNACCOMPANIED YOUTH

6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
7. are migratory children who qualify as homeless because they are living in circumstances described above.

Additionally, as used in this policy, the terms “unaccompanied youth,” “school of origin,” “enrollment,” and “attendance area school” shall have the same meanings as set forth in the McKinney-Vento Homeless Assistance Act (“McKinney-Vento”) and guidance provided by the New Hampshire Department of Education (“NHDOE”). For purposes of this policy and its accompanying regulation, “homeless students” shall refer to and include “homeless children and youth” and “unaccompanied youth.”

*Note: under RSA 193:12, IV, the definition of “homeless children and youth” also includes children “awaiting foster care placement”, see RSA 193:12, IV (a). That criterion, however, was removed from McKinney-Vento in 2015 as well as NHDOE guidance documents regarding McKinney-Vento. Under both McKinney-Vento, and NHDOE guidance, children who are awaiting foster care may fall within the definition of a homeless student if they meet other criteria as set forth above. See also Policy **JFABE**.

Each homeless student shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including career and technical education programs, gifted education programs, and school nutrition programs. Transportation services for homeless students shall be provided in accordance with applicable law and as generally described below.

B. Enrollment and School Stability.

Enrollment of a homeless student shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application or enrollment deadlines (academic, immunization, etc.). The District shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible, the District shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the District shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed during the school year, the student shall no longer be considered homeless and may only continue enrollment in the District for the remainder of that school year.

C. Homeless Liaison.

The Superintendent shall appoint a staff member to serve as the local liaison for homeless students and their families/guardians (the “Homeless Liaison” or the “District Homeless Liaison”). The District shall provide training and other technical assistance to Homeless Liaison and other appropriate District staff regarding the District’s obligations to homeless students. Duties of the District Homeless Liaison shall be as provided in state and federal law, as well as local policies and procedures. The duties shall include, among others: procedures for identification, enrollment, transportation, dispute resolution for homeless students, as well as

EDUCATION OF HOMELESS CHILDREN AND UNACCOMPANIED YOUTH

direct assistance shall be made in accordance with the accompanying regulation and applicable law.

Among other things, the District Homeless Liaison shall:

- a) assist in requesting the student's records;
- b) mediate and assist with disputes concerning school enrollment and homelessness determinations;
- c) assist in making transportation arrangements;
- d) ensure that homeless students receive the educational services for which they are eligible or entitled;
- e) coordinate with other Districts, entities, institutions and agencies to help assure that homeless children and youths are identified by school personnel;
- f) ensure that unaccompanied youth and/or parents of homeless students are informed of the educational and related opportunities available to homeless students;
- g) work to assure that parents/guardians of such students are provided with opportunities to participate in the education of their children (excepting instances when court or other protective orders indicate otherwise);
- h) ensure that unaccompanied youth and/or parents of homeless students are informed of all transportation services including transportation to the school of origin;
- i) assure that notice is publicly disseminated of the educational rights of homeless children and youths;
- j) coordinate with other Districts and with local social services agencies and other agencies or programs providing services to homeless students as needed;
- k) assist any unaccompanied youth with enrollment, credit accrual, and career and college readiness decisions;
- l) work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

D. Enrollment Determinations for Homeless Students.

Enrollment determinations shall be based upon the best interests of the homeless student, with the presumption that keeping the homeless student in the school of origin is in the homeless student's best interests, except when doing so is contrary to the request of the parent/guardian, or if applicable, unaccompanied youth.

E. Transportation of Homeless Students.

Under McKinney-Vento, homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the homeless student is located outside of District boundaries but a determination has been made that the student shall remain in the school of origin within the District, or, if a homeless student is located within this District, but a

EDUCATION OF HOMELESS CHILDREN AND UNACCOMPANIED YOUTH

determination had been made that the student shall remain in the school of origin outside of the District, then the two Districts shall agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally.

F. Dispute Resolution.

For any decision in the enrollment process of a homeless student, including any determination whether a living situation meets the definition of homeless, if the decision is in conflict with the wishes of the homeless student's parent/guardian, or, if applicable, the unaccompanied youth, the District shall provide a written explanation, in a manner and form understandable to the student's parent, guardian or unaccompanied youth. District personnel receiving enrollment requests or information pertaining to homeless students should immediately refer those request to the District Homeless Liaison and Superintendent's office.

In the event of a dispute, the District shall immediately enroll the student in the school in which the parent/guardian or unaccompanied youth seeks to enroll, which enrollment shall continue pending resolution of the dispute. Additionally, while enrollment disputes are pending, students have the right to participate fully in school and receive all services for which they would be eligible, as the definition of enrollment includes "attending classes and participating fully in school activities."

1. Notification of Appeal Process.

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, or the District has determined that the living situation does not qualify as homeless ("eligibility decision"), the District shall inform the parent or the unaccompanied youth of the right to appeal. The District shall provide the parent or unaccompanied youth with written notice including:

- a. A succinct explanation of the child's placement/eligibility decision and contact information for the District Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth;
- b. Notification of the parent's right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition/appeal form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the McKinney-Vento Act.

While the Superintendent or Homeless Liaison may prepare and make available forms for the process, use of such forms is not required to initiate the appeal process.

EDUCATION OF HOMELESS CHILDREN AND UNACCOMPANIED YOUTH**2. Appeal to the District Homeless Liaison – Level I.**

- a. If the parent or unaccompanied youth disagrees with the District's placement decision, he/she/they may appeal by filing a written request for dispute resolution/appeal ("appeal") with the school, the District Homeless Liaison, or Superintendent. The request for dispute resolution should be submitted within fifteen business days of receiving notification of the District's placement.
- b. If the appeal/request for dispute resolution is submitted to the school or Superintendent, it will be immediately forwarded to the Homeless Liaison.
- c. The District Homeless Liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the appeal was filed. Upon receipt, the District Homeless Liaison will forward a copy of the appeal document to the Superintendent.
- d. Within five business days of the receiving the appeal, the Homeless Liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent's right to further appeal, with a copy to the Superintendent. At this time, the Homeless Liaison will also provide to the parent or unaccompanied youth an "appeals package" consisting of a copy of the written decision, a copy of the original appeal document, and copies of any additional materials provided to the Homeless Liaison by the parent or unaccompanied youth.

3. Appeal to the Superintendent – Level II.

The parent or unaccompanied youth may appeal the Level I decision to the Superintendent or the Superintendent's designee, using the appeals package provided at Level I.

- a. The Superintendent/designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. (Upon the request of the parent or unaccompanied youth, this conference may be held telephonically).
- b. Within five business days of the conference with the parent or unaccompanied youth, the Superintendent/designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to NHDOE.
- c. The Superintendent/designee shall provide a copy of the Superintendent's decision to the District's Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth.

G. Records.

The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

EDUCATION OF HOMELESS CHILDREN AND UNACCOMPANIED YOUTH

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

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

20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – “EEOA”)

20 U.S.C. 6313(c)(3) (reservation of Title I funding for homeless children and youths)

42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)

Plyler v. Doe, 457 U.S. 202 (1982)

RSA 193:12, Legal Residence Required

NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless 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.

When adopting this sample or variation of the same, a District should not include the NHSBA history or NHSBA policy notes. The District should, to the extent possible, include its own adoption/revision history.

NHSBA history: REVISED – July 2019, May 2018, May 2008, February 2005

NHSBA note, July 2019: NHSBA substantially revised sample policy JFABD with the aim to reflect changes to the McKinney-Vento Act, most specifically the removal of children “awaiting foster care” from the definition of homeless, (see new policy JBABE) and requirements regarding transportation of homeless students. The revisions to JFABD, also include clarification of an LEA’s responsibilities and limitations when dealing with disputes and decision making with respect to enrollment or transportation of homeless students.

w/p-update/2019 Spring/ JFABD Homeless Students 2019-7 (d5)

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Education of Children in Foster Care

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Definition.

Under guidance issued jointly by NHDOE and the N.H. Department of Health and Human Services, and for the purposes of this Policy, “foster care” shall mean “24 hour substitute care for children placed away from their parents or guardians for whom the child welfare agency has placement and care responsibility. This includes children in foster family homes, shelters, relative foster homes, group homes and residential facilities, regardless of whether the foster care facility is licensed or whether payments are made by the state.” To the extent required under applicable law, a child in foster care under this policy also includes children whom an appropriate child welfare agency indicates are awaiting a foster care placement. (Note: children awaiting foster care may also qualify as homeless under policy JFABD.)

The District shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed. The coordination requirements apply to both situations (i) when a student who is a resident of the District is placed in foster care in another district, or (ii) when a student residing in another district is placed foster care in a home within this District.

The Superintendent is responsible for providing any required assurances to applicable state and federal agencies that the District is complying with applicable requirements related to ensuring the educational stability of children in foster care; and for reasonably monitoring compliance with such assurances.

B. District Point of Contact with Child Welfare Agencies.

The Superintendent shall designate a staff member to serve as the District’s point of contact (the “Foster Care POC”) between the New Hampshire Division of Children, Youth and Families (“DCYF”), NHDOE, other districts, and other child welfare agencies. The main duty of the Foster Care POC is to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care, pursuant to applicable state and federal statutes, regulations and guidance. Additionally, the Foster Care POC shall work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

The District shall provide training opportunities and other technical assistance to the Foster Care

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POC and other appropriate district staff regarding the District’s obligations to students in foster care.

C. Best Interest Enrollment Determinations, Disputes and Enrollment.

Generally, a student in foster care will remain in his/her school of origin, unless there is a determination that it is not in the student’s best interest. The Foster Care POC shall assist DCYF or any other child welfare agency to make a “best interest determination” education decision, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school. Unless local procedures are established in accordance with state and federal law, the District will use the model procedures prepared jointly by the NHDOE and DCYF.

If the determination is that the best interests of a child is not to remain in the school of origin, and instead placed within a new school within this District, the child in foster care shall be immediately enrolled in the new school (“receiving school”), even if any documents or records otherwise required for enrollment are not immediately available.

If there are disputes regarding a determination regarding the best interest determination for a child in foster care, it is expected that DCYF and the separate school districts, both sending and receiving, will work collaboratively at the local level to resolve the issue. Should there be no resolution, RSA 193.12, V-b, requires the Department of Health and Human Services to request in writing that the two Superintendents involved resolve the dispute. If the residency dispute remains unresolved after 10 days after such request, the Department of Health and Human Services shall request that the Commissioner of the Department of Education determine the residence of the child for purposes of school enrollment.

If a school within the District is a receiving school, such receiving school shall accept the student’s certified coursework as if it had been completed at the receiving school. To the extent such coursework is not aligned with the curriculum, the awarded credit may be elective, but it must be counted toward required credits for advancement or graduation.

D. Transportation.

When the District is notified that a student in foster care needs, or may need, transportation to a District school, the Foster Care POC will take steps to establish an individualized plan that addresses transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student in foster care is attending his/her school of origin.

In establishing such a plan, the Foster Care POC and other district staff shall follow any existing transportation procedures, systems-level plan or agreement that the District, acting in collaboration with DCYF and/or other departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. Out of District transportation of children in foster care shall be provided in accordance with DCYF’s or other child welfare agency’s authority to use child welfare funding for school of origin transportation.

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If there are disputes regarding the provision or funding of transportation, the school district foster care point of contact and child welfare agency representative will contact their respective Supervisor and Superintendent of the school to resolve the dispute. To the extent feasible and appropriate, the school districts involved should ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce school transitions.

EDUCATION OF CHILDREN IN FOSTER CARE

Category: *Recommended*Related Policies: *EEA, JFA, JFAA, & JFABD***ADOPTION NOTES –*****This text box, and all highlights within the policy should be removed prior to adoption.***

- (a) *This is a NEW POLICY to reflect changes to the McKinney-Vento Act (included as part of ESSA) which create several substantive and procedural requirements relative to enrollment, education and transportation of children placed (or awaiting placement) in foster care.*
- (b) **{**}** *indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (c) *As with all sample policies, NHSBA recommends that each district carefully review this sample policy prior to adoption to assure suitability with the district's own specific circumstances, organizational structures, etc., and current policies. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.*

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Definition.

Under guidance issued jointly by NHDOE and the N.H. Department of Health and Human Services, and for the purposes of this Policy, “foster care” shall mean “24 hour substitute care for children placed away from their parents or guardians for whom the child welfare agency has placement and care responsibility. This includes children in foster family homes, shelters, relative foster homes, group homes and residential facilities, regardless of whether the foster care facility is licensed or whether payments are made by the state.” To the extent required under applicable law, a child in foster care under this policy also includes children whom an appropriate child welfare agency indicates are awaiting a foster care placement. (Note: children awaiting foster care may also qualify as homeless under policy **{**}JFABE**.)

The District shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed. The coordination requirements apply to both situations (i) when a student who is a resident of the District is placed in foster care in another district, or (ii) when a student residing in another district is placed foster care in a home within this District.

The Superintendent is responsible for providing any required assurances to applicable state and federal agencies that the District is complying with applicable requirements related to ensuring the educational stability of children in foster care; and for reasonably monitoring compliance with such assurances.

EDUCATION OF CHILDREN IN FOSTER CARE**B. District Point of Contact with Child Welfare Agencies.**

The Superintendent shall designate a staff member to serve as the District's point of contact (the "Foster Care POC") between the New Hampshire Division of Children, Youth and Families ("DCYF"), NHDOE, other districts, and other child welfare agencies. The main duty of the Foster Care POC is to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care, pursuant to applicable state and federal statutes, regulations and guidance. Additionally, the Foster Care POC shall work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

The District shall provide training opportunities and other technical assistance to the Foster Care POC and other appropriate district staff regarding the District's obligations to students in foster care.

C. Best Interest Enrollment Determinations, Disputes and Enrollment.

Generally, a student in foster care will remain in his/her school of origin, unless there is a determination that it is not in the student's best interest. The Foster Care POC shall assist DCYF or any other child welfare agency to make a "best interest determination" education decision, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school. Unless local procedures are established in accordance with state and federal law, the District will use the model procedures prepared jointly by the NHDOE and DCYF.

If the determination is that the best interests of a child is not to remain in the school of origin, and instead placed within a new school within this District, the child in foster care shall be immediately enrolled in the new school ("receiving school"), even if any documents or records otherwise required for enrollment are not immediately available.

If there are disputes regarding a determination regarding the best interest determination for a child in foster care, it is expected that DCYF and the separate school districts, both sending and receiving, will work collaboratively at the local level to resolve the issue. Should there be no resolution, RSA 193.12, V-b, requires the Department of Health and Human Services to request in writing that the two Superintendents involved resolve the dispute. If the residency dispute remains unresolved after 10 days after such request, the Department of Health and Human Services shall request that the Commissioner of the Department of Education determine the residence of the child for purposes of school enrollment.

If a school within the District is a receiving school, such receiving school shall accept the student's certified coursework as if it had been completed at the receiving school. To the extent such coursework is not aligned with the curriculum, the awarded credit may be elective, but it must be counted toward required credits for advancement or graduation.

D. Transportation.

When the District is notified that a student in foster care needs, or may need, transportation to a District school, the Foster Care POC will take steps to establish an individualized plan that

EDUCATION OF CHILDREN IN FOSTER CARE

addresses transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student in foster care is attending his/her school of origin.

In establishing such a plan, the Foster Care POC and other district staff shall follow any existing transportation procedures, systems-level plan or agreement that the District, acting in collaboration with DCYF and/or other departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. Out of District transportation of children in foster care shall be provided in accordance with DCYF's or other child welfare agency's authority to use child welfare funding for school of origin transportation.

If there are disputes regarding the provision or funding of transportation, the school district foster care point of contact and child welfare agency representative will contact their respective Supervisor and Superintendent of the school to resolve the dispute. To the extent feasible and appropriate, the school districts involved should ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce school transitions.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:**Legal References:**

- 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act – “FERPA”*)
- 20 U.S.C. 1701-1758 (*Equal Educational Opportunities Act of 1974 – “EEOA”*)
- 20 U.S.C. 6311 (g)(1)(E) and 6312(c)(5) (*provisions in ESSA regarding obligations to students in foster care*)
- 42 U.S.C. 671 (a)(10) and 675 (1)(G) (*child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care*)
- 42 U.S.C. §11431 and §11432 (*McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth*)
- Public Law 110-351, *The Fostering Connections to Success and Increasing Adoptions Act of 2008*
- 34 C.F.R. 200.30 (f)(1)(iii) (*ESSA's definition of “foster care”*)
- Plyler v. Doe*, 457 U.S. 202 (1982)
- RSA 193:12, *Legal Residence Required*
- “N.H. Guidance on ESSA and Foster Care to Ensure that the Educational Needs of Children and Youth in Foster Care are Being Addressed”, January 2017, NHDHHS and NHDHHS

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.*

EDUCATION OF CHILDREN IN FOSTER CARE

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes. The district should, to the extent possible, include its own adoption/revision history.

NHSBA history: NEW POLICY July 2019

w/p-update/2019 Spring/ JFABE Foster Children 2019-7 (d2)

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Timberlane Regional School District	Policy Code: JICH
Adopted: 07-99 Revised: 04-19-12 Reaffirmed:	Page 1 of 1

PROHIBITED DRUG AND ALCOHOL USE BY STUDENTS

The School Board is concerned with the health, welfare and safety of its students. Therefore, the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotics, unauthorized inhalants, controlled substances, and illegal drugs is prohibited on any school district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function. The use, sale, transfer or possession of drug-related paraphernalia is also prohibited.

For the purposes of this policy, a controlled substance shall include any controlled substance as defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or RSA 318-B, Controlled Drug Act.

Students may only be in possession of medication as detailed in Board Policy JLCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board Policy JIH.

Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's disciplinary policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the Superintendent. All controlled substances shall be turned over to local law enforcement.

Students with disabilities who violate this policy will be disciplined in accordance with the student's Individual Education Program (IEP.)

Legal References:

21 U.S.C. § 812(c), Controlled Substances Act

RSA 318-C, Controlled Drug Act

RSA 571-C:2, Intoxicating Beverages at Interscholastic Athletic Contests

JICH - DRUG AND ALCOHOL USE BY STUDENTS

(Download policy)

Category R

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Revised: May 2006

Reviewed: October 2004

Revised: November 1999

Revised: July 1998

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Timberlane Regional School Board Committee Assignments

Budget Committee

Mark Sherwood

CIP Committee

Michael Boucher
Kim Farah
Shauna Manthorn
Mark Sherwood

Curriculum & Assessment Committee

Michael Boucher
Kim McCormick
Mark Sherwood

Energy Committee

Kim Farah
Shauna Manthorn

Check Registers

Michael Boucher

Policy Committee

Steve Finnegan
Mark Sherwood

Personnel Committee - TTA

Kim Farah
Steve Finnegan

Personnel Committee TAU

Steve Finnegan
Brian Boyle
Mark Sherwood

Strategic Planning Committee

Michael Boucher
Kim McCormick

Facilities Committee

Katie Knutsen
Kristin Savage

Safety Committee

Katie Knutsen
Kristin Savage

Personnel Committee - TSSU

Kim Farah
Kim McCormick
Steve Finnegan

Personnel Committee TAAM

Michael Boucher
Katie Knutsen
Kim McCormick

Wellness Committee

Shawna Manthorn
Kim McCormick

NHSBA Delegate

Shauna Manthorn