

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, MAY 16, 2019

Regular Meeting - 7:00PM*

Superintendent's Office
30 Greenough Road , Plaistow, NH
Shawn O'Neil, Chairman
Jennifer Silva, Vice Chairman

Dr. Earl Metzler, II, Superintendent
Dr. Roxanne Wilson, Asst. Superintendent

***Note new start time.**

AGENDA - REVISED

1. **7:00 PM*** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
 - a. May 2, 2019 (3 sets)
5. Student Representative
6. Delegates and Individuals
7. Current Business
 - a. **7:10PM** Business Consultant Update – INFORMATIONAL (30 minutes)
 - b. **7:40PM** Summer Projects List – INFORMATIONAL (20 minutes)
 - c. **8:00PM** Transportation Update – INFORMATIONAL/ACTION (30 minutes)
 - d. **8:30PM** General Assurances – INFORMATIONAL (15 minutes)
 - e. **8:45PM** Projected Year-End Financials – INFORMATIONAL (10 minutes)
 - f. **8:55PM** Policies (First Read) – ACTION (15 minutes)
8. **9:10PM** Administrator's Report
9. **9:15PM** Personnel Report
10. **9:20PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **9:25PM** Other Business
14. Non-public (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
May 21	SAU Board Meeting	SAU	7:00PM
June 6	Regular Board Meeting	SAU	7:00PM
June 13	Regular Board Meeting	SAU	7:00PM

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

ADMINISTRATOR'S REPORT

Administrator's Report for May 16, 2019 School Board Meeting

1-3. OPEN MEETING *Self-explanatory.*

4. APPROVAL OF MINUTES *(May 2nd – 3 sets)*

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS

7. CURRENT BUSINESS

a. Business Consultant Update – INFORMATIONAL

Greg Colby to provide an update on his recommendations on the functions of the business office.

b. Summer Projects List – INFORMATIONAL

Tom Geary to present projects slated for summer 2019.

c. Transportation Update – INFORMATIONAL/ACTION

Sandy Hodgkins to present results (to date) of hybrid routing scenarios for current middle and high school routes.

d. General Assurances – INFORMATIONAL

As part of the requirement for federal grant programs, the district must ensure a list of assurances and to consult with the school board explaining the obligations of the school district under those assurances. Mr. Dowd to present.

e. Projected Year End Financials – INFORMATIONAL

This time each year the Business Administrator presents a forecast of the year end financials.

f. Policies – ACTION

Board to review policies KED, IKF, JLC, JLCD, JLCK and DAF for first read. As discussed at the May 2nd meeting, the board shall consider waiving the second read of policy DAF.

8. ADMINISTRATOR'S REPORT – *Dr. Metzler to present*

a. Update on District Activities

b. Executive Summaries (banking services)

9. PERSONNEL REPORT – *Dr. Metzler to present*

10. COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD – *Committee Chairs to update board on current initiatives (these topics were combined by the Chair).*

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 vendor and payroll registers.*

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

14. NON-PUBLIC – *if needed.*

15. FUTURE DATES – *As indicated.*

Timberlane Regional School District

Status Report – May 16, 2019

- Geoff Dowd
- Gregory Colby

Status/Current Tasks:

- Continue to prepare for end of year. Start audit preparation with goal of an earlier fieldwork schedule, and ultimately the audit report sooner than last year
- Continue ongoing monitoring of controls over prior audit findings to prevent a recurrence
- Continue to evaluate and monitor work flow within SAU to seek long-term solutions to prevent past problems and issues
- Continue to evaluate job titles and position to effectively transition work assignments to provide for a better flow of operations

Given March vote to study withdrawing from SAU:

- Presents a different dynamic, with the workload of Hampstead and SAU55 not being part of the routine.
- At a minimum, still consider the need for a PT person to handle Grants and Food Service. Given specialized nature of these roles with State and Federal requirements. It is not uncommon in many Districts to have one person specialize in these areas.
- Possible shift of some of BA duties with further training of current staff would allow BA to concentrate on:
 - Budget and budget support to the schools
 - Monitor student accounts
 - GASB/GAAP Compliance
 - Other necessary tasks
- Consider PT consultant/employee at higher level to assist on an “as needed” basis”; monthly and/or quarterly depending on successes of successful transition of roles and hiring of PT position. As adjustments are made and improvements made, this time could be weaned off

**Timberlane Regional School District
Capital Improvement Plan Year 1 Summary (2019-2020)**

Description	Request ID	Submitted by	Final CIP Voted	Recommended by TRSB	Recommended by BudCom
DIS - Wireless Access Points	BIT-0002	K Henderson	\$10,000	\$10,000	\$0
DIS - Classroom Wall Mount Projectors	BIT-0004	K Henderson	\$90,000	\$90,000	\$0
DIS - Student Laptops	BIT-0007	K Henderson	\$45,600	\$45,600	\$0
DIS - Student Chromebooks	BIT-0008	K Henderson	\$115,000	\$115,000	\$0
DIS - Desktops	BIT-0009	K Henderson	\$31,125	\$31,125	\$0
DIS - Laptops for Admins & Teachers	BIT-0011	K Henderson	\$40,000	\$40,000	\$0
DIS - District Servers	BIT-0012	K Henderson	\$18,000	\$18,000	\$0
DIS - Repl. 2006 Maint. Van	FAC-0003	T. Geary	\$25,000	\$25,000	\$0
MS - Repl. M/S Ride-On Burnisher	FAC-0005	T. Geary	\$15,000		\$0
PS - Repl. PS Ride-On Burnisher	FAC-0005	T. Geary	\$15,000		\$0
PAC - Remove & Repl. Outside Wall	FACB-0016	T. Geary	\$425,000		\$0
MS - Rem. 1600 Walls Repl. w/Folding Walls	FACB-0026	T. Geary	\$60,000		\$0
AA - Repl. Ballast Roof w/Rubber Roof	FACB-0028	T. Geary	\$135,000	\$135,000	\$0
PS - Repl. Gym Roof w/Rubber Roof	FACB-0037	T. Geary	\$125,000	\$125,000	\$0
PS - Stage Area ADA Compliant	FACB-0039	T. Geary	\$85,000	\$85,000	\$0
SC - Repl. 1987 Wing Balast w/ Rubber Roof	FACB-0045	T. Geary	\$140,000	\$140,000	\$0
SC - Repl. Art Cabinets & Sinks	FACB-0046	T. Geary	\$50,000		\$0
SC - Upgrade Bldg. Mgt. Sys.	FACB-0047	T. Geary	\$25,000	\$25,000	\$0
SC - Install Classroom Observation Windows	FACB-0050	T. Geary	\$15,000		\$0
SN - Café Sound Proofing	FACB-0052	T. Geary	\$18,000	\$18,000	\$0
DIS - District HVAC Upgrades Study/Installs	FACB-0061	T. Geary	\$125,000		\$0
HS - Access Rd Main Campus See FACS004	FACS-0000	T. Geary	\$10,000		\$0
AA - Repave parking lot & basketball surface	FACS-0009	T. Geary	\$85,000	\$85,000	\$0
SC - Add'l Parking Lot Lighting	FACS-0016	T. Geary	\$27,000	\$27,000	\$0
SC - Paving/Add'l Parking Spaces	FACS-0017	T. Geary	\$85,000	\$85,000	\$0
SC - Playground Equip't	FACS-0019	T. Geary	\$18,000	\$18,000	\$0
MS - Recreation Area	FACS-0020	Flynn/Geary	\$96,500	\$96,500	\$0
MS - Classroom Furniture	MS-0001	Flynn/Geary	\$60,013	\$60,013	\$0
SN - Add'l Playground Equipt.	SNN-0001	N. Stafford	\$10,000	\$10,000	\$0
Total:			\$1,999,238	\$1,284,238	\$0

Summary by Technology and All District, Facilities, Furniture, and Grounds

Subtotal Technology Only	BIT Related	\$349,725	\$349,725	\$0
Subtotal Facilities, Fixtures, & Grounds Only	All Other	\$1,649,513	\$934,513	\$0
Total:		\$1,999,238	\$1,284,238	\$0

Timberlane Regional School District
 Summer Project Update
 16-May-19

Location	Project Name	Estimated	Notes
SAU	Carpet Replacement	\$ 12,000.00	Facilities Committee / Safety
District	Security Camera Upgrade	\$ 323,109.00	*80% Reimbused by State Infrastructure Fund
PAC	Siding Replacement Project	\$ 531,000.00	*Capital Reserve
Total		\$866,109.00	

Deferred Projects from FY19	Estimated
Design work for roof replacements	\$ 75,000.00
Design work for HS courtyard window replacements	\$ 15,000.00
Science lab updates	\$ 66,000.00
Total	\$156,000.00



Transportation Update

MAY 16, 2019

TIMBERLANE REGIONAL SCHOOL BOARD

May 2, 2019

Dr. Metzler and the Timberlane Regional School Board issued a directive to look at hybrid runs for TRHS allowing some TRHS students to ride TRMS buses.

Let's take a Look at some data.



Analysis

<45 Minutes

46-59 minutes

>60 Minutes

Same within a few minutes

Improved

No Improvement

TRHS (Planned ridership does not include Seniors)

BUS	Planned Ridership	Actual Ridership	Total Time		ARRIVE TIME	ELEM	TRHS Ridership	Live Stop		Travel Time		AM Time savings w/MS		Live Stop		Travel Time		PM Time Savings w/MS		ARRIVE TIME		
			AM	PM				Time	Time	AM	PM	Time	Time	AM	PM	Time	Time	AM	PM			
Atkinson																						
	106	88	26	6:15 - 7:04	49 min	2:15 - 2:57	42 min	3:11														
	117	63	21	6:17 - 7:01	44 min	2:15 - 2:49	34 min	2:56														
2	118	59	23	6:20 - 7:05	45 min	2:15 - 2:53	38 min	3:00	2													
Danville																						
1	108	54	44	6:17 - 7:01	44 min	2:15 - 2:53	38 min	2:57	1													
8	109	53	53	6:07 - 7:01	54 min	2:15 - 3:02	47 min	3:07	9													
	127	63	34	6:22 - 7:00	38 min	2:15 - 2:50	35 min	2:53														
Plaistow																						
0	100	76	35	6:20 - 7:00	40 min	2:15 - 2:53	43 min	3:02	0													
1	104	79	42	6:18 - 7:00	42 min	2:15 - 2:56	46 min	2:58	2													
9	124	87	36	6:17 - 7:01	44 min	2:15 - 3:00	40 min	3:10	0													
Sandown																						
	116	62	29	6:20 - 7:05	45 min	2:15 - 2:59	49 min	3:08														
	119	68	32	6:11 - 7:06	57 min	2:15 - 2:56	46 min	3:05														
	128	55	33	6:10 - 7:02	52 min	2:15 - 3:03	53 min	3:05														
	132	81	41	6:07 - 7:09	56 min	2:15 - 3:12	62 min	3:14 SC														
TOTAL		888	449																			
								357														

**Danville Note: Consider reducing Danville TRHS buses by adding 109 to Danville TRMS to make 4 MS buses.

LET'S LOOK AT HYBRID TRHS RUNS FOR ATKINSON



TRHS 118
Remove West Rd,
Hemlock Shores saves
7 minutes;

Eliminate going down
Snug Harbor & Pope
Rd saves 9 minutes

Total Time: 27 minutes

TRHS 117
Remove Upper Maple Ave to
Crown Hill Rd saves 6 minutes;

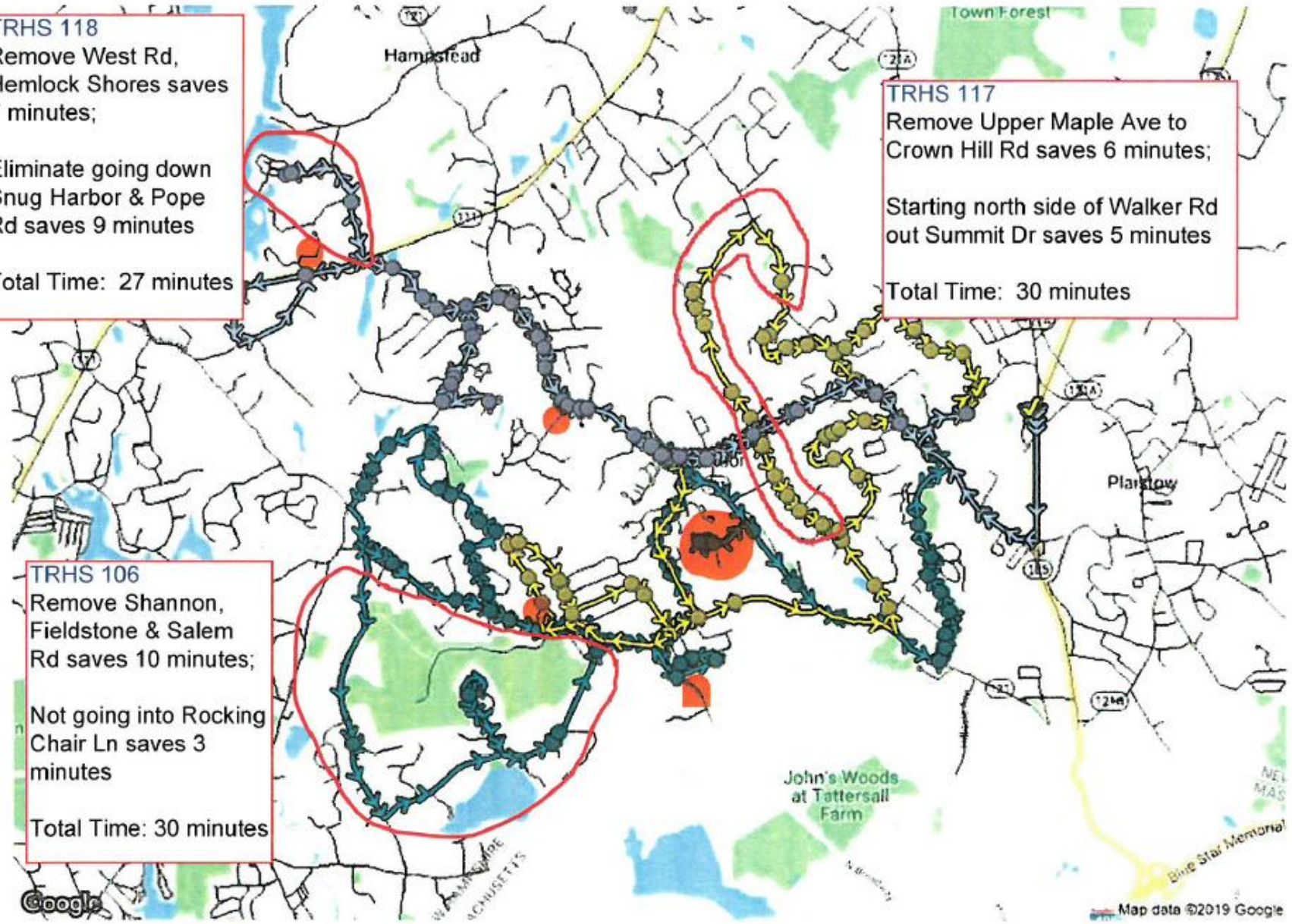
Starting north side of Walker Rd
out Summit Dr saves 5 minutes

Total Time: 30 minutes

TRHS 106
Remove Shannon,
Fieldstone & Salem
Rd saves 10 minutes;

Not going into Rocking
Chair Ln saves 3
minutes

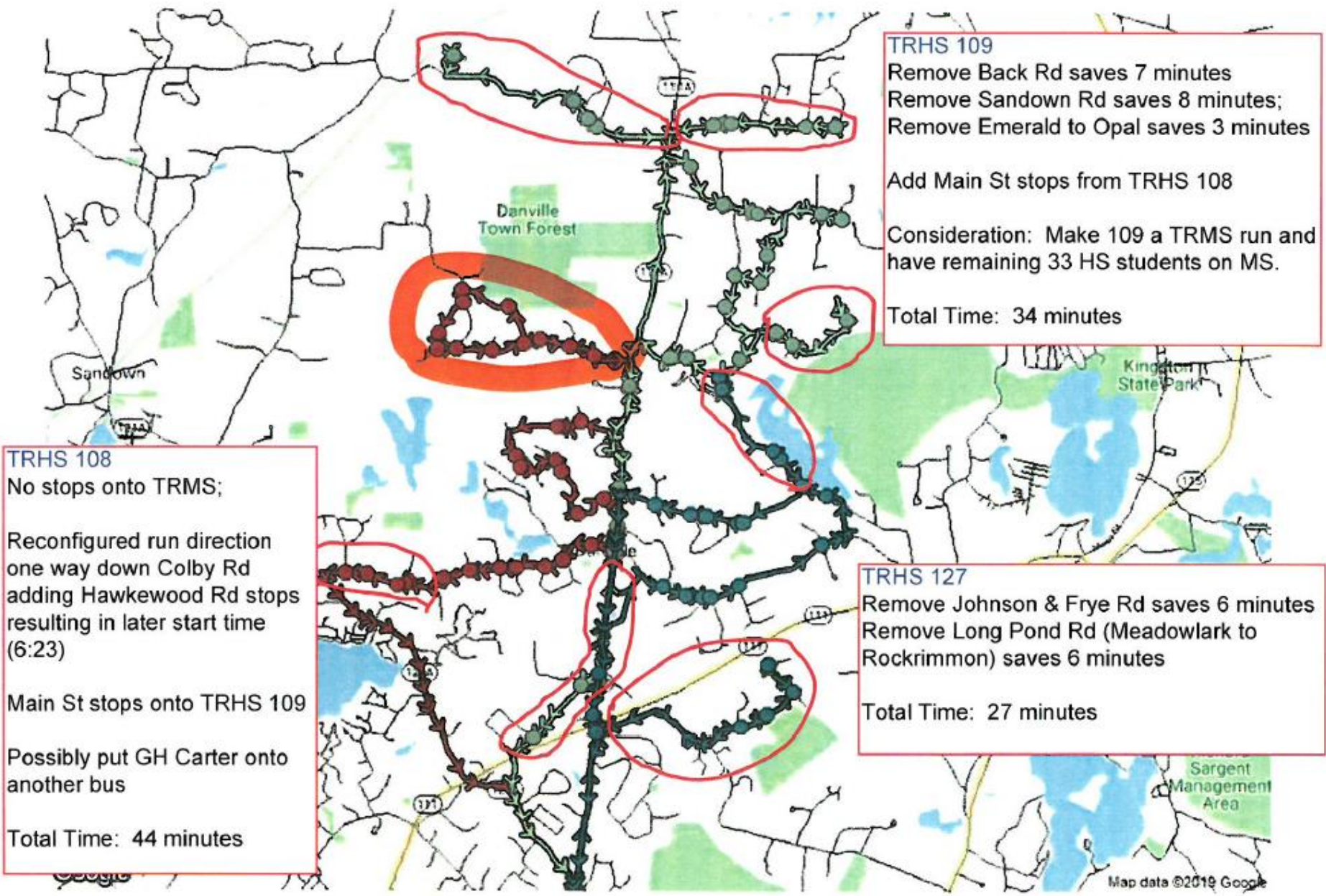
Total Time: 30 minutes



Atkinson TRHS: 3 buses

LET'S LOOK AT HYBRID TRHS RUNS FOR DANVILLE





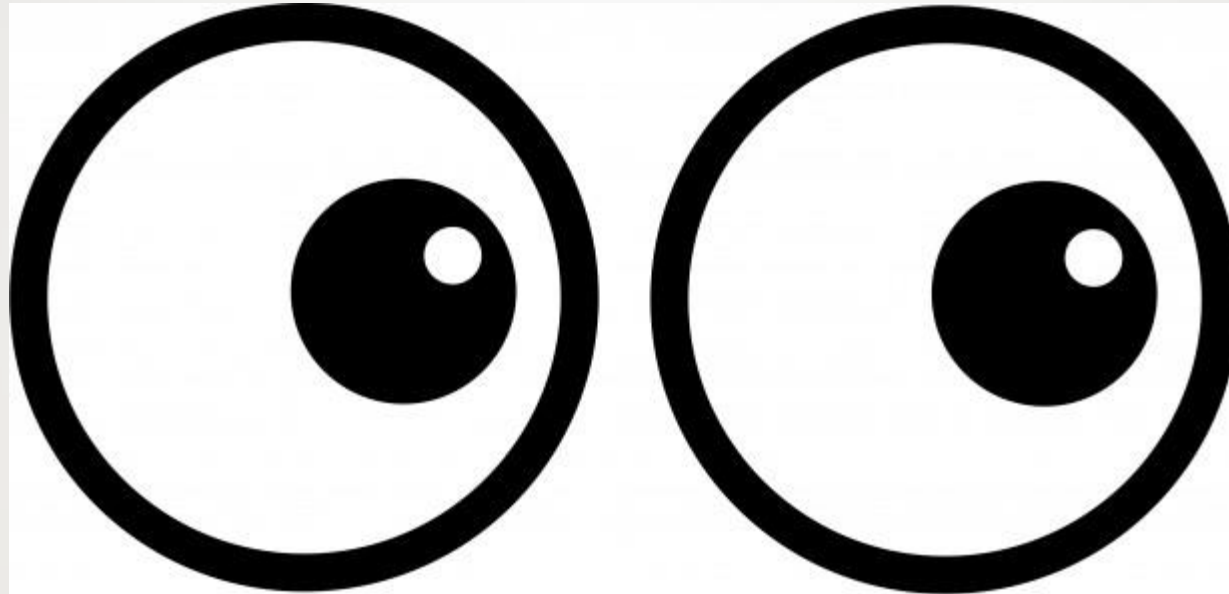
TRHS 108
 No stops onto TRMS;
 Reconfigured run direction one way down Colby Rd adding Hawkewood Rd stops resulting in later start time (6:23)
 Main St stops onto TRHS 109
 Possibly put GH Carter onto another bus
 Total Time: 44 minutes

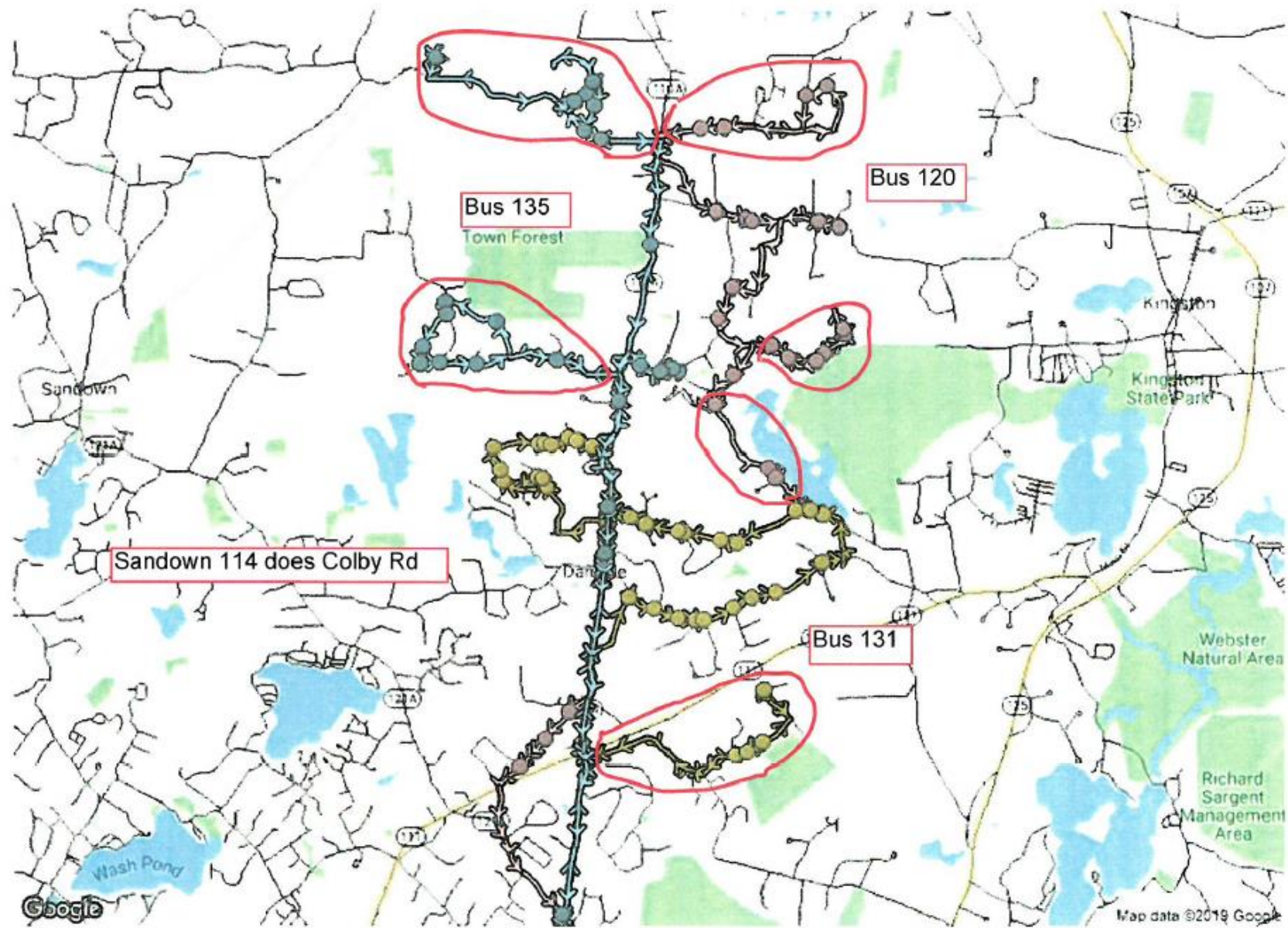
TRHS 109
 Remove Back Rd saves 7 minutes
 Remove Sandown Rd saves 8 minutes;
 Remove Emerald to Opal saves 3 minutes
 Add Main St stops from TRHS 108
 Consideration: Make 109 a TRMS run and have remaining 33 HS students on MS.
 Total Time: 34 minutes

TRHS 127
 Remove Johnson & Frye Rd saves 6 minutes
 Remove Long Pond Rd (Meadowlark to Rockrimmon) saves 6 minutes
 Total Time: 27 minutes

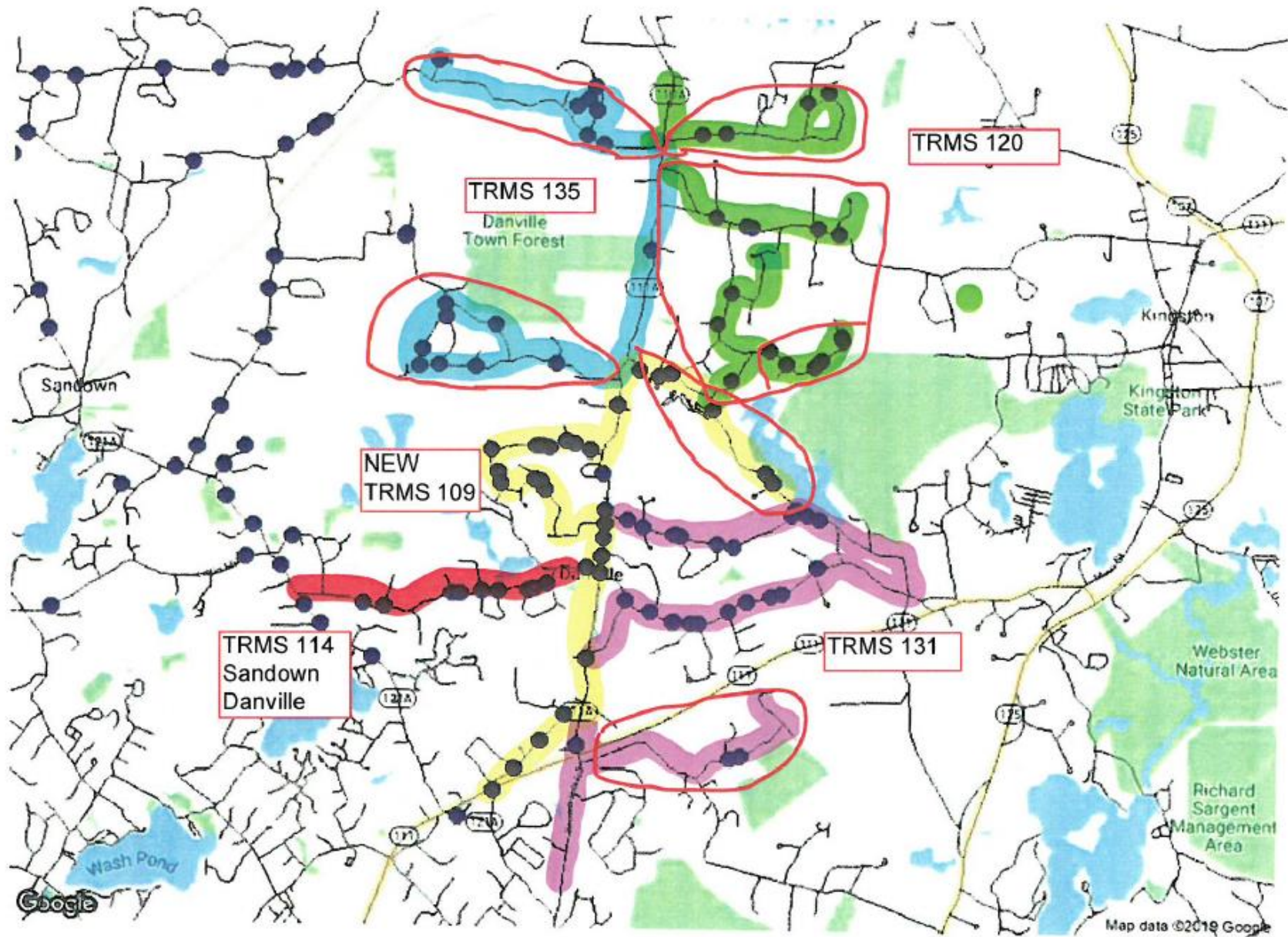
Danville TRHS: 3 buses
 Consideration: possibly reduce to 2 TRHS buses giving TRMS 4 buses to reduce time and run area

LET'S LOOK AT HYBRID TRMS RUNS FOR DANVILLE





Current Danville TRMS runs (120, 131, 135)
Red circle indicates proposed stops for TRHS students



Proposed 4 TRMS bus runs - eliminating TRHS 109

OUTCOME OF HYBRID ANALYSIS

- Riding time can be reduced significantly when having the flexibility to allow some TRHS students to ride TRMS buses.
- Keeping in mind that some TRMS buses with TRHS students would need to arrive at TRHS by 7:10 AM it is important to look at reductions on TRMS runs.
- Danville would benefit by eliminating TRHS run and making it a TRMS run to have 4 TRMS buses covering more area in less time. Some TRHS students would ride TRMS buses.
- Continue to look at scenario's in all towns that would reduce run time on ALL buses.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

TO: Superintendents/Charter School Administrators

CC: Federal Program Managers
ESOL Directors
Special Education Directors
Career Technical Education Directors

FROM: Heather Gage, Director
Division of Learner Support

DATE: April 29, 2019

SUBJECT: Program Assurances

Attached are the 2019-20 (SY) **Program Assurances** for the following Federal formula grants:

- Every Student Succeeds Act
 - Title I, Part A;
 - Title II, Part A;
 - Title III, Part A
 - Title IV, Part A;
- Individuals with Disabilities Education Act, Part B; and
- Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act

As the Superintendents/Charter School Administrator you must carefully review and sign each funding source that you will be accepting for the 2019-20 school year. The signature blocks are at the bottom of each program assurance section. If the local education agency (LEA) is not eligible for and/or does not intend to apply for a particular grant program, no signature is required and that section can be skipped. Assurances must be signed and attached to the ***District Page*** in the online Grants Management System before an application for funds can be substantially approved. **This feature will be available by May 15, 2019.**

At the end of this document you will find **Section 427** which requires each LEA applying for any Federal funds to include in its application a description of the steps the LEA proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded projects or activities.

All LEAs accepting any Federal grants must provide a description of how it will ensure equitable access for students and teachers to participate in federally assisted programs. Please provide a clear and succinct description of how you plan to address those barriers that are applicable to the LEAs circumstances.

Please remember that Program Assurances are reviewed and signed by you, the Superintendent/Charter School Administrator as a way of indicating an agreement about the laws and regulations specific to certain grant types. The assurances below are not all-inclusive as to the entire scope of requirements for the LEA. Superintendents/Charter School Administrators are responsible for understanding all requirements of the grants you receive.

The Process:

Please read each step carefully:

1. The Superintendent/Charter School Administrator carefully reviews the Federal program(s) in which the LEA is participating and consults with the LEA school board/board of trustees about the content and responsibilities of the LEA.
2. The Superintendent/Charter School Administrator signs and dates the bottom of the Program Assurance document(s) for each of the grants to which they are participating.
3. **All** Superintendent/Charter School Administrators (or designee) must complete the GEPA section at the end of this document.
4. **The assurances must then be scanned and attached on the District Page of the online Grants Management System (GMS). Please scan this entire document and post as one document.**
5. If an LEA is not participating in a particular grant, the LEA does not need to sign for that grant and can leave that page blank.

Please contact your federal program manager on the next page if you have any questions.

Thank you!

Title I	Title II	Title III
<p>Deborah Fleurant 603-271-3838 Deborah.Fleurant@doe.nh.gov</p> <p>Ashlee Fye 603-271-7382 Ashlee.fye@doe.nh.gov</p> <p>Ashley Greene 603-271-3840 Ashley.Greene@doe.nh.gov</p>	<p>Dr. Nate Greene 603-271-5252 Nathanial.Greene@doe.nh.gov</p> <p>Kathryn "Joey" Nichol 603-271-6087 Kathryn.Nichol@doe.nh.gov</p>	<p>Aaron Hughes 603-271-2034 Aaron.Hughes@doe.nh.gov</p>
Title IV, Part A	IDEA	Perkins
<p>Dr. Nate Greene 603-271-5252 Nathanial.Greene@doe.nh.gov</p> <p>Marcia McCaffrey 603-271-3193 Marcia.McCaffrey@doe.nh.gov</p> <p>Ashley Frame 603-271-6579 Ashley.Frame@doe.nh.gov</p> <p>Stan Freeda 603-271-5132 Stanley.Freeda@doe.nh.gov</p>	<p>Lisa Moody 603-271-3738 Lisa.Moody@doe.nh.gov</p>	<p>Jeff Beard 603-271-3729 Jeffry.Beard@doe.nh.gov</p>

**New Hampshire Department of Education
School Year 2019-2020**

GRANT PROGRAM ASSURANCES DOCUMENT

Local Education Agencies (LEAs) must submit a signed copy of these Grant Assurances to the Department of Elementary and Secondary Education **prior** to receiving formula funds for grants under the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA) and Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act. By signing these Grant Assurances the LEA assures that it will accept and administer these formula funds in accordance with all applicable Federal and State statutes and regulations.

- **EVERY STUDENT SUCCEEDS ACT (ESSA)**
 - Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
 - Title II, Part A: Supporting Effective Instruction
 - Title III, Part A: Language Instruction for English Learners and Immigrant Students
 - Title IV, Part A: Student Support and Academic Enrichment Grants
- **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**
 - Part B: Entitlement and Discretionary Preschool and School-Age Program
- **CARL D. PERKINS STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21st CENTURY ACT (PERKINS V)**

Section A: Assurances for ESSA - Title I, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education (NH DOE) that pursuant to requires in ESSA, Title I, Part A, the LEA will:

A-1 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of students participating in programs assisted under Title I, and not to supplant such funds. *Section 1118(b).*

Under ESSA, LEAs must demonstrate, when requested by the NH DOE, that the methodology they use to allocate State and local funds to schools provides each Title I school with all of the State and local money it would receive if it did not participate in the Title I program. Title I costs must be allowable and must support eligible students, among other requirements.

A-2 MEET COMPARABILITY OF SERVICES REQUIREMENTS

Ensure compliance with all comparability requirements, including establishing and implementing on a grade-span by grade-span basis or a school-by-school basis: (a) a local educational agency-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. *Section 1118(c).*

A-3 INFORM SCHOOLS ABOUT SCHOOLWIDE PROGRAM OPTIONS AND PROVIDE TECHNICAL ASSISTANCE TO SCHOOLWIDE PROGRAMS

Inform eligible schools (40% poverty and above) and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources under *Section 1114*.

Provide technical assistance and support to Schoolwide School programs, including a one-year planning period (exceptions provided in *Section 1114 (b)(1)*), in consultation with stakeholders described in *Section 1114(b)(2)* resulting in a written plan that addresses the required components pursuant to *Section 1114*.

A-4 PROVIDE SERVICES TO ELIGIBLE STUDENTS IN TARGETED ASSISTANCE SCHOOLS

Provide supplementary services to educationally disadvantaged students in Title I Targeted Assistance Schools. Eligible students are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria, pursuant to *Section 1115*.

A-5 PROVIDE ASSISTANCE TO SCHOOLS TO CLOSE THE ACHIEVEMENT GAP

Ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. *Section 1112(b)*.

A-6 ENSURE QUALIFIED AND EFFECTIVE EDUCATORS IN ALL LEA SCHOOLS

Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that students from low-income families and minority students are not taught at higher rates than other students by unqualified, out-of-field, or beginning educators. *Section 1111(g)(1)(B)*.

Ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *Section 1111(g)(2)(J)*.

At the beginning of each school year, the LEA receiving funds under this Part shall notify the parent(s) of each student attending any school receiving funds under this Part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (i) Whether the students' teacher (I) has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and, (III) is teaching in the field of discipline of the certification of the teacher. *Section 1112(e)(1)*.

A-7 USE INTERVENTIONS THAT IMPROVE OUTCOMES FOR STUDENTS

Take into account the strength of the evidence when selecting curricula and relevant interventions, identifying supports, services, and interventions that are likely to be effective for improving student outcomes. Title I, Section 1003 requires the use of evidence-based interventions that meet higher levels of evidence for schools identified for Comprehensive or Targeted Support and Improvement. *Section 1003 (b)(1)(B)* and *Section 8101(21)(A)*.

A-8 ASSIST SCHOOLS TO INCREASE PARENT AND FAMILY ENGAGEMENT

Develop and maintain a written policy on parent and family engagement and work in consultation with schools as they develop and implement their plans for activities under *Section 1116*. Parents shall be notified of this policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. *Section 1116(b)(1)*.

Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this Part consistent with this Section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement. *Section 1116(a)(1-2)*.

A-9 ALIGN EARLY CHILDHOOD SERVICES WITH HEAD START STANDARDS

In the case of an LEA that chooses to use funds under this Part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under *Section 641A(a)* of the Head Start Act (*42 USC §9836a(a)*). *Section 1112(c)(7)*.

A-10 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS:

Provide, after timely and meaningful consultation with private school officials, equitable services to eligible students attending private elementary and secondary schools in accordance with *Section 1117*.

The LEA must consult with each non-public school about the Title I, Part A grant. The LEA must maintain a copy of this form in its records and provide a copy to the SEA by posting the signed document on the Online Grants Management System.

A-11 IMPLEMENT THE STATEWIDE ASSESSMENT PROGRAM AND USE ASSESSMENT RESULTS TO REVIEW AND ASSESS PROGRESS:

Comply with the statewide assessment program requirements under *Section 1111 (b)(2)* or Innovative Assessment and Accountability Demonstration Authority under *Section 1204(b)(1)*, (i.e. Performance Assessment for Competency Education). Use the results of the statewide assessment and other measures or indicators available to the LEA, to review annually the progress of each school served by the LEA and receiving funds under this Part. In addition, make widely available through public means (includes posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA for each grade level served, information on each assessment required by the State to comply with *Section 1111*, other assessments required by the State, and where such information is available and feasible to report, assessments required by the LEA, including: (i) subject matter assessed; (ii) the purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available: (I) the amount of time students will spend taking the assessment and the schedule for the assessment; and (II) the time and format for disseminating results.

- A-12 PARTICIPATE IN THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP), GRADES 4 and 8, READING AND MATHEMATICS:**
Participate, if selected, in NAEP for reading and mathematics in grades 4 and 8 carried out under *Section 303(b)(3)* of the NAEP Authorization Act (*20 USC SEC 9622(b)(3)*).
- A-13 PROVIDE TIMELY STUDENT REPORTS TO PARENTS AND TEACHERS**
Ensure that the results from the statewide academic assessments required under *Section 1111(b)(2)* and *Section 1204(b)(1)* will be provided to parents and teachers as soon as practicable after the assessment is taken, in an understandable and uniform format and, to the extent feasible, in a language that the parents can understand.
- A-14 PUBLICLY DISSEMINATE ANNUAL LEA AND SCHOOL REPORT CARDS**
Disseminate LEA and school report cards containing, at a minimum, information on teacher quality, assessment, and school and LEA accountability to all schools in the LEA and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand, and make the information available through public means. *Section 1111(h)(2)*.
- A-15 COORDINATE WITH OTHER EDUCATIONAL SERVICES**
Coordinate and integrate services provided under this Part with other educational services at the LEA or individual school level, such as services for English Learners, children with disabilities, migratory children, American Indian, Alaska Native, and the Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
- In compliance with *Section 1112*, coordinate and integrate services with other programs under this Act (including Title I, Part C, Title II, Title III, etc.), the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the McKinney-Vento Homeless Assistance Act, the Head Start Act, the Adult Education and Family Literacy Act, and other Acts, as appropriate. Equity of services will be met for disadvantaged students, to include:
- Selecting migratory children who are eligible to receive services on the same basis as other children who are selected to receive services;
 - Conducting outreach to identify homeless children and youth and working in consultation with shelters and other community agencies to identify and remove barriers to enrollment;
 - Assuring space is available in Title I programs for students in foster care, homeless children and youth, and that homeless students are eligible for Title I services by virtue of their homelessness;
 - Complying with the requirements of Immigrant Data Collection Survey located in the NH DOE Education Statistics System on an annual basis to ensure appropriate services are provided to English language learners; and
 - If the LEA uses Title I or Title III funds to provide a language instruction educational program as determined under Title III, the LEA must comply and coordinate parent services for English learners as outlined in *Section 1112(3)(A-D)*.
- A-16 ENSURE THE EDUCATIONAL STABILITY OF STUDENTS IN FOSTER CARE**
Enroll foster youth or allow the foster youth to remain in their school of origin, unless a determination is made that it is not in the child's best interest to attend that school. Best interest factors include, but are not limited to, appropriateness of the current educational

setting and proximity to the school in which the child is enrolled at the time of placement. *Section 1111(g)(1)(E)(i).*

Ensure that if a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment. *Section 1111(g)(1)(E)(ii).* LEAs will immediately contact the school of origin to obtain relevant academic and other records. *Section 1111(g)(1)(E)(iii).*

Develop and implement a clear written procedures governing transportation for students in foster care in their school of origin when in their best interest. The procedure will be provided, arranged, and funded for the duration of their time in foster care, and ensure that students promptly receive that transportation. These transportation procedures must describe how this requirement will be met in the event of a dispute regarding which agency or agencies (LEA, multiple LEAs or child welfare agency) will pay any additional costs incurred in providing transportation, and must describe which agency or agencies will initially pay the additional costs so that transportation is provided promptly during the pendency of the dispute. *Section 1112(c)(5); 34 Code of Federal Regulations §299.13(c)(1)(ii).*

Designate a point of contact (POC) if the corresponding child welfare agency notifies the LEA in writing that it has designated an employee to serve as a POC for the LEA. *Section 1111(g)(1)(E)(iv).*

A-17 COORDINATION REQUIREMENTS:

Coordinate activities described under Section 1119 (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities, i.e., systematic procedures for receiving records of preschool children, communication, parent and family engagement, teachers and Head Start to discuss needs of children, joint transition-related training and linking LEA educational services with Head Start agencies. *Section 1119.*

A-18 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

Reserve Title I, Part A funds as necessary to provide comparable services to homeless children and youth that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children and youth in public schools, shelters and other locations where children may live (institutions for neglected children and, where appropriate, local institutions such as local community day school programs). This reservation requirement is not formula driven. The method of determination of such funds shall be determined as follows:

- Based on the total allocation received by the LEA; and,
- Prior to any allowable expenditure or transfers by the LEA. *Section 1113(c)(3)(A).*

By signing this document, I attest I have read and understand the obligations of all the assurance statements above for Title I, Part A and will ensure the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure the LEA electronically attaches this signed document in the online Grants Management System and a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section B: Assurances for ESSA - Title II, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to requires in ESSA, Title II, Part A, the LEA will:

B-1 ENGAGE IN CONSULTATION AND USE DATA

Use data (*Section 2102(b)(2)(D)*) and ongoing consultation described in *Section 2102(b)(3)* to continually update and improve activities supported under this part.

B-2 TARGET FUNDS TO NEEDIEST SCHOOLS

Target funds to schools within the jurisdiction of the LEA that are implementing comprehensive support and improvement activities under *Section 1111(d)* and have the highest percentage of low income children counted under *Section 1124(c)*. *Section 2102(c)*

B-3 ENSURE PRIVATE SCHOOL PARTICIPATION

Comply with *Section 8501* regarding equitable participation by private school teachers in professional development activities. Provide for the equitable participation of private school teachers, and other educational personnel in private schools, and engage in meaningful consultation, in a timely manner, with private school officials during the design and development of their Title II, Part A program. *Section 2102(b)(2)(E)*.

The LEA must consult with each non-public school about the Title II, Part A grant. The LEA must maintain a copy of this form in its records and provide a copy to the SEA by posting the signed document on the Online Grants Management System.

B-4 PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

Ensure that all professional development activities provided are evidenced-based and intended to improve the subject matter knowledge and the teaching and leadership skills of teachers, principals, and administrators and, in appropriate cases, paraprofessionals, and coordinated with professional development activities authorized under this Part with professional development activities provided through other Federal, State, and local programs. *Section 2102(b)(2)(F)*.

B-5 SUPPLEMENT, NOT SUPPLANT

Ensure that Title II, Part A funds shall only be used to supplement, and not supplant, non-Federal, State and local funds that would otherwise be used for activities authorized under Title II, Part A. *Section 2301*.

By signing this document, I attest I have read and understand the obligations of all the assurance statements above for Title II, Part A, and will ensure the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure the LEA electronically attaches this signed document in the online Grants Management System and a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section C: Assurances for ESSA - Title III, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to requires in ESSA, Title III, Part A, the LEA will:

C-1 CONSULT WITH OTHERS ON PLAN DEVELOPMENT

Assure consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. *Section 3116(b)(4)(C).*

C-2 ASSESS ENGLISH PROFICIENCY ANNUALLY

Assess annually the English proficiency of all English learners participating in a program funded under Title III, consistent with *Section 1111(b)(2)(B) and (G).* *Section 3113(b)(3)(A) and (B).*

C-3 USE EFFECTIVE APPROACHES AND METHODOLOGIES

Use effective approaches and methodologies for teaching English learners and immigrant children and youth to: 1) develop and implement new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs, 2) carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, 3) implement, within an individual school, school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learner and immigrant children and youth, 4) implement, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant program, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth. *Section 3115(a)(1-4).*

C-4 COMPLY WITH PRIVATE SCHOOL PARTICIPATION REQUIREMENTS

After timely and meaningful consultation with appropriate private school officials, provide to children who are enrolled in private elementary and secondary schools in areas served by such agency, consortium, or entity and to their teachers or other educational personnel, on an equitable basis, educational services or other benefits that address their needs under Title III the program. *Section 8501.*

The LEA must consult with each non-public school about the Title III, Part A grant. The LEA must maintain a copy of this form in its records and provide a copy to the SEA by posting the signed document on the Online Grants Management System.

C-5 ASSESS ENGLISH LEARNERS IN ENGLISH

Comply with the requirement in *Section 1111(b)(2)(B)(ix)* regarding assessment of English learners in English. *Section 3113(b)(3)(A).*

- C-6 BE IN COMPLIANCE WITH STATE LAWS**
Assure, by signing in this section, that the LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners (EL), consistent with Sections 3125 and 3126. *Section 3116(b)(4)(B).*
- C-7 USE TITLE III FUNDS TO ONLY SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES**
Use Title III funds in order to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learner and Immigrant children and youth, and in no way supplant such Federal, State, and local public funds. *Section 3115(g).*
- C-8 USE OF FUNDS**
Use Title III funds to increase the English language proficiency of ELs, provide effective professional development, and implement effective parent, family, and community engagement activities and strategies that enhance or supplement language instruction educational programs for ELs. *Section 3115(c).*
- C-9 SELECT METHODS OF EFFECTIVE INSTRUCTION**
Select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards. *Section 3115(f)(1)*
- C-10 COMPLY WITH PARENT REQUESTS FOR INFORMATION ABOUT STAFF EDUCATING THEIR CHILDREN**
Ensure that each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year. *Section 3116(b)(4)(A).*
- C-11 COORDINATE WITH HEAD START AND EARLY HEAD START**
Coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. *Section 3116(b)(4)(D).*
- C-12 USE OF IMMIGRANT SET-ASIDE FUNDS**
Understand that by accepting Title III Immigrant Set-Aside funds, if applicable, to use these funds to support activities that provide enhanced instructional opportunities for immigrant children and youth and agree to comply with all associated program requirements. *Section 3115(e).*

Title III LEA CERTIFICATION ON TEACHERS' FLUENCY IN ENGLISH	
I certify that all teachers in any language instruction educational program for English learners that is, or will be, funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. <i>Section 3116(c).</i>	
Signature of the Superintendent / Charter School Administrator	Date

By signing this document, I attest I have read and understand the obligations of all the assurance statements above for Title III, Part A, and will ensure the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure the LEA electronically attaches this signed document in the online Grants Management System and a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section D: Assurances for ESSA - Title IV, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to requires in ESSA, Title IV, Part A, the LEA will:

D-1 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use Title IV, Part A funds only to supplement, not supplant, non-Federal funds that would otherwise be used for Title IV, Part A activities. *Section 4110.*

D-2 PRIORITIZE THE DISTRIBUTION OF FUNDS TO SCHOOLS

Prioritize the distribution of Title IV, Part A funds to schools that:

- (a) are among the schools with the greatest need (as determined by the LEA);
- (b) have the highest percentages low-income students;
- (c) are identified for comprehensive support and improvement;
- (d) have consistently underperforming subgroups;
- (e) are identified as a persistently dangerous public elementary school or secondary school under *Section 8532.*

Section 4106(e)(2).

D-3 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS:

The LEA will provide, after timely and meaningful consultation with private, nonprofit (*ESSA Section 8101*) school officials, equitable services to eligible students attending private, nonprofit elementary and secondary schools in accordance with *Section 8501*. The LEA must consult with each non-public school about the Title IV, Part A grant. The LEA must maintain a copy of this form in its records and provide a copy to the SEA by posting the signed document on the Online Grants Management System.

D-4 CONDUCT A NEEDS ASSESSMENT

LEAs that receive an allocation of at least \$30,000 must conduct a comprehensive needs assessment that includes, at minimum, a focus on the three priority areas (*See Use of Funds below*) of Title IV, Part A, at least once every three years.

D-5 USE TITLE IV, PART A FUNDS FOR STUDENT SUPPORT AND ACADEMIC ENRICHMENT:

The LEA will assure that the conditions under *Section 4106(e)(2)* or the conditions under *Section 4106(f)* shall apply:

- If the LEA receives a Title IV-A allocation in an amount less than \$30,000, shall be required to meet only one of the assurances below. If the LEA receives a Title IV-A allocation greater than \$30,000, the LEA shall be required to meet all three of the assurances below:
 - use **not less than 20 percent** of funds received under Title IV-A to support one or more of the activities authorized under section 4107; activities to support well-rounded educational opportunities.
 - use **not less than 20 percent** of funds received under Title IV-A to support one or more of the activities authorized under section 4108; activities to support safe and healthy students.
 - use a portion of funds received under Title IV-A to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); activities that support the effective use of technology.

D-6 ANNUAL REPORTING TO THE STATE:

Annually report to the State for inclusion in the report described in *Section 4104(a)(2)* how funds are being used under Title IV-A to meet the State's Title IV-A Program requirements.

By signing this document, I attest I have read and understand the obligations of all the assurance statements above for Title IV, Part A, and will ensure the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure the LEA electronically attaches this signed document in the online Grants Management System and a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

SECTION E: ASSURANCES FOR IDEA, Part B

All Sections cited are from the Individuals with Disabilities Education Act as amended by P.L. 108-446, and the IDEA Regulations (34 CFR §300.201 through §300.213) unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to requirements in IDEA, Part B, the LEA will:

- E-1. Assure that the LEA meets each of the conditions in 34 CFR §300.201 through §300.213, including:

§300.201 Consistency with State policies.

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under Sec. Sec. 300.101 through 300.163, and Sec. Sec. 300.165 through 300.174. (Authority: 20 U.S.C. 1413(a)(1))

§300.202 Use of amounts.

(a) General. Amounts provided to the LEA under Part B of the Act--

(1) Must be expended in accordance with the applicable provisions of this part;

(2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and

(3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) Excess cost requirement.

(1) General.

(i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children of these ages. However, the LEA must comply with the non-supplanting and other requirements of this part in providing the education and services for these children.

(2) (i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of excess costs in Sec. 300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with Sec. 300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in Sec. 300.16 in those agencies for elementary or secondary school students, as the case may be. (Authority: 20 U.S.C. 1413(a)(2)(A))

§300.203 Maintenance of effort.

(a) *Eligibility standard.* (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA

spent for that purpose from the same source for the most recent fiscal year for which information is available:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§ 300.204 and 300.205 that the LEA:

(i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and

(ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.

(b) *Compliance standard.* (1) Except as provided in §§ 300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

(2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§ 300.204 and 300.205:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.

(c) *Subsequent years.* (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of § 300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

(2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.

(3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been

required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.

(d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B sub grant in that fiscal year, whichever is lower. (Approved by the Office of Management and Budget under control number 1820-0600) (*Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014)*)

§ 300.204 Exception to maintenance of effort.

Notwithstanding the restriction in Sec. 300.203(a), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

(b) A decrease in the enrollment of children with disabilities.

(c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child--

(1) Has left the jurisdiction of the agency;

(2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or

(3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

(e) The assumption of cost by the high cost fund operated by the SEA under Sec. 300.704(c).

(*Authority: 20 U.S.C. 1413(a)(2)(B)*)

§300.205 Adjustment to local fiscal efforts in certain fiscal years.

(a) Amounts in excess. Notwithstanding Sec. 300.202(a)(2) and (b) and Sec. 300.203(a), and except as provided in paragraph (d) of this section and Sec. 300.230(e)(2), for any fiscal year for which the allocation received by an LEA under Sec. 300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by Sec. 300.203(a) by not more than 50 percent of the amount of that excess.

(b) Use of amounts to carry out activities under ESEA as amended by ESSA. If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA as amended by ESSA regardless of whether the LEA is using funds under the ESEA as amended by ESSA for those activities.

(c) State prohibition. Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.

(d) Special rule. The amount of funds expended by an LEA for early intervening services under Sec. 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section. (*Authority: 20 U.S.C. 1413(a)(2)(C)*)

§300.206 School wide programs under title I of the ESEA as amended by ESSA.

(a) General. Notwithstanding the provisions of Sec. 300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA as amended by ESSA, except that the amount used in any schoolwide program may not exceed--

(1) (i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by

(ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

(2) The number of children with disabilities participating in the schoolwide program.

(b) Funding conditions. The funds described in paragraph (a) of this section are subject to the following conditions:

(1) The funds must be considered as Federal Part B funds for purposes of the calculations required by Sec. 300.202(a)(2) and (a)(3).

(2) The funds may be used without regard to the requirements of Sec. 300.202(a)(1).

(c) Meeting other Part B requirements. Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools--

(1) Receive services in accordance with a properly developed IEP; and

(2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act. *(Authority: 20 U.S.C. 1413(a)(2)(D))*

§300.207 Personnel development.

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of Sec. 300.156 (related to personnel qualifications) and section 2122 of the ESEA as amended by ESSA. *(Authority: 20 U.S.C. 1413(a)(3))*

§300.208 Permissive use of funds.

(a) Uses. Notwithstanding Sec. 300.202, 300.203(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:

(1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

(2) Early intervening services. To develop and implement coordinated, early intervening educational services in accordance with Sec. 300.226.

(3) High cost special education and related services. To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.

(b) Administrative case management. An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities. *(Authority: 20 U.S.C. 1413(a)(4))*

§300.209 Treatment of charter schools and their students.

(a) Rights of children with disabilities. Children with disabilities who attend public charter schools and their parents retain all rights under this part.

(b) Charter schools that are public schools of the LEA.

- (1) In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must--
- (i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and
- (ii) Provide funds under Part B of the Act to those charter schools--
- (A) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and
- (B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.
- (2) If the public charter school is a school of an LEA that receives funding under Sec. 300.705 and includes other public schools--
- (i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and
- (ii) The LEA must meet the requirements of paragraph (b)(1) of this section. *(Authority: 20 U.S.C. 1413(a)(5))*

§300.210 Purchase of instructional materials.

(a) General. Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under Sec. 300.172.

(b) Rights of LEA.

(1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in Sec. 300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner. *(Authority: 20 U.S.C. 1413(a)(6))*

§300.211 Information for SEA.

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to Sec. Sec. 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act. *(Authority: 20 U.S.C. 1413(a)(7))*

§300.212 Public information.

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act. *(Authority: 20 U.S.C. 1413(a)(8))*

§300.213 Records regarding migratory children with disabilities.

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA as amended by ESSA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. *(Authority: 20 U.S.C. 1413(a)(9))*

E-2 PRIVATE SCHOOL PARTICIPATION

Provide for services on behalf of students with disabilities enrolled in private schools as required by IDEA. *(Authority: 20 U.S.C. 1412(a)(10)).*

E-4. IEP SERVICES CONSISTENT WITH LAW

Provide all services specified in eligible students' accepted individualized education programs (IEPs) consistent with the requirements of State and Federal special education law and regulations. *(Authority: 20 U.S.C. 1414(d); NH PART Ed1109).*

By signing this document, I attest I have read and understand the obligations of all the assurance statements above for Individuals with Disabilities Education Act, and will ensure the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure the LEA electronically attaches this signed document in the online Grants Management System and a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Private School Participation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section F: Assurances for the Strengthening Career and Technical Education for 21st Century Act (Perkins V).

All Sections cited are from the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act P.L. 115-224, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to requirement in the Strengthening Career and Technical Education for 21st Century Act, the LEA will:

- F-1 Administer each program, service or activity covered the LEA local application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for 21st Century Act and in accordance with *Section 135 Local Uses of Funds*.
- F-2 Be in compliance with *Executive Order 12246; Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act* and any other Federal or State laws, regulations and policies which apply to the operation of the programs.
- F-3 Comply with the requirement of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (*Section 122(d)(13)(A)*).
- F-4 Not to expend funds under the Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any employee of the acquiring entity, or any organization affiliated with such an employee. (*Section 122 (d)(13)(B)*).
- F-5 Comply with all reporting requirements in a timely manner and ensure that the information reported is valid, reliable, and accurate.
- F-6 Not discriminate on the basis of sex, race, color, national origin or handicap in the educational programs, services or activities being provided. (*Section 122(b)(9)(B)*).

By signing this document, I attest I have read and understand the obligations of all the assurance statements above for the Strengthening Career and Technical Education for the 21st Century Act, and will ensure the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances the LEA will participate in to the LEA School Board and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure the LEA electronically attaches this signed document in the online Grants Management System and a copy will be kept on file at the LEA.

LEA Name: _____

Signature of Superintendent: _____

Date: _____

General Education Provisions Act (GEPA) – Section 427

SAU Number:

LEA Name:

Name, Telephone and Email Address of person completing the GEPA:

Name: _____

Phone Number: _____

E-mail Address: _____

Superintendent/Charter School Administrator Signature: _____

GEPA 427 General Educational Provisions Act

<http://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

Section 427 requires each LEA applying for funds to include in its application a description of the steps the LEA proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded project or activities.

1. How does the LEA ensure equitable access for students and teachers to participate in federally assisted programs?

Timberlane Regional School District

Mid Year Projection

FY 2018-19

	<u>Variance</u> <u>Fav / (Unfav)</u>
Salaries	1,250,000
Health / Dental	50,000
Other Benefits	335,000
Books/Info. Res./Software	100,000
Spec. Educ.	
Prof Serv.	(35,000)
Tuition	175,000
Professional Improvmt	40,000
Legal fees	(30,000)
Utilities	65,000
Transportation	
Reg.	140,000
Spec. Ed.	160,000
Major Maint.	0
Other	100,000
Appropriations Var.	<u>2,350,000</u>
Revenue Var.	(400,000)
Proj. Surplus before Cap. Res.	<u>1,950,000</u>
Capital Reserve Contribution	0
Projected Surplus	<u>1,950,000</u>

Current Fund Retention = \$200,000

As of May 16, 2019

TIMBERLANE POLICY COMMITTEE RECOMMENDATIONS TO THE SCHOOL BOARD

FIRST READ

- 1 **KED FACILITIES OR SERVICES – GRIEVANCE PROCEDURE (SECTION 504)** (NHSBA language, updated legal references, new 1st paragraph by SLT, and replacement of the term *handicapped* with newer language, approved by PC)
- 2 **IKF HIGH SCHOOL GRADUATION** (Last updated in 2013, numerous changes made relative to credit requirement for each type of diploma and to address SB 157 relative to national and state history and government, approved by SLT and PC)
- 3 **JLC STUDENT HEALTH SERVICES** (last updated in 2011, SLT recommends one slight change regarding the reference to another policy as that policy was repealed and now references another- JLCE, approved by SLT and PC)
- 4 **JLCD ADMINISTERING MEDICATION TO STUDENTS** (Last updated in 2011; new language addresses newly required references to epinephrine; JLCD-R updated by SLT and included as informational, approved by SLT and PC)
- 5 **JLCK SPECIAL PHYSICAL HEALTH NEEDS OF STUDENTS** (Required policy not on books; NHSBA language proposed and approved by SLT and PC)
- 6 **DAF ADMINISTRATION OF FEDERAL GRANT FUNDS** (New required policy vetted by SLT and PC; PC is suggesting second read on this policy be waived resulting in immediate adoption.)

<p>Timberlane Regional School District</p>	<p>Policy Code: KED</p>
<p>Adopted: 08-18-83 Reaffirmed: 08-08-91 Reaffirmed: 02-24-05 Reaffirmed: 01-31-13 Revised:</p>	<p>Page 1 of 2</p>

~~PUBLIC COMPLAINTS ABOUT FACILITIES OR SERVICES~~FACILITIES OR SERVICES – GRIEVANCE PROCEDURE (SECTION 504)
Grievance Procedure

A recipient that employs fifteen or more persons shall adopt grievance procedures that incorporate appropriate standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part. Such procedures need not be established with respect to complaints from applicants for employment or from applicants for admission to postsecondary educational institutions.

1. Any qualified ~~handicapped person or persons~~*individual with a disability* who feels subject to discrimination with respect to Section 504 of the Rehabilitation Act of 1973 have the right to file a formal grievance.
2. Any qualified ~~handicapped person, or persons, who have~~*individual with a disability who has* a grievance, shall discuss it first with the appropriate building Principal in an attempt to resolve the matter informally at that level.
3. If, as a result of the discussion, the matter is not resolved to the satisfaction of the aggrieved party within five (5) school days, the aggrieved party shall set forth the grievance in writing to the Principal. The Principal shall communicate his/*her* decision to the aggrieved party in writing within five (5) days of receipt of the written grievance.
4. The aggrieved party, no later than five (5) school days after receipt of the Principal's decision, may appeal the Principal's decision to the *District* Section 504 Coordinator. The appeal to the Coordinator must be made in writing reciting the matter submitted to the Principal and the aggrieved party's dissatisfaction with decisions previously rendered. The Coordinator shall meet with the aggrieved party to attempt to resolve the matter as quickly as possible, but within a period not to exceed five (5) school days. The Coordinator shall communicate his decision in writing to the aggrieved party and the principal not later than five (5) school days after the meeting.
5. If the grievance is not resolved to the aggrieved party's satisfaction, the aggrieved party, no later than five (5) school days after receipt of the Coordinator's decision may submit a written request for a hearing with the local School Board regarding the alleged discrimination through the Superintendent of Schools. The hearing will be held within thirty (30) calendar days of the written request. The School Board must provide the aggrieved party with a written decision on the appeal within ten (10) calendar days after the hearing.

~~KED - PUBLIC COMPLAINTS/FACILITIES/SERVICES~~

Timberlane Regional School District	Policy Code: KED
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6. Between the date the aggrieved party requests the hearing and the date the hearing is held, the aggrieved party and the School District may continue to negotiate. If the School District and aggrieved party agree on a mutual solution to the alleged discrimination, the hearing would be canceled.

7. The decision of the ~~local~~ School Board is final pending any further legal recourse as may be described in current local district, state, or federal statutes pertaining to Section 504 of the Rehabilitation Act of 1973.

Legal References:

Section 504 of the Rehabilitation Act of 1973
34 C.F.R. § 104.7(b), Adoption of Grievance Procedures

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:	Page 1 of 5

HIGH SCHOOL GRADUATION

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

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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:	Page 2 of 5

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>
<i>Fine Arts Education – Art, Music or Drama</i>	$\frac{1}{2}$
<i>Digital Literacy Technology</i>	$\frac{1}{2}$
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4
Mathematics <i>Geometry 1 credit required, Algebra II 1 credit required including Algebra credit that can be earned through sequential, integrated, or applied program</i>	3, including algebra credit that can be earned through a sequential, integrated, or applied program (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	1-3
<i>Social Studies – Studies in Civics and Economics, World History or World Studies, US History or American Studies</i> Social Studies – Government Today, Economics, World History or World Studies, American History or American Studies	3
<i>Health $\frac{1}{2}$ credit required, Physical Education 1 credit required, additional PE or Health $\frac{1}{2}$ credit required</i> Health Education	$\frac{1}{2}$ -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 $\frac{1}{2}$ - 5 $\frac{1}{2}$ – 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 $\frac{1}{2}$ - 1 $\frac{1}{2}$ – Total of 7 credits when combined with Course in Area of Concentration (See Above)

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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:	Page 3 of 5

Total	23
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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>
<i>Fine Arts Education – Art, Music or Drama</i>	1
<i>Technology Digital Literacy</i>	½
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4
Mathematics <i>Geometry 1 credit required, Algebra II 1 credit required including Algebra credit that can be earned through sequential, integrated, or applied program</i>	3 3
4 th year may be a <i>Math or Science/Math Intensive course</i>	1
<i>Physical Science 1 credit required, Biology 1 credit required, and Science Elective 1 credit required</i> Physical Sciences	1 3
<i>Social Studies – Studies in Civics and Economics, World History or World Studies, US History or American Studies</i> Social Studies—Government Today, Economics, World History or World Studies, American History or American Studies	3
<i>Health ½ credit required, Physical Education 1 credit required, additional PE or Health ½ credit required</i> Health Education	½-2
<i>Physical Education/Wellness</i>	1½
World Languages – French, German or Spanish	3

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(Three <i>courses of years of</i> same language)	
Open Electives	4 ½
Total	25

The Board may approve other academic requirements for graduation.

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

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.

<p>Timberlane Regional School District</p>	<p>Policy Code: IKF</p>
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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.

Legal References:

*NH Code of Administrative Rules, Section Ed 306.27(ad), Early Graduation
RSA 189:11, Instruction in National and State History and Government*

AWARDING OF CREDIT

See policy IK, Earning of Credit.

ALTERNATIVE CREDIT OPTIONS

See policy IMBC, Alternative Credit Options.

ALTERNATIVE LEARNING PLANS

See policy IHBI, Alternative Learning Plans.

EARLY GRADUATION

See policy IKFA, Early Graduation

HIGH SCHOOL CREDIT FOR 7TH AND 8TH GRADE COURSEWORK

See policy IMBD, High School Credit for 7th and 8th Grade Coursework

HIGH SCHOOL GRADUATION COMPETENCIES

See policy ILBAA, High School Graduation Competencies

Legal Reference:

*NH Code of Administrative Rules, Section Ed. 306.04(a)(14), Policy Development
NH Code of Administrative Rules, Section Ed. 306.14(f), Basic Instructional Standards
NH Code of Administrative Rules, Section Ed. 306.27(d, m), Required Subjects and Unit of Credit for High School Graduation*

NHSBA Note, September 2016: Amendments to this Sample Policy are necessary due to the passage of SB 157, which amends RSA 189:11. These legislative amendments require school districts to develop a local competency assessment in the area of National and State History and government.

<p>Timberlane Regional School District</p>	<p>Policy Code: JLC</p>
<p>Adopted: 01-01-83 Reaffirmed: 06-06-91 Revised: 05-02-96 Revised: 02-24-05 Revised: 11-17-11 Revised:</p>	<p>Page 1 of 2</p>

STUDENT HEALTH SERVICES

The Board may appoint a school nurse to function in the school health program and to provide school health services. A school nurse shall be a registered professional nurse licensed in New Hampshire. The Board may employ or contract with a Licensed Practical Nurse (LPN) or a Licensed Nursing Assistant (LNA) to work under the direct supervision of the school Registered Nurse (RN).

Responsibilities of the school nurse include, but are not limited to: providing direct health care to students and staff; providing leadership for the provision of health services; promoting a healthy school environment; promoting health; serving in a leadership role for health policies and programs; and serving as a liaison between school personnel, family, community, and health care providers. Additionally, the school nurse is responsible for developing procedures to address and meet special physical health needs of students. Such procedures may be developed and implemented on a case-by-case basis.

All injuries or illnesses occurring during the school day are to be reported to the school nurse or the building principal. Students attending school during the extended day, night, or summer school programs, or any other time when the school nurse is not in the building, are to report to the supervising adult. The school nurse, principal or designee will notify parents/guardians before a student who is injured or ill is permitted to go home. Students will not be allowed to leave school without first notifying either the school nurse or principal of his/her injury or illness. Additionally, parent/guardian notification and authorization is necessary before any student will be released from school due to injury or illness.

Emergency medical care will be provided pursuant to the guidelines of Board Policy [EBBC/JLCE](#).

Any pupil who is required to take prescribed medication during the school day will do so consistent with the provisions of Department of Education Rule 311.02. Clarifications of these provisions are in Board Policy JLCD and Appendix JLCD-R.

In addition to the provisions of this policy, the school nurse is responsible for the oversight of other school services, including but not limited to: assessing and responding to student health needs, maintaining accurate health records, screening for vision, hearing and BMI according to national recommendations, participating on 504 and IEP teams (if requested), health promotion, disease and injury prevention initiatives, student wellness, and other responsibilities and services as dictated by law or Board policy.

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Legal References:

RSA 200:27, School Health Services

RSA 200:29, School Nurse

RSA 200:31, School Health Personnel

RSA 326-B, Nurse Practice Act

NH Code of Administrative Rules, Section Ed 306.12(b), School Health Services

NH Code of Administrative Rules, Section Ed 311, School Health Services

Timberlane Regional School District	Policy Code: JLCD
Adopted: 07-99 Revised: 02-24-05 Revised: 04-03-08 Revised: 11-17-11 Revised:	Page 1 of 2

ADMINISTERING MEDICATION TO STUDENTS

The Superintendent shall be responsible for establishing specific procedures to protect and control medications administered in schools. Such procedures are found in Appendix JLCD-R.

Prescription medication should not be taken during school hours if is possible. Medication is to be administered by the school nurse, principal or other designee. Medication will be administered in school only after the following information has been received and filed in the student's health record: ~~This includes self-carrying medications such as epinephrine auto injectors and inhalers:~~

1. A written statement from the licensed prescriber detailing the method of taking the medication, dosage, and the time schedule of the medication.
2. A written authorization from the parent/guardian indicating the desire that the school nurse administer the prescribed medication to the student.

~~For Over the Counter acetaminophen or ibuprofen:~~

- ~~1. A written authorization from the parent/guardian on the Student Emergency information form indicating the desire that the school administer this medication to the student.~~

All medication should be delivered to appropriate school personnel by the parent/guardian or other adult ~~provided that the nurse is notified in advance by the parent/guardian of the delivery and the quantity of the prescription medication being delivered.~~ All prescription medication must be delivered and contained in its original pharmacy container. The school nurse is directed to keep such medications in a locked cabinet or refrigerator. No more than a 30-day supply will be kept and maintained by the school. The school nurse will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by parent/guardian within ten days after its use is discontinued. If the parent/guardian does not pick up the medication within ten days, the school nurse may dispose of the unused medication and record as such in the student's health record file. The school nurse is responsible for keeping accurate records regarding the administration of medication to students.

Students may possess and self-administer an epinephrine auto-injector if the student suffers from potentially life-threatening allergies. ~~The Both the~~ student's parent/guardian and physician/prescriber must authorize such self-possession and self-administration. ~~The school nurse must also be in agreement with this authorization.~~ If a student finds it necessary to use his/her auto-injector, s/he shall immediately report to nearest

Timberlane Regional School District	Policy Code: JLCD
Adopted: 07-99 Revised: 02-24-05 Revised: 04-03-08 Revised: 11-17-11 Revised:	Page 2 of 2

supervising adult. The school nurse or building principal may maintain at least one epinephrine auto-injector, provided by the student, *in a locked cabinet* in the nurse’s office or other suitable location. Additionally, students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies. ~~The~~ *Both the* student's parent/guardian and physician/prescriber must authorize such self-possession and self-administration.

Students shall not share any prescription or over the counter medication with another student. Notice of this prohibition will be provided in the student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

This policy shall extend to any school-sponsored activity, event or program.

In addition to the provisions set forth herein, the school nurse and principal are responsible for ensuring the provisions of Ed.311.02, Medication During the School Day, are followed.

The school nurse or other designated personnel may administer other medications to students in emergency situations, provided such personnel has all training as is required by law. Such medication may also be administered in emergency situations if a student's medical action plan has been filed and updated with the school district to the extent required by law. The district will maintain all necessary records relative to the emergency administration of medication and will file all such reports as may be required.

Statutory/Administrative Reference:

- [RSA 200:40-b, Glucagon Injections](#)
- [RSA 200:42, Possession and Use of Epinephrine Auto-Injectors Permitted](#)
- [RSA 200:43, Use of Epinephrine Auto-Injectors](#)
- [RSA 200:44, Availability of Epinephrine Auto-Injectors](#)
- [RSA 200:44-a, Anaphylaxis Training Required](#)
- [RSA 200:45, Pupil Use of Epinephrine Auto-Injectors Immunity](#)
- [RSA 200:46, Possession and Self-Administration of Asthma Inhalers Permitted](#)
- [RSA 200:47, Use of Asthma Medications by Pupils – Immunity](#)
- [RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers](#)
- [RSA 200:55, Administration of Bronchodilator, Space or Nebulizer](#)
- [NH Code of Administrative Rules – Section ED. 311.02\(d\); Medication During School Day](#)
- [NH Code of Administrative Rules – Section ED. 306.12\(b\)\(2\)Special Physical Health Needs of Students](#)

Appendix JLCD-R

NHSBA Note, September 2016: Amendments to this Sample Policy are necessary due to the passage of SB 25, which adds a new statute, RSA 200:44-a, relative to pupil use of epinephrine; and SB 322, which amends RSA 200 by adding RS 200:53, :54, :55, :56 and :57, relative to the use of bronchodilators, spacers and nebulizers in school. Paragraph 6 of this Sample Policy is added to the requirements of new legislation. Additions to Legal References are made, as well.

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ADMINISTERING MEDICATION TO STUDENTS

A. Written Authorizations

In order for prescription medications to be given at the school, the following shall occur:

- (1) The school nurse shall ensure that a written statement from the licensed prescriber containing the following be file in the student's health record:
 - a. The student's name;
 - b. The name and signature of the licensed prescriber and contact numbers;
 - c. The name, route and dosage of medication;
 - d. The frequency and time of medication administration or assistance;
 - e. The date of the order; and
 - f. A diagnosis, if not a violation of confidentiality;
- (2) The school nurse shall ensure that there is written authorization by the parent and/or guardian that contains:
 - g. The parent and/or guardian's printed name and signature;
 - h. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication be documented; and
 - i. Approval to have the school nurse administer the medication, the student to possess and self-administer and/or the principal or his designee assist the student with taking the medication; and
- (3) The school nurse shall ensure the authorization or other accessible documentation contains:
 - a. The parent and/or guardian's home and emergency phone number(s); and
 - b. Persons to be notified in case of a medication emergency in addition to the parent or guardian and licensed prescriber.

B. Delivery of Medication to School

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- (1) A parent, guardian or a parent/guardian-designated, responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows:
- (2) The prescription medication shall be in a pharmacy or manufacturer labeled container;
- (3) The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered; and
- (4) The medication may be delivered by other adult(s), provided, that the nurse is notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to school is specified.
- (5) All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.

C. Recording Provisions

- (1) Each school will document the following information regarding medication taken by each student electronically (secured) and hardcopy:
 - (a) Date and time of administration;
 - (b) Name of medication prescribed;
 - (c) Name of licensed prescriber;
 - (d) Signature or initials of adult present;
 - (e) Other comments.
- (2) Each school shall keep a bound book with consecutively numbered pages, in which shall be recorded in ink, the medication taken by a student and will show: the date, time of administration, the kind and quantity of medicinal preparation, the name of the prescribing physician, and the signature or initials of adult present.
- (3) If student refuses to take or spills medication, or medication is lost or has run out, such shall be recorded.

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- (4) Recording cannot be altered; if an error occurs, a line is to be drawn through the entry and correct data recorded in line below and signed.
- (5) Such a record shall be available to representatives from the State Division of Public Health and/or State Department of Education.
- (6) Each record should be kept in a designated place for a period of time consistent with the New Hampshire Department of Education’s records retention schedule.

D. Student Health Records

Physicians' written orders and the written authorization of parents or guardians should be filed with the student's cumulative health record and kept for a period of time as determined by the New Hampshire Department of Education’s Records Retention Schedule. Health records concerning students who receive special education services should be retained as long as the student is in a special education program and there is district liability for the education of the student.

An appropriate summary completed at least once every school year for each medication prescribed and taken should become part of the student's health record.

The State law forbids any child for any reason to take medication without written permission of the child's Parent or legal Guardian. Permission slips are available in the Nurse's office.

PARENTAL REQUEST FOR GIVING PRESCRIBED MEDICATION AT SCHOOL SHALL INCLUDE:

- Student’s Name
- Name of Medication
- Druggist/Pharmacist
- Prescribed By (Doctor’s Name)
- Period for Taking Medication

(Not more than one month of prescribed medicine may be stored in school.)

The medication will be delivered directly to the School Nurse, Principal or designated staff member by the parent or guardian, if possible.

The medication will be delivered in a container properly labeled with the student's name, the physician's name, the date of original prescription, name and strength of medication and directions for taking by the student.

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SPECIAL PHYSICAL HEALTH NEEDS OF STUDENTS

The School District will meet the special physical health needs of all students, consistent with state and federal law. The school board recommends that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The School District will encourage developmentally appropriate daily physical activity, exercise, or physical education through curriculum, athletics, and other school programs.

Legal References:

RSA 189:11-a, V

NH Department of Education Administrative Rule Ed 306.04(a)(2022), Meeting the Special Physical Health Needs of Students

NOTE: Required policy not on the books. NHSBA sample language.

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ADMINISTRATION OF FEDERAL GRANT FUNDS

This Policy includes “sub-policies” relating to specific provisions of the Uniform Administrative Requirements for Federal Awards issued by the U.S. Office of Budget and Management. Those requirements, which are commonly known as Uniform Grant Guidance (“UGG”), are found in Title 2 of the Code of Federal Regulations (“CFR”) part 200. The sub-policies include:

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NOTE: Notwithstanding any other policy of the District, all funds awarded directly or indirectly through any Federal grant or subsidy programs shall be administered in accordance with this Policy, and any Procedures adopted implementing this Policy.

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the New Hampshire Department of Education (NHDOE) or other applicable pass-through entity.

This Policy establishes the minimum standards regarding internal controls and grant management to be used by the District in the administration of any funds received by the District through Federal grant programs as required by applicable NH and Federal laws or regulations, including, without limitation, the UGG.

The Board directs the Superintendent to develop, monitor, and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal

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grants and awards. Systems and controls must meet all requirements of federal and/or law and regulation and shall be based on best practices.

The Superintendent is directed to assure that all individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award and this policy.

To the extent not covered by this Policy, the administrative procedures and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes; and
5. comparison of expenditures against budget.

DAF-1 ALLOWABILITY

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

A. Cost Principles: Except whether otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
 - a. To determine whether a cost is “reasonable”, consideration shall be given to:
 - i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;
 - ii. the restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal and other laws and regulations;
 - iii. market prices for comparable goods or services for the geographic area;

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- iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and
 - v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the “necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.
- b. When determining whether a cost is “necessary”, consideration may be given to whether:
- i. the cost is needed for the proper and efficient performance of the grant program;
 - ii. the cost is identified in the approved budget or application;
 - iii. there is an educational benefit associated with the cost;
 - iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or
 - v. the cost addresses program goals and objectives and is based on program data.
- c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.
2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
 3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
 4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
 5. Be determined in accordance with generally accepted accounting principles.
 6. Be representative of actual cost, net of all applicable credits or offsets.

The term “applicable credits” refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or

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indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to/or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

7. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
 8. Be adequately documented:
 - a. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;
 - b. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.
- B. Selected Items of Cost:** The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.
- C. Cost Compliance:** The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.
- D. Determining Whether A Cost is Direct or Indirect:**
1. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).
 2. “Indirect costs” are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

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These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if **all** the following conditions are met:

- a. Administrative or clerical services are integral to a project or activity.
- b. Individuals involved can be specifically identified with the project or activity.
- c. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- d. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by NHDOE or the pass-through entity (Federal funds subject to 2 C.F.R Part 200 pertaining to determining indirect cost allocation).

- E. Timely Obligation of Funds:** Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following are examples of when funds are determined to be “obligated” under applicable regulation of the U.S. Department of Education:

When the obligation is for:

1. Acquisition of property: On the date which the District makes a binding written commitment to acquire the property.
2. Personal services by an employee of the District: When the services are performed.

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3. Personal services by a contractor who is not an employee of the District: On the date which the District makes a binding written commitment to obtain the services.
4. Public utility services: When the District received the services.
5. Travel: When the travel is taken.
6. Rental of property: When the District uses the property.
7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E – Cost Principles: On the first day of the project period.

F. Period of Performance: All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Award Notification (“GAN”). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

In the case of a State-administered grant, obligations under a grant may not be made until the grant funding period begins or all necessary materials are submitted to the granting agency, whichever is later. In the case of a direct grant, obligations may begin when the grant is substantially approved, unless an agreement exists with NHDOE or the pass-through entity to reimburse for pre-approval expenses.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

DAF-2 CASH MANAGEMENT AND FUND CONTROL

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of NHDOE or other applicable pass-through-entity.

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Superintendent shall implement internal controls in the area of cash management.

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The District may use its own funds to make disbursements, and request reimbursement once expenditures are paid. Alternatively, should the District seek disbursement prior to an expenditure, the District's payment methods shall minimize the time elapsing between the transfer of funds from the United States Treasury or the NHDOE (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic fund transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District shall use forms and procedures required by the NHDOE, grantor agency or other pass-through entity to request payment. The District shall request grant fund payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The CFO/Business Administrator is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).

When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District shall account for the receipt, obligation and expenditure of funds.
- E. Advance payments shall be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
 - 1. The District receives less than \$120,000 in Federal awards per year.
 - 2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
 - 3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
 - 4. A foreign government or banking system prohibits or precludes interest bearing accounts.
- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department

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of Health and Human Services Payment Management System (“PMS”) through an electronic medium using either Automated Clearing House (“ACH”) network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as “addenda records” by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

DAF-3 PROCUREMENT

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District’s written policies and procedures.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall also conform to the provisions of the District’s documented general purchase policies, Policy DJ ‘Purchasing’, and Policy DJB ‘Purchasing Procedures’ and Procedure DJB-R ‘Purchasing Procedures for Federal Funds Purchases’.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared

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goods and services.

- A. Competition:** All procurement transactions shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

1. unreasonable requirements on firms in order for them to qualify to do business;
2. unnecessary experience and excessive bonding requirements;
3. noncompetitive contracts to consultants that are on retainer contracts;
4. organizational conflicts of interest;
5. specification of only a “brand name” product instead of allowing for an “or equal” product to be offered and describing the performance or other relevant requirements of the procurement; and/or
6. any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

- B. Solicitation Language:** The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

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The Board will not approve any expenditure for an unauthorized purchase or contract.

C. Procurement Methods: The District shall utilize the following methods of procurement:

1. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District shall distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

2. Small Purchases (Simplified Acquisition)

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

3. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$250,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$250,000.

- a. In order for sealed bidding to be feasible, the following conditions shall be present:
 - i. a complete, adequate, and realistic specification or purchase description is available;
 - ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
 - iii. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.
- b. When sealed bids are used, the following requirements apply:
 - i. Bids shall be solicited in accordance with the provisions of State law and District Policy DJE Bidding Requirements. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
 - ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.

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- iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
- v. The Board reserves the right to reject any and all bids for sound documented reason.
- vi. Bid protests shall be handled pursuant to the process set forth in DAF-3.I.

4. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one sources submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

- a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
- b. Proposals shall be solicited from an adequate number of sources.
- c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
- d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

5. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

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- a. the item is available only for a single source;
- b. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; and/or
- d. after solicitation of a number of sources, competition is determined to be inadequate.

D. Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor Surplus Area Firms: The District must take necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

- 1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- 2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- 3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- 4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
- 5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
- 6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

E. Contract/Price Analysis: The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000 (i.e., the Simplified Acquisition/Small Purchase limit), including contract modifications. (See 2 CFR 200.323(a)). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount

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of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

- F. Time and Materials Contracts:** The District shall use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls, and otherwise performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

- G. Suspension and Disbarment:** The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance/ and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (See 2 CFR Part 180 Subpart G).

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (See 2 CFR Part 180 Subpart H).

The District shall not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management ("SAM"), which maintains a list of such debarred or suspended vendors at www.sam.gov (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Sub part C).

Documentation that debarment/suspension was queried must be retained for each covered transaction as part of the documentation required under DAF-3, paragraph J. This

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documentation should include the date(s) queried and copy(ies) of the SAM result report/screen shot, or a copy of the or certification from the vendor. It should be attached to the payment backup and retained for future audit review.

H. Additional Requirements for Procurement Contracts Using Federal Funds:

1. For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
2. For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District’s authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B)).
3. For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G)).
4. For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (J).
5. For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount of subcontracting, the quality of the contractor’s past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.323(b)).

I. Bid Protest: The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

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Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

- J. **Maintenance of Procurement Records:** The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding disbarment/suspension queries or actions. Such records shall be retained consistent with District Policy EHB 'Data Records Retention' and District Procedure EHB-R 'Local Records Retention Schedule'.

DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

- A. **Mandatory Contract Clauses:** The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:
 1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
 2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
 3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
 4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
 5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;

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6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

B. Contracts with Food Service Management Companies: Procedures for selecting and contracting with a food service management company shall comply with guidance provided by the NHDOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Superintendent or CFO/ Business Administrator, who, in turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or received a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Superintendent shall timely disclose in writing to NHDOE or other applicable pass-through-entity, all violations of federal criminal law involving fraud, bribery, or gratuities potentially effecting any federal award. The Superintendent shall fully address any such violations promptly and notify the Board with such information as is appropriate under the circumstances (e.g., taking into account applicable disciplinary processes).

DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired (“property” as used in this policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in

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whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations and Board policies:

- A. **“Equipment” and “Pilferable Items” Defined:** For purposes of this policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.
- B. **Records:** The CFO/Business Administrator (for non-technology) or the Director of Technology (for technology related items) shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- C. **Inventory:** No less than once every two years, the CFO/Business Administrator (for non-technology) or the Director of Technology (for technology related items) shall cause a physical inventory of all equipment and pilferable items to be taken and the results reconciled with the property records at least once every two years. Except as otherwise provided in this policy DAF, inventories shall be conducted consistent with Board Policy DID Fixed Assets (Inventories).
- D. **Control, Maintenance and Disposition:** The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:
 1. prevent loss, damage, or theft of the property; Any loss, damage, or theft must be investigated;
 2. to maintain the property and keep it in good condition; and
 3. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, “travel costs” shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and district employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

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The validity of payments for travel costs for all district employees and school officials shall be determined by the CFO/Business Administrator.

Travel costs shall be reimbursed on a mileage basis for travel using an employee’s personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district’s non-federally funded activities, and in accordance with the district’s travel reimbursement policies and administrative regulations.

Mileage reimbursements shall be at the rate approved by the Board or Board policy for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by Board policy, or, in the absence of such policy, the federal General Services Administration for federal employees for locale where incurred.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, for any costs that are charged directly to the federal award, the CFO/Business Administrator shall maintain sufficient records to justify that:

- A. Participation of the individual is necessary to the federal award.
- B. The costs are reasonable and consistent with Board policy.

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

All fiscal transactions must be approved by the CFO/Business Administrator who can attest that the expenditure is allowable and approved under the federal program. The Superintendent submits all required certifications.

DAF-9 TIME-EFFORT REPORTING / OVERSIGHT

The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged directly or indirectly against Federally-sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

- A. **Compensation:** Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent

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that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

1. is reasonable for the services rendered, conforms to the District’s established written policy, and is consistently applied to both Federal and non-Federal activities; and
2. follows an appointment made in accordance with the District’s written policies and meets the requirements of Federal statute, where applicable.

B. Time and Effort Reports: Time and effort reports shall:

1. be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. be incorporated into the official records of the District;
3. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
4. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
5. comply with the District’s established accounting policies and practices;
6. support the distribution of the employee’s salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Superintendent is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.

DAF-10 GRANT BUDGET RECONCILIATION

Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District’s records in a timely manner.

The District’s internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

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Legal References:

- 2 C.F.R. Part 180*
- 2 C.F.R. Part 200 (200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c); 200.430; 200.431; 200.458; 200.474(b), 200 Appendix II)*
- 7 CFR Part 210 (210.16; 210.19; 210.21; 215.14a; 220.16)*

Related Policy/Procedures:

- DID Fixed Assets (Inventories)*
- DJ Purchasing*
- DJB Purchasing Procedures*
- DJB-R Purchasing Procedures for Federal Funds Purchases*
- DKC Expense Reimbursements*

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POLICY ADOPTION

Except for policy actions to be taken on emergency measures, the adoption of Board policies should follow this sequence which will take place at least at two regular or special meetings of the Board:

1. Reviewed by the Policy Committee
2. Announcement and publication of proposed new or revised policies as an item of information and posted on line.
3. Opportunity offered to concerned groups or individuals to react to policy proposals.
4. Discussion and final action by the Board on policy proposals.

The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement shall be limited to one subject.
3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the district.
4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Emergency Procedure

On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new, revise or waive existing policies with a majority of those voting. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity.

Annual Reaffirmation of Policies - Refer to BGC

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WAIVING, SUSPENDING AND REVOKING POLICIES

Waiving a Policy

The Board may waive a policy only when all the following conditions are met:

- the proposed policy to be waived has been publicly announced to the School Board at least one week prior to the Board's vote;
- the waiver is for a one-time action by the Board or administration;
- the vote is held at a properly noticed meeting; and
- a majority of Board members present agree.

In cases of emergency meetings, or justifiable situations where inadequate prior notice was given the Board, a majority vote by all Board members present is required to waive a policy.

Suspending a Policy

Policies may also be suspended by the Board but only when all the following conditions are met:

- the proposed policy to be suspended has been publicly announced to the School Board at least one week prior to the Board's vote;
- the proposed suspension stipulates a specific time period for the suspension, after which the policy comes back into force;
- the policy is not suspended for more than one academic year;
- the policy and intention to suspend shall be included in the Board's agenda packet; and
- a two-thirds majority vote of the entire Board membership in favor at a properly noticed, regular meeting in which written notice of the policy to be suspended was included on the agenda.

Revoking a Policy

Policies may be revoked when all the following conditions have been met:

- a majority vote of the Policy Committee to recommend revocation at least two weeks prior to a Board vote;
- the Policy Committee takes into consideration any associated policies and procedures that may need to be rescinded or amended; and
- inclusion on the Board's agenda of the policy and intention to revoke.

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PROCEDURE FOR REPORTING BULLYING

(Procedure is based on RSA 193-F)

I. Definitions (RSA 193-F:3)

1. **Bullying.** Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Bullying is defined as actual or perceived verbal or physical conduct that denigrates or shows hostility or aversion toward an individual on the basis of race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, or leaning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

2. **Cyberbullying.** Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
3. **Electronic devices.** Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. **School property.** School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians.

II. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

1. At each school, the Principal or designee shall be responsible for receiving complaints of alleged violations of this policy. If the student is more comfortable reporting the alleged act to a person other than the Principal or designee, the

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student may tell any school district employee or volunteer about the alleged bullying.

2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.
3. The Principal or designee may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action or intervention, or both, may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. Upon receipt of a report of bullying, the Principal or designee shall commence an investigation consistent with the provisions of Section XI of this procedure.

II. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting. A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

Reprisal or Retaliation. The district will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

Process to Protect Pupils from Retaliation. If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal or designee shall develop a process or plan to protect that student from possible retaliation.

III. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy and shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

IV. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

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The Principal or designee shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Initial notification may be made by telephone or personal conference with confirmation in writing to the parents/guardians. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the Timberlane Regional School Board Policy Code: JICK Adopted: 01-18-01 Revised: 02-24-05 Revised: 04-16-08 Revised: 12-16-10 Revised: 10-06-16 Page 4 of 6 JICK – PUPIL SAFETY/VIOLENCE PREVENTION applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

V. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent or designee may, within a 48 hour time period, grant the Principal or designee a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

VI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal or the Principal’s designee shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal or designee may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. An investigation shall be completed within 5 school days. If the Principal or designee needs more than 5 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal or designee shall notify in writing all parties involved of the granting of the extension.
5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and

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shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal or designee.

VII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students. Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, his/her IEP, 504, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying. Each school shall develop and maintain a program for bullying prevention.

VIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal or designee shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's or designee's investigation.

IX. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within 10 school days of completing an investigation, the Principal or designee will notify the parents/guardians in writing of the victims and perpetrators regarding the school's remedies and assistance, within the boundaries of applicable state and federal law.
2. At the parent's request, the Principal or designee shall schedule a meeting within 10 days with them to further explain his/her findings and reasons for his/her actions.
3. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.
4. If the parents/guardians are not satisfied with the building level response, they may seek assistance from the Director of Pupil Personnel Services.

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X. School Officials (RSA 193-F:4, II(n))

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

XI. Capture of Audio Recordings on School Buses Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities.

Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XII. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and EEACD.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student’s education record. If an audio or video recording does become part of a student’s education record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact legal counsel for matters relative to bullying.

Legal References:

RSA 193-F:3, Pupil Safety and Violence Prevention Act

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

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SCHOOL BULLYING INVESTIGATION FORM

(Building Level Administrator Form)

AA
 DES
 PS
 SC-TLC
 SN
 TRMS
 TRHS

This school **Bullying Investigation Form** is to be used to document the investigation and comply with the reporting requirements for all alleged incidents of school bullying consistent with RSA 193:F and School Board Policy JICK.

REPORTING: Complete one School Bullying Investigation Form for each alleged victim.

School Administrator completing form: _____ Position: _____

Reported to Principal/Designee: Date: _____ Time: _____

Required investigation completion date (reported date + 10 days): _____

Name of Person reporting incident: _____ Role: _____

Waiver for time extension: _____

**If report was received in writing, please attach reports.*

Name(s) of Alleged Victim(s)	Age/DOB	School	Grade	Notes

Name(s) of Alleged Perpetrator(s)	Age/DOB	School	Grade	Notes

Date(s) of Incident: _____

Location of Incident: (Check all that apply)

on school property
 at school sponsored event or activity
 Video/Audio – Requested/Included

on school bus
 off campus

Description of alleged bullying: _____

INVESTIGATION

Police Reporting under Safe Schools:
 discretionary
 mandatory
 Date: _____

Incident reported to parent/guardian of alleged victim within 48 hours of receipt of bullying complaint
 Yes
 No

Initials _____ Via:
 telephone
 writing
 personal conference

Date investigation began: _____ Initials: _____

Superintendent/designee grants principal/designee a waiver of parental/guardian notification in writing?
 Yes
 No

Waiver attached:
 Yes
 No
 Initials: _____

Date received by SAU (48 hours) _____

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Initial Contact with Parent/Guardian(s):

Incident reported to parent/guardian of alleged perpetrator(s) within 48 hours of receipt of bullying complaint?

Yes No Initials: _____

Student Perpetrator(s)	Parent/Guardian	Date of Notification	Time of Notification	Method of Notification
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.

Notes:

Student (Victim(s))	Parent/Guardian	Date of Notification	Time of Notification	Method of Notification
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.

Notes:

Investigation began within 5 days of bullying being reported? Yes No Initials: _____

What actions were taken to investigate this incident? (Check all that apply)

- Interviewed alleged student victim
- Interviewed alleged student victim's parent/guardian
- Interviewed alleged perpetrator(s)
- Interviewed alleged perpetrator's parent/guardian
- Interviewed witnesses
- Examined physical evidence: _____
- Witness statements collected in writing _____
- Interviewed school nurse _____
- Interviewed guidance, school psychologist
- Reviewed academic records: _____
- Reviewed medical information
- Reviewed student records: _____
- Reviewed bus incident report
- Reviewed student attendance: _____
- Reviewed social history between parties
- Reviewed video surveillance: _____
- Interviewed teachers and/or school
- Reviewed electronic content/web content
- Staff: (list names) _____
- Considered history of prior student conflicts or problematic behavior

Reviewed changes in emotional functioning _____

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INVESTIGATION FINDINGS/EVIDENCE OF BULLYING:

Please check both the column on the left and right for all that apply: (RSA 193:F State definitions of bullying)

Definitions of Bullying	Look for:
<input type="checkbox"/> Physically harmed the students	<input type="checkbox"/> Physical injuries <input type="checkbox"/> Other: _____
<input type="checkbox"/> Damaged the victim's property	<input type="checkbox"/> Property damage <input type="checkbox"/> Other: _____
<input type="checkbox"/> Caused emotional distress to the victim	<input type="checkbox"/> Excessive emotional behavior <input type="checkbox"/> Evidence of anxiety (including physical symptoms) or being nervous and scared. <input type="checkbox"/> Evidence of internalizing behavior- increased isolation, socially removed. <input type="checkbox"/> Changes in school attendance: absences, tardiness, dismissals <input type="checkbox"/> Changes in grades – school performance <input type="checkbox"/> Changes in affect <input type="checkbox"/> Other: _____
<input type="checkbox"/> Interfered with the victim's educational opportunities	<input type="checkbox"/> Nurse visits <input type="checkbox"/> Changes in school attendance: absences, tardiness, dismissals <input type="checkbox"/> Missing classes/parts of school day <input type="checkbox"/> Changes in grades – school performance <input type="checkbox"/> Changes in participation of school activities, athletics, co-curricular, etc. <input type="checkbox"/> Avoidance of elements of school day including school bus <input type="checkbox"/> Other: _____
<input type="checkbox"/> Created a hostile education environment	<input type="checkbox"/> Created significant tension between students/others <input type="checkbox"/> Students are significantly uncomfortable <input type="checkbox"/> Student hostile in educational environment <input type="checkbox"/> Socially maladjusted behavior directed to student(s) <input type="checkbox"/> Other: _____

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INVESTIGATION FINDINGS/EVIDENCE OF BULLYING:

Please check both the column on the left and right for all that apply: (RSA 193:F State definitions of bullying)

<input type="checkbox"/> Substantially disrupted the orderly operation of the school	<input type="checkbox"/> Significant incident of disruption <input type="checkbox"/> Repeated evidence of school disruption <input type="checkbox"/> Discipline patterns <input type="checkbox"/> Violations of behavioral expectation that result in school disruption <input type="checkbox"/> Other: _____
<input type="checkbox"/> Created an "imbalance of power" between victim and perpetrator	<input type="checkbox"/> Bullying based on disability <input type="checkbox"/> Anonymity of on-line behavior <input type="checkbox"/> Perceived social status discrepancy <input type="checkbox"/> Social skills deficit/struggles exploited <input type="checkbox"/> Creation of social isolation <input type="checkbox"/> Taunting, tormenting, harassing behavior that is perceived as a power imbalance <input type="checkbox"/> Other: _____
<input type="checkbox"/> Included the use of electronic devices as defined in the School Board Policy JICK Identify at least one bullying component that used electronic medium.	<input type="checkbox"/> Cell phones <input type="checkbox"/> Audio or visual images <input type="checkbox"/> Instant messaging/email <input type="checkbox"/> Gaming <input type="checkbox"/> Social networking (i.e. Facebook, etc.) <input type="checkbox"/> Blogs <input type="checkbox"/> Web content <input type="checkbox"/> Other: _____

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INVESTIGATION DETERMINATION

Based on this investigation, school administration determines the following:

- In the "evidence of bullying" section above, there was at least one "investigation finding."
 - Yes – proceed to #2
 - No – stop bullying investigation and process as standard discipline investigation
(Parent/guardian must be notified in writing of investigation results regardless of the determination)
- Does this investigation conclude that this incident is a single significant incident?
 - Yes – this is a substantial incident of bullying - proceed to next section
 - NO – proceed to question #3. Does the investigation conclude that this incident is a pattern of incidents?
- Does the investigation conclude that this incident is a pattern of incidents?
 - Yes – this is a substantiated incident of bullying – proceed to next section
 - No – stop bullying investigation and proceed as a standard discipline investigation

INTERVENTIONS/CONSEQUENCES (Write student's name beside whichever applies)

(This list is a guide only and is not intended to be exhaustive)

Victim	Perpetrator	Intervention/Consequences	Notes
		None were warranted	
		Student conference w/ administration	
		Positive behavioral interventions	
		Teacher notification plan	
		Other school staff notification	
		Parent meeting(s)	
		Referral to 504, Special Ed. Team	
		Counseling/therapeutic interventions	
		Safe person plan	
		Check in – check out assigned	
		Bullying prevention plan to be developed	
		Follow up/monitoring	
		Unstructured areas safety plan	
		School bus planning/notification	
		Loss of privileges	
		Detention	
		In-school suspension	
		Out-of-School suspension	
		Other (specify):	

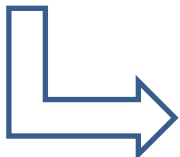
Additional Notes: _____

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NOTIFICATION REQUIREMENTS:

Yes No Investigation completed within 10 days of receiving initial report?
Initials: _____ Date: _____

Yes No Superintendent/designee granted an extension of up to 7 school days to complete investigation

Investigation  Principal/designee must notify in writing all parties involved in this of the granting of the extension
Notification date: _____ Initials: _____

• **Attach copies of notification**

Within 10 school days of completing an investigation, the principal/designee will notify the parents of the students involved of the findings and the result of the investigation.

Documentation of Notification: Further contact with Parent/Guardian(s)

Student	Perpetrator? Victim?	Parent/Guardian	Date of Notification	Method of Notification	Notes

Additional pertinent information gained during investigation: (attach a separate sheet if necessary)

Investigator notes: (attach a separate sheet if necessary)

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Attachments:

- Discipline referral
- Safe schools report
- Superintendent/designee waiver of notification
- Parent/staff bullying form
- Student bullying reporting form
- Principal/designee notification of time extension for investigation
- Investigation evidence
- Other: _____

FOR STATE REPORTING PURPOSES

This section is designed to collect bullying data consistent with the NH DOE reporting categories of the School Safety Survey. Please hypothesize the intent of this substantiated bullying incident based on the following state reporting categories. Please note, only check if your investigation provides evidence upon which to base this conclusion. If the reporting categories do not apply, please do not check.

- On the basis of gender
- On the basis of sexual orientation
- On the basis of race, color, or national origin
- On the basis of disability
- On the basis of physical characteristics (other than race)

Principal: _____ Date: ___/___/___
Signature

Designee: _____ Date: ___/___/___
Signature

Principal/designee must submit all substantiated reports of bullying to the superintendent/designee upon completion of the investigation.

Received at the SAU Office on: _____ Initials: _____

Print Name: _____



Bank

America's Most Convenient Bank®

EXECUTIVE SUMMARY

TD Bank is proud to be the banking partner for Timberlane Regional School District. We have been providing banking and cash management services since 1990. In looking back over the past 29 years, it is truly amazing to see the many ways in which we've worked together to increase the scope and depth of the relationship. This longstanding relationship is a testimony to the great collaboration that we've shared over the years, through many changes in both organizations. Certainly, it demonstrates the hard work and dedication of a number of highly talented and committed individuals both at the Timberlane Regional School District and within TD Bank.

A LEADER IN THE BANKING INDUSTRY

TD Bank, America's Most Convenient Bank®, is one of the 10 largest banks in the U.S., with approximately 26,000 employees and deep roots in the community dating back more than 150 years. The Bank offers a broad array of retail, small business and commercial banking products and services to more than 9 million Clients through its extensive network of approximately 1,250 convenient locations throughout the Northeast, Mid-Atlantic, Metro D.C., the Carolinas and Florida. TD Bank is part of the powerful TD (Toronto Dominion) Bank Financial Group (TDBFG) with the largest Store network of any bank operating in both the United States and Canada. TDBFG has maintained its position as one of the strongest banks in the world through past economic downturns and is prepared to maintain its strength going forward. In addition, Bloomberg ranked Toronto Dominion as "The Strongest Bank in North America" among the Bloomberg 20 Banks based on eight financial ratios equally weighted.

TD Bank prides itself on creating positive banking experiences for our clients. The TD Bank team is here to help and will continue to deliver best-in-class service to you while working to better the communities where we collectively live and work.

We know Government entities have unique needs and have developed a Government Banking group to help entities comply with numerous statutes that dictate how they conduct financial affairs. Our Relationship Team is well-versed in public finance and how to structure accounts and treasury management solutions that provide cost savings, maximize interest earnings, and simplify the way our Municipal Clients conduct business. Careful attention is paid to the details that matter, and our Government Bankers have provided on-going support to Timberlane Regional School District employees. Periodic relationship reviews continue to be conducted to ensure that you have the appropriate products and services and to keep staff abreast of new technologies and innovations in treasury management as well as other new services offered by the bank.



EXECUTIVE SUMMARY

FINANCIAL PERFORMANCE

Prior to May of 2018 Timberlane Regional School District was utilizing the Municipal Advantage Account and the following services.

- Municipal Advantage provided Annual interest of \$8,077.77 (May 2017-April 2018) on \$7,253,541.72.
- Timberlane Regional School District utilized an average target balance of \$4,333,601.03 to offset banking services.
- Timberlane Regional School District utilized an average of \$1,591.54 in Cash Management Services. Services utilized included ACH Direct Transmission for Direct Deposit, eTreasury online reporting.

May 2018 to present Timberlane Regional School District is utilizing the Municipal Advantage Account and the following services and enhancements.

- Municipal Advantage provided Annual interest of \$39,507.43 (May 2018-April 2019) on \$7,343,564.21
- Timberlane Regional School District utilized an average target balance of \$2,047,984.50 to offset banking services.
- Timberlane Regional School District utilized an average of \$2,816.03 in Cash Management Services. Services utilized included ACH Direct Transmission for Direct Deposit, eTreasury online reporting. We also added during this time frame the Remote Deposit Capture service and Fraud Prevention Services ACH Positive Pay and Payee Positive Pay.

Recommended future enhancements and changes for Timberlane Regional School District.

- Increase Advantage rate program .15%, this will provide estimated annual increase in interest of \$8,095.71.
- Eliminate the use of Direct Transmission for ACH Direct Deposit. This will provide additional interest of \$135 a month.
- Implement Integrated Payables solution Paymode X. Preliminary numbers based off AP vendor match with Bottomline Technology provided estimate of \$41,206 in annual rebate and an estimated annual AP cost savings of \$14,297 for a 3-year estimated cumulative return of \$137,707.

BANKING PARTNERSHIP

TD Bank looks to continue its long-term, mutually beneficial partnership with Timberlane Regional School District that goes beyond banking products and services.



Bank

America's Most Convenient Bank®

EXECUTIVE SUMMARY

We realize that partnering with the right financial institution that can meet the needs of the School District under current economic conditions is an important decision. TD Bank pledges to continue to provide a full range of products and services that meet the current and evolving needs of the School District and its employees. One example is our Bank at Work program that can provide numerous benefits to the employees of the School District. I have provided Geoff with the most update employee offering.

TD Bank appreciates the opportunity to provide an Executive Summary of the banking relationship to Timberlane Regional School District Board. At TD Bank, we are committed to providing world-class service from all delivery channels and the latest in treasury management services and technology.

Thank you for your time,

Keith Pike | Vice President | Government Banking |
Senior Government Banking Relationship Manager

TD Bank, America's Most Convenient Bank

143 North Main Street Concord, NH 03301

T: 603-228-9162 | C: 603-660-3719 | Mailstop NH1-080-000

Executive Summary

TTA Disability Bank

The Timberlane Teachers Association Disability Bank is a benefit negotiated into the CBA agreement and has been a benefit to them for over 30 years.

- The bank is funded by TTA members who contribute their personal sick days to maintain the disability bank at the rate of one sick day (7.25 hours) from each member when the bank drops below 400 days.
- Currently there are 705 days in the bank; the last contribution from its members was Sept 2018.
- TTA members eligible to request days from the disability bank include:
 - TTA members employed more than one year
 - TTA members disabled and out of work due to a medical condition for a period of 20 contract days or more
- Members must exhaust their sick leave balance before requesting time from the disability bank.
- A member is eligible to request up to a maximum of the amount of days they carried-over from the previous school year.
- Upon receipt of a sick bank request the Human Resource department
 - verifies the eligibility of the requestor
 - sends the request to the Board of Review for consideration
 - Board of Review consists of:
 - President of TTA or their designee
 - TTA building representative of requestor
 - Building Principal
 - Superintendent of Schools or designee
 - School Board Chair or designee
- Upon receipt of no objection to the request, the request is granted.
- The staff member making the request and payroll are notified.
- Please see attached language 5.3 of the TTA CBA

Submitted by
Nancy Louiselle
Human Resource Director

[5.3] DISABILITY BANK

[5.3.1] DEFINITIONS

Disability - A medical condition, physical or mental, which causes one to be unable to perform his/her contractual obligation for a period of twenty (20) contract days or more.

Disability Bank - A pool of paid leave days that may be drawn upon after any and all individually accumulated sick leave days have been exhausted.

[5.3.2] ESTABLISHMENT OF BANK

The bank will be established the first work day of each school year, allowing carry-over from the previous year, if such carry-over exists, so that the pool could reach a maximum of one thousand (1,000) days. If the carry-over from one year does not drop below four hundred (400) days by September 1, of the next year, members will not be required to contribute one of their individually authorized sick leave days to the pool. If the total number of days in the disability bank pool drops below four hundred (400) days, all members of the full unit with at least one full year of service to the District will contribute one of their individually authorized sick leave days on the first work day of the next school year.

[5.3.3] BOARD OF REVIEW

A Board of Review will be established to determine the assignment of days from the pool. This Board of Review shall only have control over the assignment of extended disability leave benefits from the pool. The Board of Review shall consist of:

- The President of the Timberlane Teachers' Association or his/her designee;
- The Association Building Representative of the employee in question, or a member of the unit chosen by the applicant;
- The Building Principal of the employee in question;
- The Superintendent of Schools or his/her designee;
- The School Board Chairman or his/her designee.

[5.3.4] DISTRIBUTION OF BENEFITS

Members of this unit with at least one year of service to the District may apply for a number of days consistent with a one for one match of their individual sick leave accumulation as of the end of the previous contract year brought forward to the year of the onset of the disability. The combined benefit of accumulated personal sick leave and disability bank leave may not exceed two hundred forty (240) days and may carry over from one contract year to another. Teachers with less than one full year of service in the District will not be required to contribute one of their individual accumulated sick leave days to the disability leave bank. The Board of Review reserves the right to request reapplication and documentation for everyone requesting more than fifty (50) days from the pool. Any benefits will be minus other insurance coverage (i.e. workers' compensation, Social Security, etc.).

[5.3.5] WORKER PROTECTION

The District will allow unit members to be reimbursed up to three (3) sick days from the Sick Bank for injuries that occur at the work site or in the off-site performance of their duties not covered under other benefits.

[5.4] MATERNITY/CHILDBEARING LEAVE

Maternity/Childbearing Leave shall be granted without pay upon proper notification to the Superintendent. The teacher shall request such leave, in writing, at least two (2) months in advance of the expected date of delivery. The request shall include (a) the expected date of termination of employment (b) the estimated date of delivery, and (c) the expected date of return to employment. Return from leave must coincide with the day on or after the successful post partum examination by the teacher's attending physician. Accumulated sick leave may be used prior to the commencement of an approved child rearing leave for documented disability time. A teacher who is pregnant may continue in active employment until as late into her pregnancy as she desires, provided, any determination relative to her ability to continue or not continue will be based on competent medical evidence. Once the maternity/childbearing leave has expired, the District will provide job placement in the same position or in a similar position in which the employee is certified/licensed.

[5.5] CHILD REARING/PATERNITY/FOSTER AND ADOPTED CHILDREN LEAVES

Child rearing leave of one year shall be granted without pay or other benefits except as stated in the following paragraph to teachers with two (2) years of service with the School District. The teacher shall request such leave, in writing to the Superintendent, two (2) months in advance of the expected date of delivery. The request shall include (a)