

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, MAY 2, 2019

Regular Meeting - 7:00PM*

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

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

**Note new start time.*

AGENDA

1. **7:00 PM*** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
 - a. April 18, 2019 (1 set)
5. Student Representative
6. Delegates and Individuals
7. Current Business
 - a. **7:10PM** TD Bank Services – INFORMATIONAL (45 minutes)
 - b. **7:55PM** Transportation Update – INFORMATIONAL/ACTION (45 minutes)
 - c. **8:40PM** Community Service Graduation Requirement – INFORMATIONAL (15)
 - d. **8:55PM** Policies (second 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 9	SAU Board Meeting	SAU	7:00PM
May 16	Regular Board Meeting	SAU	7:00PM
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 2, 2019 School Board Meeting

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

4. APPROVAL OF MINUTES *(April 18 – 1 set)*

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS

7. CURRENT BUSINESS

a. TDBank Services – INFORMATIONAL

A representative from TDBank to discuss banking services currently provided to the district as well as answer any questions the board might have about those services. Any discussion relative to fraud prevention should be discussed in nonpublic.

b. Transportation Update – INFORMATIONAL/ACTION

First Student to present results of routing efficiencies for current middle and high school routes as well as provide the cost associated with conducting routing scenarios for middle and high school combined buses.

c. Community Service Graduation Requirement – INFORMATIONAL

High School team to discuss implementing community service as a graduation requirement.

d. Policies – ACTION

Board to review policies GCO, JICK, and IMBD for first second (procedures JICK-R, JICK-X, and IMBD-R are included in packets for informational purposes as those documents are developed and approved by SLT. JICK-R and JICK-X are under review with SLT for language changes as recommended by the board).

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

a. Update on District Activities

b. Executive Summaries (bond timeline, student recognition schedule, Tripod, Achieve3000)

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.*

June 20, 2019	
Policies	
Suspension Authorization	
Federal Funding Authorization	

Back Burner List	
TTA/TSSU Updates	
Instructional Tools/Assessment Reporting	<i>Throughout the year</i>
Treasurer's Report (quarterly)	<i>August/November/February/May</i>
Strategic Plan Progress Update	<i>September/March</i>
Invite State Reps to Board Meeting	<i>One of board goals</i>
School Calendar Workshop	
TTA Climate Survey	
Budget First Draft	<i>October 3</i>
Goals Work Session	
Facilities Plan Work Session	

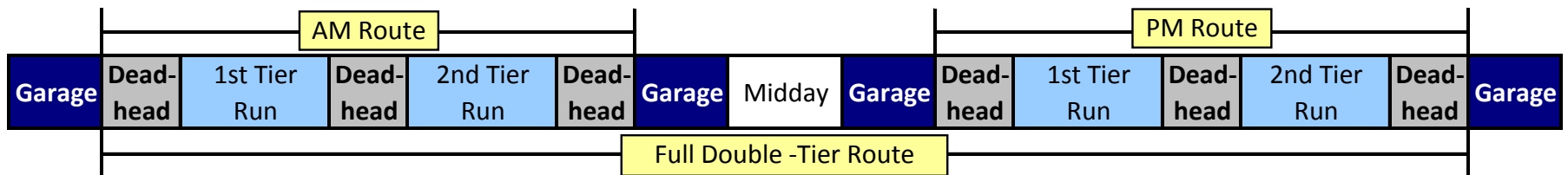
Timberlane Regional SD, Plaistow, NH Time on Bus Reduction Analysis

May 1, 2019

Student Transportation Terms & Definitions

This page contains definitions of transportation terms used frequently throughout this report.

- **Bus Run** – A sequence of bus stops where the bus begins at zero load and ends at zero load. A bus run terminates at a school or facility on an inbound run and begins at a school or facility on an outbound run
- **Bus Route or Bus** – A combination or series of bus runs and/or shuttle runs that make up a driver’s daily work package
- **Tier** – A group of bus runs operating at the same time based on school bell schedule. A multi-tiered system seeks to leverage the bell schedule to maximize the operation of multiple bus runs by a single bus route
- **Single, Double, Triple** – Refers to the number of bus runs assigned to a bus route in the AM or PM time period
- **Deadhead** – Refers to travel between bus runs when a bus is empty
- **Operating Window** – The time between tier bell times
- **Live Run Time** – Operating Window less unload (AM) or load (PM) less tier deadhead
- **Typical Double-Tier Route**



Introduction

Background

Timberlane Regional School District encompasses a rural area surrounding four towns with the High School and Middle School located close together in Plaistow. Of the other towns, Sandown and Danville are located to the north of both schools, while Atkinson is located just to the west.

The district operates 16 middle school and 13 high school runs that service the four towns and surrounding area. Many eligible riders reside along the network of rural roads that comprises much of the district.

The geography of the district determines how the runs are created. Buses are required to traverse winding rural roads to transport riders who may live more than 10 miles from their school of attendance. Ride times for some students can be upwards of 50 minutes and in some cases more than an hour.

Reducing Ride Times

FPS was asked to review the HS and MS runs to see if the longest ride times could be reduced. We used current Edulog data and focused on AM runs (AM run times are longer on average in Edulog).

Notes on Edulog Data

- Stop times are manually entered rather than map-generated. Because of the high number of stops which are not serviced daily, Sandra has had to estimate times to reflect the average daily duration. When we make edits to the runs in Edulog we have to use system generated times and since they report high when all stops are considered, we cannot reliably determine the actual change in run times. We will require Sandra's review of changes we are suggesting.
- Many of the rural roads require that the bus turns around at a dead end, or, complete an entire loop of a road in order to get to the next destination.
- The number of stops on each bus run (avg. ~40 for MS and ~50 for HS) makes reducing ride times challenging. Most stops for HS and MS students are home stops. All stops are not served every day, but all stops need to be considered in re-routing. This makes modeling difficult.

Executive Summary

- We used two methods to consider improving run times. Method 1: We used our experience and methodology to examine runs and make changes we felt would improve the solution. Method 2: We employed the Edulog Run Optimization routine (auto routing) to see if the system generated runs could be effective. (slides 9-27)
- Using method 1, we found some ability to improve TRMS runs (requires vetting by local expertise) but little to no opportunity to improve TRHS run times. (TRMS slides 9-17, TRHS slides 18-27)
- The Edulog Run Optimization did not create executable bus runs and generally increased run times.
- We considered and tested eliminating some stops to reduce distance and number of turns. In some instances this can save a few minutes, but we did not identify significant opportunity in this space. (slides 29-30)
- We considered and tested a method introduced by Sandra Hodgkins to take some of the farthest TRHS students and place them on shorter TRMS runs serving the same area. We believe this idea has significant merit. In the one example we tested we identified a reduction in ride time for TRHS students on 109 of 13 minutes. (slide 31)

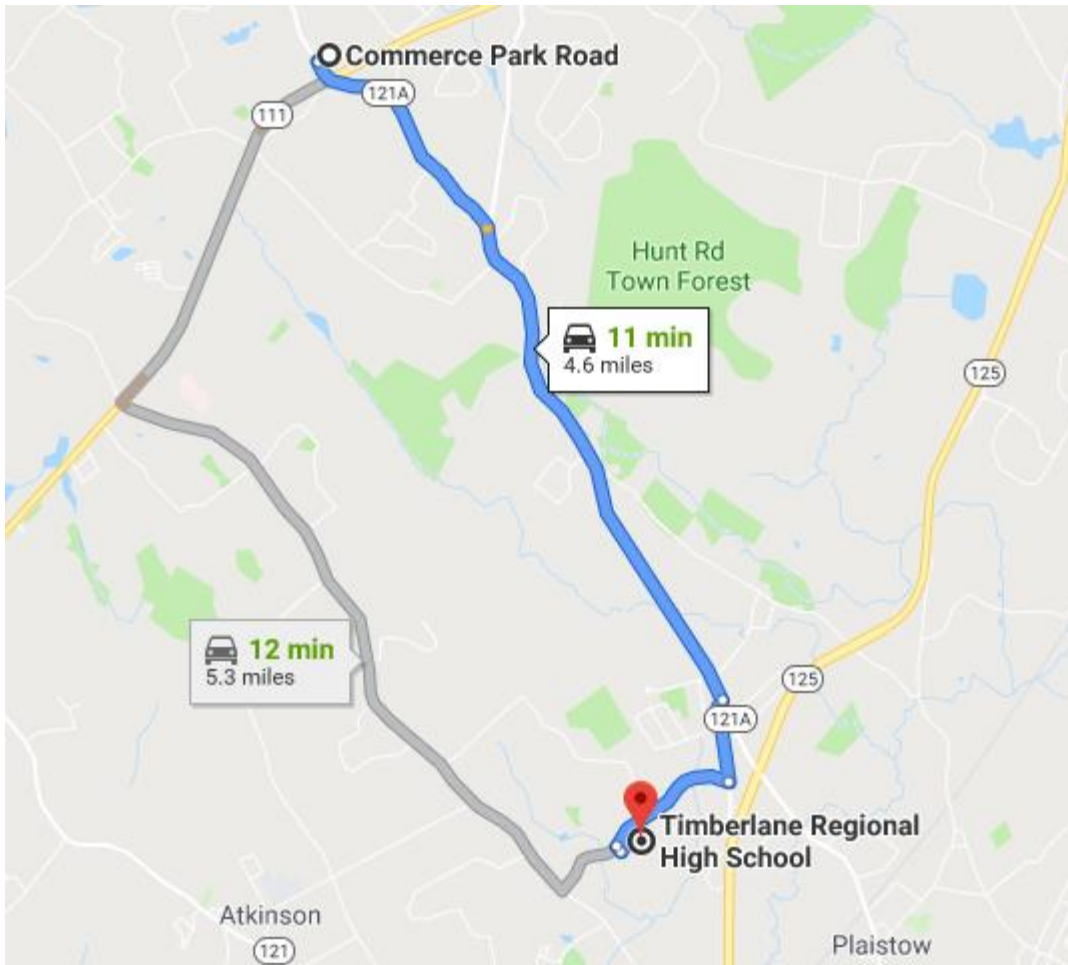
Summary of Run Scenarios (averages)

	Current			First Student			Edulog Opt		
Area	Runs	Time	Miles	Runs	Time	Miles	Runs	Time	Miles
HS North	7	51	18.64	7	NC	NC	8	62	17.09
HS South	6	46	15.31	6	50	13.04	7	48	12.76
MS North	8	51	17.20	8	51	17.15	8	59	16.45
MS South	8	43	11.62	8	39	9.98	8	45	11.89

Observations

- Of the strategies employed in this analysis we were only able to positively affect the TRMS runs East and West of the school (nearly all improvements were to runs on the East side) and very slightly the TRMS runs North of the school. All potential modifications will need to be vetted by local staff.
- Our attempts to improve TRHS runs had somewhat mixed results. In every case run times increased, but in most instances miles were reduced. Local knowledge will be required to examine our modifications and determine the accuracy of stop timing.
- Edulog Auto-Routing (Run Optimization) did not create executable runs and in most cases increased time on bus.

Distance from Schools to Runs on North Side



Observations

- For runs operating north of both schools servicing the Sandown and Danville areas the vast majority of stops are located north of NH 111.
- Based on Google maps the time it takes to cross Route 111 and reach the Commerce Park Road intersection averages around 11-12 minutes. This is car travel and not bus.
- This means that all HS and MS runs operating in these communities have ~15 minutes of travel time before any pickups or drop-offs.

Timberlane Regional Middle School

Timberlane Regional Middle School – Current Runs

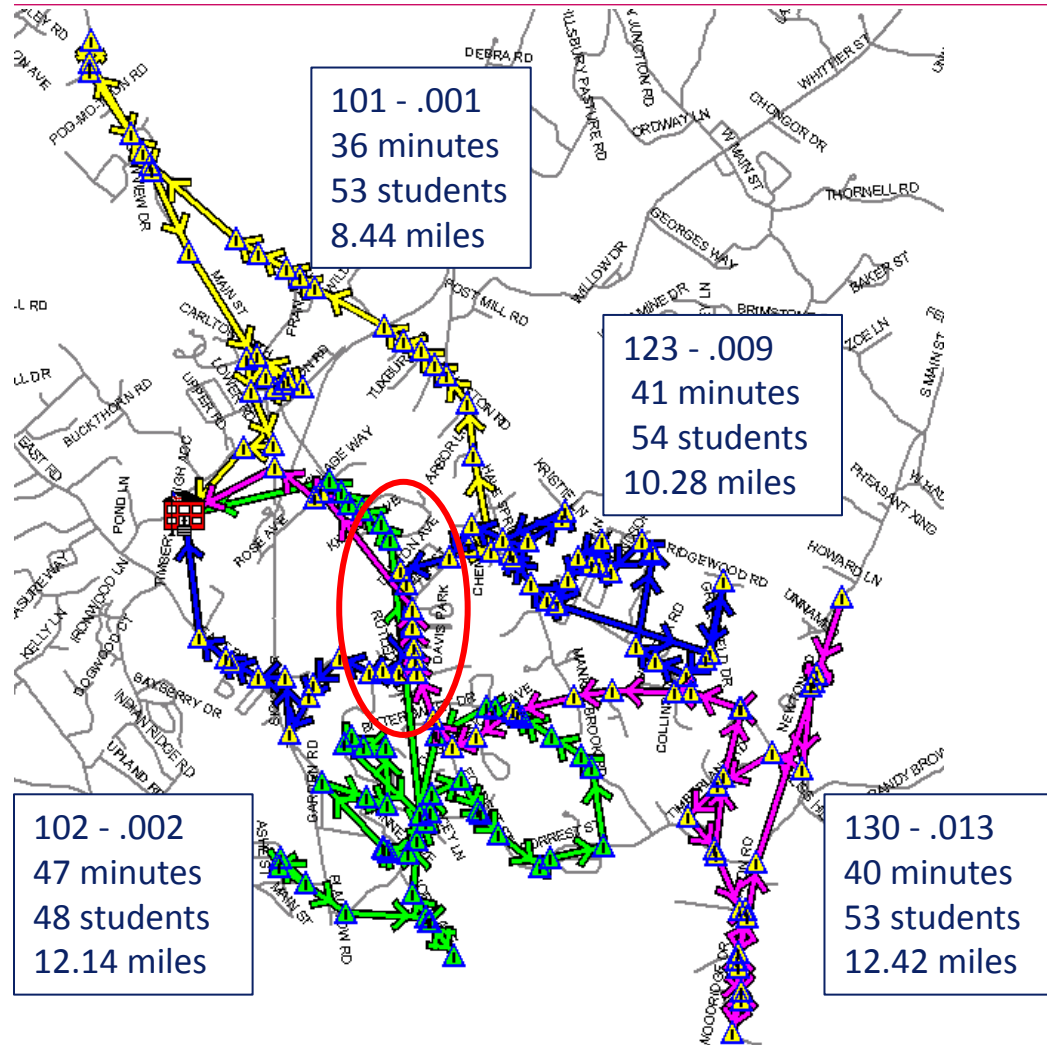
Route	Run Description	Run ID	Area	Mins	Riders	#Stops
131	TRMS 131 AM DANVILLE	22760.007	n	49	51	42
120	TRMS 120 AM DANVILLE	22760.014	n	50	45	36
135	TRMS 135 AM DANVILLE	22760.016	n	45	32	29
121	TRMS 121 AM SANDOWN	22760.008	n	50	47	31
110	TRMS 110 AM SANDOWN	22760.011	n	55	65	42
137	TRMS 137 AM SANDOWN	22760.015	n	48	55	33
138	TRMS 138 AM SANDOWN	22760.017	n	56	61	38
114	TRMS 114 AM SANDOWN/DANVILLE	22760.006	n	57	50	48
103	TRMS 103 AM ATKINSON	22760.004	s	34	66	42
107	TRMS 107 AM ATKINSON	22760.010	s	57	50	50
112	TRMS 112 AM ATKINSON	22760.005	s	41	40	32
126	TRMS 126 AM ATKINSON	22760.003	s	44	48	37
101	TRMS 101 AM PLAISTOW	22760.001	s	36	53	35
102	TRMS 102 AM PLAISTOW	22760.002	s	47	48	50
123	TRMS 123 AM PLAISTOW	22760.009	s	41	54	44
130	TRMS 130 AM PLAISTOW	22760.013	s	40	53	41

Area	Avg Mins	Avg Riders	Avg #Stops
North	51.3	50.8	37
South	42.5	51.5	41

Observations

- There are 16 runs servicing Timberlane RMS.
- Eight runs operate in the Danville/Sandown area (n) and eight in the Atkinson/Plaistow area (s).
- Three of the runs north of the school have ride times over 50 minute and one run operating south of the school.
- Average run time of runs operating in the northern section is 9 minutes more than that of runs south of the school.

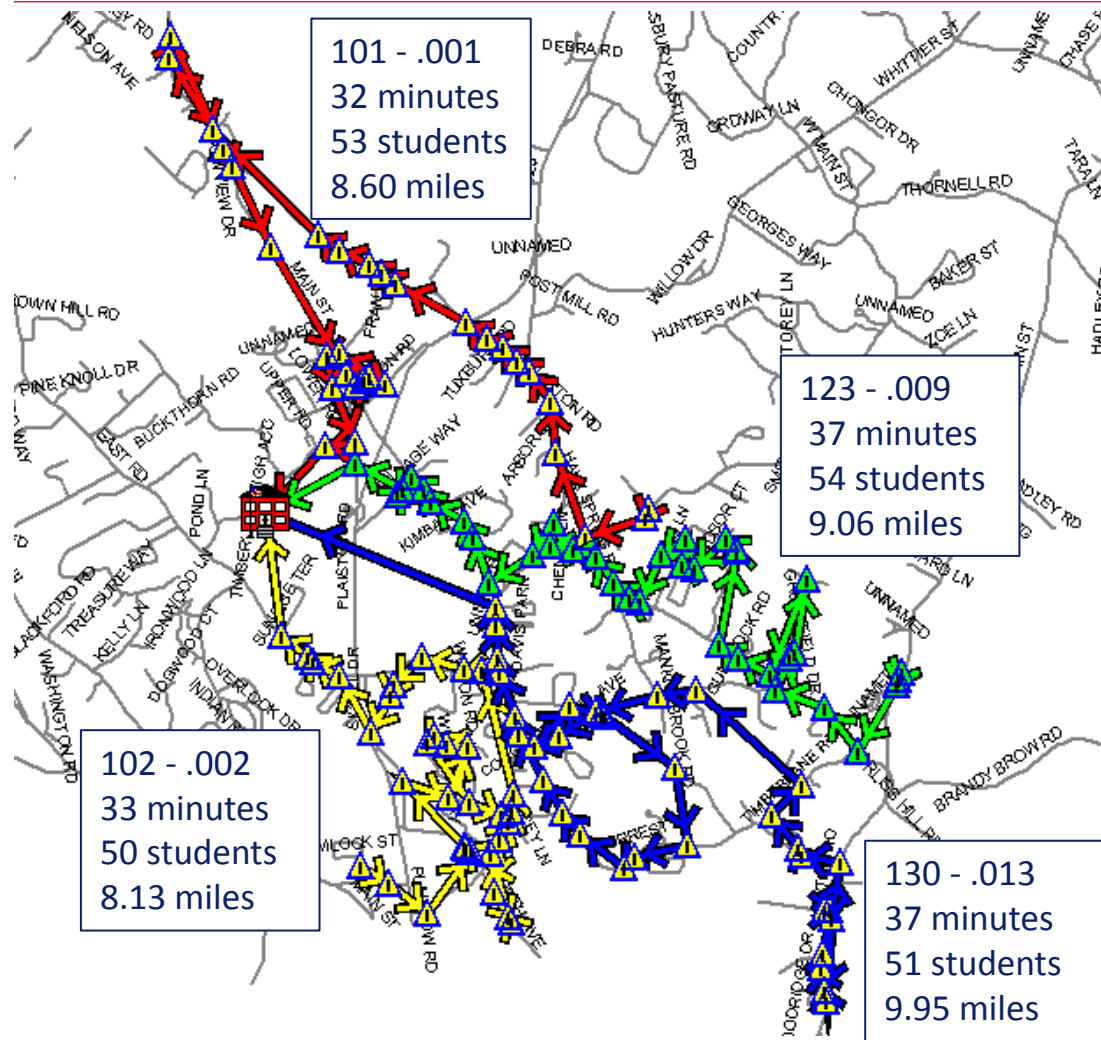
Timberlane Regional Middle School - Current Bus Runs East of School



Observations

- The four runs serving east of the MS have some areas of overlap and crossing from one distinct area to another.
- Re-route of this area should be considered.

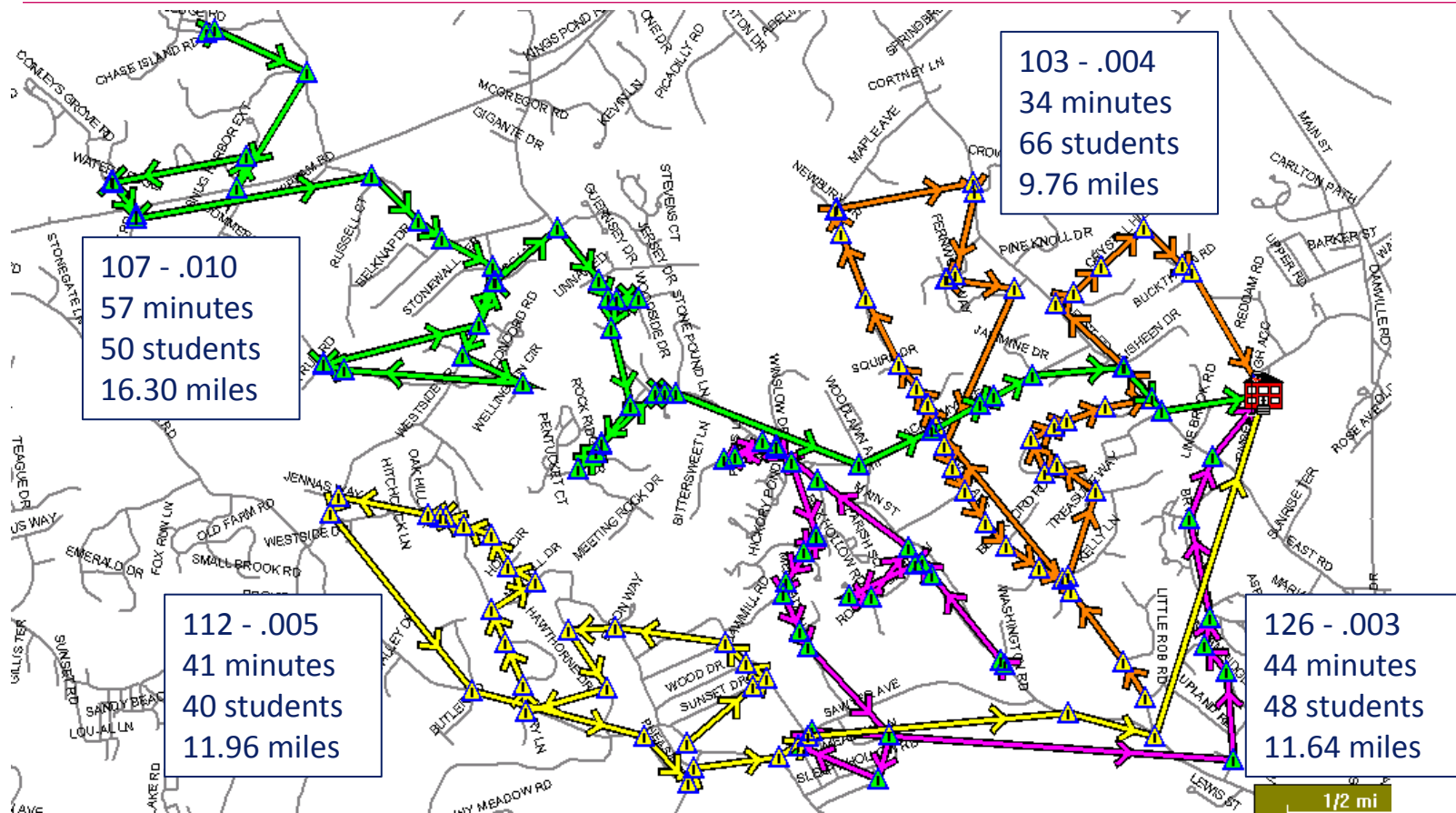
Timberlane Regional Middle School – First Student Optimized Bus Runs East of School



Observations

- Potential re-route East of TRMS.
- 123 now operates in a distinct corridor along Sweet Hill Road
- 102 and 130 now operate in distinct areas with no cross over.
- 101 picked up two stops on Smith Corner Rd as its start point.
- Total time was reduced by 25 minutes on four runs.
- Some concerns about student crossing – need to be verified by Sandra Hodgkins

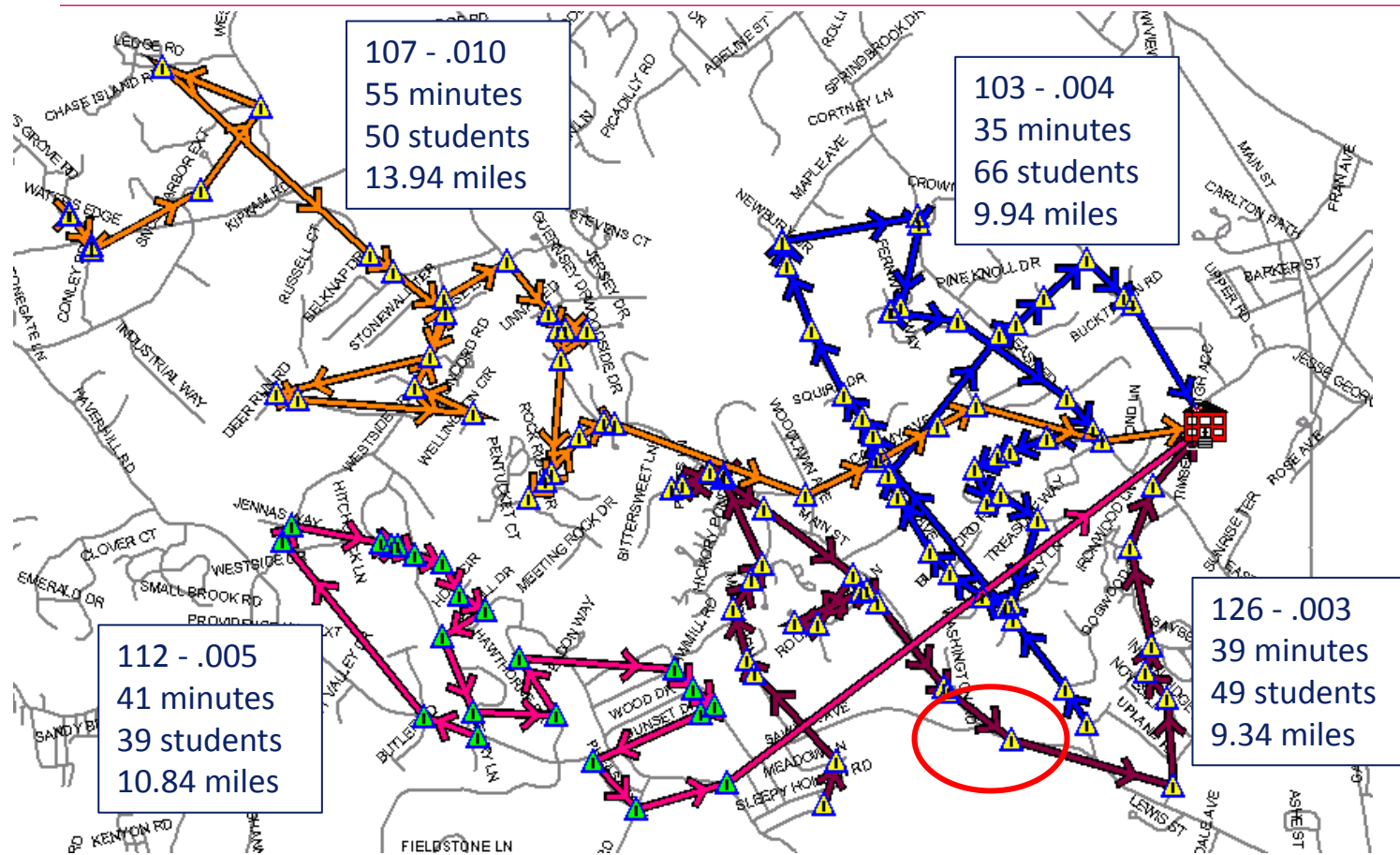
Timberlane Regional Middle School - Current Bus Runs West of School



Observations

- Of these four runs 112 has two stops crossing 126. 107 has stops crossing 103. Consider potential modifications.

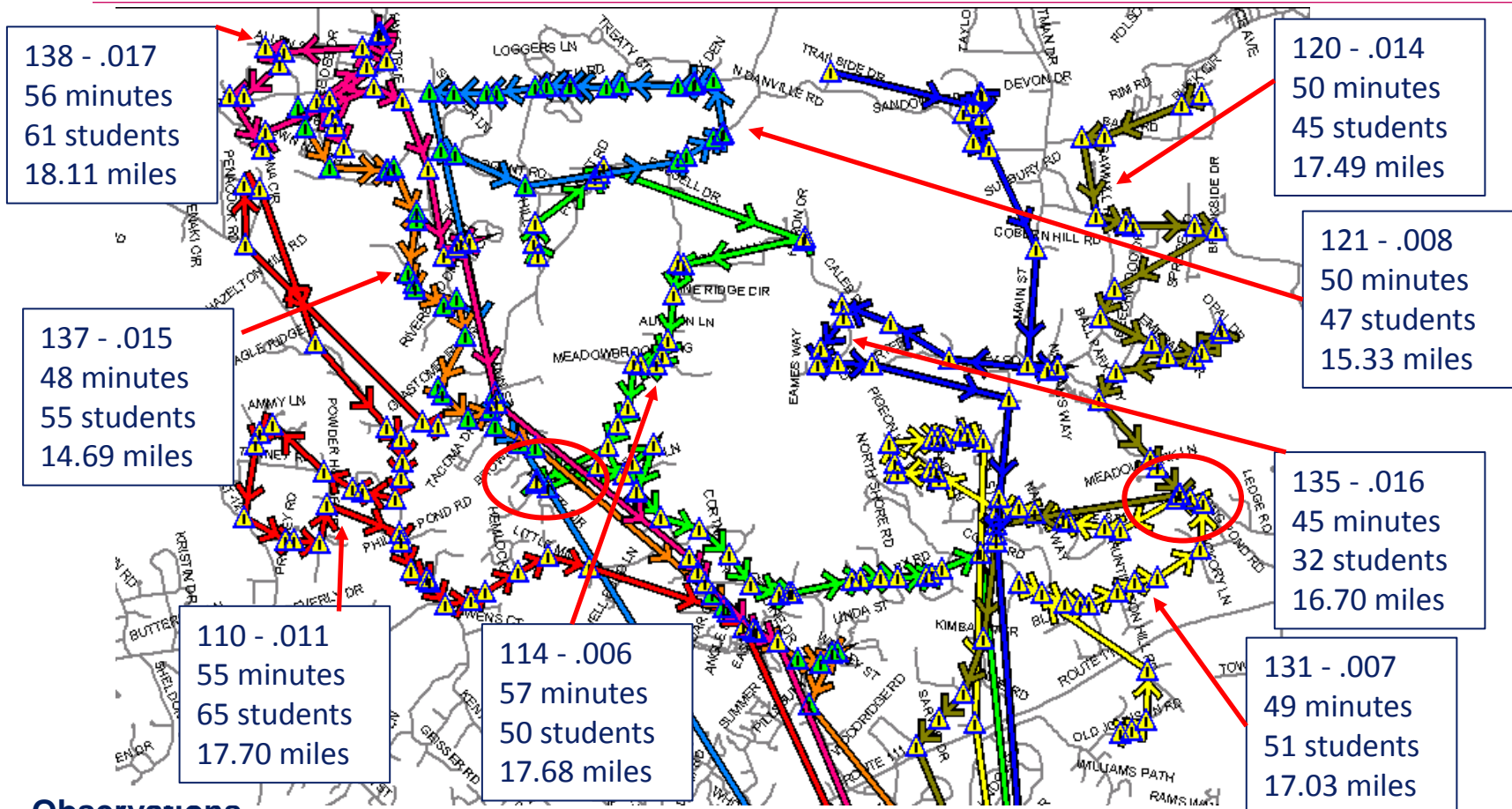
Timberlane Regional Middle School – First Student Optimized Bus Runs West of School



Observations

- Swapped one stop between 126 and 112. Used Edulog resequence option on all runs. Six minutes saved across four runs. No material changes recommended. Resequencing would need to be verified.

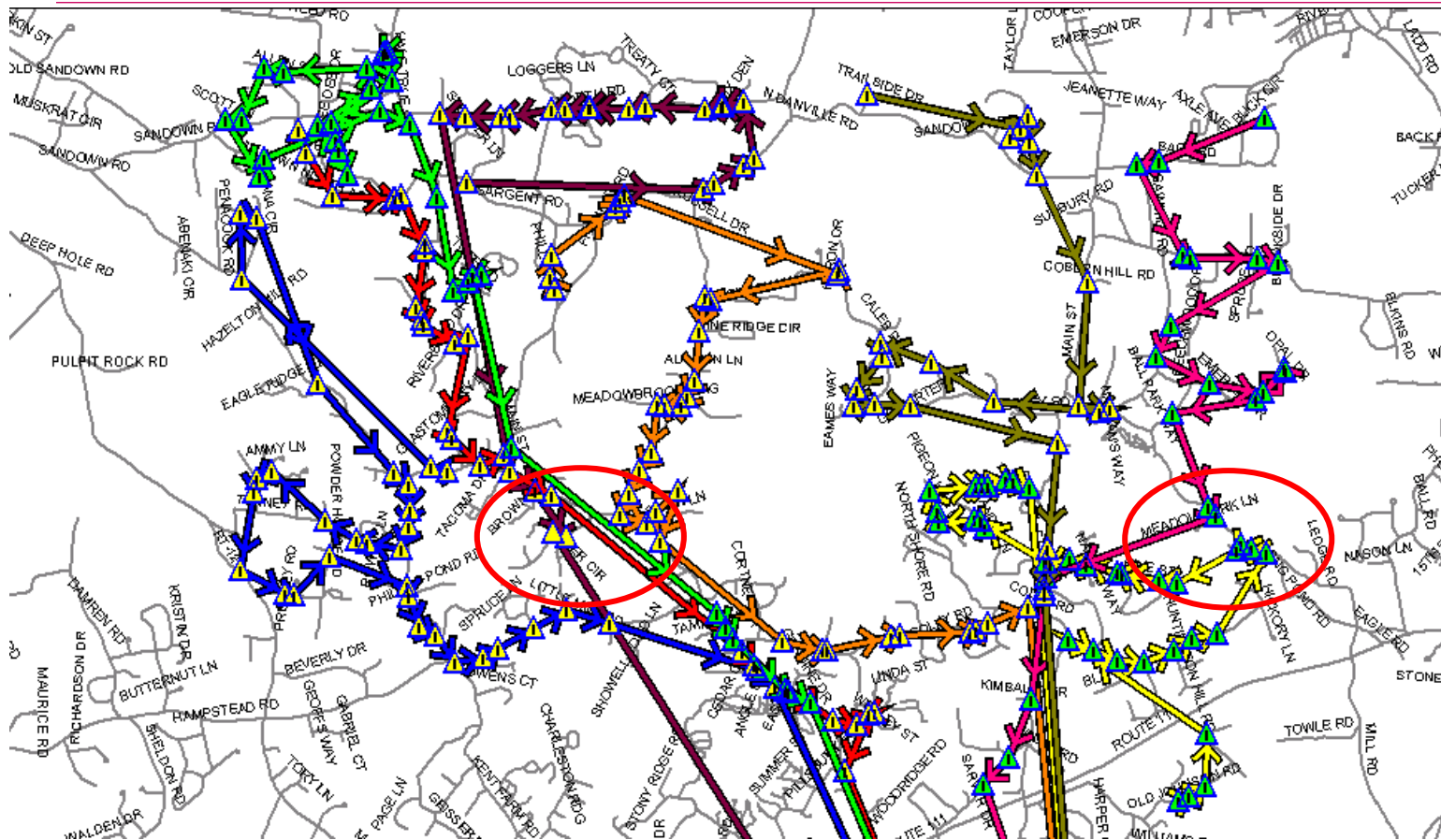
Timberlane Regional Middle School - Current Bus Runs North of School



Observations

- The eight runs servicing the north are generally well zoned and do not operate in the same areas (except along Main St.). Possible stop moves involve 114 & 137 and between 131 & 120.

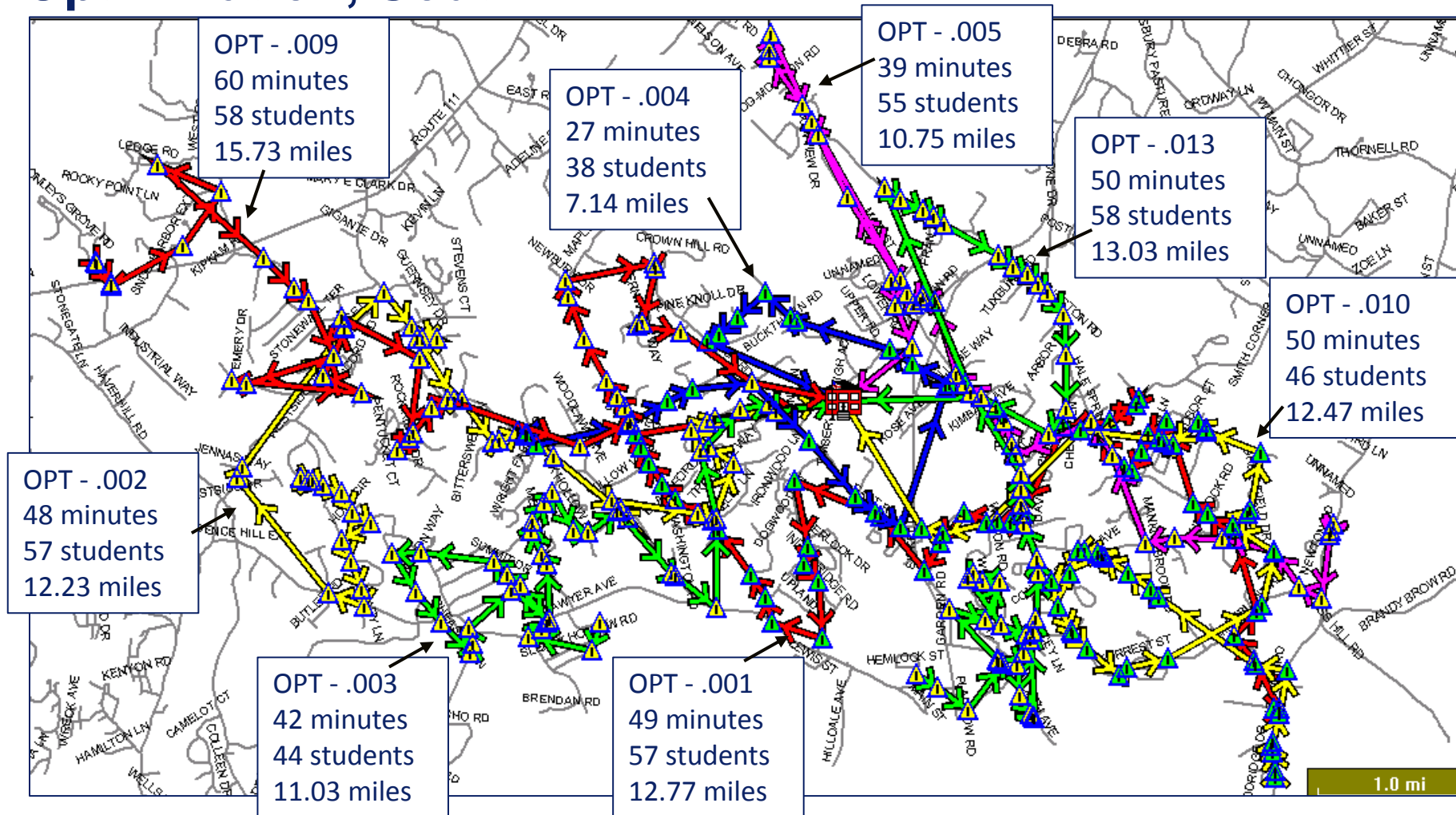
Timberlane Regional Middle School – First Student Optimized Bus Runs – North of School



Observations

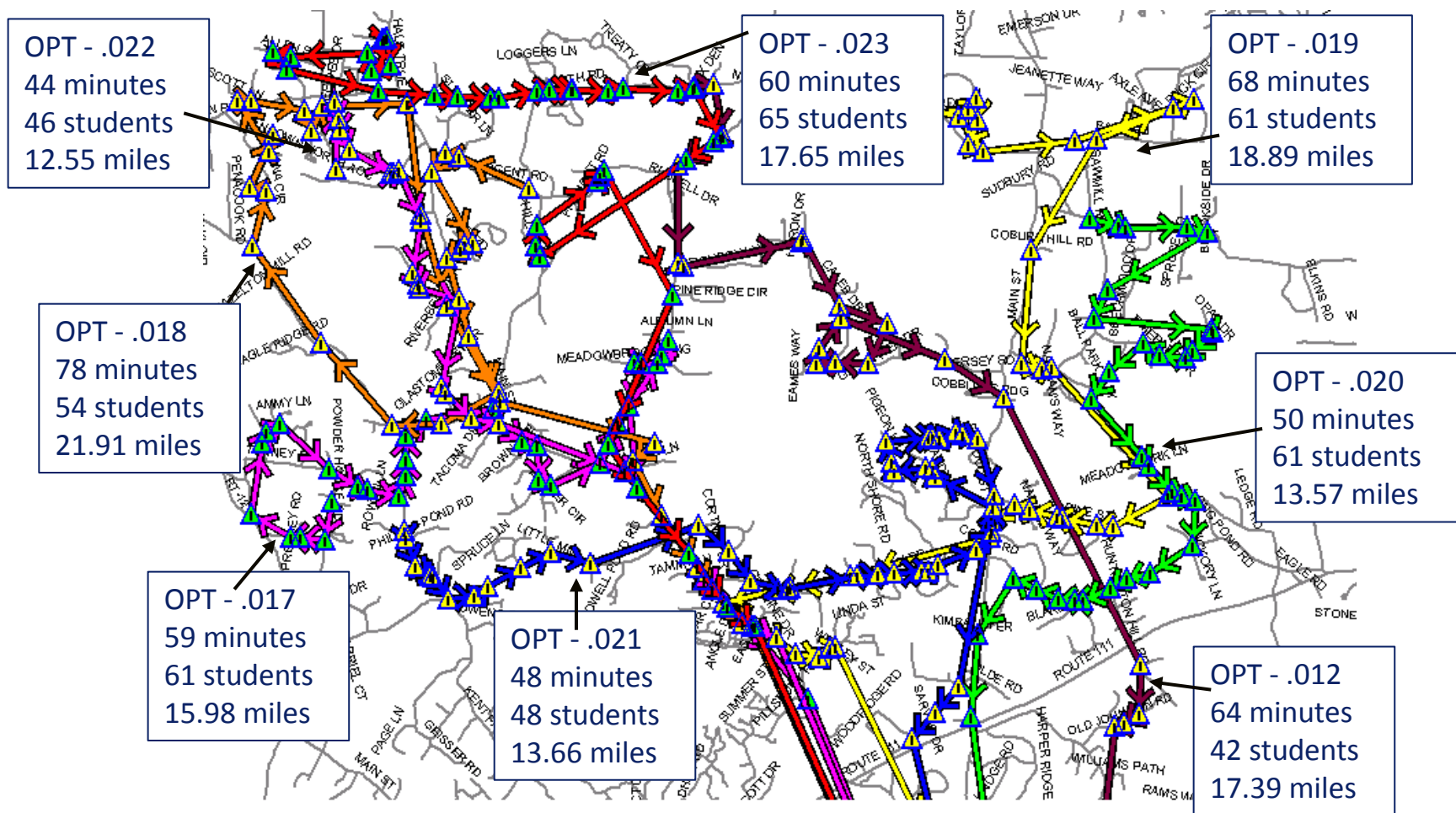
- Swapped stops between Purple (121) & Orange (114). Shifts 5 minutes from 114 to 121. Swapped one stop between Yellow (131) and Fushia (120). Takes 2-3 minutes from 120.

Timberlane Regional Middle School Runs - Edulog Optimization, South



- Edulog optimization did not yield superior results to user created runs.

Timberlane Regional Middle School Runs - Edulog Optimization, North



- Edulog optimization functioned better in the north, but still not superior to existing runs.

Timberlane Regional High School

Timberlane Regional High School – Current Runs

Route	Run Description	Run ID	Area	Mins	Riders	#Stops
108	TRHS 108 AM DANVILLE	22770.008	n	44	73	43
109	TRHS 109 AM DANVILLE	22770.009	n	58	68	42
127	TRHS 127 AM DANVILLE/PLAISTOW	22770.027	n	38	78	34
116	TRHS 116 AM SANDOWN	22770.016	n	43	78	43
119	TRHS 119 AM SANDOWN	22770.019	n	59	88	50
132	TRHS 132 AM SANDOWN	22770.036	n	62	104	54
128	TRHS 128 AM SANDOWN/DANVILLE	22770.010	n	52	79	43
106	TRHS 106 AM ATKINSON	22770.006	s	53	91	65
117	TRHS 117 AM ATKINSON	22770.017	s	48	82	47
118	TRHS 118 AM ATKINSON	22770.018	s	46	78	45
100	TRHS 100 AM PLAISTOW	22770.001	s	40	91	48
104	TRHS 104 AM PLAISTOW	22770.004	s	42	94	63
124	TRHS 124 AM PLAISTOW	22770.024	s	44	95	65

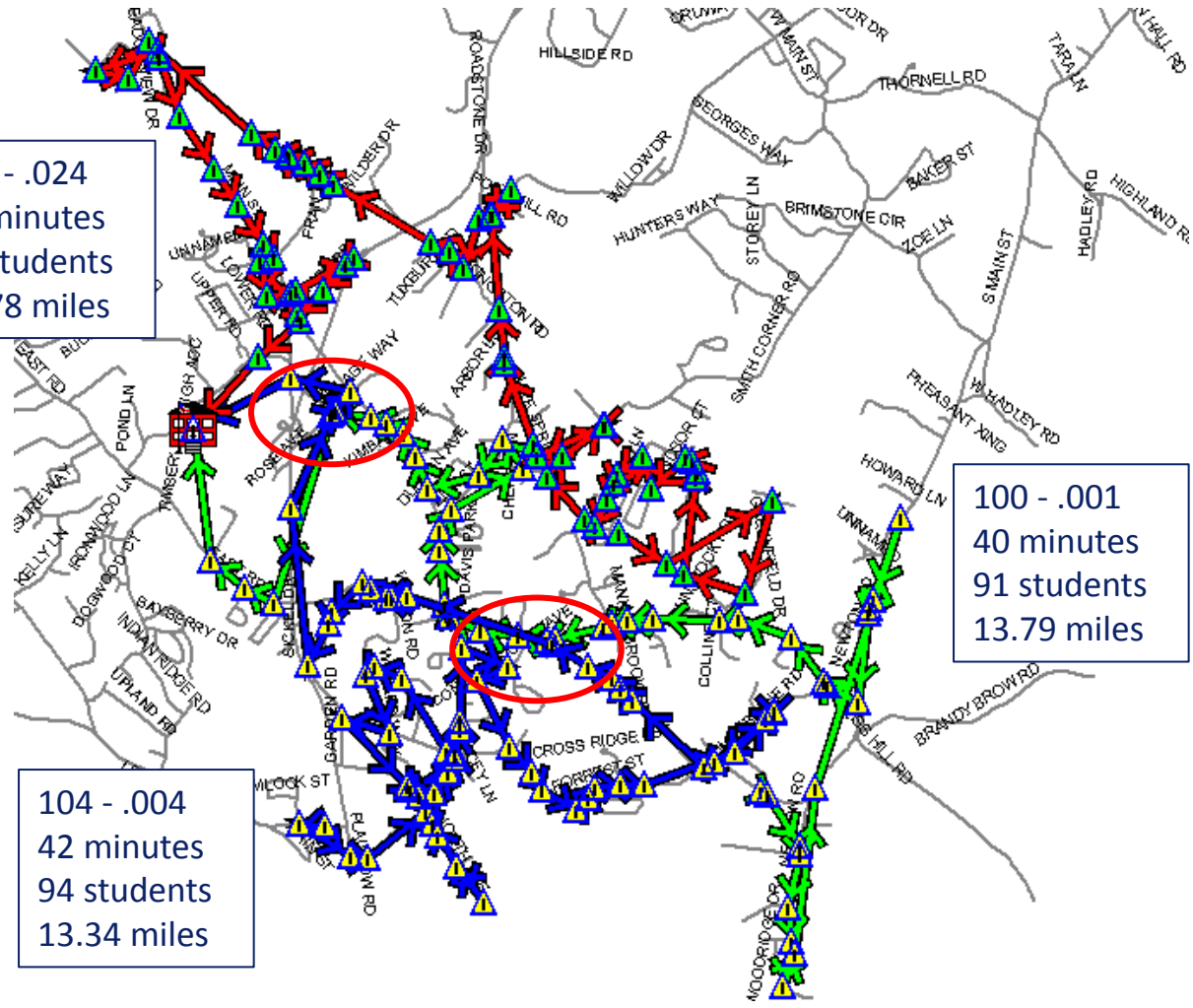
Area	Avg Mins	Avg Riders	Avg #Stops
North	50.1	81.1	44
South	45.5	88.5	56

Observations

- There are 13 runs servicing Timberlane RHS.
- Seven runs operate in the Danville/Sandown area (n) and six in the Atkinson/Plaistow area (s).
- Three of the runs north of the schools and one run operating south of the school have ride times over 50 mins.
- HS runs in the northern section have longer average run times, those in the south have higher average loads and number of stops.

Timberlane Regional High School - Current Bus Runs East of School

124 - .024
44 minutes
95 students
17.78 miles



100 - .001
40 minutes
91 students
13.79 miles

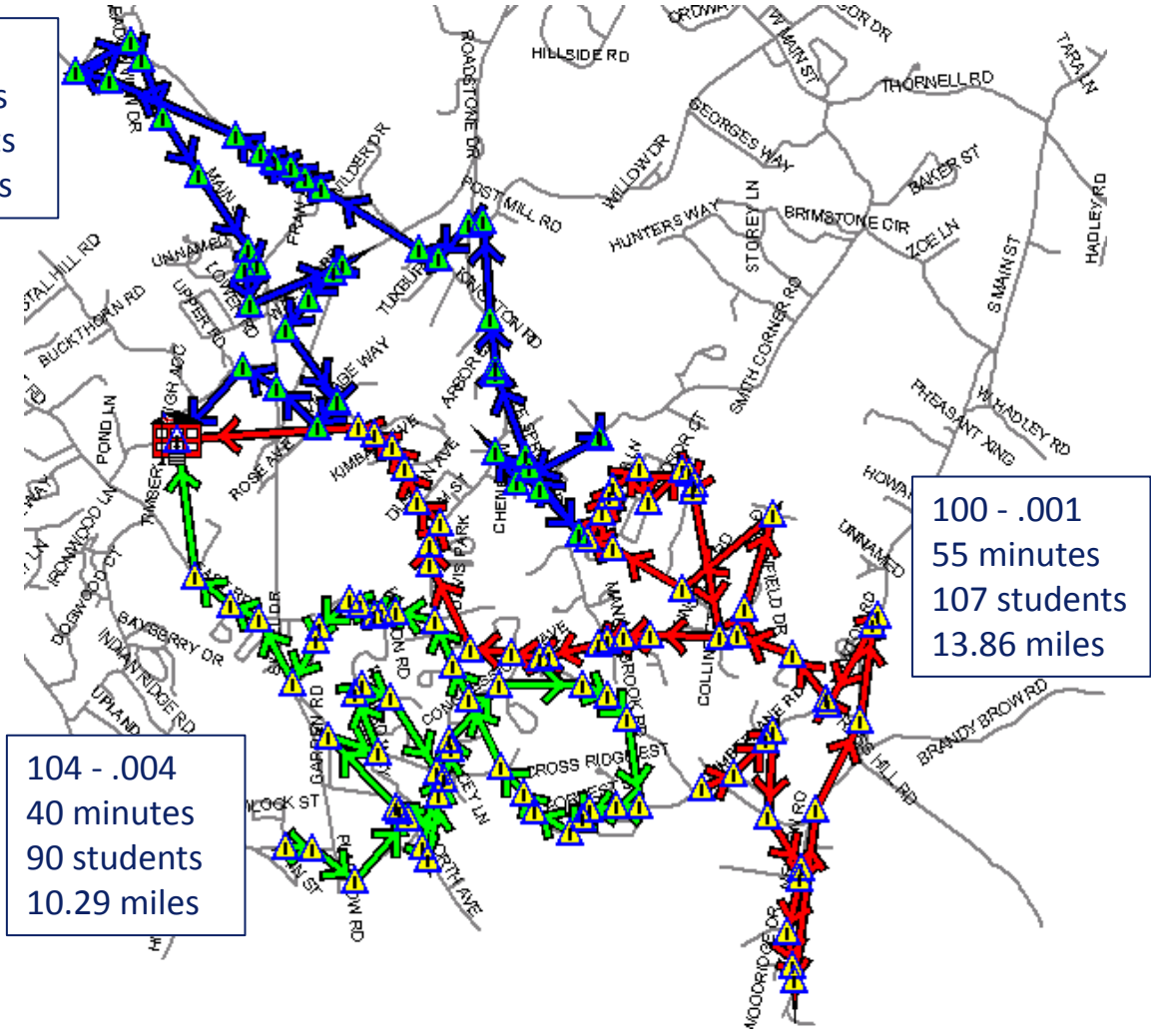
104 - .004
42 minutes
94 students
13.34 miles

Observations

- The three runs serving east of the HS have some areas of overlap and crossing particularly between 104 and 100.
- Re-route of this area may be considered.
- Numbers of stops and area covered for each run is significant.

Timberlane Regional High School – First Student Optimized Runs East of School

124 - .024
45 minutes
81 students
11.40 miles



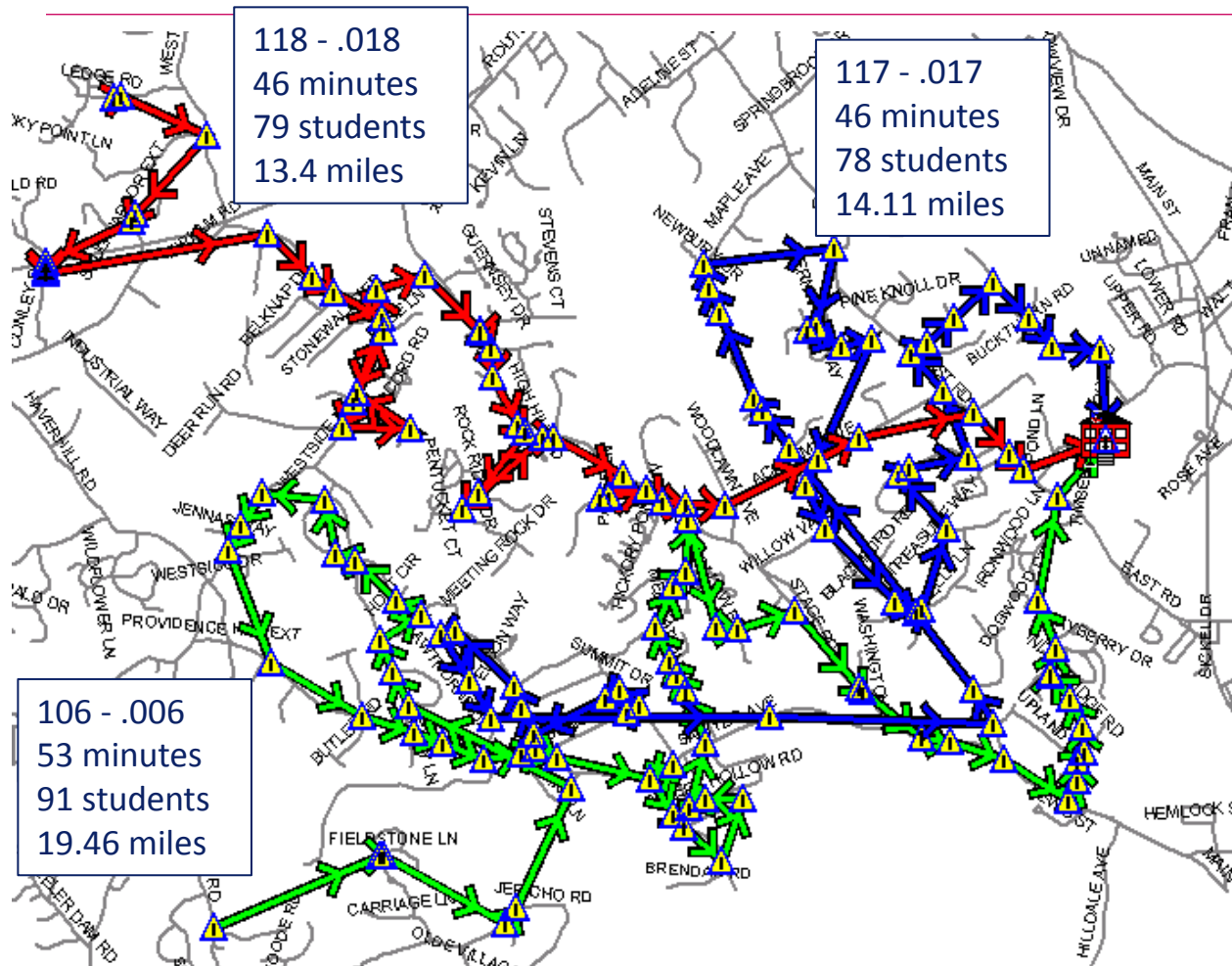
100 - .001
55 minutes
107 students
13.86 miles

104 - .004
40 minutes
90 students
10.29 miles

Observations

- We did a re-route to better zone the runs and eliminate crossover.
- Based on Edulog time calculations, overall time increased by 14 minutes. However mileage went down by 9.36 miles. There may be some inaccuracy in Edulog calculated times.
- Solution should be reviewed for potential.

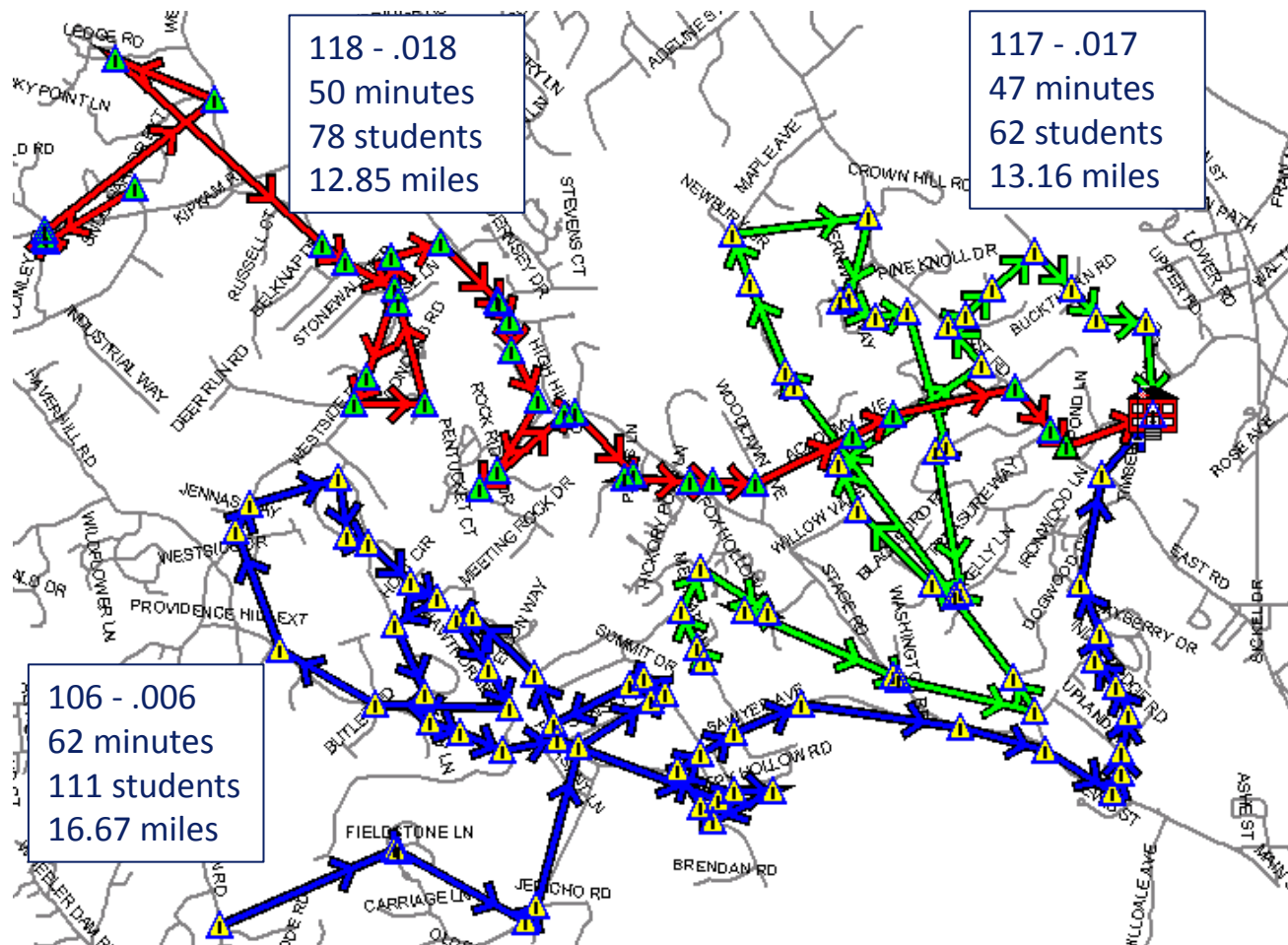
Timberlane Regional High School - Current Bus Runs West of School



Observations

- The three runs serving West of the HS have some areas of overlap and crossing particularly between 106 and 117 and where 118 crosses 117.
- Re-route of this area may be considered.
- Numbers of stops and area covered for each run is significant.

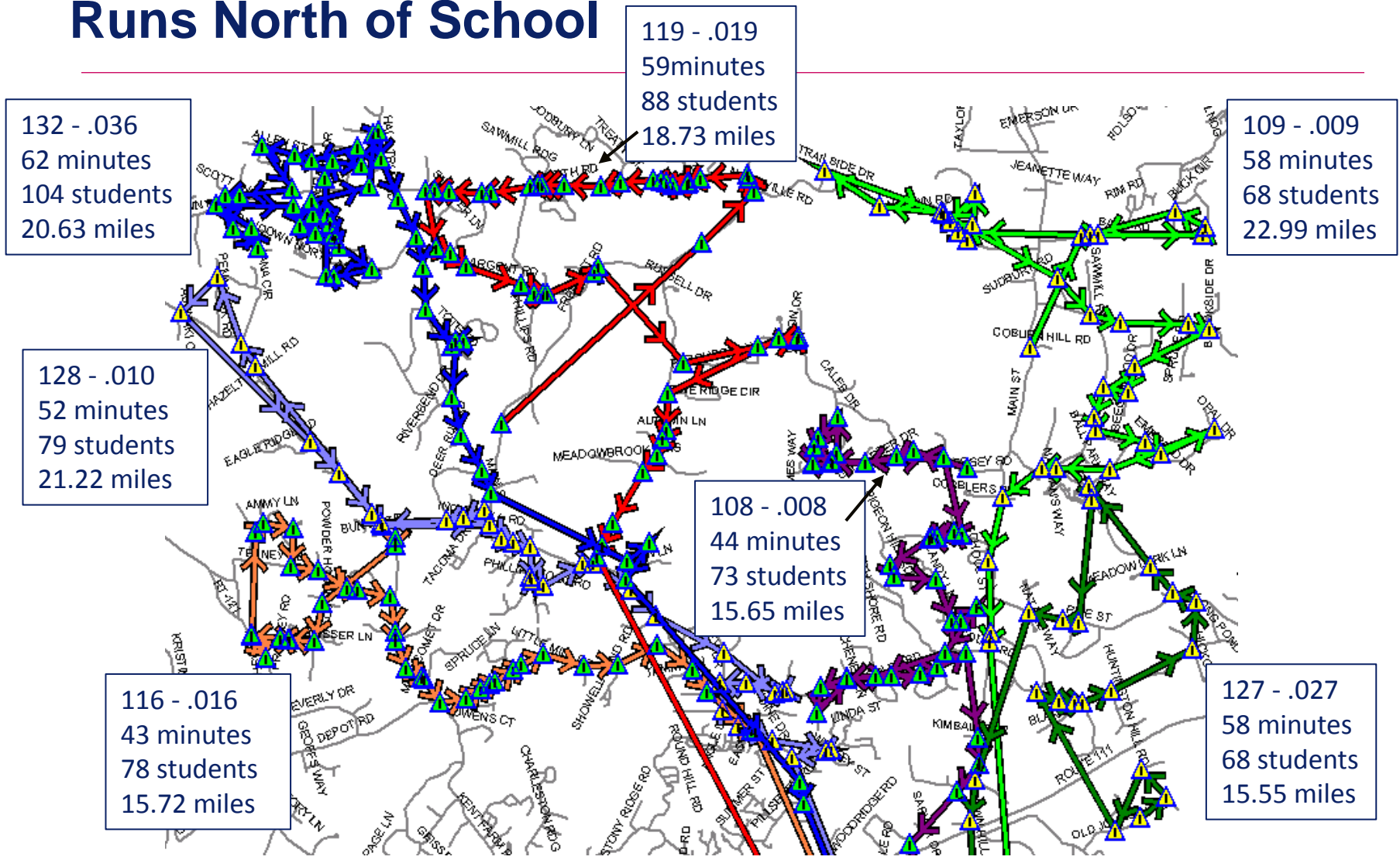
Timberlane Regional High School – First Student Optimized Runs West of School



Observations

- 106 & 117 were re-routed to better zone the runs and eliminate crossover.
- Based on Edulog time calculations, overall time increased by 14 minutes. However mileage went down by 4.29 miles. There may be some inaccuracy in Edulog calculated times.
- Solution should be reviewed for potential.

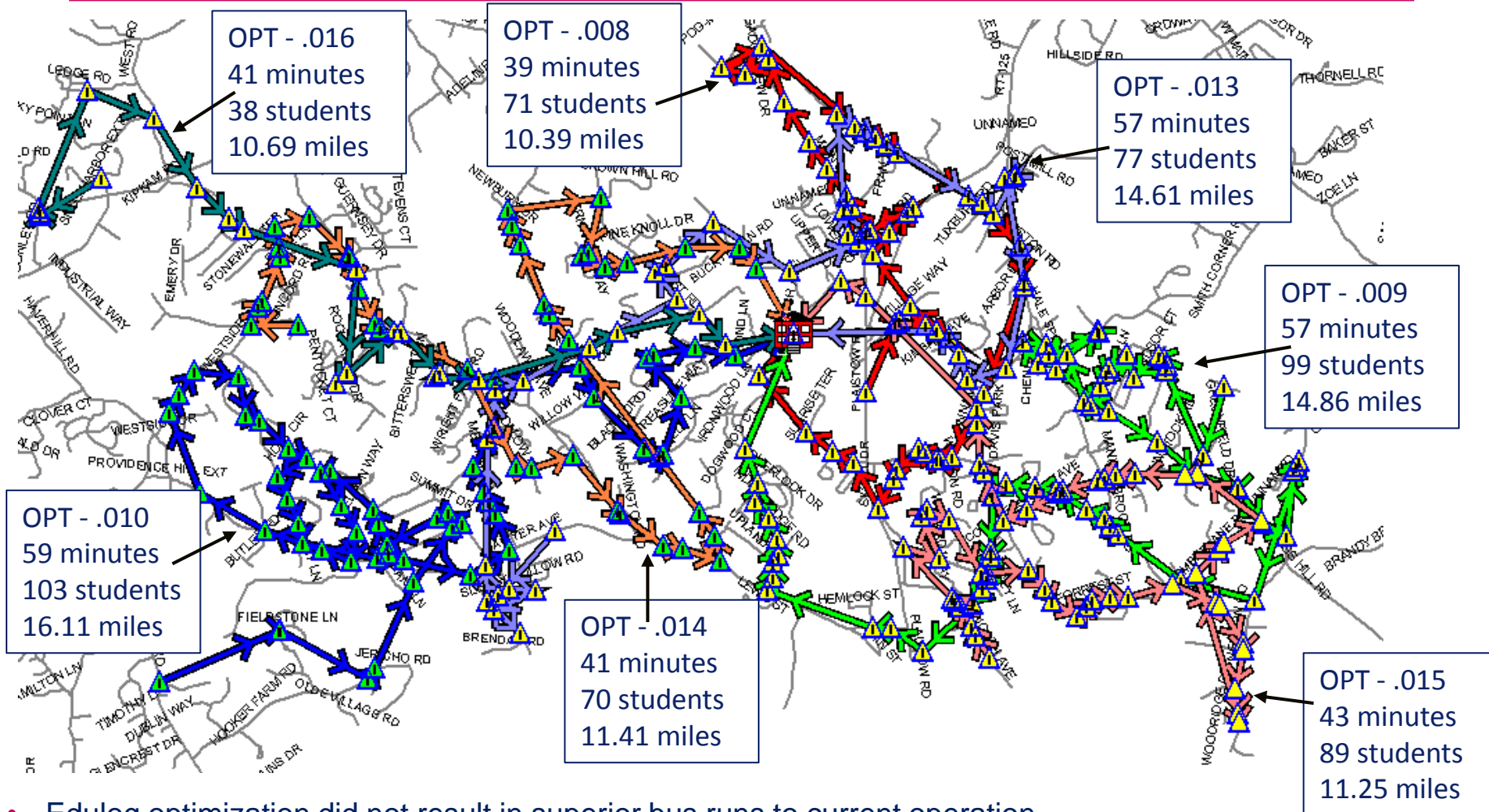
Timberlane Regional High School - Current Bus Runs North of School



Observations on TRHS Runs North of School

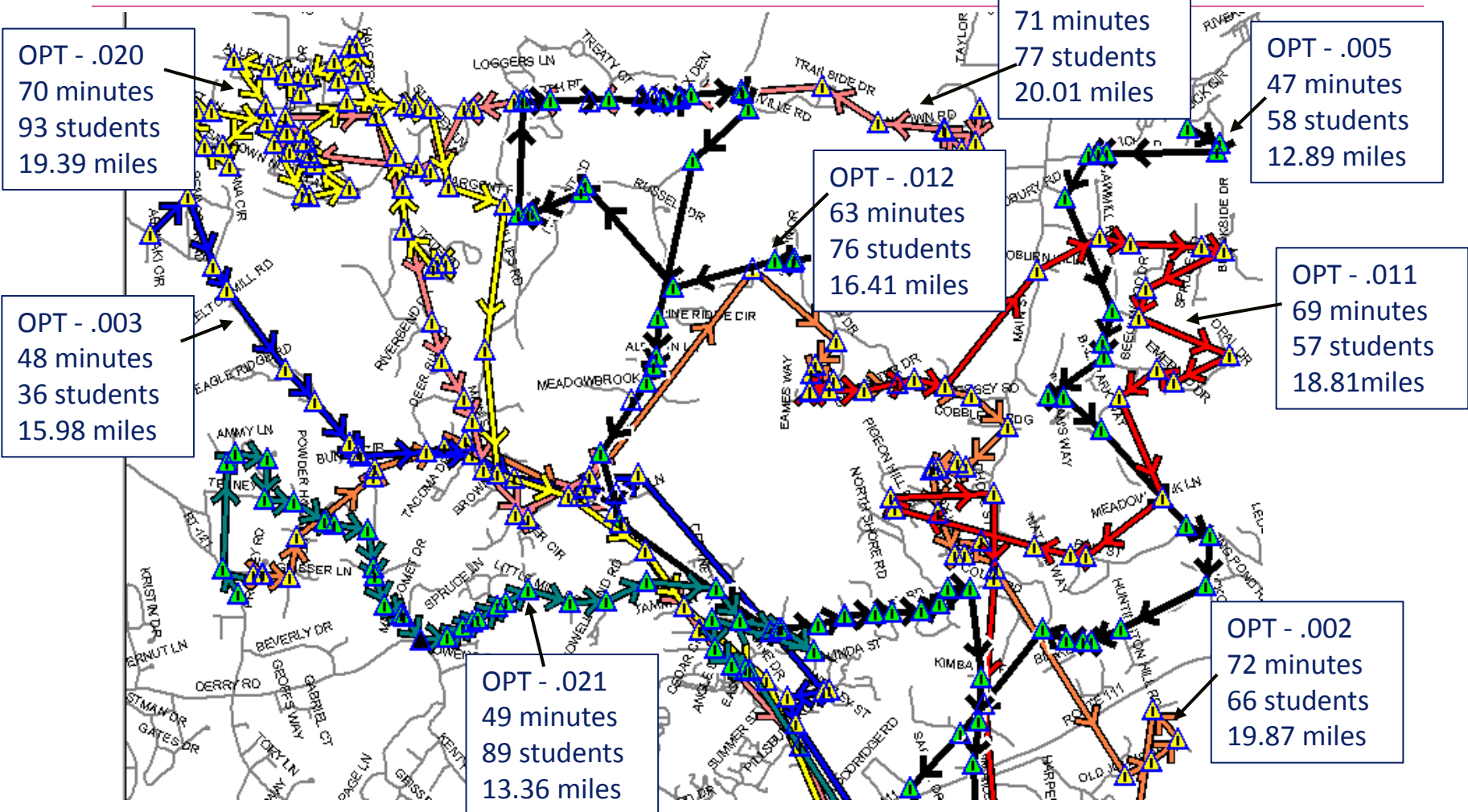
- TRHS runs North of the school are well zoned with little overlap except strategically along Main St.
- Multiple buses have stops on Main St so that a single bus is not stopping multiple times in succession, holding up traffic. Having multiple buses stop at different times along Main St helps to mitigate this issue.
- Given the exact same set of stops we would have created runs with very similar stop groupings. We believe these runs are appropriate given the constraints.

Timberlane Regional High School Runs - Edulog Optimization, South



- Edulog optimization did not result in superior bus runs to current operation

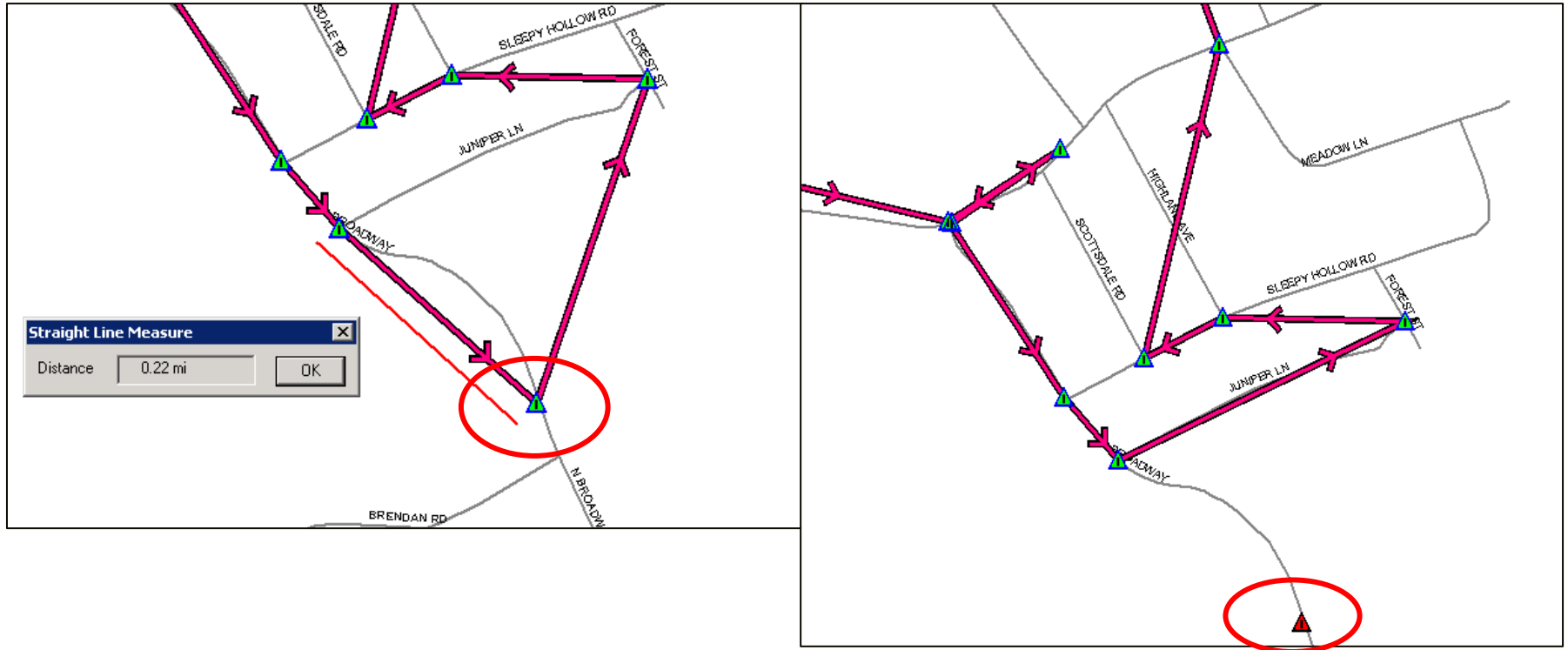
Timberlane Regional High School Runs - Edulog Optimization, North



- Edulog optimization did not result in reduced time or miles.

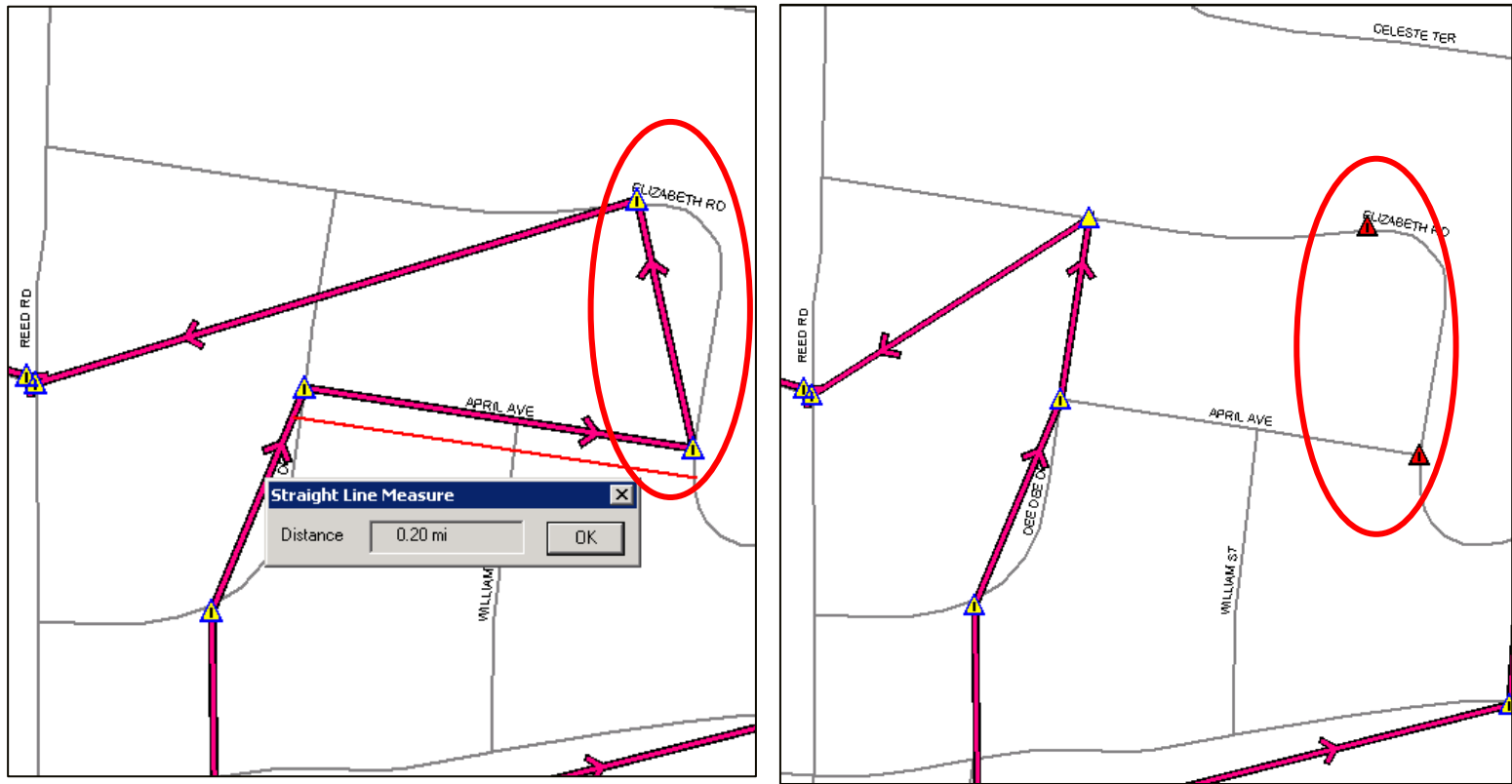
Consolidation of Some High School Stops and Modified HS/MS Ride Together

Eliminate Some Stops to Avoid Turns and Reduce Time – Example Route 106 TRHS



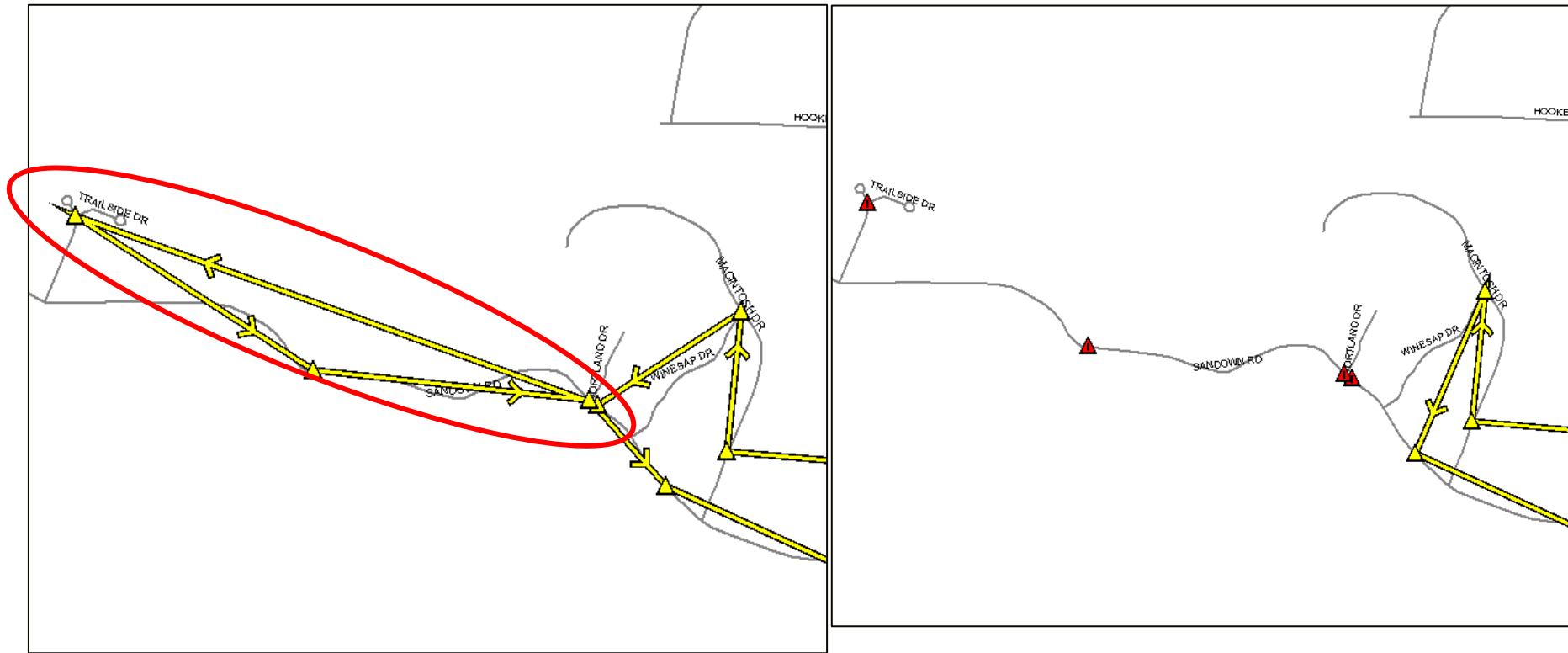
By requiring the student on Broadway walk to the corner of Jupiter and Broadway reduces 3-4 minutes from this run, currently 53 minutes.

Eliminate Stops to Eliminate Turns and Reduce Time – Example Route 132 TRHS



By requiring the students on Elizabeth Dr to walk to corners on Dee Dee Dr reduces 2 minutes from this run, currently 62 minutes.

Cutoff Farthest TRHS Stops and Ride with MS – Sandra Hodgkins Currently Working - Example Route 109



By removing the farthest stops on Sandown Dr from TRHS 109 and placing those students on TRMS 135 which has the same stop at the end of Trailside Dr can cut route 109 by 9 minutes from 58 to 49 minutes. Current TRMS route 135 is 45 minutes. Students should enjoy a 13 minute shorter ride.

First  Transportation
Solutions

Driven by First Student

TRHS Community Service

— Update —

Community Service: TRSD Mission & Core Values

TRSD Mission: 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.

TRHS Core Values: **Responsibility • Respect • Communication • Community**

The Timberlane Regional High School community values and nurtures the academic, personal, creative, and social growth of all students. We uphold rigorous academic standards and promote continuous improvement through curriculum and experiences that foster excellence, cooperation, and responsibility

Community Service: 21st Century Social & Civic Skills

Offer their best effort and be involved, contributing citizens at school and in the wider community.

Work cooperatively and resolve conflicts peacefully.

Live responsibly and lend a helping hand to those in need.

Speak and act respectfully to all.

Community Service: Current TRHS Opportunities

- Academic Honor Societies
- Life of an OWL
- Service Organizations: Students of Service (S.O.S.), Project Hope, Student Council, Hoots for Troops, Cleaner Greener Timberlane
- History Book Club
- Athletics

Community Service: What Are Comparable Schools Doing?

- Of 20 comparable schools investigated, 50% have a **required** community service component, and the other 50% **encourage** community service.
- Required Hours Range: 15 hours - 80 hours
- Service Option Types:
 - 'Singleton' hours
 - Coordinated project
 - School sponsored
- Variety of tracking and reporting methods.
 - Paper sheets tracked by student or counselor, School wide days, digital tools
- Coordinated through a position (admin, stipended teacher) or advisory program.

Community Service: Next Steps

- Present requested information to the board and seek direction.
- Establish a TRHS Planning / Implementation Team
 - Identify process, procedures, and expectations (ie: communication, tracking, etc.)
- Student, Staff, Parent and Community Notification
- Review related School Board Policies
- Ensure coordination with district/school leaders (ie: Director of School Counseling, Director of Technology, Business Operation Coordinator)
- Community and Business Partner Outreach

TIMBERLANE POLICY COMMITTEE RECOMMENDATIONS TO THE SCHOOL BOARD

SECOND READ/ADOPTION

- 1 GCO TEACHER PERFORMANCE AND EVALUATION SYSTEMS** (PC sent back to SLT to ensure the policy language aligned with the newly approved TTA agreement; TTA president approves of changes highlighted in yellow)

- 2 IMBD HIGH SCHOOL CREDIT FOR 7TH AND 8TH GRADE COURSEWORK** (New required policy; NHSBA language proposed; IMBD-R included for reference); this policy was reviewed and approved by the PC back in January but was erroneously left off the SB list.

- 3 JICK PUPIL SAFETY, VIOLENCE PREVENTION AND ANTI-BULLYING** (SLT extracted the procedure language and created a procedure and form for use by building administrators (JICK-R and JICK-X are included in packet for informational purposes and are scheduled for re-review on May 1st). Once policy language is approved, student services will develop an anti-bullying user guide to accompany these documents)
-

Timberlane Regional School District	Policy Code: GCO
Adopted: 01-01-83 Revised: 10-03-96 Revised: 02-24-05 Revised: 04-05-12 Revised:	Page 1 of 2

EVALUATION OF PROFESSIONAL STAFF TEACHER PERFORMANCE AND EVALUATION SYSTEMS

The School Board will adopt and the superintendent will implement an educator performance and evaluation system. The performance and evaluation system will include procedures, evaluation criteria and other components necessary to evaluate certified teaching personnel. Such procedures, criteria and components may be included within the evaluation plan in accordance with the provisions of the collective bargaining agreement.

The School Board will involve educators and principals in the development of this policy and its corresponding evaluation plan by providing such educators with notice and an opportunity to comment on its provisions. However, all final decisions relative to evaluation procedures, criteria and components will be made in accordance with the provisions of the collective bargaining agreement and the district educator evaluation plan.

~~The performance and effectiveness of a teacher shall be evaluated through a written evaluation procedure.~~

~~As such, the Timberlane Regional School District Evaluation Program shall focus on the professional enhancement of each educator so that s/he can best facilitate the education of all students, promoting high standards and continuous improvement for students while preparing them to be self-sufficient, contributing citizens.~~

~~The District values and supports an evaluation plan that:~~

- ~~• promotes a spirit of professional inquiry;~~
- ~~• encourages collegiality;~~
- ~~• empowers the individual to regularly reflect upon his/her expectations and practices; and~~
- ~~• creates a positive professional atmosphere marked by mutual respect and commonality of purpose.~~

~~This evaluation plan shall reflect specific beliefs in assessment and professional development. These include:~~

- ~~• aligning evaluation with goal setting and professional development activities;~~
- ~~• using multiple sources of information to evaluate performance;~~
- ~~• emphasizing self assessment, reflection and collegial support;~~
- ~~• valuing the documentation and presentation by an individual of his/her accomplishments;~~

<p>Timberlane Regional School District</p>	<p>Policy Code: GCO</p>
<p>Adopted: 01-01-83 Revised: 10-03-96 Revised: 02-24-05 Revised: 04-05-12 Revised:</p>	<p>Page 2 of 2</p>

- ~~allowing a varied focus in different years by using a three year cycle for assessment;~~
- ~~maximizing autonomy, collaboration, and accountability; and~~
- ~~taking a holistic view of an educator’s contribution to the District.~~

~~The evaluation process shall be a collaboration between a designated evaluator and an educator. The Board and Superintendent shall adopt and implement teacher evaluation procedures, criteria and other necessary components.~~

NHSBA Note, September 2013: Legislative revisions to RSA 189:1-a require school boards to "adopt a teacher performance evaluation system, with the involvement of teachers and principals, for use in the school district."

Legal References:

- RSA 189:14-a, Failure to be Renominated or Reelected*
- N.H. Code of Administrative Rules, Section Ed. 302.02(n), Substantive Duties of Superintendents*
- N.H. Code of Administrative Rules, Section Ed. 304.01(b), Substantive Duties of School Principals*
- RSA 189:1-a, Duty to Provide Education*

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HIGH SCHOOL CREDIT FOR 7TH AND 8TH GRADE COURSEWORK

Students in 7th or 8th grade may take advanced courses and apply the credit of those courses toward high school graduation, provided the course demonstrates content requirements consistent with related high school courses and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery and competency shall apply.

The high school principal shall approve such course work and credit prior to the student enrolling in the class in order for such credit to be applied toward high school graduation.

See Appendix IMBD-R

Legal References:

Ed 306.261(e), Granting High School Credit for 7th/8th Grade Coursework

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Adopted: 12-05-18	Page 1 of 1

HIGH SCHOOL CREDIT FOR 7TH AND 8TH GRADE COURSEWORK

Students in 7th or 8th grade who wish to take advanced courses per policy IMBD and apply the credit toward high school graduation will adhere to the following procedures:

1. The student must formally petition the high school principal for pre-approval by submitting the High School Credit Pre-Approval Form two months prior to enrolling in the course.
2. Per policy IMBD, the high school principal or designee will evaluate the proposed course to ensure that it demonstrates content and competency requirements consistent with the related high school course.
3. Prior to the start of the course, the high school principal or designee will meet with the student and parent. Following the meeting, the principal or designee will provide written notification of approval or denial of the request.
4. Withdrawal from the course or electing to take the course for non-credit may occur in accordance with the TRHS procedures and timelines for course withdrawal, as written in the high school Program of Studies.
5. The student must take all competency assessments for the associated high school course, including the midterm and final exams if applicable.
6. Credit will be awarded if the student passes the course and has demonstrated mastery of all course competencies, in accordance with policy IK.
7. Upon completion of the course and enrollment in the high school, the high school counselor will formally enter the course, the grade earned, and the associated weighted GPA value into the student's record so that these items may appear on the student's high school transcript.
8. Students who have earned high school credit in middle school may not retake the course for credit once enrolled at the high school.

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PUPIL SAFETY, VIOLENCE PREVENTION AND ANTI-BULLYING

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, socioeconomical 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. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

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The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

III. 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.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils on school district grounds and participating in school district functions, regardless of whether or not such pupil is a student within the District.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures or interventions, or both, against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

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VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

The district shall inform annually school employees, regular school volunteers, pupils, parents, legal guardians, or employees of a company under contract to the school district or its schools. All district employees shall receive annual training.

VII. 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 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 policy.~~

~~**VIII. 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.~~

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

~~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. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the~~

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~~report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).~~

~~**X. 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.~~

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

~~**XII. 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.~~

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~~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, 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.~~

~~**XIII. 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.~~

~~**XIV. 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 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 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.~~

~~**XV. School Officials** (RSA 193-F:4, II(n))~~

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

~~**XVI. 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~~

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~~buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.~~

~~**XVII. 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.

See Appendix JICK-R Procedure for Reporting 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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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, socioeconomical 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. ~~Such Initial~~ notification may be made by telephone, ~~writing~~ 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.

3.4. 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)

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

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Reviewed changes in emotional functioning _____

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)

Timberlane Regional School District	Procedure Code: JICK-X
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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"/> Other: _____
<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)

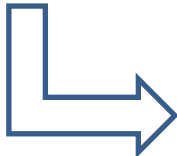
Victim	Perpetrator	Intervention/Consequences	Notes
		None were warranted	
		Student conference w/ administration	
		Positive behavioral interventions	
		Teacher notification plan	
		Other school staff notification	
		Parent meeting(s)	
		Referral to 504, Special Ed. Team	
		Counseling/therapeutic interventions	
		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):	

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Additional Notes: _____

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

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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: _____

CONFIDENTIAL

DATE: 5/2/19

Executive Summary

School Board Student Recognition

The school board asked me to provide information regarding the possible dates for a special school board meeting to recognizing student achievements. I surveyed the faculty about notable accomplishments of both individuals and groups. The range of potential honorees was wide and the list long – over thirty groups and including over 200 individuals. I researched dates and facilities available for an evening event, and found no suitable dates. The size of the SAU board room is insufficient to host an event of this size and the Performing Arts Center and high school gathering areas are either booked or similarly small.

Should the board be interested in planning for seasonal events for next school year, I can explore viable dates and locations.

The faculty is still submitting accomplishments that they feel are noteworthy. Unfortunately, it is my recommendation that we do not hold this type of event this spring. Instead, I invite the board to attend the many end of year events that honor student achievement in academics, performing and visual arts, athletics, community service, leadership, CTE competitions and awards, and clubs.

We post those events on the event calendar on the school website and have sent invitations to many of these events to the board through the high school administrative office.

Submitted by Don Woodworth

Executive Summary

Timeline for construction/renovation bond

As a follow-up to the Timberlane School Board meeting on April 18, 2019 we have prepared an example of a timeline for planning to have a bond prepared for the March 2020 election. This is a draft of a very aggressive schedule, and dates may need to shift as necessary. I have also included a timeline that is included in the New Hampshire Department of Education's Manual for Planning and Construction of School Buildings, updated in 2006. The attached schedule template contemplates major new construction projects.

It is my recommendation that the School Board hold a dedicated workshop with administration to formalize a timeline and offer suggestions and explanation to the following items.

Completion Date	Milestone
May 31:	Appropriate funds to perform updated demographics and population analysis. <i>(Policy FBB)</i> Appropriate funds to assist with the development of educational specifications & space utilization in relation to a building project <i>(Policy FEA)</i> Appropriate funds to hire an Owner's Project Manager to assist with the project Form project committee
June 30:	Define general scope for project outcomes Conduct interviews with architectural firms
July 31:	Select and contract with an architectural firm to develop preferred project options Develop marketing strategy
August 30:	Determine method of construction, Construction Manager method or Design/Bid/Build method
September 30:	If CM method is selected, select CM

- November 30:** Select preferred option for project with preliminary costs
Finalize tax impact estimate
Attain bond rates
Retain bond counsel
- December 15:** Reach final price estimate
Write warrant article
- January 31:** Hold public hearing on bond
- February 28:** Hold deliberative session
- March 31:** Hold vote

A long term plan for our waste water system should be included in any major reconfiguration or renovation of the campus. I look forward to discussing this amongst other items at an upcoming workshop dedicated to upgrading our facilities throughout the District.

Prepared by: Thomas F. Geary III, SAU 55 Business operations Coordinator

APPENDIX 2 - RECOMMENDED TIMELINE FOR SCHOOL CONSTRUCTION PROJECTS

Months Prior
to bond vote

- | | |
|----|--|
| 24 | Appropriate funds for initial demographics studies and facility audits. |
| 23 | Retain consultant services to conduct demographic studies to ascertain future location of student populations and projected enrollment estimates.

Solicit contract for audits of existing facilities. |
| 22 | Conduct demographic studies and facility audits. |
| 21 | Analyze results of studies and audits. |
| 20 | Write educational specifications (See Chapter 4). |
| 18 | Form Building Committee (See Chapter 1). |
| 17 | Identify feasible alternatives that meet requirements of educational specifications. |
| 16 | Hire architect or educational consultant to develop initial and life cycle cost estimates for all feasible alternatives. Estimate tax impact of each alternative. |
| 14 | Hold public meetings for input on alternatives. |
| 13 | Evaluate alternatives. Rank order alternatives. Choose preferred alternative.

Contact Bureau of School Approval and Facility Management for information and advice. |
| 12 | Appropriate funds for design of preferred alternative to at least concept design level and site evaluations. Amount should be at least 3% of estimate total cost for the preferred alternative. |
| 11 | Hire architect to proceed with design (See Chapter 3). |
| 10 | Architect conducts staff interviews.

Determine method of construction delivery to be used (See Chapter 13). |
| 9 | Solicit and hire construction manager if construction management method is to be used (See Chapter 13).

Identify possible construction sites if necessary (See Chapter 5). |
| 8 | Conduct surveys and evaluations of potential construction sites (See Chapter 5).

Proceed to schematic designs. Recommend at least 3. |
| 7 | Choose preferred schematic design.

Develop marketing plan (See Chapter 15).

Select land to purchase and secure option to buy. |

Months Prior
to bond vote

- 6 Proceed to concept design.
Implement marketing plan.
- 4 Finalize cost estimate.
Submit preliminary application for School Building Aid (See Chapter 16).
Contact potential financial institutions for bond rates etc.
Finalize tax impact estimate.
Continue marketing efforts.
- 3 Write warrant article.
Continue marketing efforts.
- 2 Hold bond hearings as required (See Chapter 14).
SB2 districts hold deliberative session (See Chapter 14).
Continue marketing efforts.
- 0 Conduct district meeting and/or vote.
Hire architect and proceed to final design.
Issue RFP for General Contractor if necessary (See Chapter 13).
- +1 Select and negotiate with General Contractor.
Hire General Contractor.
Apply for permits (See Chapter 2).
Submit additional documentation for School Building Aid (See Chapter 16).
- +3 Conduct ground breaking ceremony.
Begin Construction.
Initiate bond sale.
- +4 Sell Bond.
- +17 to +30 Begin classes in new facility.

April 30, 2019

Executive Summary

Report of sewer odor at TRHS

For our effluent drain field system to operate at full efficiency we have recently relocated the venting pipes for the system with the help of Busby Construction under the supervision of Civil Construction Management, Inc. Now that the field has been functioning properly, we have received confirmation from our civil engineer that carbon filters can be placed on the vent pipes to mitigate odors. These filters were installed on Monday, April 29, 2019. The Facilities team will monitor these filters and have scheduled changing per manufacturer's recommendations.

A long term plan for our waste water system should be included in any major reconfiguration or renovation of the campus. I look forward to discussing this amongst other items at an upcoming workshop dedicated to upgrading our facilities throughout the District.

Prepared by: Thomas F. Geary III, SAU 55 Business operations Coordinator

May 1, 2019

Executive Summary

Achieve3000 Update

The Timberlane Regional School District has chosen not to continue with the Achieve3000 solution for the upcoming school year due to budgetary restraints. Positive student achievement and student readiness for success after graduation are top priorities, therefore, Timberlane educators and curriculum leaders are exploring alternative options for literacy-based instructional tools to support TRSD curricula competencies, especially in the most challenging area of reading and comprehending informational text.

Since 2016, Achieve 3000 has been a valuable instructional tool, providing students and educators of the TRSD with a grade-level appropriate resource to support students' ability to read and comprehend complex informational text. Each school year, students realized increases in their Lexile reading levels, improved performance on the NH statewide assessment in grades 3-11, and students district-wide reached college and career ready benchmarks based on their Achieve3000 Lexile reading levels.

Please join me in recognizing student achievements as highlighted below.

*Total number of users varies year to year.

** Average Lexile Growth is 30 points.

Year 1 (2016-2017) Grades 6-12

- **A3000:** Average reading growth from Sept. - June was 65 Lexile points (2x more than expected growth).
- **A3000:** Based on year's end Lexile scores, 48% of students reached "college and career ready" benchmarks (increase of 12 percentage points from Sept.)
- **NH State Assessment:** Grade levels (4-11) increased proficiency by up to 7 percentage points in Reading over the previous year.

Year 2 (2017-2018) Grades 3-12

- **A3000:** Average reading growth from Sept. - June was 50 Lexile points.
- **A3000:** Based on year's end Lexile scores, 38% of students reached "college and career ready" benchmarks (increase of 11 percentage points from Sept.)
- **NH State Assessment:** Grade levels (4-11) increased proficiency by up to 10 percentage points in Reading over the previous year.

Year 3 (2018-January 2019) Grades 3-12 mid-year data report

- **A3000:** Average reading growth 27 Lexile points in grades 3-12.
- **A3000:** Based on the 2019 January mid-year Lexile reading levels, 30% of students have already reached "college and career ready" benchmarks. (Increase of 4 percentage points from Sept.)
- **NH State Assessment:** Spring assessment not completed.

Respectfully Submitted By:

Christi Michaud, Executive Director of Data, Assessment, and Accountability

April 22, 2019

Executive Summary

Tripod Academic Survey Parent Notification

Notification to parents regarding the administration of academic surveys occurred through PowerSchool Registration (see below), the annual student registration process completed by parents in August and September each year. Through PowerSchool Registration, parents are required to select “yes or no” to designate permission for their child to participate in the academic survey. Additionally, specific Tripod survey information was posted to the school district website in March 2019 prior to the schools’ administration of the survey.

PowerSchool Registration

Academic Survey

The Timberlane Regional School District administers developmentally appropriate academic surveys as a way to gather student perspectives and input on teaching and learning. The academic survey is anonymous and may include background questions (see examples below) for the purpose of norming. The norming process is valuable as it provides teachers with more precise survey results and effectively removes the influence of factors outside their control. At any time, a parent may request to view academic survey questions by contacting the school principal.

Background Question Examples:

- Are you a boy or girl?
- How many books do you think there are in the room where you sleep?
- What grade are you in?
- Do you speak a language other than English at home?


I opt my child in to participate in the administration of academic surveys that may include background questions. Yes/No required

Respectfully Submitted By:

Christi Michaud, Executive Director of Data, Assessment, and Accountability

Memo

To: Shawn O'Neil, Chair Timberlane Regional School Board
Timberlane Regional School Board Members

From: Geoffrey Dowd, CFO / Business Administrator 

CC: Dr. Earl Metzler, Superintendent of Schools

Date: April 24, 2019

Re: NH Municipal Bond Bank Estimates

Per request of the TRSD School Board, please find attached debt schedules from the NH Municipal Bond Bank (NHMBB) in the following amounts, years and rates:

<u>Amount</u>	<u>Term (years)</u>	<u>Rate Quoted</u>
\$20M	20	4.00%
\$20M	25	4.25%
\$40M	20	4.00%
\$40M	25	4.25%
\$60M	20	4.00%
\$60M	25	4.25%
\$80M	20	4.00%
\$80M	25	4.25%

The estimated rate used by the NHMBB is 4.00% for the 20-year amortization and 4.25% for the 25-year amortization.

For perspective, the 20-year rate from the most recent bond sale in January 2019 was 3.05%, while the 20-year rate from the June 2018 sale was 3.24%.

Since the rate of interest is a key driver in overall bond cost, it is important such estimated rate be within range.

I have included a schedule of historic municipal interest rates published by the NHMBB, from 1994 to the most recent sale showing rates on 5 year through 30-year bond issues.

NHMBB New Hampshire Municipal Bond Bank

Timberlane Regional School District

June 2020 Bond Sale

20 Year Estimated Schedule - Level Principal

Date Prepared: 04/24/19

Interest Start Date: 215 Days 07/10/20

First Interest Payment: 02/15/21

Net Interest Costs: 4.0% *

Debt Year	Period Ending	Principal Outstanding	Principal	Rate	Interest	Total Payment	Fiscal Year Total Payment
	2/15/2021				\$ 477,777.78	\$ 477,777.78	\$ 477,777.78
1	8/15/2021	\$ 20,000,000.00	\$ 1,000,000.00	4.00%	400,000.00	1,400,000.00	
	2/15/2022				380,000.00	380,000.00	1,780,000.00
2	8/15/2022	19,000,000.00	1,000,000.00	4.00%	380,000.00	1,380,000.00	
	2/15/2023				360,000.00	360,000.00	1,740,000.00
3	8/15/2023	18,000,000.00	1,000,000.00	4.00%	360,000.00	1,360,000.00	
	2/15/2024				340,000.00	340,000.00	1,700,000.00
4	8/15/2024	17,000,000.00	1,000,000.00	4.00%	340,000.00	1,340,000.00	
	2/15/2025				320,000.00	320,000.00	1,660,000.00
5	8/15/2025	16,000,000.00	1,000,000.00	4.00%	320,000.00	1,320,000.00	
	2/15/2026				300,000.00	300,000.00	1,620,000.00
6	8/15/2026	15,000,000.00	1,000,000.00	4.00%	300,000.00	1,300,000.00	
	2/15/2027				280,000.00	280,000.00	1,580,000.00
7	8/15/2027	14,000,000.00	1,000,000.00	4.00%	280,000.00	1,280,000.00	
	2/15/2028				260,000.00	260,000.00	1,540,000.00
8	8/15/2028	13,000,000.00	1,000,000.00	4.00%	260,000.00	1,260,000.00	
	2/15/2029				240,000.00	240,000.00	1,500,000.00
9	8/15/2029	12,000,000.00	1,000,000.00	4.00%	240,000.00	1,240,000.00	
	2/15/2030				220,000.00	220,000.00	1,460,000.00
10	8/15/2030	11,000,000.00	1,000,000.00	4.00%	220,000.00	1,220,000.00	
	2/15/2031				200,000.00	200,000.00	1,420,000.00
11	8/15/2031	10,000,000.00	1,000,000.00	4.00%	200,000.00	1,200,000.00	
	2/15/2032				180,000.00	180,000.00	1,380,000.00
12	8/15/2032	9,000,000.00	1,000,000.00	4.00%	180,000.00	1,180,000.00	
	2/15/2033				160,000.00	160,000.00	1,340,000.00
13	8/15/2033	8,000,000.00	1,000,000.00	4.00%	160,000.00	1,160,000.00	
	2/15/2034				140,000.00	140,000.00	1,300,000.00
14	8/15/2034	7,000,000.00	1,000,000.00	4.00%	140,000.00	1,140,000.00	
	2/15/2035				120,000.00	120,000.00	1,260,000.00
15	8/15/2035	6,000,000.00	1,000,000.00	4.00%	120,000.00	1,120,000.00	
	2/15/2036				100,000.00	100,000.00	1,220,000.00
16	8/15/2036	5,000,000.00	1,000,000.00	4.00%	100,000.00	1,100,000.00	
	2/15/2037				80,000.00	80,000.00	1,180,000.00
17	8/15/2037	4,000,000.00	1,000,000.00	4.00%	80,000.00	1,080,000.00	
	2/15/2038				60,000.00	60,000.00	1,140,000.00
18	8/15/2038	3,000,000.00	1,000,000.00	4.00%	60,000.00	1,060,000.00	
	2/15/2039				40,000.00	40,000.00	1,100,000.00
19	8/15/2039	2,000,000.00	1,000,000.00	4.00%	40,000.00	1,040,000.00	
	2/15/2040				20,000.00	20,000.00	1,060,000.00
20	8/15/2040	1,000,000.00	1,000,000.00	4.00%	20,000.00	1,020,000.00	1,020,000.00
TOTALS			\$ 20,000,000.00		\$ 8,477,777.78	\$ 28,477,777.78	\$ 28,477,777.78

*These interest rates are very conservative for budgeting purposes.

** When budgeting the first years interest payment, take the total bond amount x 5% / 2 = estimated interest amount for 2/15/21.

The market is very volatile. Please check with us periodically for current rates

NHMBB New Hampshire Municipal Bond Bank

Timberlane Regional School District

June 2020 Bond Sale

25 Year **Estimated** Schedule - Level Principal

Date Prepared: 04/24/19
 Interest Start Date: 215 Days 07/10/20
 First Interest Payment: 02/15/21
 Net Interest Costs: 4.25% *

Debt Year	Period Ending	Principal Outstanding	Principal	Rate	Interest	Total Payment	Fiscal Year Total Payment
	2/15/2021				\$507,638.89 **	\$507,638.89	\$507,638.89
1	8/15/2021	\$ 20,000,000.00	\$ 800,000.00	4.25%	425,000.00	1,225,000.00	
	2/15/2022				408,000.00	408,000.00	1,633,000.00
2	8/15/2022	19,200,000.00	800,000.00	4.25%	408,000.00	1,208,000.00	
	2/15/2023				391,000.00	391,000.00	1,599,000.00
3	8/15/2023	18,400,000.00	800,000.00	4.25%	391,000.00	1,191,000.00	
	2/15/2024				374,000.00	374,000.00	1,565,000.00
4	8/15/2024	17,600,000.00	800,000.00	4.25%	374,000.00	1,174,000.00	
	2/15/2021				357,000.00	357,000.00	1,531,000.00
5	8/15/2025	16,800,000.00	800,000.00	4.25%	357,000.00	1,157,000.00	
	2/15/2026				340,000.00	340,000.00	1,497,000.00
6	8/15/2026	16,000,000.00	800,000.00	4.25%	340,000.00	1,140,000.00	
	2/15/2027				323,000.00	323,000.00	1,463,000.00
7	8/15/2027	15,200,000.00	800,000.00	4.25%	323,000.00	1,123,000.00	
	2/15/2028				306,000.00	306,000.00	1,429,000.00
8	8/15/2028	14,400,000.00	800,000.00	4.25%	306,000.00	1,106,000.00	
	2/15/2029				289,000.00	289,000.00	1,395,000.00
9	8/15/2029	13,600,000.00	800,000.00	4.25%	289,000.00	1,089,000.00	
	2/15/2030				272,000.00	272,000.00	1,361,000.00
10	8/15/2030	12,800,000.00	800,000.00	4.25%	272,000.00	1,072,000.00	
	2/15/2031				255,000.00	255,000.00	1,327,000.00
11	8/15/2031	12,000,000.00	800,000.00	4.25%	255,000.00	1,055,000.00	
	2/15/2032				238,000.00	238,000.00	1,293,000.00
12	8/15/2032	11,200,000.00	800,000.00	4.25%	238,000.00	1,038,000.00	
	2/15/2033				221,000.00	221,000.00	1,259,000.00
13	8/15/2033	10,400,000.00	800,000.00	4.25%	221,000.00	1,021,000.00	
	2/15/2034				204,000.00	204,000.00	1,225,000.00
14	8/15/2034	9,600,000.00	800,000.00	4.25%	204,000.00	1,004,000.00	
	2/15/2035				187,000.00	187,000.00	1,191,000.00
15	8/15/2035	8,800,000.00	800,000.00	4.25%	187,000.00	987,000.00	
	2/15/2036				170,000.00	170,000.00	1,157,000.00
16	8/15/2036	8,000,000.00	800,000.00	4.25%	170,000.00	970,000.00	
	2/15/2037				153,000.00	153,000.00	1,123,000.00
17	8/15/2037	7,200,000.00	800,000.00	4.25%	153,000.00	953,000.00	
	2/15/2038				136,000.00	136,000.00	1,089,000.00
18	8/15/2038	6,400,000.00	800,000.00	4.25%	136,000.00	936,000.00	
	2/15/2039				119,000.00	119,000.00	1,055,000.00
19	8/15/2039	5,600,000.00	800,000.00	4.25%	119,000.00	919,000.00	
	2/15/2040				102,000.00	102,000.00	1,021,000.00
20	8/15/2040	4,800,000.00	800,000.00	4.25%	102,000.00	902,000.00	
	2/15/2041				85,000.00	85,000.00	987,000.00
21	8/15/2041	4,000,000.00	800,000.00	4.25%	85,000.00	885,000.00	
	2/15/2042				68,000.00	68,000.00	953,000.00
22	8/15/2042	3,200,000.00	800,000.00	4.25%	68,000.00	868,000.00	
	2/15/2043				51,000.00	51,000.00	919,000.00
23	8/15/2043	2,400,000.00	800,000.00	4.25%	51,000.00	851,000.00	
	2/15/2044				34,000.00	34,000.00	885,000.00
24	8/15/2044	1,600,000.00	800,000.00	4.25%	34,000.00	834,000.00	
	2/15/2045				17,000.00	17,000.00	851,000.00
25	8/15/2045	800,000.00	800,000.00	4.25%	17,000.00	817,000.00	817,000.00
			=====		=====	=====	=====
TOTALS		\$ 20,000,000.00			\$ 11,132,638.89	\$ 31,132,638.89	\$ 31,132,638.89

*These interest rates are very conservative for budgeting purposes.

**When budgeting the first year's interest payment, take the total bond amount x 5% / 2 = estimated amount for 2/15/21.

The market is very volatile. Please check with us periodically for current rates

NHMBB New Hampshire Municipal Bond Bank

Timberlane Regional School District

June 2020 Bond Sale

20 Year Estimated Schedule - Level Principal

Date Prepared: 04/24/19

Interest Start Date: 215 Days 07/10/20

First Interest Payment: 02/15/21

Net Interest Costs: 4.0% *

Debt Year	Period Ending	Principal Outstanding	Principal	Rate	Interest	Total Payment	Fiscal Year Total Payment
	2/15/2021				\$ 955,555.56	\$ 955,555.56	\$ 955,555.56
1	8/15/2021	\$ 40,000,000.00	\$ 2,000,000.00	4.00%	800,000.00	2,800,000.00	
	2/15/2022				760,000.00	760,000.00	3,560,000.00
2	8/15/2022	38,000,000.00	2,000,000.00	4.00%	760,000.00	2,760,000.00	
	2/15/2023				720,000.00	720,000.00	3,480,000.00
3	8/15/2023	36,000,000.00	2,000,000.00	4.00%	720,000.00	2,720,000.00	
	2/15/2024				680,000.00	680,000.00	3,400,000.00
4	8/15/2024	34,000,000.00	2,000,000.00	4.00%	680,000.00	2,680,000.00	
	2/15/2025				640,000.00	640,000.00	3,320,000.00
5	8/15/2025	32,000,000.00	2,000,000.00	4.00%	640,000.00	2,640,000.00	
	2/15/2026				600,000.00	600,000.00	3,240,000.00
6	8/15/2026	30,000,000.00	2,000,000.00	4.00%	600,000.00	2,600,000.00	
	2/15/2027				560,000.00	560,000.00	3,160,000.00
7	8/15/2027	28,000,000.00	2,000,000.00	4.00%	560,000.00	2,560,000.00	
	2/15/2028				520,000.00	520,000.00	3,080,000.00
8	8/15/2028	26,000,000.00	2,000,000.00	4.00%	520,000.00	2,520,000.00	
	2/15/2029				480,000.00	480,000.00	3,000,000.00
9	8/15/2029	24,000,000.00	2,000,000.00	4.00%	480,000.00	2,480,000.00	
	2/15/2030				440,000.00	440,000.00	2,920,000.00
10	8/15/2030	22,000,000.00	2,000,000.00	4.00%	440,000.00	2,440,000.00	
	2/15/2031				400,000.00	400,000.00	2,840,000.00
11	8/15/2031	20,000,000.00	2,000,000.00	4.00%	400,000.00	2,400,000.00	
	2/15/2032				360,000.00	360,000.00	2,760,000.00
12	8/15/2032	18,000,000.00	2,000,000.00	4.00%	360,000.00	2,360,000.00	
	2/15/2033				320,000.00	320,000.00	2,680,000.00
13	8/15/2033	16,000,000.00	2,000,000.00	4.00%	320,000.00	2,320,000.00	
	2/15/2034				280,000.00	280,000.00	2,600,000.00
14	8/15/2034	14,000,000.00	2,000,000.00	4.00%	280,000.00	2,280,000.00	
	2/15/2035				240,000.00	240,000.00	2,520,000.00
15	8/15/2035	12,000,000.00	2,000,000.00	4.00%	240,000.00	2,240,000.00	
	2/15/2036				200,000.00	200,000.00	2,440,000.00
16	8/15/2036	10,000,000.00	2,000,000.00	4.00%	200,000.00	2,200,000.00	
	2/15/2037				160,000.00	160,000.00	2,360,000.00
17	8/15/2037	8,000,000.00	2,000,000.00	4.00%	160,000.00	2,160,000.00	
	2/15/2038				120,000.00	120,000.00	2,280,000.00
18	8/15/2038	6,000,000.00	2,000,000.00	4.00%	120,000.00	2,120,000.00	
	2/15/2039				80,000.00	80,000.00	2,200,000.00
19	8/15/2039	4,000,000.00	2,000,000.00	4.00%	80,000.00	2,080,000.00	
	2/15/2040				40,000.00	40,000.00	2,120,000.00
20	8/15/2040	2,000,000.00	2,000,000.00	4.00%	40,000.00	2,040,000.00	2,040,000.00
TOTALS			\$ 40,000,000.00		\$ 16,955,555.56	\$ 56,955,555.56	\$ 56,955,555.56

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** When budgeting the first years interest payment, take the total bond amount x 5% / 2 = estimated interest amount for 2/15/21.

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NHMBB New Hampshire Municipal Bond Bank

Timberlane Regional School District

June 2020 Bond Sale

25 Year **Estimated** Schedule - Level Principal

Date Prepared: 04/24/19
 Interest Start Date: 215 Days 07/10/20
 First Interest Payment: 02/15/21
 Net Interest Costs: 4.25% *

Debt Year	Period Ending	Principal Outstanding	Principal	Rate	Interest	Total Payment	Fiscal Year Total Payment
	2/15/2021				\$1,015,277.78 **	\$1,015,277.78	\$1,015,277.78
1	8/15/2021	\$ 40,000,000.00	\$ 1,600,000.00	4.25%	850,000.00	2,450,000.00	
	2/15/2022				816,000.00	816,000.00	3,266,000.00
2	8/15/2022	38,400,000.00	1,600,000.00	4.25%	816,000.00	2,416,000.00	
	2/15/2023				782,000.00	782,000.00	3,198,000.00
3	8/15/2023	36,800,000.00	1,600,000.00	4.25%	782,000.00	2,382,000.00	
	2/15/2024				748,000.00	748,000.00	3,130,000.00
4	8/15/2024	35,200,000.00	1,600,000.00	4.25%	748,000.00	2,348,000.00	
	2/15/2021				714,000.00	714,000.00	3,062,000.00
5	8/15/2025	33,600,000.00	1,600,000.00	4.25%	714,000.00	2,314,000.00	
	2/15/2026				680,000.00	680,000.00	2,994,000.00
6	8/15/2026	32,000,000.00	1,600,000.00	4.25%	680,000.00	2,280,000.00	
	2/15/2027				646,000.00	646,000.00	2,926,000.00
7	8/15/2027	30,400,000.00	1,600,000.00	4.25%	646,000.00	2,246,000.00	
	2/15/2028				612,000.00	612,000.00	2,858,000.00
8	8/15/2028	28,800,000.00	1,600,000.00	4.25%	612,000.00	2,212,000.00	
	2/15/2029				578,000.00	578,000.00	2,790,000.00
9	8/15/2029	27,200,000.00	1,600,000.00	4.25%	578,000.00	2,178,000.00	
	2/15/2030				544,000.00	544,000.00	2,722,000.00
10	8/15/2030	25,600,000.00	1,600,000.00	4.25%	544,000.00	2,144,000.00	
	2/15/2031				510,000.00	510,000.00	2,654,000.00
11	8/15/2031	24,000,000.00	1,600,000.00	4.25%	510,000.00	2,110,000.00	
	2/15/2032				476,000.00	476,000.00	2,586,000.00
12	8/15/2032	22,400,000.00	1,600,000.00	4.25%	476,000.00	2,076,000.00	
	2/15/2033				442,000.00	442,000.00	2,518,000.00
13	8/15/2033	20,800,000.00	1,600,000.00	4.25%	442,000.00	2,042,000.00	
	2/15/2034				408,000.00	408,000.00	2,450,000.00
14	8/15/2034	19,200,000.00	1,600,000.00	4.25%	408,000.00	2,008,000.00	
	2/15/2035				374,000.00	374,000.00	2,382,000.00
15	8/15/2035	17,600,000.00	1,600,000.00	4.25%	374,000.00	1,974,000.00	
	2/15/2036				340,000.00	340,000.00	2,314,000.00
16	8/15/2036	16,000,000.00	1,600,000.00	4.25%	340,000.00	1,940,000.00	
	2/15/2037				306,000.00	306,000.00	2,246,000.00
17	8/15/2037	14,400,000.00	1,600,000.00	4.25%	306,000.00	1,906,000.00	
	2/15/2038				272,000.00	272,000.00	2,178,000.00
18	8/15/2038	12,800,000.00	1,600,000.00	4.25%	272,000.00	1,872,000.00	
	2/15/2039				238,000.00	238,000.00	2,110,000.00
19	8/15/2039	11,200,000.00	1,600,000.00	4.25%	238,000.00	1,838,000.00	
	2/15/2040				204,000.00	204,000.00	2,042,000.00
20	8/15/2040	9,600,000.00	1,600,000.00	4.25%	204,000.00	1,804,000.00	
	2/15/2041				170,000.00	170,000.00	1,974,000.00
21	8/15/2041	8,000,000.00	1,600,000.00	4.25%	170,000.00	1,770,000.00	
	2/15/2042				136,000.00	136,000.00	1,906,000.00
22	8/15/2042	6,400,000.00	1,600,000.00	4.25%	136,000.00	1,736,000.00	
	2/15/2043				102,000.00	102,000.00	1,838,000.00
23	8/15/2043	4,800,000.00	1,600,000.00	4.25%	102,000.00	1,702,000.00	
	2/15/2044				68,000.00	68,000.00	1,770,000.00
24	8/15/2044	3,200,000.00	1,600,000.00	4.25%	68,000.00	1,668,000.00	
	2/15/2045				34,000.00	34,000.00	1,702,000.00
25	8/15/2045	1,600,000.00	1,600,000.00	4.25%	34,000.00	1,634,000.00	1,634,000.00
			=====		=====	=====	=====
TOTALS		\$ 40,000,000.00			\$ 22,265,277.78	\$ 62,265,277.78	\$ 62,265,277.78

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NHMBB New Hampshire Municipal Bond Bank

Timberlane Regional School District

June 2020 Bond Sale

20 Year Estimated Schedule - Level Principal

Date Prepared: 04/24/19

Interest Start Date: 215 Days 07/10/20

First Interest Payment: 02/15/21

Net Interest Costs: 4.0% *

Debt Year	Period Ending	Principal Outstanding	Principal	Rate	Interest	Total Payment	Fiscal Year Total Payment
	2/15/2021				\$ 1,433,333.33	\$ 1,433,333.33	\$ 1,433,333.33
1	8/15/2021	\$ 60,000,000.00	\$ 3,000,000.00	4.00%	1,200,000.00	4,200,000.00	
	2/15/2022				1,140,000.00	1,140,000.00	5,340,000.00
2	8/15/2022	57,000,000.00	3,000,000.00	4.00%	1,140,000.00	4,140,000.00	
	2/15/2023				1,080,000.00	1,080,000.00	5,220,000.00
3	8/15/2023	54,000,000.00	3,000,000.00	4.00%	1,080,000.00	4,080,000.00	
	2/15/2024				1,020,000.00	1,020,000.00	5,100,000.00
4	8/15/2024	51,000,000.00	3,000,000.00	4.00%	1,020,000.00	4,020,000.00	
	2/15/2021				960,000.00	960,000.00	4,980,000.00
5	8/15/2025	48,000,000.00	3,000,000.00	4.00%	960,000.00	3,960,000.00	
	2/15/2026				900,000.00	900,000.00	4,860,000.00
6	8/15/2026	45,000,000.00	3,000,000.00	4.00%	900,000.00	3,900,000.00	
	2/15/2027				840,000.00	840,000.00	4,740,000.00
7	8/15/2027	42,000,000.00	3,000,000.00	4.00%	840,000.00	3,840,000.00	
	2/15/2028				780,000.00	780,000.00	4,620,000.00
8	8/15/2028	39,000,000.00	3,000,000.00	4.00%	780,000.00	3,780,000.00	
	2/15/2029				720,000.00	720,000.00	4,500,000.00
9	8/15/2029	36,000,000.00	3,000,000.00	4.00%	720,000.00	3,720,000.00	
	2/15/2030				660,000.00	660,000.00	4,380,000.00
10	8/15/2030	33,000,000.00	3,000,000.00	4.00%	660,000.00	3,660,000.00	
	2/15/2031				600,000.00	600,000.00	4,260,000.00
11	8/15/2031	30,000,000.00	3,000,000.00	4.00%	600,000.00	3,600,000.00	
	2/15/2032				540,000.00	540,000.00	4,140,000.00
12	8/15/2032	27,000,000.00	3,000,000.00	4.00%	540,000.00	3,540,000.00	
	2/15/2033				480,000.00	480,000.00	4,020,000.00
13	8/15/2033	24,000,000.00	3,000,000.00	4.00%	480,000.00	3,480,000.00	
	2/15/2034				420,000.00	420,000.00	3,900,000.00
14	8/15/2034	21,000,000.00	3,000,000.00	4.00%	420,000.00	3,420,000.00	
	2/15/2035				360,000.00	360,000.00	3,780,000.00
15	8/15/2035	18,000,000.00	3,000,000.00	4.00%	360,000.00	3,360,000.00	
	2/15/2036				300,000.00	300,000.00	3,660,000.00
16	8/15/2036	15,000,000.00	3,000,000.00	4.00%	300,000.00	3,300,000.00	
	2/15/2037				240,000.00	240,000.00	3,540,000.00
17	8/15/2037	12,000,000.00	3,000,000.00	4.00%	240,000.00	3,240,000.00	
	2/15/2038				180,000.00	180,000.00	3,420,000.00
18	8/15/2038	9,000,000.00	3,000,000.00	4.00%	180,000.00	3,180,000.00	
	2/15/2039				120,000.00	120,000.00	3,300,000.00
19	8/15/2039	6,000,000.00	3,000,000.00	4.00%	120,000.00	3,120,000.00	
	2/15/2040				60,000.00	60,000.00	3,180,000.00
20	8/15/2040	3,000,000.00	3,000,000.00	4.00%	60,000.00	3,060,000.00	3,060,000.00
TOTALS			\$ 60,000,000.00		\$ 25,433,333.33	\$ 85,433,333.33	\$ 85,433,333.33

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NHMBB New Hampshire Municipal Bond Bank

Timberlane Regional School District

June 2020 Bond Sale

25 Year Estimated Schedule - Level Principal

Date Prepared: 04/24/19
 Interest Start Date: 215 Days 07/10/20
 First Interest Payment: 02/15/21
 Net Interest Costs: 4.25% *

Debt Year	Period Ending	Principal Outstanding	Principal	Rate	Interest	Total Payment	Fiscal Year Total Payment
	2/15/2021				\$1,522,916.67	\$1,522,916.67	\$1,522,916.67
1	8/15/2021	\$ 60,000,000.00	\$ 2,400,000.00	4.25%	1,275,000.00	3,675,000.00	
	2/15/2022				1,224,000.00	1,224,000.00	4,899,000.00
2	8/15/2022	57,600,000.00	2,400,000.00	4.25%	1,224,000.00	3,624,000.00	
	2/15/2023				1,173,000.00	1,173,000.00	4,797,000.00
3	8/15/2023	55,200,000.00	2,400,000.00	4.25%	1,173,000.00	3,573,000.00	
	2/15/2024				1,122,000.00	1,122,000.00	4,695,000.00
4	8/15/2024	52,800,000.00	2,400,000.00	4.25%	1,122,000.00	3,522,000.00	
	2/15/2025				1,071,000.00	1,071,000.00	4,593,000.00
5	8/15/2025	50,400,000.00	2,400,000.00	4.25%	1,071,000.00	3,471,000.00	
	2/15/2026				1,020,000.00	1,020,000.00	4,491,000.00
6	8/15/2026	48,000,000.00	2,400,000.00	4.25%	1,020,000.00	3,420,000.00	
	2/15/2027				969,000.00	969,000.00	4,389,000.00
7	8/15/2027	45,600,000.00	2,400,000.00	4.25%	969,000.00	3,369,000.00	
	2/15/2028				918,000.00	918,000.00	4,287,000.00
8	8/15/2028	43,200,000.00	2,400,000.00	4.25%	918,000.00	3,318,000.00	
	2/15/2029				867,000.00	867,000.00	4,185,000.00
9	8/15/2029	40,800,000.00	2,400,000.00	4.25%	867,000.00	3,267,000.00	
	2/15/2030				816,000.00	816,000.00	4,083,000.00
10	8/15/2030	38,400,000.00	2,400,000.00	4.25%	816,000.00	3,216,000.00	
	2/15/2031				765,000.00	765,000.00	3,981,000.00
11	8/15/2031	36,000,000.00	2,400,000.00	4.25%	765,000.00	3,165,000.00	
	2/15/2032				714,000.00	714,000.00	3,879,000.00
12	8/15/2032	33,600,000.00	2,400,000.00	4.25%	714,000.00	3,114,000.00	
	2/15/2033				663,000.00	663,000.00	3,777,000.00
13	8/15/2033	31,200,000.00	2,400,000.00	4.25%	663,000.00	3,063,000.00	
	2/15/2034				612,000.00	612,000.00	3,675,000.00
14	8/15/2034	28,800,000.00	2,400,000.00	4.25%	612,000.00	3,012,000.00	
	2/15/2035				561,000.00	561,000.00	3,573,000.00
15	8/15/2035	26,400,000.00	2,400,000.00	4.25%	561,000.00	2,961,000.00	
	2/15/2036				510,000.00	510,000.00	3,471,000.00
16	8/15/2036	24,000,000.00	2,400,000.00	4.25%	510,000.00	2,910,000.00	
	2/15/2037				459,000.00	459,000.00	3,369,000.00
17	8/15/2037	21,600,000.00	2,400,000.00	4.25%	459,000.00	2,859,000.00	
	2/15/2038				408,000.00	408,000.00	3,267,000.00
18	8/15/2038	19,200,000.00	2,400,000.00	4.25%	408,000.00	2,808,000.00	
	2/15/2039				357,000.00	357,000.00	3,165,000.00
19	8/15/2039	16,800,000.00	2,400,000.00	4.25%	357,000.00	2,757,000.00	
	2/15/2040				306,000.00	306,000.00	3,063,000.00
20	8/15/2040	14,400,000.00	2,400,000.00	4.25%	306,000.00	2,706,000.00	
	2/15/2041				255,000.00	255,000.00	2,961,000.00
21	8/15/2041	12,000,000.00	2,400,000.00	4.25%	255,000.00	2,655,000.00	
	2/15/2042				204,000.00	204,000.00	2,859,000.00
22	8/15/2042	9,600,000.00	2,400,000.00	4.25%	204,000.00	2,604,000.00	
	2/15/2043				153,000.00	153,000.00	2,757,000.00
23	8/15/2043	7,200,000.00	2,400,000.00	4.25%	153,000.00	2,553,000.00	
	2/15/2044				102,000.00	102,000.00	2,655,000.00
24	8/15/2044	4,800,000.00	2,400,000.00	4.25%	102,000.00	2,502,000.00	
	2/15/2045				51,000.00	51,000.00	2,553,000.00
25	8/15/2045	2,400,000.00	2,400,000.00	4.25%	51,000.00	2,451,000.00	2,451,000.00
TOTALS			\$ 60,000,000.00		\$ 33,397,916.67	\$ 93,397,916.67	\$ 93,397,916.67

*These interest rates are very conservative for budgeting purposes.

**When budgeting the first year's interest payment, take the total bond amount x 5% / 2 = estimated amount for 2/15/21.

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NHMBB New Hampshire Municipal Bond Bank

Timberlane Regional School District

June 2020 Bond Sale

20 Year Estimated Schedule - Level Principal

Date Prepared: 04/24/19

Interest Start Date: 215 Days 07/10/20

First Interest Payment: 02/15/21

Net Interest Costs: 4.0% *

Debt Year	Period Ending	Principal Outstanding	Principal	Rate	Interest	Total Payment	Fiscal Year Total Payment
	2/15/2021				\$ 1,911,111.11	\$ 1,911,111.11	\$ 1,911,111.11
1	8/15/2021	\$ 80,000,000.00	\$ 4,000,000.00	4.00%	1,600,000.00	5,600,000.00	
	2/15/2022				1,520,000.00	1,520,000.00	7,120,000.00
2	8/15/2022	76,000,000.00	4,000,000.00	4.00%	1,520,000.00	5,520,000.00	
	2/15/2023				1,440,000.00	1,440,000.00	6,960,000.00
3	8/15/2023	72,000,000.00	4,000,000.00	4.00%	1,440,000.00	5,440,000.00	
	2/15/2024				1,360,000.00	1,360,000.00	6,800,000.00
4	8/15/2024	68,000,000.00	4,000,000.00	4.00%	1,360,000.00	5,360,000.00	
	2/15/2025				1,280,000.00	1,280,000.00	6,640,000.00
5	8/15/2025	64,000,000.00	4,000,000.00	4.00%	1,280,000.00	5,280,000.00	
	2/15/2026				1,200,000.00	1,200,000.00	6,480,000.00
6	8/15/2026	60,000,000.00	4,000,000.00	4.00%	1,200,000.00	5,200,000.00	
	2/15/2027				1,120,000.00	1,120,000.00	6,320,000.00
7	8/15/2027	56,000,000.00	4,000,000.00	4.00%	1,120,000.00	5,120,000.00	
	2/15/2028				1,040,000.00	1,040,000.00	6,160,000.00
8	8/15/2028	52,000,000.00	4,000,000.00	4.00%	1,040,000.00	5,040,000.00	
	2/15/2029				960,000.00	960,000.00	6,000,000.00
9	8/15/2029	48,000,000.00	4,000,000.00	4.00%	960,000.00	4,960,000.00	
	2/15/2030				880,000.00	880,000.00	5,840,000.00
10	8/15/2030	44,000,000.00	4,000,000.00	4.00%	880,000.00	4,880,000.00	
	2/15/2031				800,000.00	800,000.00	5,680,000.00
11	8/15/2031	40,000,000.00	4,000,000.00	4.00%	800,000.00	4,800,000.00	
	2/15/2032				720,000.00	720,000.00	5,520,000.00
12	8/15/2032	36,000,000.00	4,000,000.00	4.00%	720,000.00	4,720,000.00	
	2/15/2033				640,000.00	640,000.00	5,360,000.00
13	8/15/2033	32,000,000.00	4,000,000.00	4.00%	640,000.00	4,640,000.00	
	2/15/2034				560,000.00	560,000.00	5,200,000.00
14	8/15/2034	28,000,000.00	4,000,000.00	4.00%	560,000.00	4,560,000.00	
	2/15/2035				480,000.00	480,000.00	5,040,000.00
15	8/15/2035	24,000,000.00	4,000,000.00	4.00%	480,000.00	4,480,000.00	
	2/15/2036				400,000.00	400,000.00	4,880,000.00
16	8/15/2036	20,000,000.00	4,000,000.00	4.00%	400,000.00	4,400,000.00	
	2/15/2037				320,000.00	320,000.00	4,720,000.00
17	8/15/2037	16,000,000.00	4,000,000.00	4.00%	320,000.00	4,320,000.00	
	2/15/2038				240,000.00	240,000.00	4,560,000.00
18	8/15/2038	12,000,000.00	4,000,000.00	4.00%	240,000.00	4,240,000.00	
	2/15/2039				160,000.00	160,000.00	4,400,000.00
19	8/15/2039	8,000,000.00	4,000,000.00	4.00%	160,000.00	4,160,000.00	
	2/15/2040				80,000.00	80,000.00	4,240,000.00
20	8/15/2040	4,000,000.00	4,000,000.00	4.00%	80,000.00	4,080,000.00	4,080,000.00
TOTALS			\$ 80,000,000.00		\$ 33,911,111.11	\$ 113,911,111.11	\$ 113,911,111.11

*These interest rates are very conservative for budgeting purposes.

** When budgeting the first years interest payment, take the total bond amount x 5% / 2 = estimated interest amount for 2/15/21.

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NHMBB New Hampshire Municipal Bond Bank

Timberlane Regional School District

June 2020 Bond Sale

25 Year Estimated Schedule - Level Principal

Date Prepared: 04/24/19
 Interest Start Date: 215 Days 07/10/20
 First Interest Payment: 02/15/21
 Net Interest Costs: 4.25% *

Debt Year	Period Ending	Principal Outstanding	Principal	Rate	Interest	Total Payment	Fiscal Year Total Payment
	2/15/2021				\$2,030,555.56	\$2,030,555.56	\$2,030,555.56
1	8/15/2021	\$ 80,000,000.00	\$ 3,200,000.00	4.25%	1,700,000.00	4,900,000.00	
	2/15/2022				1,632,000.00	1,632,000.00	6,532,000.00
2	8/15/2022	76,800,000.00	3,200,000.00	4.25%	1,632,000.00	4,832,000.00	
	2/15/2023				1,564,000.00	1,564,000.00	6,396,000.00
3	8/15/2023	73,600,000.00	3,200,000.00	4.25%	1,564,000.00	4,764,000.00	
	2/15/2024				1,496,000.00	1,496,000.00	6,260,000.00
4	8/15/2024	70,400,000.00	3,200,000.00	4.25%	1,496,000.00	4,696,000.00	
	2/15/2025				1,428,000.00	1,428,000.00	6,124,000.00
5	8/15/2025	67,200,000.00	3,200,000.00	4.25%	1,428,000.00	4,628,000.00	
	2/15/2026				1,360,000.00	1,360,000.00	5,988,000.00
6	8/15/2026	64,000,000.00	3,200,000.00	4.25%	1,360,000.00	4,560,000.00	
	2/15/2027				1,292,000.00	1,292,000.00	5,852,000.00
7	8/15/2027	60,800,000.00	3,200,000.00	4.25%	1,292,000.00	4,492,000.00	
	2/15/2028				1,224,000.00	1,224,000.00	5,716,000.00
8	8/15/2028	57,600,000.00	3,200,000.00	4.25%	1,224,000.00	4,424,000.00	
	2/15/2029				1,156,000.00	1,156,000.00	5,580,000.00
9	8/15/2029	54,400,000.00	3,200,000.00	4.25%	1,156,000.00	4,356,000.00	
	2/15/2030				1,088,000.00	1,088,000.00	5,444,000.00
10	8/15/2030	51,200,000.00	3,200,000.00	4.25%	1,088,000.00	4,288,000.00	
	2/15/2031				1,020,000.00	1,020,000.00	5,308,000.00
11	8/15/2031	48,000,000.00	3,200,000.00	4.25%	1,020,000.00	4,220,000.00	
	2/15/2032				952,000.00	952,000.00	5,172,000.00
12	8/15/2032	44,800,000.00	3,200,000.00	4.25%	952,000.00	4,152,000.00	
	2/15/2033				884,000.00	884,000.00	5,036,000.00
13	8/15/2033	41,600,000.00	3,200,000.00	4.25%	884,000.00	4,084,000.00	
	2/15/2034				816,000.00	816,000.00	4,900,000.00
14	8/15/2034	38,400,000.00	3,200,000.00	4.25%	816,000.00	4,016,000.00	
	2/15/2035				748,000.00	748,000.00	4,764,000.00
15	8/15/2035	35,200,000.00	3,200,000.00	4.25%	748,000.00	3,948,000.00	
	2/15/2036				680,000.00	680,000.00	4,628,000.00
16	8/15/2036	32,000,000.00	3,200,000.00	4.25%	680,000.00	3,880,000.00	
	2/15/2037				612,000.00	612,000.00	4,492,000.00
17	8/15/2037	28,800,000.00	3,200,000.00	4.25%	612,000.00	3,812,000.00	
	2/15/2038				544,000.00	544,000.00	4,356,000.00
18	8/15/2038	25,600,000.00	3,200,000.00	4.25%	544,000.00	3,744,000.00	
	2/15/2039				476,000.00	476,000.00	4,220,000.00
19	8/15/2039	22,400,000.00	3,200,000.00	4.25%	476,000.00	3,676,000.00	
	2/15/2040				408,000.00	408,000.00	4,084,000.00
20	8/15/2040	19,200,000.00	3,200,000.00	4.25%	408,000.00	3,608,000.00	
	2/15/2041				340,000.00	340,000.00	3,948,000.00
21	8/15/2041	16,000,000.00	3,200,000.00	4.25%	340,000.00	3,540,000.00	
	2/15/2042				272,000.00	272,000.00	3,812,000.00
22	8/15/2042	12,800,000.00	3,200,000.00	4.25%	272,000.00	3,472,000.00	
	2/15/2043				204,000.00	204,000.00	3,676,000.00
23	8/15/2043	9,600,000.00	3,200,000.00	4.25%	204,000.00	3,404,000.00	
	2/15/2044				136,000.00	136,000.00	3,540,000.00
24	8/15/2044	6,400,000.00	3,200,000.00	4.25%	136,000.00	3,336,000.00	
	2/15/2045				68,000.00	68,000.00	3,404,000.00
25	8/15/2045	3,200,000.00	3,200,000.00	4.25%	68,000.00	3,268,000.00	3,268,000.00
TOTALS		\$ 80,000,000.00	\$ 80,000,000.00		\$ 44,530,555.56	\$ 124,530,555.56	\$ 124,530,555.56

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HISTORY OF MUNICIPAL INTEREST RATES

New Hampshire Municipal Bond Bank Loan Rates

Date	Series	Total Issue Amount	Rates by Years of Bond Issue				
			5 year	10 year	15 year	20 year	30 year
2019 January	2019A	\$19,210,000	2.07%	2.22%	2.70%	3.05%	N/A
2018 June	2018B	\$55,475,000	2.22%	2.57%	2.93%	3.24%	N/A
2018 January	2018A	\$11,880,000	2.00%	2.16%	N/A	2.86%	N/A
2017 June	2017B	\$120,120,000	N/A	1.76%	2.34%	2.67%	3.33%
2016 June	2016B	\$46,420,000	1.58%	1.73%	2.16%	2.50%	2.86%
2016 February	2016A	\$5,498,000	N/A	2.07%	2.11%	2.45%	N/A
2015 June	2015C	\$6,245,000	2.18%	2.54%	N/A	3.15%	N/A
2014 December	2014B	\$20,175,000	1.19%	2.04%	N/A	3.03%	N/A
2014 June	2014A	\$65,258,000	1.47%	2.49%	2.80%	3.48%	N/A
2013 June	2013C	\$53,390,000	1.89%	2.55%	3.13%	3.58%	N/A
2012 November	2012 D	\$8,155,000	N/A	1.69%	N/A	2.38%	N/A
2012 June	2012 B	\$17,655,000	2.18%	2.33%	2.57%	3.19%	N/A
2011 November	2011 E	\$35,425,000	N/A	2.34%	N/A	3.38%	3.98%
2011 September	2011 C	\$8,480,000	N/A	N/A	2.56%	N/A	N/A
2011 June	2011 B	\$24,685,000	1.25%	2.30%	2.98%	3.41%	N/A
2010 December	2010 D	\$2,875,000	2.26%	2.93%	3.61%	4.07%	N/A
2010 June	2010 B	\$104,560,000	1.99%	2.79%	3.50%	3.82%	4.44%
2009 December	2009 E	\$29,485,000	N/A	2.62%	N/A	3.56%	N/A
2009 July	2009 D	\$27,845,000	N/A	N/A	N/A	N/A	4.30%
2009 June	2009 C	\$23,250,000	2.26%	2.99%	N/A	3.97%	N/A
2008 December	2008 B	\$10,495,000	N/A	4.14%	N/A	5.07%	N/A
2008 June	2008 A	\$42,310,000	3.30%	3.70%	4.08%	4.24%	4.56%
2007 December	2007 C	\$10,656,000	3.53%	3.65%	3.90%	4.07%	4.29%
2007 June	2007 B	\$68,905,000	4.08%	4.28%	4.47%	4.57%	N/A
2006 December	2006 B	\$19,830,000	3.83%	3.77%	3.94%	4.04%	N/A
2006 June	2006 A	\$53,630,000	4.01%	4.25%	4.43%	4.56%	N/A
2005 July	2005 D	\$47,505,000	N/A	N/A	N/A	4.34%	N/A
2005 July	2005 C	\$21,850,000	N/A	N/A	N/A	4.14%	N/A

HISTORY OF MUNICIPAL INTEREST RATES

New Hampshire Municipal Bond Bank Loan Rates

Date	Series	Total Issue Amount	Rates by Years of Bond Issue				
			5 year	10 year	15 year	20 year	30 year
2005 June	2005 B	\$65,640,000	3.35%	3.45%	3.78%	4.03%	N/A
2004 December	2004 C	\$5,840,000	3.80%	4.00%	4.25%	4.40%	N/A
2004 July	2004 B	\$104,090,000	2.97%	3.63%	N/A	4.40%	N/A
2003 December	2003 F	\$54,120,000	2.75%	3.25%	3.73%	4.08%	N/A
2003 August	2003 E	\$44,445,000	N/A	N/A	N/A	4.46%	N/A
2003 June	2003 CD	\$77,440,000	N/A	2.55%	N/A	3.57%	N/A
2002 December	2002 E	\$13,250,000	4.25%	4.25%	4.33%	4.52%	N/A
2002 August	2002 C	\$24,645,000	3.47%	3.58%	3.87%	4.19%	N/A
2002 June	2002 B	\$76,060,000	3.29%	3.80%	4.08%	4.44%	N/A
2002 February	2002 A	\$5,765,000	3.50%	3.89%	4.16%	4.41%	N/A
2001 June	2001 A	\$45,390,000	4.12%	4.30%	4.49%	4.70%	N/A
2000 December	2000 B	\$6,345,000	4.75%	4.99%	5.00%	5.08%	N/A
2000 June	2000 A	\$29,315,000	5.12%	5.14%	5.19%	5.30%	N/A
1999 December	1999 C	\$41,355,000	5.49%	5.50%	5.51%	5.58%	N/A
1999 June	1999 B	\$111,245,000	4.90%	5.00%	5.10%	5.20%	N/A
1999 January	1999 A	\$21,690,000	4.00%	4.06%	4.21%	4.42%	N/A
1998 June	1998 A	\$50,710,000	4.25%	4.58%	4.78%	4.87%	N/A
1997 December	1997 C	\$4,758,000	4.44%	4.49%	4.66%	4.85%	N/A
1997 June	1997 A	\$13,585,000	4.70%	4.72%	4.89%	5.04%	N/A
1996 December	1996 D	\$24,350,000	5.40%	5.40%	5.40%	5.45%	N/A
1996 June	1996 C	\$84,230,000	5.63%	5.63%	5.66%	5.70%	N/A
1995 December	1995 B	\$4,920,000	4.65%	4.74%	N/A	5.22%	N/A
1995 June	1995 A	\$70,925,000	5.25%	5.25%	5.33%	5.50%	N/A
1994 December	1994 F	\$18,635,000	5.70%	5.93%	6.07%	6.23%	N/A
1994 June	1994 B	\$31,820,000	5.34%	5.41%	5.61%	5.82%	N/A