

# TIMBERLANE POLICY COMMITTEE RECOMMENDATIONS TO THE SCHOOL BOARD

## SECOND READ / ADOPTION

- 1 IHAMA TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO**  
(Last updated in 2005, revised to align with new law; required policy)
- 2 JJE STUDENT FUNDRAISING ACTIVITIES**  
(Last updated in 2005; NHSBA language proposed along with crowdfunding disclaimer drafted by legal counsel; optional policy)
- 3 KCD PUBLIC GIFTS AND DONATIONS**  
(Added crowdfunding disclaimer to this policy as well; policy recently updated; optional policy)
- 4 JLCE FIRST AID AND EMERGENCY MEDICAL CARE**  
(Updated language by NHSBA (see notes in red) based on new statute relative to epinephrine and bronchodilators in school and optional paragraph on the use of Narcan.)
- 5 IGEA CURRICULUM GUIDES AND COURSE OUTLINES**  
(Last updated in 2009; no sample policies on file with NHSBA – specific to Timberlane; PC can propose updates or propose to repeal)
- 6 IKE PLACEMENT, PROMOTION AND RETENTION OF STUDENTS**  
(Last updated in 2013; NHSBA language proposed; procedure IKE-R included for reference)
- 7 ILBAA HIGH SCHOOL GRADUATION COMPETENCIES**  
(Last updated in 2008, NHSBA language proposed)
- 8 KB TITLE I FAMILY AND COMMUNITY ENGAGEMENT**  
(Last updated in 2011; propose updated NHSBA language to comply with ESSA)

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: IHAMA</b></p>
<p><b>Adopted: 06-16-83</b>  <b>Revised: 05-02-91</b>  <b>Reaffirmed: 02-24-05</b>  <b>Revised:</b></p>	<p><b>Page 1 of 2</b></p>

## **TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO**

*District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, school counseling offices and other locations deemed appropriate by the principal in each school.*

*The Superintendent or designee shall be responsible to establish and periodically review the District's guidelines for staff members providing education on the effects of alcohol, other drugs, tobacco, and dealing with abuse. The District shall provide age and developmentally appropriate drug and alcohol education to pupils based upon the needs of the pupils and the community, as a component of the kindergarten through grade 12 health education program. An evidence-based prevention program, approved by the Superintendent or designee, may be used for this purpose.*

*Legal References:*

*RSA 189:10, Studies*

*RSA 189:11-d, Drug and Alcohol Education*

*Ed 306.40, (b)(2) a - Health Education Program.*

**NHSBA, Note: This policy is revised to reflect the enactment of SB 369, establishing RSA 189:11-d, Drug and Alcohol Education, enacted effective August 20, 2016.**

~~Drug abuse includes any physical or mental state resulting from the use of a tobacco, alcohol or a drug for any purpose other than its medically prescribed use. The mental and/or physical effect precludes realization of the educational potential of the individual. The objectives of the drug education curriculum are rooted in the Board's belief that prevention requires education and that the most important aspect of the policies and guidelines of the District should be the education of each individual student to the dangers of drug use. The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members in conducting drug education and dealing with drug abuse.~~

Objectives of Drug Education Curriculum

<b>Timberlane Regional School District</b>	<b>Policy Code: IHAMA</b>
<b>Adopted: 06-16-83</b> <b>Revised: 05-02-91</b> <b>Reaffirmed: 02-24-05</b> <b>Revised:</b>	<b>Page 2 of 2</b>

- ~~1. To create an awareness of the total drug problem -- prevention; education; treatment; rehabilitation; and law enforcement on the local, state, national, and international levels.~~
- ~~2. To inform the students of the effect on the body of narcotics, sedatives, hallucinogens, and stimulants through the Physical Education, Health, Science and Social Studies classes.~~
- ~~3. To relate the use of tobacco, alcohol and drugs, to physical, mental, social, and emotional practices.~~
- ~~4. To encourage the individual to adopt an appropriate attitude toward pain, stress, and discomfort.~~
- ~~5. To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.~~
- ~~6. To understand the need for seeking professional advice in dealing with problems related to physical and mental health.~~
- ~~7. To understand the personal, social, and economic problems causing the misuse of drugs and alcohol.~~
- ~~8.1. To develop an interest in preventing illegal use of drugs in the community.~~

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: JJE</b></p>
<p><b>Adopted: 06-16-83</b>  <b>Revised: 05-02-91</b>  <b>Revised: 02-24-05</b>  <b>Revised:</b></p>	<p><b>Page 1 of 2</b></p>

## **STUDENT FUNDRAISING ACTIVITIES**

*The Board recognizes that students may wish to engage in fundraising activities. All such fundraising activities require prior approval of the Superintendent.*

*Student fundraising activities must be for the support of the school mission. Fundraising will not be school sponsored unless it is approved by the Superintendent. All fundraising money must be deposited in the school activity accounts which shall be maintained according to standards and procedures established by the Superintendent or his/her designee, and these accounts shall be audited annually.*

~~Students may solicit funds or materials within the school and/or community to support certain school activities. These activities, and the manner in which these funds are solicited, shall be approved in advance by the Principal.~~

~~Fiscal accountability of all funds raised will be the responsibility of the building principal. All such accounting will be subject to annual audits.~~

~~Principals are expected to coordinate such activities to ensure that the District communities are not beset with multiple fundraising activities simultaneously.~~

### *Crowdfunding Disclaimer*

*Crowdfunding projects and fundraising campaigns by parents, teachers, and students that are implemented to raise money for classrooms, extracurricular activities, field trips, and other school-related purposes only may state their affiliation with the school district, but may not claim to represent or be raising funds on behalf of the school district without the prior approval of the Superintendent.*

*While the School Board fully supports any effort to give back to the school community and support our students, some of the crowdfunding webpages use the school districts' name, logo, or mascot to, among other things, get users to make private donations. Without approval of the Superintendent, these projects and campaigns are not affiliated with and have not been approved or sanctioned by the school district.*

*The purpose of this policy is to protect the use of the school district's name and logo and to ensure that such fundraising and related crowdfunding projects are consistent with the school district's interests and mission and are created in compliance with the law. To that end, the school district hereby expressly disclaims any responsibility or liability for any financial or other loss associated with any fundraising or crowdfunding project or webpage.*

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**NOTE: First paragraph reflective of NHSBA sample language, the remaining paragraphs are from legal counsel as a disclaimer from unauthorized crowdfunding projects.**

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: KCD</b></p>
<p><b>Adopted: 10-16-08</b>  <b>Reaffirmed: 10-06-16</b>  <b>Revised: 04-19-18</b>  <b>Revised:</b></p>	<p><b>Page 1 of 2</b></p>

## **PUBLIC GIFTS AND DONATIONS**

Gifts from organizations, community groups and/or individuals, which will benefit the District, shall be encouraged. A gift shall be defined as money, real or personal property and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the district shall be encouraged to discuss in advance with the Building Principal or the Superintendent or Superintendent’s designee what gifts are appropriate and needed.

The Board reserves the right to refuse any gift that does not contribute to the achievement of the district’s goals, or in which the ownership of the gift would tend to deplete the resources of the district. In determining whether a gift will be accepted, consideration shall be given to district policies, school district goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation that accompanies this policy.

The Superintendent or Superintendent’s designee may accept gifts in the amount of \$500 or less. Gifts in excess of \$500 may only be accepted by the Board. Additionally, pursuant to RSA 198:20-b, gifts in the amount of \$5000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$5000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the district. The Board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the district. The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the district. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

It is the responsibility of the Superintendent or Superintendent’s designee to process the appropriate forms to update inventory and to notify the donor of acceptance or rejection of a gift.

Voluntary contributions by District employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the

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school year of less than \$250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by District employees with a value of \$250 or more must be approved as required in this policy for gifts from individuals not employed by the District.

Active solicitation of gifts to be received by the District, including by any school, classroom, or program in the District, including soliciting gifts through online crowdfunding web sites must be approved in advance by the Superintendent or Superintendent’s designee where the value of the gift sought is less than \$500 and by the Board where the value of the gift sought is \$500 or greater.

*Crowdfunding Disclaimer*

*Crowdfunding projects and fundraising campaigns by parents, teachers, and students that are implemented to raise money for classrooms, extracurricular activities, field trips, and other school-related purposes only may state their affiliation with the school district, but may not claim to represent or be raising funds on behalf of the school district without the prior approval of the Superintendent.*

*While the School Board fully supports any effort to give back to the school community and support our students, some of the crowdfunding webpages use the school districts’ name, logo, or mascot to, among other things, get users to make private donations. Without approval of the Superintendent, these projects and campaigns are not affiliated with and have not been approved or sanctioned by the school district.*

*The purpose of this policy is to protect the use of the school district’s name and logo and to ensure that such fundraising and related crowdfunding projects are consistent with the school district’s interests and mission and are created in compliance with the law. To that end, the school district hereby expressly disclaims any responsibility or liability for any financial or other loss associated with any fundraising or crowdfunding project or webpage.*

**NOTE:** In response to School Board liability concerns, legal drafted a disclaimer regarding crowdfunding. This language has been added to the donations policy as well as the student fundraising policy (JJE).

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: JLCE</b></p>
<p><b>Adopted: 07-99</b>  <b>Revised: 04-03-08</b>  <b>Revised: 12-15-11</b>  <b>Revised:</b></p>	<p><b>Page 1 of 3</b></p>

## **FIRST AID AND EMERGENCY MEDICAL CARE**

All School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury/incident reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency. ~~The procedure for accident/injury/incident reporting is to be reviewed at the start of each school year by the principal and the staff in each school.~~

The Superintendent will ensure that at least one other person on staff and accessible to students, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain, at the start of each school year, emergency contact information of parents or legal guardian for each student and staff member. The school physician, school nurse, or specially trained staff members shall respond in the event of injuries or emergency situations. ~~Such individuals have~~~~The school nurse has~~ the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians ~~or licensed prescriber's order.~~

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

Additionally, the school physician or the school nurse may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians or ~~licensed prescriber's order.~~

For significant injuries, the staff person witnessing the event must fill out an accident/injury/incident report, which must be submitted to administration so that he/she is informed and a basis is established for the proper processing of insurance claims and remediation if necessary.

The District makes it possible for parents to subscribe to student accident insurance at low

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rates. This program is offered each year during September. The District does not provide student accident insurance.

*Naloxone/Narcan and Opioid Antagonists:*

*The Board authorizes the District to obtain, store and administer naloxone/Narcan and/or other opioid antagonists for emergency use in schools.*

*The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists will be available during the regularly scheduled school day. They may be available at other times at the discretion of the Superintendent.*

*The Superintendent is authorized to procure such medication on behalf of the District.*

*All such medication will be clearly marked and stored in a secure space in the school nurse's office or other appropriate location. Such medication will be locked at all times except when needed for administration. The school nurse is responsible for storing the medication consistent with the manufacturer's instructions.*

*Local law enforcement and emergency medical service personnel will be notified if such medication is administered by the District.*

*Records related to the administration of such medication shall be made and maintained by the school nurse. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.*

**Legal References:**

- RSA 200:40, Emergency Care*
- RSA 200:40-a, Administration of Oxygen by School Nurse*
- ~~NH Code of Administrative Rules—Section Ed. 306.12(b), School Health Services~~*
- RSA 200:44-a, Anaphylaxis Training Required*
- RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers*
- RSA 200:55, Administration of Bronchodilator, Space or Nebulizer*
- Ed 306.04(a)(21), Emergency Care For Students And School Personnel*
- Ed 306.12, School Health Services*

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

**NHSBA Note, April 2016:** Amendments to this policy include a new section relative to the obtaining and administration of naloxone/Narcan and other opioid antagonists by the District. These amendments are in response to significant NHSBA member feedback and request for policy guidance on this subject.

<b>Timberlane Regional School District</b>	<b>Policy Code: JLCE</b>
<b>Adopted: 07-99</b> <b>Revised: 04-03-08</b> <b>Revised: 12-15-11</b> <b>Revised:</b>	<b>Page 3 of 3</b>

Please note this policy is required by law. However, the provisions relative to naloxone/Narcan are not required by law and are provided as guidance only. NHSBA recommends these provisions be reviewed by necessary school district staff and, if necessary, by local legal counsel prior to adoption.

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: IGEA</b></p>
<p><b>Adopted: 06-16-83</b>  <b>Revised: 05-02-91</b>  <b>Reaffirmed: 02-24-05</b>  <b>Revised: 06-18-09</b>  <i>Revised:</i></p>	<p><b>Page 1 of 2</b></p>

**CURRICULUM GUIDES AND COURSE OUTLINES**

Curriculum is a written document, aligned with the school-wide learning expectations, that prescribes content, integrates relevant school-wide expectations, includes course-specific learning goals, suggests instructional strategies, suggests assessment techniques including the use of school-wide rubrics and suggests a time frame. The curriculum engages students in inquiry, problem solving, and higher order thinking, and provides opportunities for authentic application of knowledge and skills.

Curriculum guides shall be provided for the various subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular course. Teachers are expected to follow curriculum guides, unless specific exceptions are approved in advance by the Principal.

In instances where state curriculum guides are mandated, they shall be followed. In all other situations, the School District will develop courses of study aligned with the New Hampshire Curriculum Frameworks and other national, state and local curriculum documents. The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials and assessments.

1. Development of Guides:
  - a. Curriculum guides should be initially developed by the staff teachers who are to use them.
  - b. Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned shall form committees for study, creation, and revision of any particular guide.
  - c. When work is completed on a guide, the committee responsible for its development shall present it through the Curriculum and Assessment Committee to the office of the Superintendent to the Board.
  - d. Curriculum study, creation and revision should include representatives from Grade K-12 for continuity.
  
2. Use of Guides:
  - a. Curriculum guides are to serve as a framework from which a teacher will develop individual lesson plans, and approaches to instruction which will serve the pupils' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: IGE</b></p>
<p><b>Adopted: 06-16-83</b>  <b>Revised: 05-02-91</b>  <b>Reaffirmed: 02-24-05</b>  <b>Revised: 06-18-09</b></p>	<p><b>Page 2 of 2</b></p>

- b. In subjects where sequence is important, such as mathematics and reading, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence, provided that the full curriculum is completed by year's end.
- c. In all cases, sufficient latitude should be permitted to provide the teacher with time to reach the current, topical, and incidental which add to motivation and meaningful teaching and learning.
- d. The Principal shall see that optimum use is made of available curriculum guides.

***Appendix IGE-R***

**NOTE: IGEA Parental Objections to Specific Course Material has been recoded as IGE to be consistent with NHSBA policy database. This leaves IGE Curriculum Guides and Course Outlines to be recoded as IGEA and updated or eliminated as there are no sample policies with NHSBA specific to this Timberlane exclusive policy.**

**Procedure IGE-R was recoded to serve as addendum (procedure) to Parental Objections to Specific Course Materials.**

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code:   IKE</b></p>
<p><b>Adopted: 07-23-99</b>  <b>Revised: 01-08-09</b>  <b>Revised: 12-19-13</b>  <b>Revised:</b></p>	<p><b>Page 1 of 1</b></p>

**PLACEMENT, PROMOTION AND RETENTION OF STUDENTS**

~~Upon entry to the Timberlane Regional School District, students will be placed at the grade level to which they are best adjusted academically, socially, emotionally, and developmentally. Every effort possible will be made to ensure that all children encounter successful experiences throughout their school years. Students will usually progress annually from grade to grade, spending one year in each grade. However, some children will profit by staying an additional year in the same grade, while others might benefit from an advanced grade level placement. Criteria for placement would include: academic performance, attendance, and/or developmental maturity. At the high school level, a student will be placed so that the student has an attainable path to meeting the requirements for high school graduation as outlined in policy IKF—High School Graduation.~~

~~The final decision on grade level and program placement will rest with the Superintendent or his/her designee. Parental input will be considered in the decision-making process.~~

~~The Superintendent and the building principals shall develop criteria for the promotion and retention of students. These criteria shall be published in the Parent-Student Handbook and Program of Studies.~~

~~Criteria to be considered regarding the placement, promotion and/or retention of students may include, but is not limited to, a student's mastery of course level competencies, grades, teacher recommendations, and the student's developmental and social growth.~~

Legal References:  
Ed 306.141(a)(3), Promoting Students

*Appendix IKE-R*

**NOTE: Policy was tailored to TRSD in 2013. NHSBA language is generic.**

<b>Timberlane Regional School District</b>	<b>Procedure Code: IKE-R</b>
<b>Adopted: 07-23-99</b> <b>Revised: 10-29-14</b> <b>Reaffirmed: 12-05-18</b>	<b>Page 1 of 1</b>

## **PROMOTION AND RETENTION OF STUDENTS**

The educational program shall provide for the continuous progress of students from grade to grade. Information regarding the possibility of academic promotion or retention outside of the chronological placement shall be gathered by the parent or teacher and submitted to the principal for evaluation. The principal will meet with teachers and parents to discuss and consider the recommendations. If retention or promotion is being considered, the principal will notify parents and the student by April 30 for placement in the next school year.

In the event that a parent is not in agreement with the final decision of the principal, a written appeal must be presented to the Superintendent of Schools. The Superintendent or designee will meet with parents to discuss the concerns. The Superintendent of Schools will make a final decision on the appeal by July 15 and notify the parents and the principal.

<b>Timberlane Regional School District</b>	<b>Policy Code: ILBAA</b>
<b>Adopted: 01-03-08</b> <b>Revised:</b>	<b>Page 1 of 2</b>

## **HIGH SCHOOL ~~COMPETENCY ASSESSMENTS~~ GRADUATION COMPETENCIES**

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

*(1) "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies.*

*(2) "District competencies" mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.*

*(3) "Graduation competencies" means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school.*

*(4) "Mastery" means a high level of demonstrated proficiency with regard to a competency. ~~Course Level Competency: the expected content, concepts, and skills to be mastered in a course.~~*

~~Competency Assessment: the process by which a student demonstrates sufficient evidence of learning.~~

~~Mastery: a student presenting sufficient evidence of attainment of the required competencies.~~

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal, and shall be responsible for ensuring that all high school courses include *appropriate competency assessments*. ~~one or more appropriate comprehensive exam(s) or other assessment by the start of the 2008-2009 school year.~~ Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy ILBA.

<b>Timberlane Regional School District</b>	<b>Policy Code: ILBAA</b>
<b>Adopted: 01-03-08</b> <b>Revised:</b>	<b>Page 2 of 2</b>

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

**Legal References:**

- Ed 306.02(d), Competencies*
- Ed 306.02(g), District competencies*
- Ed 306.02(j), Graduation competencies*
- Ed 306.02(l), Mastery*
- Ed 306.04(a)(16), Tracking Achievement of Graduation Competencies*
- Ed 306.04(a)(25), (26), Graduation competencies*
- Ed 306.141(a)(6), Achievement of District and Graduation Competencies*
- ~~*NH Code of Administrative Rules, Section Ed. 306.27(d), Mastery of Required Competencies*~~

NHSBA Note, May 2014: Title of the policy has changed. The policy is now Priority/Required by Law. Changes to the definitions listed on Page 1. The content of the policy remains largely unchanged. Some changes to last paragraph on Page 1. Many changes to the Legal References.

<b>Timberlane Regional School District</b>	<b>Policy Code: KB</b>
<b>Adopted: 01-08-09</b> <b>Revised: 03-17-11</b> <b>Revised:</b>	<b>Page 1 of 3</b>

**TITLE I ~~PARENT INVOLVEMENT IN EDUCATION~~ *FAMILY AND COMMUNITY ENGAGEMENT***

~~The Board endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child.~~

~~The Timberlane Regional School District is dedicated to the inclusion of parents in all facets of the school district endeavors. Our Title I schools provide information to all parents and the opportunity for their involvement in the following ways:~~

- ~~• Annually, Title I program staff will involve parents in the development of the Title I plan and Title I Program evaluation through feedback from surveys and interpersonal communication. The Title I staff will continue to solicit their involvement in school improvement efforts.~~
- ~~• The Timberlane Regional School District and administration team will build school and parent capacity for strong parental involvement. The team will also provide technical and advisory assistance in development and implementation of the plan and effective parent involvement activities.~~
- ~~• The Timberlane Regional School District staff will coordinate and integrate Title I parental involvement strategies with other programs.~~

~~In addition, Title I schools will provide the following:~~

- ~~• The Title I Schools will hold an annual meeting in a timely manner to inform participating families about the program, parental rights and responsibilities, and opportunities for partnership between the school and the home in building the student's academic skills.~~
- ~~• At the initial meeting the staff will...~~
  - ~~○ ensure that all parents receive the "parents right to know" document, regarding teacher qualifications;~~
  - ~~○ Provide information about the assessments used in determining eligibility and the nature and content of specific programs that will be used to supplement classroom instruction;~~
  - ~~○ Provide written information about the results of their particular student's assessment and the content of the program in which their child will be participating within one week of the start date for their child's instruction; and~~

<b>Timberlane Regional School District</b>	<b>Policy Code: KB</b>
<b>Adopted: 01-08-09</b> <b>Revised: 03-17-11</b> <b>Revised:</b>	<b>Page 2 of 3</b>

~~○ Follow-up with phone calls to clarify any information needed.~~

- ~~● Parents will be informed of meetings in writing and if possible, invited personally via phone call. If there is a need expressed for childcare or transportation, the Title I program will make arrangements for students (when appropriate) and siblings to be cared for on-site during the meetings free of charge to the parents.~~
- ~~● Additional meetings may be scheduled during the year to provide an opportunity for parents to ask questions and gain information about academic development and strategies to help their students succeed. Meetings will be geared toward meeting the expressed needs of the parents with regard to their student's academic development and skills.~~
- ~~● Parent feedback will be gathered to assess the program's effectiveness and to help inform future decisions about its scope and content.~~

**Resources:**

*~~"National Standards for Parent/Family Involvement Programs," National PTA (reprinted May 1998); Improving America's Schools Act, P.L. No. 103-382, Sec. 1112; Local Education Agency Plans, P.L. 107-110, "No Child Left Behind Act of 2001," Title I - Improving the Academic Achievement of the Disadvantaged, Sec. 1118 Policy.~~*

*~~The School Board endorses the family and community engagement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school and community, other family members involved in supporting the child's development and education.~~*

*~~Pursuant to federal law, the District will develop jointly with distribute to parents of children participating in the Title I program a written family and community engagement policy.~~*

*~~The goal of this policy is to:~~*

- ~~1. Honor and recognize families' funds of knowledge,~~*
- ~~2. Connect family engagement to student learning,~~*
- ~~3. Create welcoming, inviting cultures, and~~*
- ~~4. Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.~~*

*~~The District will implement at least one annual meeting that is available to all families of students attending Title I schools and/or for families that include a student who receives Title I services (Targeted Schools). These meetings will provide parents and family members opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or school board. These meetings will be used to:~~*

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1. *Involve parents in the joint development of the Title I program plan, the process of reviewing the implementation of the plan, and suggesting overall school improvements goals.*
2. *Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.*
3. *Build the schools' and parents' capacity for strong family and community engagement.*
4. *Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.*
5. *Conduct, with the involvement of families, an annual evaluation of the content of the family engagement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.*
6. *Involve families in the activities of the schools served.*

*Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation, childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs will receive from the school Principal and/or Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.*

*Legal References:  
20 U.S.C. §6318, Title I - Parental Involvement*

**NHSBA Note:** Changes to this Sample Policy are required pursuant to the recent passage of the Every Student Succeeds Act (ESSA). ESSA contains various changes to Title I requirements and certain aspects of community and parental involvement. The changes made throughout this policy are intended to address those requirements. The changes made throughout this policy relative to Title I parental involvement are recommended by the New Hampshire Department of Education in collaboration with NHSBA.