



Thursday, October 17, 2024

AGENDA

Regular Business Meeting
SAU 106 Boardroom

Justin Krieger, Superintendent
Katie Knutsen, Chair
Mark Sherwood, Vice Chair

1. 7:00 PM Call to Order – Chair
2. Roll Call – Minute Taker
3. Pledge of Allegiance
4. Student, Staff, Family Share
5. Student Representative
6. Delegates and Individuals
7. Approval of Minutes
8. Current Business
 - a. Construction Update – INFORMATIONAL
 - b. Annual Athletics Report – INFORMATIONAL
 - c. Draft Warrant – INFORMATIONAL
 - d. FY 2024 Financials – INFORMATIONAL
 - e. Policies – ACTION
 - f. Annual Data Governance Plan – INFORMATIONAL
 - g. Assessment Calendar – INFORMATIONAL
 - h. TRHS Psychology Curriculum Revisions (First Read) – ACTION
9. Administrator's Report
10. Personnel Report
11. Committee Reports/Reports of the School Board
12. Other Business
13. Nonpublic Session – if required.

DATE	TIME	LOCATION	TYPE OF MEETING
10/25/24	8:00 AM	Boardroom	Early Childhood Committee
10/29/24	1:00 PM	Boardroom	Facilities
10/30/24	3:30 PM	Boardroom	Community Engagement
11/5/24	4:00 PM	Boardroom	Curriculum & Assessment

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Note: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: <https://vimeo.com/trsd>
Materials presented at the board meeting may be viewed at: [School Board Meeting Agenda Materials](#)

Timberlane Regional School Board Meeting Minutes

**Regular Board Meeting
October 3, 2024
7:00 PM**

**Superintendent's Office
30 Greenough Road
Plaistow, NH**

Call to Order

Board Members Present

Donald Woodworth, Katie Knutsen, Mark Sherwood, Kim McCormick, Paul LeCain, Shauna Manthorn, Brienna Woodworth, Jack Sapia, Alyssa Kowalczyk

Seated at the Board Table

Justin Krieger, Superintendent

Sandra Allaire, Assistant Superintendent

Dr. Chris Martin, Director of Operations and Special Projects

Abigail Robinson, Student Representative

Administrators Present

Lucy Canotas, Director of Elementary Education

Mark Pedersen, Director of Secondary Education

STUDENT REPRESENTATIVE

The Board introduced Abigail Robinson, a junior at the High School, as the new Student Representative to the School Board.

Abigail presented her report on the events happening throughout the schools. A few of the highlights were the Danville PTA will hold a Fall Festival and a Book Fair at Danville Library. Sandown North had their first all school assembly and the Hard Hat winners were recognized. The High School Student Council is busy planning events. The Music Department has decided on their production of "Our Town". A college fair was held in September.

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STUDENT, STAFF, AND FAMILY SHARE

Mary Sullivan, Principal at Pollard Elementary, introduced two new 4th Grade teachers who transitioned from 2nd Grade, Kimberly Bellmore and Alexis Silva. She wanted to highlight the flexibility of her staff.

Ms. Silva described the positive vibe she felt when walking into Ms. Sullivan's office.

Ms. Bellmore said she has been teaching 2nd Grade for 18 years. She commented that saying yes to the transition to 4th Grade, was one of the best things she could have done. She enjoys the students and curriculum very much.

The Board thanked them for being open-minded and flexible and for considering the kids needs.

DELEGATES AND INDIVIDUALS

Vale Freeman of Danville informed the Board she will be submitting a Citizens Petition to rescind the Lease Purchase Agreement.

Shawn O'Neil of Danville informed the Board he will be submitting a Citizens Petition implementing a 2.5% tax cap.

John Downing from Sandown will be submitting a Citizens Petition to rescind the Fund Balance Retention of 5%.

**MOTION: Mrs. Manthorn motioned to move the remaining 25 minutes for Delegates and Individuals to the end of the meeting. Seconded by Mr. Sherwood
Motion passed: 9-0-0**

APPROVAL OF MINUTES

MOTION: Mrs. Woodworth motioned to accept the regular public meeting minutes of September 19, 2024. Seconded by Mr. Sapia Motion passed: 8-0-1 (Mrs. Kowalczyk abstained)

DRAFT – NOT APPROVED

MOTION: Mrs. Manthorn motioned to accept the non-public meeting minutes of September 19, 2024. Seconded by Mr. Sherwood Motion passed: 8-0-1 (Mrs. Kowalczyk abstained)

CURRENT BUSINESS

a. 2025 High School Year End Dates

Mr. Krieger presented the end of year dates. He is looking to have a tentative approval by the Board so they can start making those plans and schedules. If there are any changes to the graduation date of June 14, 2025, he will let them know.

MOTION: Mrs. Manthorn motioned to accept the proposed end of year high school calendar. Seconded by Mrs. McCormick Motion passed: 9-0-0

b. Student Council: Waterville Valley Conference

Mr. Pedersen presented this to the Board for approval. This is an overnight trip for the Student Council to attend the Waterville Valley Conference. This is a leadership conference which provides training for Student Council members, connections with other NH students, opportunities to hear from speakers and mentors and time to plan programs for school. They have gone to this conference before.

Mr. Sapia asked about the \$250 cost to the students and Mr. Pedersen said they are looking to see what student funds they can have.

MOTION: Mrs. Manthorn motioned to approve the student Waterville Valley overnight trip to the NH State Fall Conference the dates of November 7-8, 2024. Seconded by Mrs. Kowalczyk Motion passed: 9-0-0

c. NHSBA Proposed Resolutions

Mr. Krieger presented this for the Board to read through. He cited the following resolutions for the Board to think about. Resolution 16 is to create a universal and subsidized meal program for NH public school students. Resolution 18 is having an amendment to II:E NHBSA by including the word “public” education. Resolution 19 for proposed revisions to State Administrative Rule ED 306, document #10556, as amended on 3/27/24.

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Mrs. McCormick will be attending this conference. Only one vote per District, however, anyone on the School Board who wants to attend is able to.

d. Policies

1. Policy EBCH – Second Read

Mrs. Manthorn stated Policy EBCH – Hazardous Chemical Safety Provisions and Hygiene Plan is before the Board as a Second Read.

MOTION: Mrs. Manthorn motioned to adopt Policy EBCH for a Second Read and adoption. Seconded by Mr. Woodworth. Motion passed 9-0-0

Mrs. Manthorn spoke to Policy ACAC and explained it is an obsolete policy.

MOTION: Mrs. Manthorn motioned to revoke Policy ACAC. Seconded by Mr. Sherwood. Motion passed 9-0-0

e. Second Read of First & Second Grades Health Curriculum

Mrs. Canotas explained they have taken a Grade 1 unit and a Grade 2 unit and swapped the grades. There have been no changes since the First Read and they are looking for approval of this switch.

MOTION: Mr. Sherwood motioned to act on the Second Read Grade 1: Goal Setting/Nutrition and Physical Activity and Grade 2: Analyze Influences/Relationships and Human Growth and Development. Seconded by Mrs. Woodworth Motion passed 9-0-0

ADMINISTRATORS' REPORT

Dr. Martin explained with the resignation of the Facilities Director, she has been transitioning alarm codes, alarms, telephone calls and emails. She is introducing herself to vendors. Dr. Martin credits the Facilities Department and everyone has been very resilient because it is stressful. She had lunch with the facilities folks and reassured them we will get through this transition. They have a number of folks interested in that position. They will have their first tier of interviews on October 9, 2024.

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Dr. Martin attended the Tech Department meeting. She was impressed with their professionalism. It was a meaningful department meeting. She described the new radios they received and there is one in every school with direct communication to the Bus Company and spoke of the advantages they provide.

She and Mrs. Brooks, Director of Special Education, met with a new company called Relay. They currently outsource their Medicaid billing to MSB. They are looking to perhaps change their billing company for a number of reasons. Mrs. Brooks is working on an Executive Summary to bring before the Board in the near future.

Mrs. Woodworth asked if it is feasible for Dr. Martin to take on the role of Facilities Director. Mr. Krieger explained she is already in charge with overseeing most, if not all the Director positions in the District and her position is much more than the Facilities position.

Mrs. Allaire talked about the organization “No Hate” that brought the BMX riders to the high school to put on a show. She described some of the other team building activities at the Middle School. As part of the Grade 6 transition, the 6th grade teams went to Camp Lincoln to engage in different activities. Grade 7 went to Camp Tricklin’ Falls that offered a similar experience.

There was a 2024 Hall of Fame Induction Ceremony held at Atkinson Country Club and she recognized the inductees.

The PSAT’s will be given to the juniors on October 9, 2024.

Mr. Krieger talked about the Q & A that was held involving the use of cell phones in the schools. They will be putting together a survey and there is a lot more conversation to be had on this topic.

The senior leadership team just sat through a cyber-tabletop discussion with Primex.

They have posted the 5th Grade Teaching position at Danville which they were able to repurpose a position for this. They will be looking for a high quality candidate.

First Student Bus Company reached an agreement with their drivers and they have a multi-year contract. Their rates for the drivers significantly increased and there are still available openings for drivers.

In regards to the Board of Selectmen meetings, he is scheduled to talk with the Boards of Selectmen in Sandown, Atkinson, and Plaistow. They are working on a date for Danville.

Mr. Krieger recognized four students who will be celebrating their Eagle Scouts.

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Mr. Krieger displayed a make-up of a 1974 school newspaper. About twenty graduates of 1974 gathered for their 50th Class Reunion.

COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD

Mr. Woodworth attended meetings this week with the Curriculum Committee, Ad hoc Kindergarten Committee, and the Policy Committee. He met with the graduates from 1974 and enjoyed recalling what the area and environment looked like back then.

Mrs. Knutsen attended the Budget Committee meeting and they voted to accept for consideration the SAU budget and the School Board budget. Their next meeting is Thursday, October 10th. The Safety Committee met the other day.

Mr. Sherwood talked about the Facilities meeting he attended. They spoke about the floors and it was determined that the wax they are currently using contains no PFAS but it is in the wax underneath. Phase 2 came in under budget by approximately \$500,000. The HVAC for Danville has been placed toward the top as a priority and second is Atkinson and then Pollard. Sandown Central still needs to be discussed.

Mrs. Manthorn stated the Wellness Committee meeting is scheduled to meet on October 16, 2024. The Policy Committee met today. The Ad Hoc Early Childhood Committee met. The Middle School cross country meet was held at home and the high school cross country team finished their season the day before and they came to help and support their future teammates. She gave a shout out to the high school chorus and orchestra for their performance of the National Anthem.

Mrs. McCormick attended the Curriculum and Assessment meeting. Their next meeting is in November. The Community Engagement committee held their meeting and she described some ideas they have for improving communication. She met with some of the teachers who talked about the importance of early childhood education.

Mrs. Woodworth attended the CIP meeting on Monday. Strategic Planning will be meeting on November 21, 2024.

OTHER BUSINESS

Mr. Woodworth talked about the amount of work they have done in the past two years on facility pieces. He believes when they have expertise available to them, they should take advantage of it.

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MOTION: Mr. Woodworth motioned to appoint Jack Sapia to the Facilities Committee.

Mrs. Knutsen said that is an improper motion and will not be put on the floor because Policy states it is up to the Board Chair and Superintendent. The Board has already voted and there is no action to take.

MOTION: Mr. Sherwood motioned to direct the Chair of the Board to open this up for discussion. Seconded by Mr. LeCain

Mr. Sherwood stated the expertise Mr. Sapia has brought to the Board in the past has saved us a lot of time and resources. We need more people and to have a person who has shown to go above and beyond would be an asset.

Mr. LeCain agrees with this. He stated Mr. Sapia has saved this District time and money and thinks his experience in facilities and construction would be an asset.

Mrs. Knutsen explained the reorganization of those committees happens in March and if the Board chooses to go down this path, they would have to waive policy and do what they want at the next meeting.

Mr. Sapia said Roberts Rules state at any time they can overrule the chair.

Mr. Sapia explained one of the things he has been concerned about is the envelopes of the buildings. Someone he spoke to has highly recommend Wessling Architects and would like the administration to speak with them to learn more of what they do. This is just an informational, fact-finding telephone call.

Mrs. Woodworth commented that the CIP has discussed the envelopes and has voiced their concerns.

MOTION: Mr. Sapia motioned to instruct the Superintendent to reach out to Wessling Architects and others, to see what tools and resources they can bring in order to allow us to make more knowledgeable decisions regarding the overall encapsulation of our buildings. Seconded by Mr. Sherwood Motion passed: 8-1-0 (Mrs. Knutsen opposed)

Mr. Sapia said he would love the Board to consider adding to the agenda after Delegates & Individuals, for the Chair or board members to take a minute or two to address some of the

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things that may be brought up under Delegates & Individuals. There is a lot of disinformation out there right now, and we are responsible to inform our constituents with the proper information.

There was no further public business before the Board. The Board adjourned the meeting at 8:19 pm.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on



TIMBERLANE REGIONAL HIGH SCHOOL

36 Greenough Road, Plaistow, NH 03865

 TimberlaneHS.com

Voice: (603) 382-6541

 @TimberlaneHS

 @TimberlaneHS

Fax: (603) 382-8086

 @TimberlaneHS

Annual Report

Athletics

July 11, 2024

Annual Report: Athletics

During the 2023-2024 school year, the Timberlane Regional Athletic Department put on approximately 757 events between the middle school and high school programs. At the high school level, 395 students participated in at least one NHIAA sanctioned sport, and 56% of those student-athletes participated in multiple sports. At the middle school level, 370 students participated in at least one Tri-County League sanctioned sport, and 51% of those student-athletes participated in multiple sports.

MIDDLE SCHOOL ATHLETICS:

The Timberlane Regional Middle School Athletic Program is a member of the Tri-County League and competes against schools from around the state of New Hampshire. The purpose of the Tri-County League is to organize, coordinate, and stimulate interest in athletic activities while developing young athletes at the middle school/junior high school level. During the 2023-2024 school year, TRMS took home Tri-County Championships in Girls' B Volleyball, Boys' B Basketball, and Boys' Track. Overall, 70% of TRMS teams participated in post-season play.

This was the second year of middle school lacrosse, and the boys and girls competed in the competitive Tri-County Middle School League. A change from the year prior in which both teams participated in the developmental division. Both programs saw immense success and overall growth, making it to the semi-final playoff rounds.

In February 2024, a co-ed intramural volleyball program was also added to the current list of offered programs. This allowed students from grades 6-8 to participate in the afterschool activity, with over 35 student-athletes taking advantage of the offering.

HIGH SCHOOL ATHLETICS:

Timberlane Regional High School is a member of the New Hampshire Interscholastic Athletic Association (NHIAA) and is a recognized Division 1 Athletic Program. TRHS offers over thirty different sport offerings for boys and girls to choose from. Many of our student-athletes are also involved in a variety of student activities including band, music, and student government.

The TRHS athletic programs enjoyed tremendous success throughout the school year. The girls' soccer team captured the Division 1 State Championship for the first-time in school history! The wrestling and the winter cheer teams finished as NHIAA State Runner-Up. The boys' and girls' lacrosse teams made it to the NHIAA State Semi-Finals. Overall, 79% of TRHS varsity teams participated in post-season play.

Aside from team honors, several individual student-athletes were recognized for outstanding achievement. Class of 2024 student-athlete, Leah Morrier, was named Gatorade NH Girls' Soccer Player of the Year! Class of 2024



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student-athlete, Katie O'Leary, earned the Eagle Tribune Student-Athlete Award for the 2023-2024 school year. Class of 2027 student-athlete, Danielle Bates, won the NHIAA State High Jump Championship.

Senior Scholar-Athletes:

NHADA/NHIAA recognized 39 TRHS Senior Scholar-Athletes for their excellence in the classroom, as well as on the playing field. A ceremony recognizing the NH Scholar-Athletes took place in April at the Capitol Center for the Arts in Concord, NH. At the conclusion of the school year, the Timberlane Athletic Department recognized our Senior Athletes with an awards ceremony that took place in the TRHS Gymnasium.

College Athletic Signings:

The Timberlane Athletic Department is proud to recognize the following student-athletes for signing their National Letters of Intent to continue their athletic successes at the Division I/II college level:

Parker Gleckman, Hunter Beaudoin, Maia Parker, Stephen Ramos, Annabella Raymond, Alexa Salafia, and Garrett Shivell.

NHIAA Student-Leadership Trainings:

TRHS continues to create student-leadership training workshops for our Life of an Owl Leadership Program. We have an introductory level session for our younger student-athletes, as well as an advanced workshop that includes our new outdoor ropes course. The goal is to create opportunities for our student-athletes to collaborate and understand the importance of healthy lifestyles. Timberlane Regional High School also hosted and provided leadership training opportunities for schools from around the state. High Schools such as Pinkerton Academy, Salem, Windham, Sanborn, Bishop Guertin, and Newmarket joined the Timberlane Student Leadership Team in trainings led by Deb Hult.

We are very proud of our student-athletes and coaches. Thank you to the School District and the community for your continued support.

Go Owls

Prepared by: Angelo Fantasia, CMAA. Director of Athletics.

2025 Timberlane Regional School District Warrant State of New Hampshire

To the inhabitants of the School District of the Towns of Atkinson, Danville, Plaistow, and Sandown, New Hampshire, qualified to vote in District affairs:

First Session of Annual Meeting (Deliberative)

You are hereby notified to meet at the Timberlane Performing Arts Center, 40 Greenough Road, Plaistow, New Hampshire, on Thursday, the 6th day of February 2025, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number **X**. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number **X** will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 11th day of March 2025, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

Atkinson	Voting will be conducted at the Atkinson Community Center from 7 a.m.-8 p.m.
Danville	Voting will be conducted at the Danville Community Center from 8 a.m.-8 p.m.
Plaistow	Voting will be conducted at the Plaistow Fish and Game Club from 7 a.m.-7 p.m.
Sandown	Voting will be conducted at the Sandown Town Hall from 8 a.m.-8 p.m.

Article 1 – Election of Officers

To choose the following school district officers:

Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-Year Term
Sandown Voters	School Board Member	3-Year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Sandown Voters	Budget Committee Member	3-Year Term

Article 2 – Operating Budget

Shall the voters of the School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$X? Should this article be defeated, the operating budget shall be \$X, which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 3 – X Year Collective Bargaining Agreement (Timberlane Custodians’ Union)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Custodians’ Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year

Estimated Increase

X-Year Total

And further to raise and appropriate the sum of \$X for the 2025-26 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 4 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 3 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 3 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 5 - **X** Year Collective Bargaining Agreement (Timberlane Cafeteria Workers' Union)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Cafeteria Workers' Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year

Estimated Increase

X-Year Total

And further to raise and appropriate the sum of **\$X** for the 2025-26 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 6 - Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 5 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 5 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 7 - General Acceptance of Reports

Shall the voters of the School District accept reports of agents, auditors, and committees as written in the 2024 Annual Report? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 8 - Capital Reserve Fund by Surplus

Shall the voters of the School District raise and appropriate up to **\$250,000** to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2025 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2024-2025 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 9 - 2.5% Tax Cap on Operating Budget by Petition

Shall the Timberlane Regional School District (TRSD) vote to adopt the provisions of RSA 32:5-b, and implement a tax cap whereby the governing body and budget committee shall not submit a recommended budget that increases the amount to be raised by local taxes, based on the prior fiscal year's actual amount of local taxes raised, by more than 2.5%. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 10 – Lease Purchase Agreement by Petition

Shall the Timberlane Regional School District (TRSD) vote to rescind and terminate the March 14, 2023 adoption of Article-3 Lease Purchase Agreement of \$25,243,000 as authorized by TRSD.

Recommended by the School Board

Recommended by the Budget Committee

Article 11 – Fund Balance Retention by Petition

Shall the Timberlane Regional School District (TRSD) vote to rescind the March 14, 2023 adoption of Article-15 Fund Balance Retention of 5% as authorized by TRSD.

Recommended by the School Board

Recommended by the Budget Committee

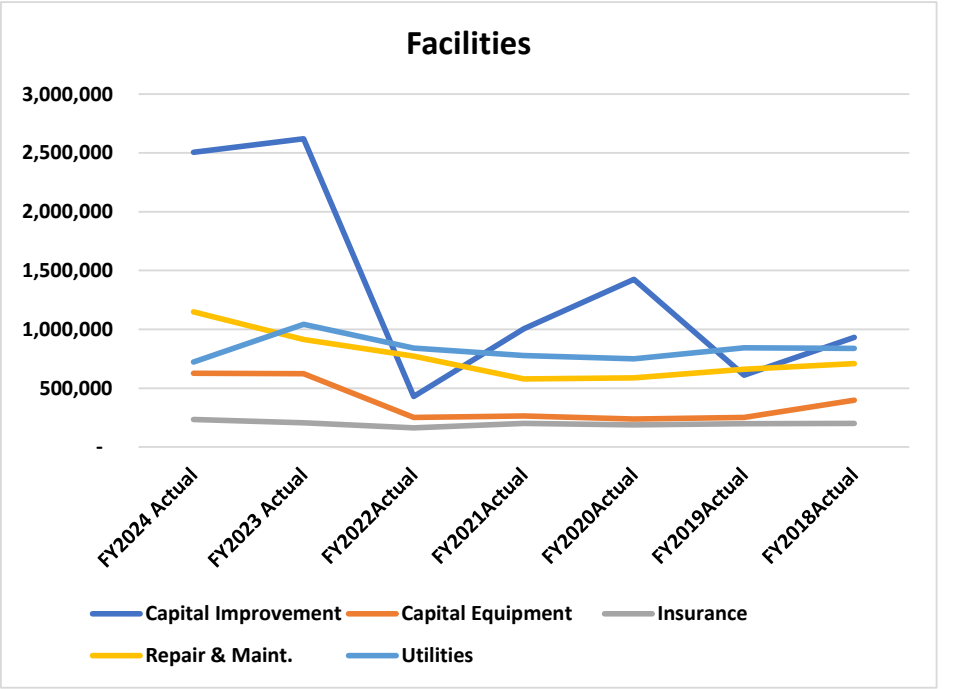
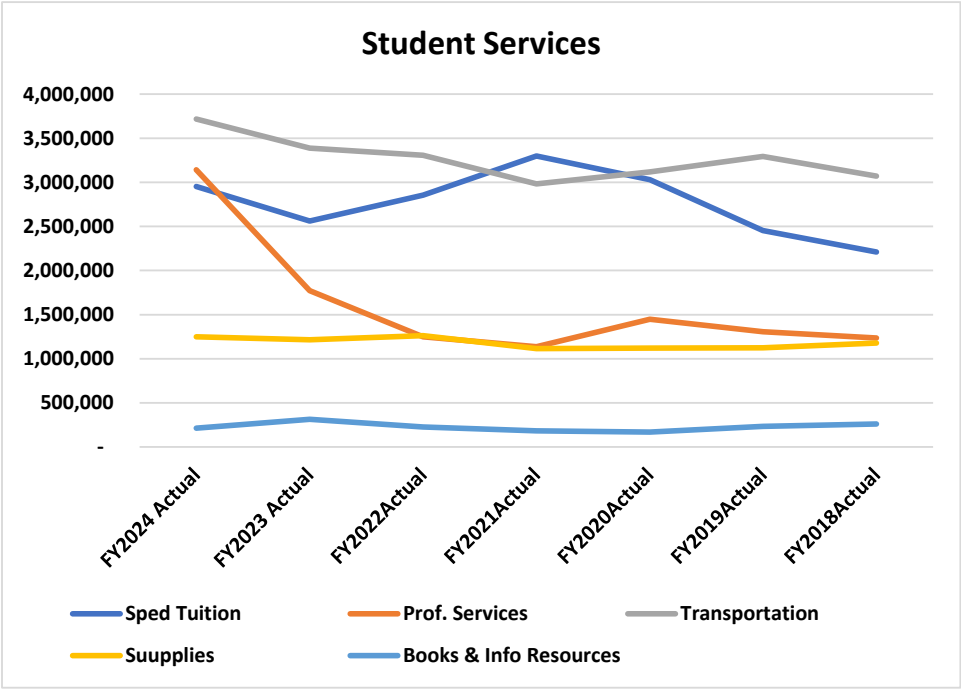
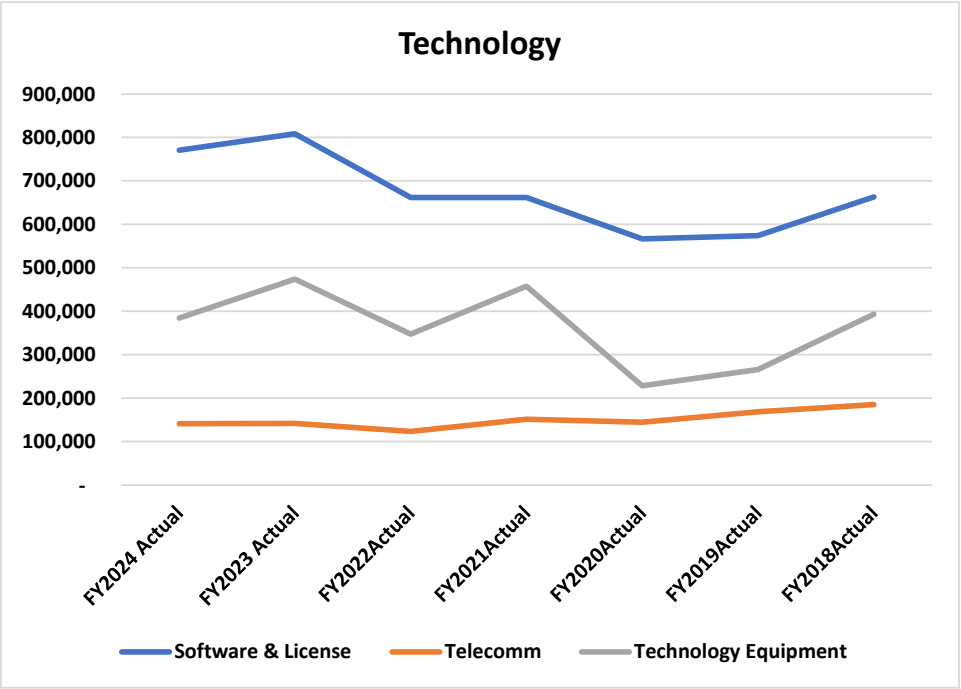
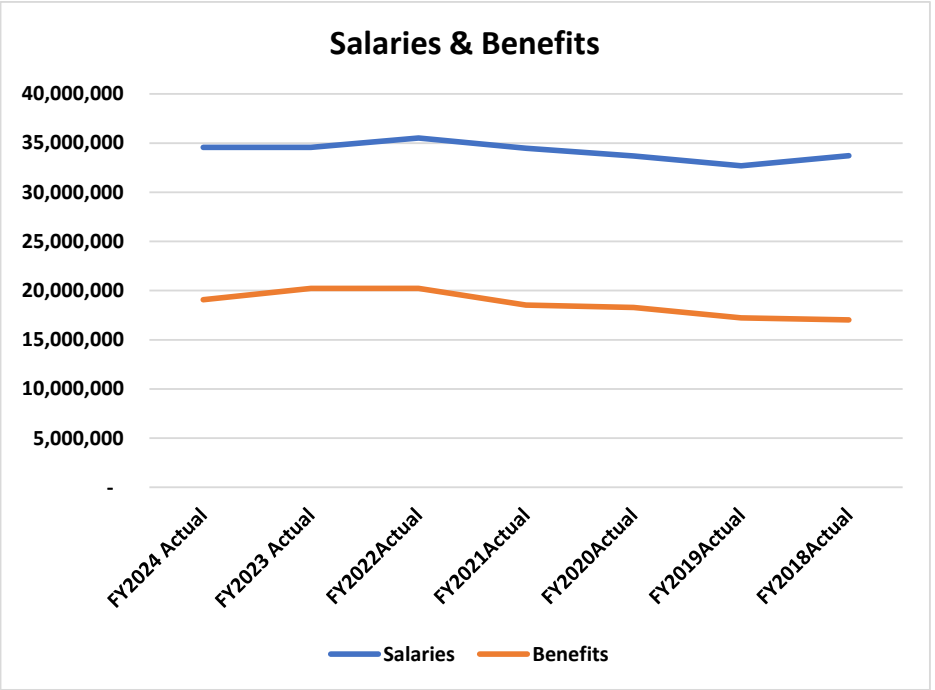
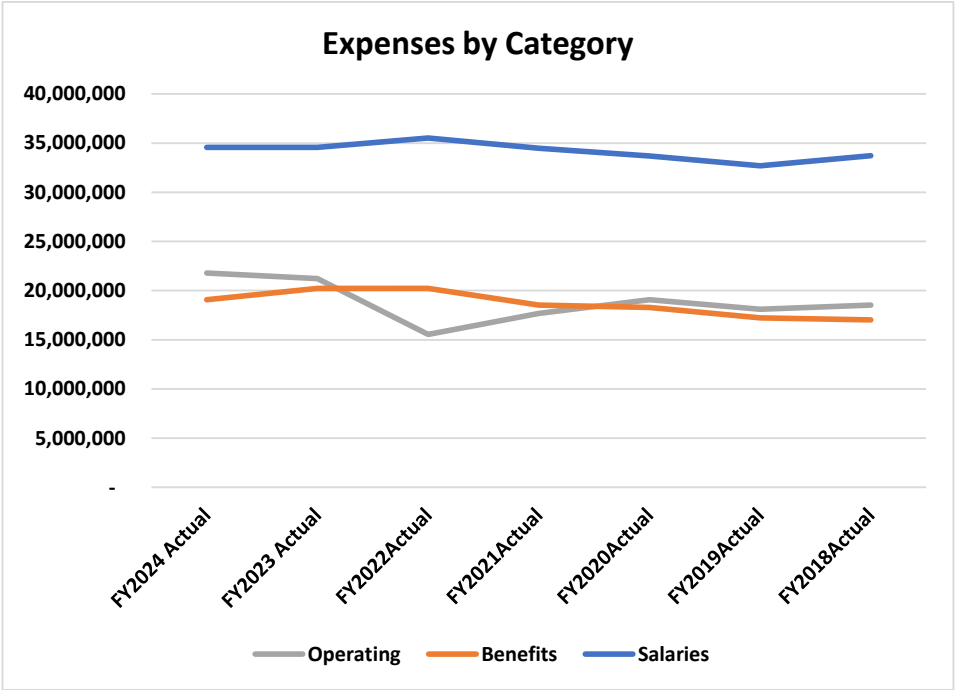
Timberlane Regional School District
Expense Trend Report by Account

Category	FY2024 Actual	FY2023 Actual	FY2022Actual	FY2021Actual	FY2020Actual	FY2019Actual	FY2018Actual	FY2017Actual	FY2016Actual	FY2015Actual	FY2014Actual	FY2013Actual
Teachers Salaries	15,616,585	15,891,883	16,224,869	16,349,177	15,880,324	15,255,865	15,573,284	15,546,377	15,480,951	15,423,512	15,315,930	15,314,591
Paraeducator Salaries	6,024,137	6,108,098	6,519,122	6,695,297	6,648,172	6,522,040	6,658,719	6,273,125	6,212,903	6,358,648	6,644,335	6,439,220
Administrative Salaries	4,260,863	4,100,712	3,788,352	3,096,330	3,133,709	3,119,679	3,545,696	3,524,320	3,343,871	2,970,804	2,912,044	2,613,835
Educational Assistants Salaries	3,684,109	4,140,049	4,282,778	4,293,711	4,269,079	4,021,774	3,938,551	3,837,810	3,662,499	3,566,179	3,490,855	3,423,669
Custodial Salaries	1,929,790	1,776,493	1,692,203	1,599,180	1,571,864	1,550,159	1,630,602	1,496,504	1,423,331	1,433,218	1,390,885	1,339,993
Office Salaries	1,569,188	1,454,100	1,536,656	1,197,315	1,161,199	1,126,198	1,160,967	1,101,153	1,081,765	1,024,173	1,020,401	951,847
Nurses Salaries	617,517	577,306	563,748	528,926	595,323	588,144	531,201	580,122	599,240	542,422	523,812	488,614
Home Instruction / ESOL Salaries	63,059	63,107	44,298	54,005	54,457	30,354	70,563	37,538	89,862	89,804	77,645	72,351
Substitute Salaries- Teachers	554,542	349,620	383,625	310,833	171,809	305,096	311,405	324,702	317,361	382,285	395,917	343,612
Substitute Salaries- Long Term	156,788	61,705	66,488	292,385	143,589	92,617	191,969	62,565	199,585	174,400	162,028	249,708
Substitute Salaries- Assistants	76,788	37,819	64,093	53,357	39,841	49,772	77,839	44,429	45,220	45,320	44,664	34,622
Substitute Salaries-Custodian	6,872	7,753	17,010	10,087	11,556	27,416	31,415	25,760	8,556	4,831	-	5,277
Employee Bonus	-	-	333,000	-	-	-	-	-	-	-	-	-
FICA	2,568,715	2,580,723	2,648,847	2,570,795	2,490,647	2,420,475	2,491,540	2,434,666	2,414,180	2,387,487	2,369,377	2,341,403
Teacher Retirement	5,136,554	5,675,084	5,575,720	4,756,790	4,682,852	4,445,883	4,566,171	4,059,113	4,013,491	3,573,965	3,536,472	2,777,786
Non-teacher Retirement	1,017,369	1,099,079	1,084,374	805,916	781,159	750,815	767,026	703,200	689,835	636,944	650,510	515,429
Health & Dental Insurance	9,906,801	10,440,277	10,563,230	9,985,340	9,981,251	9,177,294	8,792,082	8,334,715	7,405,756	7,148,713	7,759,931	7,206,838
Employee Uniforms	27,438	21,452	23,321	27,428	21,776	31,966	31,774	27,620	28,115	24,280	22,108	32,492
Tuition Reimbursement	121,928	103,000	107,868	155,032	201,905	191,701	178,791	132,163	144,582	155,529	177,458	170,611
Travel/Workshops	22,137	25,109	17,951	15,299	33,248	30,702	37,695	45,169	36,295	37,326	37,088	43,500
Other Employee Benefits	23,208	13,465	11,458	-	-	920	3,630	767	141	-	564	-
Unemployment Compensation	13,999	11,588	17,959	-	9,684	11,312	5,744	14,470	8,441	29,211	8,920	13,547
Worker's Compensation	267,420	273,779	191,014	225,529	121,466	193,272	182,164	180,852	93,585	128,392	99,800	95,789
Advertising	1,161	2,806	4,310	1,219	879	675	1,245	2,452	4,182	1,117	3,092	3,148
Capital Improvement	2,365,257	2,752,103	347,778	923,160	1,269,111	474,272	615,523	644,648	499,285	440,357	467,090	406,213
Rubbish Removal	323,310	123,223	96,526	80,888	108,521	103,768	115,586	122,863	120,960	92,991	95,285	84,496
Bottled Gas	49,543	20,792	23,210	31,784	28,391	27,061	28,676	13,013	10,975	16,680	18,341	9,004
Electricity	392,824	649,419	537,620	516,363	459,022	520,437	538,201	511,069	602,636	570,205	576,145	415,578
Fuel Oil	128,368	209,805	128,156	89,534	144,447	159,596	107,225	85,440	93,100	174,486	236,112	212,105
Gasoline	11,185	11,393	14,690	9,424	8,999	10,449	15,121	10,067	9,475	15,465	22,161	21,532
Natural Gas	140,252	151,283	137,357	130,342	107,986	125,897	148,497	136,919	154,785	161,375	329,430	173,292
Telephone	134,477	132,984	119,302	150,583	141,660	167,717	184,546	181,030	185,179	187,795	174,358	167,227
Water/Sewer/Septic	90,337	110,277	139,776	52,470	56,671	50,061	42,324	31,060	28,770	23,492	20,180	20,217

Timberlane Regional School District
Expense Trend Report by Account

Category	FY2024 Actual	FY2023 Actual	FY2022Actual	FY2021Actual	FY2020Actual	FY2019Actual	FY2018Actual	FY2017Actual	FY2016Actual	FY2015Actual	FY2014Actual	FY2013Actual
Snow Removal	11,388	7,345	3,936	9,912	10,031	5,497	14,073	21,713	990	27,450	15,133	5,893
Plumbing & Electric Repair	62,514	160,910	53,446	85,903	-	-	-	-	-	-	-	-
Repair and Maintenance	770,632	1,550,980	549,600	419,757	561,285	631,695	846,086	866,292	616,496	709,208	523,620	559,544
Rental Land & Buildings	-	-	-	-	-	-	34,785	34,785	34,785	34,785	34,785	-
Rentals	18,746	19,553	372	4,100	-	-	-	-	-	-	-	-
Insurance	233,622	204,960	162,279	200,498	188,033	198,864	200,296	199,569	199,565	183,818	177,086	171,258
Information Access Fees	90,052	78,900	69,632	34,054	61,843	73,962	72,627	73,612	79,429	79,022	75,729	73,243
Software	164,343	157,509	162,674	187,524	181,087	177,666	180,984	201,360	147,463	133,003	217,753	200,592
New Computer/Netwk Equip	34,016	36,350	45,077	258,291	138,857	12,378	43,146	131,034	302,032	124,369	185,155	103,354
Replacement Computer/Netwrk Equip	350,496	437,745	302,549	199,520	89,719	253,391	350,006	299,131	338,162	327,592	293,242	335,696
New Equipment	199,241	209,774	90,913	103,201	83,087	116,309	127,967	164,087	107,786	87,643	147,626	98,886
Replacement Equipment	427,199	412,829	159,416	160,980	154,203	134,803	269,579	217,980	192,986	94,123	159,827	212,144
Books & Info Resources	210,169	307,187	219,943	176,493	158,810	223,380	250,624	235,023	362,740	496,125	374,260	201,794
Library Periodicals	3,794	6,185	5,584	5,538	9,908	9,423	10,582	9,250	11,297	9,845	9,823	12,315
Athletics Game Expenses	606,602	651,255	499,564	474,361	385,649	396,450	482,054	532,686	307,167	275,908	142,430	156,546
Other Purchased Property Serv	11,625	9,714	10,615	6,672	6,672	6,984	6,396	4,221	4,128	3,216	4,556	3,420
Professional Services Education	3,025,867	1,645,037	1,131,808	1,080,308	1,324,269	1,212,345	1,096,572	1,171,226	1,084,011	963,091	733,210	892,422
Physitian Services	10,945	8,694	23,900	9,645	25,241	13,994	14,720	22,347	16,997	29,173	23,996	18,985
Official/Admin Services	14,976	39,007	22,374	12,383	36,734	4,943	52,641	52,188	61,332	56,480	65,342	52,121
SAU 55 - Timberlane Share	-	-	-	1,748,315	1,589,325	1,641,692	1,517,708	1,480,686	1,238,267	1,113,221	1,028,131	990,866
Tuition-Other LEA's in State	276,826	177,901	147,033	167,938	129,274	105,544	103,756	69,922	100,459	40,725	72,258	76,039
Tuition-Private	2,897,492	2,381,584	2,707,275	3,054,686	2,902,307	2,317,967	1,881,261	1,434,465	1,553,886	1,673,424	1,695,391	1,711,086
Residential Cost	-	-	-	75,686	-	29,555	225,075	215,400	-	159,459	-	-
Student Transportation	3,717,402	3,387,970	3,307,117	2,982,241	3,116,315	3,291,566	3,068,904	2,881,914	2,746,182	2,746,801	2,713,475	2,581,727
Supplies	1,241,749	1,201,457	1,244,596	1,105,700	1,108,210	1,111,701	1,167,587	1,103,292	1,024,960	1,032,985	976,121	989,803
Postage	5,802	8,852	4,184	1,111	2,986	1,061	767	373	2,397	2,265	3,881	3,845
Printing	7,327	12,189	12,761	7,864	10,219	11,066	10,032	10,357	10,809	12,906	11,454	13,586
Dues and Fees	108,913	100,897	68,986	50,295	51,036	65,001	74,117	78,241	75,789	73,939	69,537	75,325
Miscellaneous Expense	103,497	97,716	66,818	112,897	55,496	76,312	103,268	78,919	89,928	84,474	72,400	78,875
Interest	-	-	-	-	42,000	126,000	210,000	294,000	378,000	462,000	546,000	630,000
Principal	-	-	-	-	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000
Fund Transfers FS	1,407,740	1,488,403	1,638,410	1,066,292	1,191,398	1,340,293	1,344,361	1,359,935	1,453,070	1,475,364	1,518,192	1,601,005
Fund Transfers Grants	2,116,658	2,162,994	1,245,296	1,873,179	1,475,760	1,191,159	1,283,654	1,467,670	1,258,379	1,412,625	1,370,152	1,355,051
Fund Transfers PAC	(1,658)	55,687	19,648	4,558	34,905	60,511	62,656	44,485	73,508	62,335	46,275	61,607
Total	75,430,492	75,995,871	71,282,517	70,688,400	71,055,256	68,024,896	69,282,055	66,881,867	64,481,910	63,408,779	63,489,780	60,854,575

Timberlane Regional School District
Expense Trend Report by Category





TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

October 17, 2024

First Read

Policy	Changes/Recommendations
EG - District Communication Plan	TRSD does not currently have this policy. NHSBA sample policy language with suggested revisions.

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

Creation of Communication Plans

A. **Purpose.** The Board’s objective is to improve internal and external communications by providing clarity and consistency in school communications amongst stakeholders. This policy will guide the creation of a District Communication Plan (“Communication Plan” or the “Plan”).

B. **Plan Preparation and Contents.** The Board directs the Superintendent ~~/Communication Committee or other personnel/committee or designee~~ to prepare a Communications Plan for both internal and external stakeholders that addresses at least the following:

1. Plan goals and general provisions - identifies the general goals of the Plan, identifies the multiple audiences/recipients of District communication, and identifies the available methods and modes of communication with some consideration of the pros and cons of each.

2. Implementation – describes how components of the Plan will be implemented and will specify which staff members are responsible.

~~3. Communication to Internal Stakeholders—describes how to best communicate general or specific information to staff, students, and volunteers.~~

~~4. Communication to External Stakeholders—describes how to best communicate with—external stakeholders (i.e., parents, the community, parent groups, other districts, etc.).~~

5.3. Crisis Communications Plan – coordinates the Communication Plan to the relevant provisions of the District Crisis Prevention and Response Plan and site-specific Emergency Operations Plans prepared under Board policy EBCA, including staff responsibilities, training requirements, communication tools, media plans, and message-specific templates.

6.4. School Cancellations - outlines protocols for communicating a school day cancellation, delay, or early release due to inclement weather or other emergency reasons as provided by Board policies EBCD and EBCE.

7.5. Off-campus School activities - outlines how to best communicate incidents or emergencies

Timberlane Regional School District	Policy Code: EG
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that occur while students are off campus on field trips or travel sporting events (i.e., anywhere that students are transported by the District).

8.6. Recommendations - outlines suggestions and recommendations relating to infrastructure or resources for future improvements to communication channels.

9.7. Other - Such other information, recommendation and provisions the Superintendent, deemed appropriate.

Biennial Review and Update

The Superintendent and/or designee shall ensure that the Communication Plans and all procedures and protocols adopted pursuant to this policy are reviewed no less than every two (2) years and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

Timberlane Regional School District



Data Governance Manual

Timberlane Regional School District

2024-2025

Presented to School Board on 10/17/2024

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Introduction

The Timberlane Regional School District is committed to protecting our students' and staffs' privacy through maintaining strong privacy and security protections. The privacy and security of this information is a significant responsibility and we value the trust of our students, parents, and staff.

The Timberlane Regional School District's Data Governance Manual includes information regarding the data governance team, data and information governance, applicable School Board policies, District procedures, as well as applicable appendices and referenced supplemental resources.

This manual outlines how operational and instructional activity shall be carried out to ensure the District's data is accurate, accessible, consistent, and protected. The document establishes who is responsible for information under various circumstances and specifies what procedures shall be used to manage and protect it. Definitions of terminology can be found in Appendix A: Definitions.

The Timberlane Regional School District's Data Governance Manual shall be a living document. To make the document flexible, details are outlined in the appendices and referenced supplemental resources. This document and any future modifications to this document will be posted on the District's website.

Data Governance Team

The Timberlane Regional School District's Data Governance team consists of the following positions: Superintendent, Assistant Superintendent, Business Administrator, Facilities Director, Human Resources Manager, Director of Special Education, Student Services Coordinator, Director of Curriculum and Professional Learning, and the Director of Technology. Members of the Data Governance Team will act as data stewards for all data under their direction. The Director of Technology will act as the Information Security Officer (ISO), with assistance from members of the full Technology team. The Business Administrator is the district's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available. All members of the district administrative team will serve in an advisory capacity as needed.

Purpose

The School Board recognizes the value and importance of a wide range of technologies for a well-rounded education, enhancing the educational opportunities and achievement of students. The Timberlane Regional School District provides its faculty, staff, and administrative staff access to technology devices, software systems, network and Internet services to support research and education. All components of technology must be used in ways that are legal, respectful of the rights of others, and protective of juveniles and promote the educational objectives of Timberlane Regional School District.

To that end, the district must collect, create and store confidential information. Accurately maintaining and protecting this data is important for efficient district operations, compliance with laws mandating confidentiality, and maintaining the trust of all district stakeholders. All persons who have access to district data are required to follow state and federal law, district policies and procedures, and other rules created to protect the information.

It is the policy of the Timberlane Regional School District that data or information in all its forms--written, electronic, or printed--is protected from accidental or intentional unauthorized modification, destruction or disclosure throughout its life cycle. This protection includes an appropriate level of security over the equipment, software, and practices used to process, store, and transmit data or information. All staff and authorized district contractors or agents using confidential information will strictly observe protections put

into place by the district.

Scope

The data security policy, standards, processes, and procedures apply to all students and staff of the district, contractual third parties and agents of the district, and volunteers who have access to district data systems or data. This policy applies to all forms of Timberlane Regional School District data and information, including but not limited to:

- Speech, spoken face to face, or communicated by phone or any current and future technologies.
- Hard copy data printed or written.
- Communications sent by post/courier, fax, electronic mail, text, chat and/or any form of social media.
- Data stored and/or processed by any electronic device, including servers, computers, tablets, mobile devices.
- Data stored on any type of internal, external, or removable media or cloud based services.
- The terms data and information are used separately, together, and interchangeably throughout the policy, the intent is the same.
- Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as systems, assets or resources.
- All involved systems and information are considered assets of the Timberlane Regional School District and shall be protected from misuse, unauthorized manipulation, and destruction.

Regulatory Compliance

The district will abide by any law, statutory, regulatory, or contractual obligations affecting its data systems (see Appendix B: Laws, Statutory, and Regulatory Security Requirements). The Timberlane Regional School District complies with the [NH Minimum Standards for Privacy and Security of Student and Employee Data](#) established in April, 2019. The Timberlane Regional School District complies with all other applicable regulatory acts including but not limited to the following:

- Children’s Internet Protection Act ([CIPA](#))
- Children’s Online Privacy Protection Act ([COPPA](#))
- Family Educational Rights and Privacy Act ([FERPA](#))
- Health Insurance Portability and Accountability Act ([HIPAA](#))
- Payment Card Industry Data Security Standard ([PCI DSS](#))
- Protection of Pupil Rights Amendment ([PPRA](#))
- Individuals with Disabilities in Education Act ([IDEA](#))
- New Hampshire State RSA - Student and Teacher Information Protection and Privacy

[NH RSA 189:65](#) Definitions

[NH RSA 189:66](#) Data Inventory and Policies

Publication [NH RSA 189:67](#) Limits on Disclosure of

Information [NH 189:68](#) Student Privacy

[NH RSA 189:68-a](#) - Student Online Personal Information

- [New Hampshire Minimum Standards for Privacy and Security of Student and Employee Data](#)
- New Hampshire State RSA - Right to Privacy:
 - [NH RSA 359-C:19](#) - Notice of Security Breach - Definitions
 - [NH RSA 359-C:20](#) - Notice of Security Breach Required
 - [NH RSA 359-C:21](#) - Notice of Security Breach Violation

Data User Compliance

The Data Governance Manual applies to all users of Timberlane Regional School District's information including: staff, students, volunteers, and authorized district contractors or agents. All data users are to maintain compliance with School Board Policies and District administrative procedures, [GBEF](#) (Employee Use of District-Issued Computers, Devices and the Internet, formally GCSA), [GBEF-R](#) (Employee Computer/Device and Internet Responsible Use Rules, formally GCSA-R), [EHAB](#) (Data Governance and Security), [JICL](#) (Student Use of Computers, Devices and the Internet, formally EGA), [JICL-R](#) (Student Technology Responsible Use, formally EGA-R) and all policies, procedures, and resources as outlined within this Data Governance Manual and School Board Policy.

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Unless permission has been granted by the ISO or designee, no staff, vendor or other person may remove confidential or critical data from the district's premises or the district's network, remove a device containing confidential or critical data from the district's premises, or modify or copy confidential or critical data for use outside the district. If permission is given, the data may be accessed only on a district-provided device with appropriate security controls or through a secure virtual private network (VPN). When users access confidential or critical data from a remote location, the user must take precautions to ensure that the confidential or critical data is not downloaded, copied or otherwise used in a manner that would compromise the security and confidentiality of the information.

Staff who fail to follow the law or district policies or procedures regarding data governance and security may be disciplined or terminated. Volunteers may be excluded from providing services to the district. The district will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the district reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of a staff member's teaching certificate.

The district may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The district will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the district.

Any attempted violation of district policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

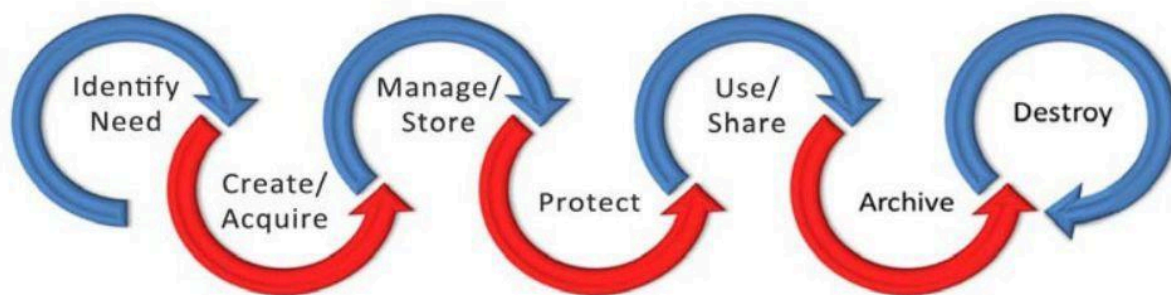
Possible disciplinary/corrective action may be instituted for, but is not limited to, the following:

- Unauthorized disclosure of PII or Confidential Information.
- Sharing your user IDs or passwords with others (exception for authorized technology staff for the purpose of support)

- Applying for a user ID under false pretenses or using another person's ID or password.
- Unauthorized use of an authorized password to invade student or staff privacy by examining records or information for which there has been no request for review. Staff may assist in troubleshooting student access to district resources when required.
- The unauthorized copying of system files.
- Attempting to secure a higher level of privilege without authorization.
- Installation or use of unlicensed software or software not approved for district technological systems.
- The intentional unauthorized altering, destruction, or disposal of district information, data and/or systems. This includes the unauthorized removal of technological systems such as but not limited to: laptops, internal or external storage, computers, servers, backups or other media, that may contain PII or confidential information.
- The introduction of computer viruses, hacking tools or other disruptive or destructive programs.

Data Lifecycle

Data Governance is necessary at each phase in the data lifecycle. This lifecycle starts at evaluating the need for data collection and ends when the data is destroyed. It is important that appropriate safeguards, policies, procedures and practices are in place for each phase of the data lifecycle.



Identifying Need & Assessing Systems for District Requirements

To accomplish the district's mission and to comply with the law, the district may need to maintain confidential information, including information regarding students, parents/guardians, staff, applicants for employment and others. The district will collect, create or store confidential information only when the Superintendent or designee determines it is necessary.

New Systems

District staff members are encouraged to research and utilize online services or applications to engage students and further the district's educational mission. However, before any online service or application is purchased or used to collect or store confidential or critical information, including confidential information regarding students or staff, the ISO or designee must approve the use of the service or application and verify that it meets the requirements of the law and School Board policy and appropriately protects confidential and critical information. This prior approval is also required when the services are obtained without charge.

Memorandums of understanding (MOU), contracts, terms of use and privacy policy for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the ISO prior to initiation.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on technology environment including storage and bandwidth
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements including cost
- Resource update and maintenance schedule
- Funding for the initial purchase and continued licenses and maintenance
- Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
 - o The district continues to own the data shared, and all data must be available to the district upon request.
 - o The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
 - o District data will be maintained in a secure manner by applying appropriate technical, physical and administrative safeguards to protect the data.
 - o The provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
 - o No API will be implemented without full consent of the district.
 - o All data will be treated in accordance to federal, state and local regulations
 - o The provider assumes liability and provides appropriate notification in the event of a data breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent permission is requested from parents during the yearly online registration process for district vetted and approved applications and tools.

Review of Existing Systems

The District will ensure that data collection is aligned with School Board Policy EHAB. Data systems shall be reviewed annually to ensure that only necessary data is being transmitted and collected.

Individual student level data is submitted to different approved service providers in order to ensure business operations and instructional services. At times, these imports include PII for staff and students. The District must ensure that each piece of PII is necessary for operations or instruction and that the providers are abiding by their terms of service.

The District will audit data imports annually. These audits should include:

- Review of provider's terms of service to ensure they meet the District's data security requirements.
- Verification that software imports are accurate and pulling correct information.
- Verification that, when applicable, the staff, students and classes included in the imports are still necessary for instructional purposes (only those that need data collected are included in import).
- Determine if the fields included in the imports are still necessary for intended purpose.

Acquisition and Creation

It is the responsibility of the staff requesting to use new digital content to properly vet the resource to ensure that it meets district business objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use. Digital resources that accompany adopted instructional and/or curriculum materials will be vetted by the Assistant Superintendent, Curriculum Directors/Deans and the ISO, or designee, prior to purchase.

The Timberlane Regional School District, starting in July 2019, will be a member of the New Hampshire Student Data Privacy Alliance (NHSDPA). The NHSDPA is a collaboration of New Hampshire school districts and law counselors that share common concerns around student privacy. This Consortium will help vet new digital resources using collective resources. The goals of this Consortium are:

- Establish a community of stakeholders who have various needs addressed through policy, technology and/or effective practice sharing around effective privacy management,
- Identify projects that have on-the-ground and real-world impact on student data privacy enabling schools, districts, state and vendors find resources, adapt them to their unique context and implement needed protections,
- Development of tools and resources to address operational issues not currently being addressed,
- Leverage partnership organizations working in the privacy space to have their good work utilized and no reinvention of existing work,
- Development of a clearinghouse of student data privacy operational issues and resources to support schools, districts, states and vendors in managing those issues – no matter where the resources originate.

Once the Consortium is operating, staff will check a database of approved digital resources to see if it has been approved for meeting or exceeding minimum standards outlined by the state. In the event it does not there will be an approval process where the staff member will submit information about the resource they would like to use on the NH Consortium website. A first level approval would need to be granted by the district in order to make sure that there are no obvious or known issues with the resource and that it passes curriculum related goals. Passing that, the Consortium will contact the vendor in order to process agreements that they will follow all minimum federal and state laws regarding security and privacy. If the provider completes all agreements the resource will be added to the database of vetted resources that are good to use.

Management and Storage

Systems Security

The district will provide access to confidential information to appropriately trained district staff and volunteers only when the district determines that such access is necessary for the performance of their duties. The district will disclose confidential information only to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law and authorized by the district (School Board Policy EHAB).

Therefore, systems access will only be given on an as-needed basis as determined by the data manager and ISO. Further information regarding Electronic Access Security Controls is contained in the

Security/Protection section of this manual.

Data Management

The effective education of students and management of district personnel often require the district to collect information, some of which is considered confidential by law and district policy. In addition, the district maintains information that is critical to district operations and that must be accurately and securely maintained to avoid disruption to district operations.

Data Managers are responsible for the development and execution of practices and procedures that ensure the accuracy and security of data in an effective manner. All district administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage. Data managers will:

- ensure that system account creation procedures and data access guidelines appropriately match staff member job function with the data on instructional and operational systems.
- review all staff with custom data access beyond their typical group's access.
- review district processes to ensure that data will be tracked accurately.
- review contracts with instructional and operational software providers to ensure that they are current and meet the district data security guidelines.
- ensure that staff are trained in the district's proper procedure and practices in order to ensure accuracy and security of data.
- assist the ISO in enforcing district policies and procedures regarding data management.

Data Classification and Inventory

Classification is used to promote proper controls for safeguarding the confidentiality of data. Regardless of classification, the integrity and accuracy of all classifications of data are protected. The classification assigned and the related controls applied are dependent on the sensitivity of the data. Data is classified according to the most sensitive detail they include. Data recorded in several formats (e.g., source document, electronic record, report) have the same classification regardless of format (see Appendix E: Data Classification Levels).

The ISO or designee will identify all systems containing district data, such as student information systems, financial systems, payroll systems, transportation systems, food-service systems, email systems, instructional software applications and others. The ISO or designee will identify the data files and data elements maintained in those systems and identify confidential and critical information the district possesses or collects. Once the data files and data elements are identified, the ISO or designee will classify the data as confidential or critical so that those files and the information they contain can be more closely monitored.

The district will create and maintain a data inventory for all information systems containing PII or confidential information. When possible, a data dictionary will be maintained for critical information systems. The data inventory will contain the following elements:

- Data Source
- What data is stored
- Where the data is stored
- Persons assigned to manage the data
- Staff or staff categories that have access to the files
- When the data is collected and received
- How the data is accessed

- Who has access
- Criticality/Sensitivity Rating

Security/Protection

Risk Management

A thorough risk analysis of all Timberlane Regional School District's data networks, systems, policies, and procedures shall be conducted on an bi-annual basis by an external third party or as requested by the Superintendent, ISO or designee. An internal audit of District network security will be conducted annually by District Technology staff. This analysis shall be completed using the risk management steps outlined in the Data Security Checklist (Appendix D). The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

Security Logs

The District will maintain a comprehensive list of critical system events that will be logged and monitored to ensure data security. These events will include, but are not limited to, access to critical systems and modification of critical data. When applicable, notifications will be established for critical event triggers.

Physical Security Controls

Technology telecommunication closets are housed in secure locations. Access authorization is assigned through the Director of Technology, Network Administrator and or Director of Facilities. In addition, access to areas in which information processing is carried out shall be restricted to only appropriately authorized individuals (see appendix G: Physical Security Controls).

No technological systems shall be disposed of or moved without adhering to the appropriate procedures (see Appendix H: Asset Management).

Inventory Management

The district shall maintain a process for inventory control in accordance to federal and state requirements and School Board policy. All district technology assets will be maintained in inventory and verified through the regular inventory verification process (see Appendix H: Asset Management).

Virus, Malware, Spyware, Phishing and SPAM Protection

The District uses a multi-layered approach to ensure that all electronic files are appropriately scanned for viruses, malware, spyware, phishing and SPAM. These include, but are not limited to, enterprise virus/malware/ spyware software, group policy, gateways, firewalls, and content filter. Users shall not turn off or disable district protection systems or install other systems (see Appendix I: Virus, Malware, Spyware, Phishing and SPAM Protection).

Electronic Access Security Controls

District staff will only access personally identifiable and/or confidential information if necessary to perform their duties. The district will only disclose this information to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law. All staff are required to read and acknowledge applicable district

policies via the Faculty Handbook sign-off form annually.

Mechanisms to control access to PII, confidential information, internal information and computing resources include, but are not limited to, the following methods:

- **Identification/Authentication:** Unique user identification (user ID) and authentication are required for all systems that maintain or access PII, confidential information, and/or internal information. Users will be held accountable for all actions performed on the system with their User ID. User accounts and passwords shall not be shared.
- **Authorization:** Access controls are maintained through a partnership between the technology department, human resources (HR) and data managers.

Additionally, only members of the District Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Access security is audited annually or whenever access permission requirements are changed for a particular application/software or when an application/software is no longer necessary.

Staff Users

All new staff accounts are authorized through an HR hiring process (see Appendix J: Account Management). Role-based permissions and security groups are used to establish access to all systems (see Appendix K: Data Access Roles and Permissions). If a staff member requires additional access, a request must be made directly to the ISO with a clear justification for access.

Contractors/Vendors

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by HR and the ISO. All contractors doing business on district premise must also pass a background check unless other security measures are addressed in a vendor contract. All contractors/vendors accessing district data will be considered on premise users. Once the approval has been obtained, the technology department will create the account, only granting access to the server/application that the contractor/vendor supports.

Password Security

The District will enforce secure passwords for all systems within their control (see Appendix L: Password Security). When possible, the district will utilize Single Sign On (SSO) or LDAP/Active Directory Integration to maintain optimal account security controls.

Concurrent Sessions

When possible, the district will limit the number of concurrent sessions for a user account in a system. The reason for doing this is to ensure that any sessions left open on another computer are terminated when a user logs in from another location.

Remote Access

Access into the District's network from outside is strictly prohibited without explicit authorization from the ISO. Remote access will be granted through virtual private network (VPN) connection through the district's network VPN appliance; no other method of remote access shall be granted without explicit authorization from the ISO. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within District's network. All VPN accounts will employ the use of 2 factor authentication.

In the event that VPN access is needed by a contractor/vendor, access must be approved by the ISO. The ISO or designee will establish the contractor account, only granting access to the server/application that the contractor/vendor supports. All VPN accounts will be reviewed at least annually.

Securing Data at Rest and Transit

District data security applies to all forms of data, including data stored on devices, data in transit and data stored on additional resources. All district external hard drives will be maintained in inventory and verified through the regular inventory verification process. Regular transmission of student data to internal and external services is managed by the technology department using a secure data transfer protocol.

Users must ensure that they are securely storing their data. Guidelines have been established for Cloud Storage and File Sharing, External Storage Devices, and File Transmission Practices. (see Appendix F: Securing Data at Rest and Transit). These guidelines are outlined in the following section.

Usage and Dissemination

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. All district staff, volunteers, contractors and agents who are granted access to critical and confidential information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of confidential information. All individuals using confidential and critical information will strictly observe protections put into place by the district including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information in a confidential and secure manner.

All users are responsible for the security and integrity of the data they create, store or access. Users are expected to act as good stewards of data and treat data security and integrity with a high degree of responsibility and priority. Users must follow all guidelines outlined with Board policies, specifically Employee and Student Technology Usage (GBEF, GBEF-R, JICL, JICL-R), Data Governance and Security (EHAB), and Student Records (JRA, JRA-R).

District staff, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

Data Storage and Transmission

All staff and students that log into a district owned device will be provided with several options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data. Staff and students will be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution. Staff and students may also have a mapped personal folder and/or Google Drive. This folder acts as a redirection of document and desktop folders to district file servers. Access to these files is restricted to the folder's owner (staff or student who is assigned) and district enterprise administrator accounts. Staff and students using Chromebook devices have limited local storage capabilities. Chromebook users are to store data online within their GSuite for Education Drive account.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with accounts for Google GSuite for Education and Microsoft One Drive that provide unlimited storage. Users are responsible for all digital content on their district provided Google GSuite for Education Drive or Microsoft One Drive (see Appendix F: Securing Data at Rest and Transit).

File Transmission Practices

Staff are responsible for securing sensitive data for transmission through email or other channels. Staff should not transmit files labeled classified, confidential, or restricted through email or third party file transfer services without district approval. When possible, staff should de-identify or redact any PII or confidential information prior to transmission. Regular transmission of student data to services such as a single sign on provider is managed by the technology department using a secure data transfer protocol (see Appendix F: Securing Data at Rest and Transit).

Credit Card and Electronic Payment

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the appropriate level of PCI compliance when handling such data (see Appendix F: Securing Data at Rest and Transit).

Mass Data Transfers

Downloading, uploading or transferring PII, confidential information, and internal information between systems shall be strictly controlled. Requests for mass download of, or individual requests for, information for research or any other purposes that include PII shall be reviewed and approved by the Superintendent or designee. All other mass downloads of information shall be approved by the ISO and include only the minimum amount of information necessary to fulfill the request.

Printing

When possible, staff should de-identify or redact any PII or confidential information prior to printing. PII and confidential information shall not be downloaded, copied or printed indiscriminately or left unattended and open to compromise. For enhanced security, staff can print to the district's cloud print queue which only releases print jobs at district copiers by swiping their security fob.

Oral Communications

Staff shall be aware of their surroundings when discussing PII and confidential information. This includes, but is not limited to, the use of cellular telephones in public areas. Staff shall not discuss PII or Confidential Information in public areas if the information can be overheard. Caution shall be used when conducting conversations in: semi-private rooms, waiting rooms, corridors, elevators, stairwells, cafeterias, restaurants, or public areas.

Training

The district shall create and maintain a data security training program. This program will consist of the following:

- Training for all staff on technology policies and procedures, including confidentiality and data privacy.
- Additional training for new instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for all instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for district administration on federal regulations, data privacy and security.
- All training or professional learning that includes the use of data systems shall include data security.

Archival and Destruction

Once data is no longer needed, the ISO or designee will work with the data managers to ensure that it is appropriately destroyed. Special care will be taken to ensure that confidential information is destroyed appropriately and in accordance with law. Confidential paper records will be destroyed using methods that render them unreadable, such as shredding. Confidential digital records will be destroyed using methods that render the record unretrievable.

District Data Destruction Processes

The district will review annually all existing data stored on district provided storage for the purposes of ensuring data identification and appropriate destruction. Data destruction processes will align with School Board Policy EHB and EHB-R. District data managers will review annually systems and data to ensure that data that is no longer needed is destroyed. The following exceptions will be made:

- Data in an active litigation hold will be maintained until the conclusion of the hold.
- Student GSuite for Education account will be maintained 90 days after the student's final date of attendance.
- Staff GSuite for Education accounts will be suspended after the final work day, unless HR or the ISO approves a district administrator to maintain access.

Asset Disposal

The district will maintain a process for physical asset disposal in accordance to School Board Policy DN. The district will ensure that all assets containing PII, confidential, or internal information are disposed of in a manner that ensures that this information is destroyed (see Appendix H: Asset Management).

Critical Incident Response

Controls shall ensure that the District can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach and natural disaster) that damages/breaches data or systems.

Business Continuity

The District's administrative procedure EHB-R, delineates the timeline for data retention for all district data. The District will maintain systems that provide near-line and off-site data backup. These systems shall allow for the full recovery of critical systems in the event of a disaster. The district will test near-line and off-site backups of critical systems quarterly.

Disaster Recovery

The District's Technology Disaster Recovery Plan outlines critical staff, responsibilities, and processes in the event of a disaster or critical data loss. The District shall maintain a list of all critical systems and data, including contact information. The Technology Disaster Recovery Plan shall include processes that enable the District to continue operations and efficiently restore any loss of data in the event of fire, vandalism, natural

disaster, or critical system failure (see Appendix M: Disaster Recovery Plan).

Data Breach Response

New Hampshire's data breach law (RSA 359-c:19, 20, 21) is triggered when a School District computer system is breached and personal information is acquired without authorization in a way that compromises the security or confidentiality of the information. The law requires a school district experiencing a breach to conduct a good faith and reasonably prompt investigation to determine the likelihood that personal information was, or will be, misused. The Data Breach Response Plan enables the District to respond effectively and efficiently to a data breach involving personally identifiable information (PII) as defined by NH Law, confidential or protected information (ie-FERPA), district identifiable information and other significant cybersecurity incident. The Data Breach Response Plan shall include processes to validate and contain the security breach, analyze the breach to determine scope and composition, minimize impact to the users, and provide notification (see Appendix N: Data Breach Response Plan).

Appendix A - Definitions

Confidentiality: Data or information is not made available or disclosed to unauthorized persons.

Confidential Data/Information: Information that the district is prohibited by law, policy or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) regarding students and staff.

Critical Data/Information: Information that is determined to be essential to district operations and that must be accurately and securely maintained to avoid disruption to district operations. Critical data is not necessarily confidential.

Data: Facts or information. Data can be in any form; oral, written, or electronic.

Data Breach, Breach of Security or Breach: A security incident in which there was unauthorized access to and unauthorized acquisition of personal information maintained in computerized form that compromises the security, confidentiality or integrity of the information.

Data Integrity: Data is current, accurate and has not been altered or destroyed in an unauthorized manner.

Data Management: The development and execution of policies, practices, and procedures in order to manage the accuracy and security of district instructional and operational data in an effective manner.

Data Owner: User responsible for the creation of data. The owner may be the primary user of that information or the person responsible for the accurate collection/recording of data. Ownership does not signify proprietary interest, and ownership may be shared. The owner of information has the responsibility for:

- knowing the information for which she/he is responsible.
- determining a data retention period for the information according to Board policy and state statute.
- ensuring appropriate procedures are in effect to protect the integrity, confidentiality, and availability of the data used or created.
- reporting promptly to the ISO the loss or misuse of data.
- initiating and/or implementing corrective actions when problems are identified.
- following existing approval processes for the selection, budgeting, purchase, and implementation of any digital resource.

Information Security Officer: The Information Security Officer (ISO) is responsible for working with the Superintendent, Data Governance Team, data managers, data owners, and users to develop and implement prudent security policies, procedures, and controls. The ISO will oversee all security audits and will act as an advisor to:

- data owners for the purpose of identification and classification of technology and data related resources.
- systems development and application owners in the implementation of security controls for information on systems, from the point of system design through testing and production implementation.

Systems: Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device, whether hosted by the district or provider.

Security Incident: An event that 1) actually or potentially jeopardizes the confidentiality, integrity or availability of an information system or the information the system processes, stores or transmits, or 2) constitutes a violation or imminent threat of violation of security policies, security procedures or acceptable-use policies.

Personally Identifiable Information (PII): Any information about an individual maintained by an agency, including (1) any information that can be used to distinguish or trace an individual's identity, such as name, social security number, State Assigned Student Identification, date and place of birth, mother's maiden name, or biometric records and (2) any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Risk: The probability of a loss of confidentiality, integrity, or availability of information resources.

User: The user is any person who has been authorized to read, enter, print, modify, or delete information. A user of data is expected to:

- access information only in support of their authorized job responsibilities.
- comply with all data security procedures and guidelines.
- keep personal authentication confidential (user IDs, passwords, secure cards, PINs, access codes).
- report promptly to the ISO the loss or misuse of data.
- follow corrective actions when problems are identified.

Appendix B - Laws, Statutory, and Regulatory Security Requirements

CIPA: The Children's Internet Protection Act was enacted by Congress to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program. Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies shall include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they shall provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. <https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

COPPA: The Children's Online Privacy Protection Act regulates operators of commercial websites or online services directed to children under 13 that collect or store information about children. Parental permission is required to gather certain information.

<https://www.ftc.gov/tips-advice/business-center/privacy-and-security/children%27s-privacy>

FERPA: The Family Educational Rights and Privacy Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education. This regulation protects student information and accords students specific rights with respect to their data.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

HIPAA: The Health Insurance Portability and Accountability Act applies to organizations that transmit or store Protected Health Information (PII). It is a broad standard that was originally intended to combat waste, fraud, and abuse in health care delivery and health insurance, but is now used to measure and improve the security of health information as well.

<https://www.hhs.gov/hipaa/index.html>

IDEA: The Individuals with Disabilities in Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

<https://sites.ed.gov/idea/>

PCI DSS: The Payment Card Industry Data Security Standard was created by a consortium of payment brands including American Express, Discover, MasterCard, and Visa. It covers the management of payment card data and is relevant for any organization that accepts credit card payments.

www.pcisecuritystandards.org

PPRA: The Protection of Pupil Rights Amendment affords parents and minor students' rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

<https://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html>

New Hampshire State RSA 189:65-189:68: Student and Teacher Information Protection and Privacy as defined by the following sections:

- [NH RSA 189:65](#) Definitions
- [NH RSA 189:66](#) Data Inventory and Policies Publication
- [NH RSA 189:67](#) Limits on Disclosure of Information
- [NH 189:68](#) Student Privacy
- [NH RSA 189:68-a](#) Student Online Personal Information

[New Hampshire Minimum Standards for Privacy and Security of Student and Employee Data](#)

[New Hampshire Minimum Standards - FAQ's](#)

New Hampshire State RSA Chapter 359-C Right to Privacy:

- [NH RSA 359-C:19](#) Notice of Security Breach - Definitions
- [NH RSA 359-C:20](#) Notice of Security Breach Required
- [NH RSA 359-C:21](#) Notice of Security Breach Violation

Appendix C - Digital Resource Acquisition and Use

The purpose of the Digital Resource Acquisition and Use process is to:

- ensure proper management, legality and security of information systems,
- increase data integration capability and efficiency,
- and minimize malicious code that can be inadvertently downloaded.

New Resource Acquisition

Staff will be required to complete steps outlined under the staff section of the District's website. An online request is required for any new digital resources that either has an associated cost or collects staff or student data. All staff must adhere to the following guidelines regarding digital resource acquisition:

- Contracts for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the ISO prior to initiation. Staff should speak with their building Technology Integrator before using ANY new app/online tool with students and seek their assistance with the evaluation/vetting process. This includes any online tool that a student interacts with where they may be creating content and/or any site that requires any student login.
- It is the responsibility of the staff requesting to use new digital content to properly vet the resource to ensure that it meets district business objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use.
- Digital resources that accompany adopted instructional and/or curriculum materials will be vetted by the appropriate Assistant Superintendent, Curriculum Directors/Deans and the Director of Technology, or designee, prior to purchase.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on technology environment including storage and bandwidth
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements including cost
- Resource update and maintenance schedule
- Funding for the initial purchase and continued licenses and maintenance
- Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
 - o The district continues to own the data shared, and all data must be available to the district upon request.
 - o The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
 - o District data will be maintained in a secure manner by applying appropriate technical, physical and administrative safeguards to protect the data.
 - o The provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
 - o No API will be implemented without full consent of the district.
 - o All data will be treated in accordance to federal, state and local regulations
 - o The provider assumes liability and provides appropriate notification in the event of a data

breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent permission is requested from parents during the yearly online registration process for district vetted and approved applications and tools.

Approved Digital Resources

In order to ensure that all digital resources used meet security guidelines and to prevent software containing malware, viruses, or other security risk, digital resources that have been vetted are categorized as Approved or Denied.

- A list of vetted software will be maintained on the District Technology Use and Student Data Privacy website.
- It is the responsibility of staff to submit a request to use a new digital resource if a resource is not listed.
- Digital resources that are denied or have not yet been vetted will not be allowed on district owned devices or used as part of district business or instructional practices.

Digital Resource Licensing/Use

All computer software licensed or purchased for district use is the property of the District and shall not be copied for use at home or any other location, unless otherwise specified by the license agreement.

All staff must adhere to the following guidelines regarding digital resource licensing/use:

- Only approved district resources are to be used.
- District software licenses will be:
 - o kept on file in the technology office.
 - o accurate, up to date, and adequate.
 - o in compliance with all copyright laws and regulations.
 - o in compliance with district, state and federal guidelines for data security.
- Software installed on Timberlane Regional School District systems and other electronic devices will have a current license on file or will be removed from the system or device.
- Resources with or without physical media (e.g. downloaded from the Internet, apps, or online) shall still be properly vetted and licensed, if necessary, and is applicable to this procedure.
- Under no circumstances can staff act as a parental agent when creating student accounts for online resources; resources requiring this permission must be approved at the district level.

Appendix D - Data Security Checklist

A thorough risk analysis of all Timberlane Regional School District data networks, systems, policies, and procedures shall be conducted on an bi-annual basis or as requested by the Superintendent, ISO or designee by an independent third party. The risk analysis will include internal and external vulnerability cybersecurity risk assessments and external penetration testing of the District network. An internal audit of District network security will be conducted annually by District Technology staff.

The Data Security Checklists examine the types of threat that may affect the ability to manage and protect the information resource. The analysis also documents any existing vulnerabilities found within each entity, which could potentially expose the information resource to threats. Finally, the analysis includes an evaluation of the information assets and the technology associated with its collection, storage, dissemination and protection.

From the combination of threats, vulnerabilities, and asset values, an estimate of the risks to the confidentiality, integrity and availability of the information is determined. The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

Data Security Checklist for District Hosted Systems

- ☐ Inventory and classification of data on system
- ☐ Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- ☐ Physical security of system
- ☐ Location within network including network systems protection (firewall, content filter) and if system is externally facing or only allows for district network access
- ☐ Access controls including password security (can district password requirements be enforced)
- ☐ Authentication methods (LDAP/Active Directory, Single Sign On, District managed account, user managed account)
- ☐ Server/system security patch frequency
- ☐ Ability to access from mobile devices
- ☐ Ability to maintain critical system event logs
- ☐ Ability to receive notification for critical system events

Data Security Checklist for Provider Hosted Systems

- ☐ Inventory and classification of data on system
- ☐ Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- ☐ Contract, terms of service and privacy policy are current and meet district data security requirements
- ☐ Provider has adequate data security measures including data management and incident response
- ☐ Ability to ensure proper access controls including password security (can district password requirements be enforced)
- ☐ Authentication methods (LDAP/Active Directory, Single Sign On, District managed account, user managed account)
- ☐ Server/system security patch frequency
- ☐ Ability to access from mobile devices
- ☐ Notification practices in the event of a system compromise or security breach

Appendix E - Data Classification Levels

Personally Identifiable Information (PII)

PII is information about an individual maintained by an agency, including:

- Any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records.
- Any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Unauthorized or improper disclosure, modification, or destruction of this information could violate state and federal laws, result in civil and criminal penalties, and cause serious legal implications.

Confidential Information

Confidential Information is very important and highly sensitive material that is not classified as PII. This information is private or otherwise sensitive in nature and shall be restricted to those with a legitimate business need for access. Examples of confidential information may include: student records, personnel information, key financial information, proprietary information, system access passwords and encryption keys.

Unauthorized disclosure of this information to individuals without a business need for access may violate laws and regulations, or may cause significant consequences for district, its staff, parents, students or other stakeholders. Decisions about the provision of access to this information shall always be cleared through the data manager and/or ISO.

Internal Information

Internal Information is intended for unrestricted use within the district and in some cases within affiliated stakeholders. This type of information is already widely-distributed within the district, or it could be distributed within the organization without advance permission from the information owner. Examples of Internal Information include internal policies and procedures and handbooks.

Unauthorized disclosure of this information to outsiders may not be appropriate due to copyright, legal or contractual provisions.

Directory Information

Directory Information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The school district designates the following items as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

This information may only be disclosed as permitted in School Board Policy JRA and JRA-R

Public Information

Public Information must specifically be approved for public release by the Superintendent or appropriate district administrator. Examples of public information may include patron mailings and materials posted to the district's website.

Appendix F - Securing Data at Rest and Transit

All staff and students that log into a district owned device will be provided with several options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data. Staff and students may be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution. Staff may also have a mapped server based personal folder. This folder acts as a redirection to district file servers. Access to these files is restricted to the folder's owner (staff who is assigned) and district enterprise administrator accounts. Staff and students using Chromebook devices have limited local storage capabilities. Chromebook users are to store their data within their GSuite for Education Drive account.

Confidential and critical information will be saved and maintained in a secure manner using encryption or other password-protected security measures. Likewise, when data is transmitted, the district will use encryption or password-protected security measures.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with a GSuite Or Office 365 for Education account that provides adequate storage. Users are responsible for all digital content on their district provided GSuite or Office 365 for Education Drive. When using cloud storage, staff must adhere to the following guidelines:

- Staff and students may not access cloud storage through third party applications outside of approved internet browsers and Google Drive App on Android & iOS on One Drive for Microsoft Office. This will ensure that native operating systems do not replace cloud sharing security.
- Users need to be aware of default sharing settings on folders when they upload files. Users are required to limit sharing files to an as needed basis.
 - Staff and students must ensure that any cloud storage providers used are approved by the district.
- When exiting the district, students should responsibly copy their content to their own personal storage solution.
- When exiting the district, staff should ensure that they are only copying personal content that they created. Staff are prohibited from copying content that contains confidential information, student records or data.
- Data with personally identifiable information of staff or students may be posted to users' district provided Google Drive or One Drive with appropriate security settings. Users may not post this data to other cloud sharing platforms without consent of district administration.
- Staff should never post any documents labeled classified, confidential, or restricted to any cloud storage including district provided Google Drive or One Drive accounts without district approval.
- All users shall immediately report any cloud storage security problems of the district's technology resources to a teacher or administrator.
- Attempting to gain or gaining unauthorized access to cloud storage or the files of another is prohibited.
- As with other forms of district technology, district staff, students, and other GSuite for Education or One Drive users should have no expectation that the data they store on district systems is private from other authorized users in the system.

The term "File Sharing" is used to define all activities that share access to digital information whether in the cloud or on district administered mapped drives. When file sharing, staff must adhere to the following guidelines:

- Users must abide by all policies and procedures regarding professional conduct and

communication when sharing, reviewing, updating, commenting and re-sharing.

- When sharing content, users must ensure that other users accessing the information in the files have appropriate access to the information based on job function.
- All users shall immediately report any inappropriate sharing of the district's technology resources to an administrator.

External Storage Devices

The term "External Storage Devices" is used to define all portable storage devices (including USB drives, rewritable CD/DVD, memory cards, and external hard drives) used by staff and students. While the district recognizes the advantages for staff and students to maintain information on these devices, users are strongly encouraged to rely on their district provided GSuite for Education Drive account for all storage needs. When using external storage devices, staff must adhere to the following guidelines:

- Users are responsible for all content on external storage devices that have been connected to district technology resources.
- Users must ensure that they will not introduce harmful software including computer viruses, malware, non-district approved software, or hacking tools to district technology resources.
- Users must ensure that the data will remain secure through appropriate encryption or password protection when transferring files containing PII or protected information to an external storage device. Users should only keep the information stored on the external device for the duration of the project, and then promptly remove.
- Staff should never transfer any documents labeled classified, confidential, or restricted to any external storage device.
- Staff should never transfer or create confidential data or student records on personal storage devices.

File Transmission Practices

- Staff are responsible for securing sensitive data for transmission through email or other channels. When possible, staff should de-identify or redact any PII or confidential information prior to transmission.
- Staff should never include a password in any electronic communication unless directed to do so by Technology Staff.
- Staff should not transmit files labeled classified, confidential, or restricted through email or third party file transfer services without district approval.
- Regular transmission of student data to services such the District Library Management system, Food Service Management system and Single Sign On Provider system is managed by the technology department using a secure data transfer protocol. All such services are approved by a district/building administrator and the Director of Technology.

Credit Card and Electronic Payment

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the following requirements and appropriate level of PCI compliance when handling such data:

- Never store cardholder data on district systems or in written form. All cardholder data may only be entered in secured payment systems approved by the district. Any cardholder data collected in written form must be shredded immediately after entry into the approved system.
- The district will never maintain a data system for payment information. All payment information will be stored and processed by a 3rd party accessible through a secure portal.

- Never request cardholder information to be transmitted via email or any other electronic communication system. The district will employ measures to help flag emails that contain this information.
- Payment information shall be entered directly into the approved payment system by individual making payment. If the individual is not able to directly input the payment, designated staff may gain verbal approval for the payment process either in person or via phone (after identification is verified). If verbal payment information is received, that information must be entered directly into the payment system and not written down during the process.
- If payment information is collected via a physical form, that form must be shredded or payment information redacted immediately upon receipt and entry into the payment system.

Appendix G - Physical Security Controls

The following physical security controls shall be adhered to:

- Network systems shall be installed in an access-controlled area. The area in and around the computer facility shall afford protection against fire, water damage, and other environmental hazards such as power outages and extreme temperature situations.
- Monitor and maintain data centers' temperature and humidity levels.
- File servers and/or storage containing PII, Confidential and/or Internal Information shall be installed in a secure area to prevent theft, destruction, or access by unauthorized individuals.
- Ensure network systems and network equipment are properly secured to prevent unauthorized physical access and data is properly safeguarded to protect from loss.
- Computers and other systems shall be secured against use by unauthorized individuals. It is the responsibility of the user to not leave these devices logged in, unattended, and open to unauthorized use.
- Monitor and control the delivery and removal of all data-storing technological equipment or systems. Maintain a record of all such items entering or exiting their assigned location using the district approved technology inventory program. No technology equipment regardless of how purchased or funded shall be moved without the explicit approval of the technology department.
- Ensure that technological equipment or systems being removed for transfer to another organization or being designated as surplus property is appropriately sanitized in accordance with applicable policies and procedures (see Appendix I: Asset Management).

Appendix H - Asset Management

Data security must be maintained through the life of an asset, including the destruction of data and disposal of assets. Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as a system, asset or device.

All involved systems and information are assets of the district and are expected to be protected from misuse, unauthorized manipulation, and destruction.

Inventory

All technology devices or systems considered an asset are inventoried by the technology department. This includes, but is not limited to, network appliances, servers, computers, laptops, mobile devices, and external hard drives. The technology department will conduct annual inventory verification of all district devices. It is the responsibility of the technology department to update the inventory system to reflect any in-school transfers, in-district transfers, or other location changes for district technology assets.

Disposal Guidelines

Assets shall be considered for disposal in accordance with state/federal regulations and School Board Policy DN. The following considerations are used when assessing an asset for disposal:

- End of useful life
- Lack of continued need
- Obsolescence
- Wear, damage, or deterioration
- Excessive cost of maintenance or repair
- Salable value

The Director of Technology shall approve disposals of any district technology asset.

Methods of Disposal

Once equipment has been designated and approved for disposal, it shall be handled according to policy [DL \(School Properties Disposal Procedure\)](#).

Appendix I - Virus, Malware, Spyware, Phishing and SPAM Protection

Virus, Malware, and Spyware Protection

Timberlane Regional School District PC desktops, laptops, and file servers are protected using enterprise virus/malware/spyware software. Definitions are updated daily and an on-access scan is performed on all “read” files continuously. A full scheduled scan runs weekly. A full scheduled scan is performed on all servers weekly during non-peak hours. All files and systems are scanned.

Internet Filtering

Student learning using online content and social collaboration continues to increase. The Timberlane Regional School District views Internet filtering as a way to balance safety with learning—letting good content, resources, and connections in while blocking the bad. To balance educational Internet resource and application use with student safety and network security, the Internet traffic from all devices on the district network is routed through the district firewall and content filter. Filtering levels are based on the role of the user, staff or student and student grade level. All sites that are known for malicious software, phishing, spyware, etc. are blocked.

Phishing and SPAM Protection

Email is filtered for viruses, phishing, spam, and spoofing using Google and Office 365 services.

Security Patches

Server patch management is performed regularly. Security patches are applied on an as needed basis. The district utilizes a Microsoft WSUS server (Windows Server Updates Services) to distribute approved updates.

Appendix J - Account Management

Access controls are essential for data security and integrity. The Timberlane Regional School District maintains a strict process for the creation and termination of district accounts. All new staff accounts are authorized through an HR hiring process prior to creation. Role-based permissions are used to establish access to all systems. Access security is audited at least annually or whenever access permission requirements are changed for a particular application/software or when an application/software is no longer necessary.

Staff Accounts

When a staff member is hired by the Timberlane Regional School District, the following process ensures that each staff member has the correct access and permissions to the resources that are required for their position.

- Notification of new staff members is sent from Human Resources to the Technology Department. This notification includes position, building assignment(s), and start date.
- Only after notification has been received from Human Resources, the Technology Department creates user accounts. The user is given access and permissions to the necessary resources based on their position and building assignment(s) (see Appendix K: Data Access Roles and Permissions).
- Any exception to permissions must be approved by the district administrator responsible for the system (data manager) and the Director of Technology.

When a staff member's employment is ended, either by termination or resignation, account permissions are revoked in one of two ways.

- In the event of termination, HR will notify the Technology Department via email or phone call requiring the account to be disabled at once, preventing any further access to district resources.
- In the event of resignation, HR will notify the Technology Department via email indicating the termination date. The account is disabled at the end of business on the termination date, preventing further access to district resources.
- In the event that a user having elevated permissions to any system separates from the district, additional measures are taken to ensure that all elevated accounts to those systems are secure.

Local/Domain Administrator Access

Only members of the District Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions. Middle school and High School administrators and counselors have the abilities to reset student accounts only at their respective schools.

Remote Access

Access into the District's network from outside is strictly prohibited without explicit authorization from the ISO. Remote access will be granted through virtual private network (VPN) connection through the district's network VPN appliance; no other method of remote access shall be granted without explicit authorization from the ISO. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within District's network.

In the event that VPN access is needed by a contractor/vendor, access must be approved by the ISO. The Network Administrator will establish the contractor account, only granting access to the server/application that the contractor/vendor supports. All VPN accounts will employ the use of 2 factor authentication.

All VPN accounts will be reviewed at least annually.

Contractors/Vendors

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by HR and ISO. All contractors doing business on district premises must also pass a background check unless other security measures are addressed in a vendor contract. All contractors/vendors accessing district data will be considered on premise users. Once the approval has been obtained, the technology department will create the account.

Appendix K - Data Access Roles and Permissions

Student Information System (SIS)

Staff are entered into the Timberlane Regional School District's student information system. Only staff whose roles require access are provided accounts for the system. The following minimum information is entered for each staff member:

- Building/Site location
- Status - Active
- Staff Type
- District Email Address
- Primary Alert Phone Number and Cell phone number

Access accounts for the District's SIS are setup based on staff role/position, building and required access to student data and are assigned by the Director of Technology or designee. Teacher accounts are created for all staff responsible for taking student attendance and entering and maintaining grades. Teacher accounts login to the SIS Teacher Portal. Staff assigned a Teacher account only have access to students they teach or provide services to. Administrative accounts are created based on the staff member's role/position and function and further restrictions to data are controlled through security groups. Security groups control access permissions to certain data sets such as attendance, demographic data, grades, discipline etc. and whether the staff member can view or maintain data. Additional page level permissions are assigned to the security groups. PowerSchool administrative accounts log into the SIS Admin Portal.

Security Groups

- Administrator
- Guidance Staff
- School Administrator
- Administrative Assistant
- School Nurses
- Unassigned - no access

* A complete list of permissions is kept on file in the technology department.

Financial System

All staff members are entered into the District's financial system for the purpose of staff payroll and HR tracking. Staff access to their individual payroll information is granted through the employee portal. Only staff requiring access are provided accounts for the financial/personnel system.

After basic information and user ID are created, a security role is assigned to the account granting them access to designated areas of the financial system to complete their job responsibilities.

Financial System Security Roles

- AP/GL (Accounts Payable), General Ledger)
- AP/GL/PR (Accounts Payable, General Ledger, Payroll)
- Full Access
- HR Admin Asst
- HR Director
- HR Review

- IT Processing
- Payroll
- PR/HR (Payroll, Human Resources)
- Principals/Directors
- Remote (Admin Assistants at schools)
- Remote SPED Only

* A complete list of permissions is kept on file in the technology department.

Special Education System

The State of New Hampshire provides the District access to the NH Special Education Information System (NHSEIS) that houses all student IEP information. Access accounts to NHSEIS is maintained by the District's Director of Special Services office through the MyNHDOE single sign on portal. A user role determines the user's authority and applicable permissions within the NHSEIS system. The established roles are as follows:

- School Administrator
- Provider
- Case Manager
- District IT Administrator
- IEP Team Member
- District Administrator
- SAU System Administrator
- SAU System Staff
- General Ed Teacher
- SAU District Administrator

The following user roles access NHSEIS through the MyNHDOE portal: Case Manager, District Administrator, District IT Administrator, SAU District Administrator, SAU System Administrator, SAU System Staff, and School Administrator. The remaining user roles, Provider, General Ed Teacher and IEP Team Member access NHSEIS through a SAU specific web address.

Health Software System

School District Nurses, Nurse Substitutes and Technology Staff are the only staff members granted access to the District's Health Software system. Technology Staff access is for the purpose of upgrades, and technical support for the use of the system. The medical data that is collected and maintained by the school nurses on the system includes immunizations, conditions, medications, and clinic logs (Time in/out of clinic and action taken). School nurses are the only accounts that can view and maintain medical information.

Food Services System

The District uses a Food Services software management system to track data and perform functions necessary for the efficient operation of the Food Service Program. Food service staff are granted accounts with access to only the parts of the system that are necessary to complete their job functions. Technology Staff access is for the purpose of upgrades, and technical support for the use of the system and cash registers. SAU Staff has access to data to comply with state and federal reporting.

* A complete list of permissions is kept on file in the technology department.

Appendix L - Password Security

The District requires the use of strictly controlled passwords for network access and for access to secure sites and information. All passwords to district systems shall meet or exceed the below requirements.

- Passwords shall never be shared with another person.
- When possible, user created passwords should adhere to the same criteria as required for district network access as outlined below.
- Passwords shall never be saved when prompted by any application with the exception of single sign-on (SSO) systems as approved by the Technology Department.
- Passwords shall not be programmed into a computer or recorded anywhere that someone may find and use them.
- When creating a password for secure information or sites, it is important **not** to use passwords that are easily guessed due to their association with the user (i.e. children's names, pets' names, or birthdays).
- Users and staff who have reason to believe a password is lost or compromised must notify the Director of Technology or designee as soon as possible. The technology department will verify the identity of the person requesting the change before resetting the password.
- Staff Passwords will be expired and forced to be changed to a strong one at least once per calendar year
- All district administrators, SAU based employees, and school front office staff shall be required to use 2 Factor authentication for TRSD email and Google logins.
- Student Passwords will be expired upon entering 6th and 9th grades and students will be required to choose a new strong one.

District network access to resources managed through Active Directory/Google Accounts:

- Passwords must be "strong," and must be a minimum of 8 characters long, must include at least one uppercase character, one number and one special character (! @ # \$ % & ?)
- Passwords will only be changed in the event the user shares their password with another staff member or they believe their account has been hacked.
- Your password must not be too similar to your username.
- Do not use your district password for any non-district systems.
- Password history will be enforced so that users cannot change a password to a recently use one. Where possible, system software should enforce the following password standards:
- Passwords routed over a network shall be encrypted.
- Passwords shall be entered in a non-display field.
- System software shall enforce the changing of passwords and the minimum length.
- System software shall disable the user password when more than five consecutive invalid passwords are given.

Appendix M - Technology Disaster - Recovery Plan

OBJECTIVES

The primary purpose of the Technology Disaster Recovery Plan (TDRP) is to enable the Timberlane Regional School District (Timberlane Regional) to respond effectively and efficiently to a natural disaster or critical failure of the district's data center and/or core systems. The objectives during a natural disaster or critical failure are the following:

- Minimize the loss or downtime of core systems and access to business critical data.
- Recover and restore the district's critical systems and data.
- Maintain essential technology resources critical to the day to day operations of the district.
- Minimize the impact to the staff and students during or after a critical failure.

Planning Assumptions

The following planning assumptions were used in the development of Timberlane Regional's TDRP:

- There may be natural disasters that will have greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during a disaster.
- There is the possibility of complete loss of the current data center.
- We will have adequate storage to recover systems.
- Data housed at the district data center is backed up in the cloud.
- District data is hosted by 3rd party providers.
- In the event of a critical failure to network infrastructure in the datacenter, District networking may be significantly impacted.

Disaster Recovery/Critical Failure Team

The Timberlane Regional School District has appointed the following people to the disaster recovery/critical failure team:: Director Technology, Business Administrator, Business Operations Coordinator and all Senior Technology Specialists.

In the event the TDRP is activated, overall management of the response is delegated to this team. Their primary responsibilities include:

- Determining the impact of the natural disaster/critical failure.
- Communication of impact and or loss, and updates of progress to the Superintendent.
- Communication of outages and updates to district staff.
- Oversight of the TDRP implementation and restoration of critical systems and data.
- Allocation and management of technology staff during the event.
- Working with manufacturers and/or vendors during the recovery and restoration of critical systems and data.
- Oversight of TDRP implementation debrief.

Activation

The TDRP will be activated in the event of the following:

- A natural disaster has occurred and affects the operation of the District's data center(s). A natural disaster includes but is not limited to the following: tornado, earthquake, lightning, and flood.
- A fire has impacted the data center.
- Water or flooding has impacted the data center.
- Critical system failure.

The Information Security Officer (ISO) will act as the incident response manager (IRM). If the ISO is not able to act as the IRM, a member of the Superintendent's Leadership Team will assume the role of IRM, with assistance from the IRT.

Notification

The following groups, if affected, will be notified in the event the plan has been activated:

- Superintendent
- Superintendent's Leadership Team
- Technology Staff
- District Staff
- Parents and Students
- Vendors

Information will be disseminated to the above groups through whichever means of communication is available at the time. This could include any one or combination of the following:

- Phone
- Email
- Social Media/Website
- Radio or Television

The TDRP team will work with the Superintendent on which information will be conveyed to each above group and what means will be used.

Implementation

The TDRP team has the following in place to bring the District back online in the least of amount of time possible:

- Maintained spreadsheet listing all server names, physical and virtual, and their function. A hard copy of this document will be secured at the technology office. An electronic version will be housed on Google Drive.
- Maintained secure application to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.
- The District's locally data backup solution includes the use of a daily local backup and off-site file storage. The local backup copy will be sent offsite for storage on a daily basis.
- The District's cloud based applications will be backed up daily and stored securely off site.

- In the event of a critical system failure, the District can restore that server back to our current environment from the backup solution.

Deactivation

The TDRP team will deactivate the plan once services are fully restored.

Evaluation

An internal evaluation of the Timberlane Regional TDRP response will be conducted. This will entail gathering documentation from the response and feedback from all stakeholders and incorporate into an after action report and corrective action plan. The result will be an update to the TDRP and other emergency response plans as appropriate

Appendix N - Data Breach Response Plan

Maintained in the **TRSD Cyber Security Incident Response Plan** document. Please note: This document is CONFIDENTIAL and is exempt from public disclosure pursuant to RSA 91-A:5 (XI).



October 11, 2024

EXECUTIVE SUMMARY

INFORMATIONAL UPDATE

2024-2025 TRSD Assessment Calendar

The Timberlane Regional School District administers a variety of assessments to students throughout the school year. The attached district assessment calendar includes assessment dates or windows for the:

- i-Ready Fall, Winter, and Spring Benchmark Assessments.
- NH Statewide Assessment System (NH SAS) Summative Assessments:
 - Reading and Math, grades 3-8.
 - Science Grades 5, 8, and 11.
- PSAT (Grade 11).
- SAT School Day (State assessment for grade 11).

In addition to the i-Ready, PSAT, and statewide assessments included on the calendar below, Timberlane educators also administer a variety of other classroom or grade-level assessments to diagnose student needs, monitor progress, and report on student learning outcomes. These include, but are not limited to:

- Screening assessments for Phonemic Awareness and Letter / Sound Identification.
- Fountas and Pinnell Benchmark Reading Assessments (grades 1-5).
- NH SAS Interim and Modular Assessments in reading, math, and science (grades 3-8 and 11).
- A wide variety of classroom-level formative assessments.
- Performance tasks.
- Summative performance assessments.
- Mid-term and final exams (grades 9-12); and
- Other summative assessments connected to grade-level curriculum-embedded learning targets.

The use of varied types of assessments provides our educators with different levels of information on student learning to target instruction, monitor progress, intervene when necessary, and best support student needs.



NH School Administrative Unit 106 | Timberlane Regional School District

30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334

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Assessment Date / Assessment Window	Assessment(s)	When are Results Available?
September 3 rd -September 30 th , 2024	i-Ready Fall Benchmark <u>Grades K-8</u>	When window closes. Oct. 14 th , 2024 – i-Ready Fall Student Score Reports will be posted to the PowerSchool student / family portal.
Oct. 9 th , 2024	PSAT <u>Grade 11</u>	Late Fall, 2023.
January 6 th – 17 th , 2025	i-Ready Winter Benchmark <u>Grades K-8</u>	When window closes.
April 3 rd , 2025	SAT School Day <u>Grade 11</u>	<u>Late Spring 2025</u> (anticipated): Individual student state testing results available. Families will have access to individual student reports via the NH SAS Family Portal. <u>June 2025</u>: Preliminary grade-level results available to schools and districts. These preliminary results do not include state-level cut scores for levels of proficiency or state-level averages. <u>Late November / early December 2025</u>: state-level data with proficiency levels and state averages typically released from embargo.
April 4 th , 2025	NH SAS Science Summative <u>Grade 11</u>	
April 7 th -11 th , 2025	NH SAS Science Summative <u>Grade 5</u>	
May 5 th - 9 th , 2025	NH SAS Reading and Math Summative <u>Grades 4-5</u>	
May 6 th , 2025	NH SAS Reading Summative <u>Grades 6-8</u>	
May 7 th , 2025	NH SAS Writing Summative <u>Grades 6-8</u>	
May 12 th -16 th , 2025	NH SAS Reading and Math Summative <u>Grade 3</u>	
May 13 th , 2025	NH SAS Math Summative <u>Grades 6-8</u>	
May 15 th , 2025	NH SAS Science Summative <u>Grade 8</u>	
June 2 nd – June 13 th , 2025	i-Ready Spring Benchmark <u>Grades K-8</u>	When window closes.

Respectfully submitted,
 Sandy Allaire, Assistant Superintendent
 Lucy Canotas, Director of Elementary Education
 Mark Pedersen, Director of Secondary Education

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



EXECUTIVE SUMMARY

TRHS Psychology Curriculum Revisions

The TRHS Social Studies department is proposing a curriculum revision for the 11th/12th grade Psychology elective course. There are currently 3 units in the course. The revision proposes 5 units.

The goal of the revision is to create a deeper specificity with smaller units in order to have a more unified scope and sequence used by all teachers of the course. The revision brings clarity to the course's content and avoids unintentional overlap between this course and another Social Studies elective "Behavioral Psychology."

In the revised units, the competencies of the course are the same, but there is a shift in the way they repeat from unit to unit. This ensures a more organized and consistent approach of measuring students skills with the specific content of the course.

While the content of the course is essentially the same, the organization of the units will help unify all sections of the course in a more sequential manner.

Thank you to the TRHS Social Studies Department teachers who invested the time to develop this thoughtful curriculum revision.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Psychology: Abnormal Psychology & Personality

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. - Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.	<i>Transfer</i>	
	Students will be able to independently use their learning to act responsibly and make informed decisions based upon their understanding of human behavior.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - through a variety of approaches psychologists are trying to understand why people are different and how these differences develop. - predicting a person's behavior in a specific situation is a goal of personality theories. - there are genetic predispositions to behavioral patterns, but human behavior is also influenced by the environment. - psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole.	ESSENTIAL QUESTIONS - What is normal? - How should one draw the line between normality and disorder? - What is the role of free will and personality?
	<i>Acquisition</i>	
	Students will know... - that personality is defined as the relatively stable patterns of thinking, feeling, and acting possessed by an individual. - that the five basic approaches/theories of personality – psychoanalytic, the trait approach, the behavioral, the humanistic approach, and the sociocultural approach. - that there are many psychoanalytic theories including Sigmund Freud's ID, EGO, SUPEREGO, and defense mechanisms. - that students will understand that Freudian and Neo-Freudian thought influences how	Students will be skilled at... - investigating human behavior through multiple perspectives. - discussing necessary psychological research to plan, conduct, and interpret research results. - understanding the multiple perspectives to describe human behavior from a global perspective. - explaining the complexities of human thought and behavior and individual differences.

• Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior • Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. • Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. • Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. • Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.14.9-12. Use information from different psychological sources to generate research questions • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.20.9-12. Suggest psychological based ethical solutions to actual problems including, but not limited to, those	psychologists and psychiatrists diagnose mental illness by looking for signs of abnormal behavior, such as maladaptive, irrational, unpredictable, or bizarre actions, or behavior that causes distress to the individual or others. • that disorders are classified according to their symptoms. • that the major categories of psychological disorders are anxiety disorders. • that biological issues as well as psychological issues may trigger psychological disorders. • that there are ways that abnormal behavior is identified. • that abnormal psychology differs from normal psychology. • that there are various perspectives on mental illness. • that there are ways that mental illness is classified. <u>vocabulary:</u> Sigmund Freud, Karen Horney, Carl Rogers, personality, identity, defense mechanisms, ego, id, superego, morality, persona, Erik Eriksson, Carl Jung, Alfred Adler, archetypes, personality traits, different personality clusters, DSM, amnesia, compulsions, delusions, obsessions, phobias, schizophrenia, anxiety disorders, somatoform disorders, dissociative disorders, affective or mood disorders, psychotic disorders, personality disorders, disorders of childhood	• describing the influence of multiple factors. • explaining the interaction of biology and experience. • explaining influences on individual cognitive and physical abilities. • understanding the cultural factors and their role in human interaction. • explaining the common themes across multiple fields of Psychology. • synthesizing information from multiple sources. • formulating conclusions using existing evidence. • using critical thinking skills. • acknowledging the interconnectedness of knowledge. • applying psychological knowledge. • suggesting psychological based ethical solutions for problems. • applying major theoretical approaches to characteristics of culture. • understanding the relationship between psychological knowledge and civic engagement. • taking informed action.
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encountered in education, business, and industry, and the environment • Psy.23.9-12. Apply psychological knowledge to civic engagement. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.		
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when • possible and corroborating or challenging conclusions with other sources of information. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Psychology: Consciousness and Cognition

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. - Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.	Transfer	
	Students will be able to independently use their learning to act responsibly based upon their knowledge and strategies of maintaining better mental health and well-being.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - learning is a personal process that is impacted by both biological and environmental processes. - consciousness is a highly complex phenomenon that involves several physiological structures or processes. - scientists differ on a common definition of consciousness.	ESSENTIAL QUESTIONS Does consciousness create reality?
	Acquisition	
	Students will know... - that the definition of learning is "a relatively permanent change in behavior that results from practice or experience." - that human beings learn through conditioning – and what it means to be conditioned. - that there are social or observational learning to consider regarding how children learn. - that consciousness is awareness of one's self and one's environment. - that there are three main levels of consciousness– normal or waking consciousness, the subconscious, and the unconscious. - that there are altered states of consciousness including daydreaming, drug-induced states, hallucinations, meditative states, states induced by biofeedback, and lucid dreaming states. - that shift work, jetlag, and other common problems impact consciousness.	Students will be skilled at... - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience. - explaining influences on individual cognitive and physical abilities. - explaining the common themes across multiple fields of Psychology. - formulating conclusions using existing evidence. - using critical thinking skills. - acknowledging the interconnectedness of knowledge. - applying psychological knowledge. - applying major theoretical approaches to characteristics of culture. - understanding the relationship between psychological knowledge and civic engagement.

• Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.	• that sleep and dreaming play an integral role in the functions of the body. • that there are three different theories surrounding why people sleep. • that there are different stages of sleep with different brain waves that accompany those stages. • that there are different types of sleep disorders and symptoms of those disorders. • that consciousness is a complex phenomenon. <u>vocabulary:</u> cognition, short-term memory, long-term memory, encoding, retention, retrieval, Albert Bandura, positive/negative reinforcement, hypnosis, REM sleep, alternate states of consciousness, subconscious, unconscious, preconscious, nonconscious, sleep disorders, hallucinations, biofeedback, daydreaming, drug-induced state, meditative state, lucid dreaming, types of conscious experience – ESP, internal sensory perception, abstract awareness, awareness of self, Renee Descartes, Sigmund Freud	
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
1.OA.1 Use	1.OA.1 Use
Technology Integration	District Materials
1.OA.1 Use	

Psychology: Foundations of Psychology

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology. - Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. - Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.	Transfer	
	Students will be able to independently use their learning to make informed decisions based on their understanding of the behavioral science of psychology.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - there are genetic predispositions to behavioral patterns, but human behavior is also influenced by the environment. - psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives. - there are various factors involved in designing and choosing a method of research. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. - ethical standards and issues are important factors in research methods in psychology.	ESSENTIAL QUESTIONS What factors most influence one's development?
	Acquisition	
	Students will know... - that psychology is the study of the mind and behavior. - that psychologists conduct research, promote physical and mental health, help people learn, work in the community, and contribute to the work environment. - that modern approaches to psychology include the neurobiological, behavioral, psychodynamic, cognitive, evolutionary, humanistic, and sociocultural approaches. - that psychologists use the scientific method when designing ways to study human behavior.	Students will be skilled at... - understanding the study of psychology. - demonstrating understanding of the scientific methods. - investigating human behavior through multiple perspectives. - discussing necessary psychological research to plan, conduct, and interpret research results. - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors.

• Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. • Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. • Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. • Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.14.9-12. Use information from different psychological sources to generate research questions • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. • Psy.23.9-12. Apply psychological knowledge to civic engagement. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such	• that researchers generate a question or hypothesis, collect data from the experiments, and draw conclusions from the results. • that there are ethical standards and issues involved in the field of psychology. <u>vocabulary:</u> behavior, psychology, Wilhelm Wundt, William James, Sigmund Freud, neurobiological (biological) approach, behavioral approach, psychodynamic approach, humanistic approach, cognitive approach, evolutionary approach, socio-cultural approach, functionalism, structuralism, psychoanalysis, introspection, deductive reasoning, inductive reasoning, independent variable, dependent variable, hypothesis, various psychological tools, bias, nature vs. nurture	• explaining the interaction of biology and experience. • explaining influences on individual cognitive and physical abilities. • explaining the common themes across multiple fields of Psychology. • formulating conclusions using existing evidence. • using critical thinking skills. • acknowledging the interconnectedness of knowledge. • applying psychological knowledge. • applying major theoretical approaches to characteristics of culture. • understanding the relationship between psychological knowledge and civic engagement. • taking informed action.
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problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.		
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

Psychology: Intelligence, Motivation, and Emotion

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. - Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.	Transfer	
	Students will be able to independently use their learning to make informed decisions based on their understanding of the role internal motivation plays and its impact on their well-being	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - psychologists have varying definitions of intelligence, but it is commonly understood as the ability to learn and adapt to one's environment. - intelligence is much more complicated than whether one is smart or not. - a behavior is what we do; motivation is why we do it. - motivation is a complex combination of needs, drives, incentives, and emotions. - motivations can be intrinsic or extrinsic. - emotion involves physiological processes, expressive behaviors, and cognitive appraisal in generating feelings.	ESSENTIAL QUESTIONS - What determines the factors that motivate people to do what they do? - How should intelligence be understood?
	Acquisition	
	Students will know... - that psychologists disagree about the definitions of intelligence, but define it as "the ability to learn and to adapt to the environment." - that there are theories we possess- one type of intelligence versus multiple intelligences. - that there are varying tests to assess intelligence. - that there are varying opinions as to the origins of intelligence. - that hereditary and environmental factors affect intelligence. - that human beings possess higher needs such as recognition, achievement, and a sense of fulfilling our potential.	Students will be skilled at... - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience. - explaining influences on individual cognitive and physical abilities. - explaining the common themes across multiple fields of Psychology. - formulating conclusions using existing evidence.

• Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.	• that we are motivated to act in a way that will relieve discomfort and make us feel better. • that motivation is a complex concept that involves the interaction of physiological, behavioral, and psychological factors. • that one of the most important factors in motivation is emotion. • that emotion may be a necessary element in reasoning. • that emotions may play an important role in cognitive functions such as reason and decision-making. <u>vocabulary:</u> intelligence, Howard Gardener, Sternberg, intelligence quotient (IQ), artificial intelligence (AI), creativity, intellectual disabilities, savant, motivation, primary vs. secondary needs, instinct, drive reduction theory, arousal theory, humanistic theory, hierarchy of needs, Abraham Maslow, social-cognitive theory, cognitive dissonance, emotion, external factors vs. internal factors, intrinsic vs. extrinsic motivation, social stereotypes of emotion, motive	• using critical thinking skills. • acknowledging the interconnectedness of knowledge. • applying psychological knowledge. • applying major theoretical approaches to characteristics of culture. • understanding the relationship between psychological knowledge and civic engagement.
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
1.OA.1 Use	1.OA.1 Use
Technology Integration	District Materials
1.OA.1 Use	

Psychology: Nervous System, Sensation, & Perception

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.	Transfer	
	Students will be able to independently use their learning to act responsibly based upon their understanding of social interactions.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the nervous and endocrine systems work to help us better understand the different functions and structures of the brain. - brains plan, coordinate, and control all thoughts, movements, and feelings experienced. - sensory systems have specific processes that influence how human beings perceive experiences. - people depend upon perceptions to make sense of the world.	ESSENTIAL QUESTIONS How do perceptions impact personal realities?
	Acquisition	
	Students will know... - that through the brain's central role within the nervous system and endocrine system, information, within and outside the body, can be picked up, retrieved, and responded to in moments. - that the complex workings of the brain continue to remain a mystery. - that are basic workings of the nervous system, including the communicative functions that nerve cells and neurotransmitters play. - that there are different parts and functions of the brain and people learn to associate specific behaviors with these parts. - that senses are of paramount importance, since they provide people with a way to experience and interact with their environment and gain and process information from the world around them.	Students will be skilled at... - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience. - explaining influences on individual cognitive and physical abilities. - explaining the common themes across multiple fields of Psychology. - formulating conclusions using existing evidence. - using critical thinking skills. - acknowledging the interconnectedness of knowledge. - applying psychological knowledge. - applying major theoretical approaches to characteristics of culture.

• Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. • Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.	• that our sensory systems work to build specific processes involved in how human beings perceive experiences. • that each sensory system has receptors that are activated by stimuli they pick up and convey to the brain in the form of neural impulses or sensations it can interpret. • that the natural workings of human perception are an on-going mystery. • that electrical-neural impulses that are perceived are meaningful and unique to the individual. • that there are many psychological and psycho-physical factors that affect perception, such as an individual's uniqueness and varied experiences, memories, tastes, and expectations. • that perception is greatly influenced by prior knowledge of the world or perceptual constancies – like size, shape, brightness, and color – which continue to help humans make sense of their physical environments and survive. • that the constructionist view of perception theorizes that the brain constructs a perception from a great many individual sensations. • that the Gestalt theories of perception hold that the brain perceives a stimulus as a whole and not as individual sensations. • that people perceive depth through bodily depth cues and pictorial depth cues. • that there are five illusions often used by psychologists that create a deceptive reality. <u>vocabulary:</u> nerves, cells, neurotransmitters, left and right hemispheres of the brain, amygdala, hippocampus, cerebellum, cerebrum, serotonin, dopamine, Phineas Gage, frontal lobe, temporal lobe, occipital lobe, parietal lobe, brainstem, stimuli, absolute threshold, receptors, perception, sensory adaptation, sensory coding, pheromones, somatic receptors, endorphins, bottom-up processing, Gestalt Theory, Constructionist view, figure-ground, illusions, Muller-Lyer, Ponzo Railroad Track, Necker Cube,	• understanding the relationship between psychological knowledge and civic engagement.
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	Boring Figure, and Ames Room, perceptual constancies.	
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Language Arts Integration	Mathematics Integration

● 1.OA.1 Use	● 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
● 1.OA.1 Use	

Job Postings

AS OF 10/11/24

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Administration										
4999	Administration	Director	Facilities Director cc2637	Timberlane Regional School District	9/20/2024	Open until filled	as soon as possible	2024-2025	21	17
Elementary School Teaching										
5009	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Teacher - Grade 5 cc2116 - One Year Position	Danville Elementary	10/1/2024	Open until filled	as soon as possible	2024-2025	10	0
High School Teaching										
4882	High School Teaching	World Language - French	Part Time French Teacher cc1556	Timberlane Regional High School	5/7/2024	Open until filled	as soon as possible	2024-2025	157	4
Special Education										
4850	Special Education	Psychologist	School Psychologist cc 1422	Atkinson Academy	3/29/2024	Open until filled	as soon as possible	2024-2025	196	1
4800	Special Education	Psychologist	School Psychologist cc1708	Timberlane Regional High School	1/26/2024	Open until filled	as soon as possible	2024-2025	259	1
4849	Special Education	Psychologist	School Psychologist cc2145	Sandown North	3/29/2024	Open until filled	as soon as possible	2024-2025	196	0
4852	Special Education	Speech and Language Pathologist	Spech Language Pathologist cc2242	Sandown North	3/29/2024	Open until filled	as soon as possible	2024-2025	196	2
4904	Special Education	Special Education Teacher	Special Education Teacher - Intensive Needs cc199	Timberlane Regional High School	5/16/2024	Open until filled	as soon as possible	2024-2025	148	3
4956	Special Education	Special Education Teacher	Special Education Teacher/Case Manager cc299	Sandown North	7/9/2024	Open until filled	as soon as possible	2024-2025	94	2
4940	Special Education	Special Education Teacher	Special Education Teacher/Case Manager cc492	Timberlane Regional Middle School	6/21/2024	Open until filled	as soon as possible	2024-2025	112	2
4794	Special Education	Special Education Teacher	Special Education Teacher/Case Manager cc963	Sandown North	1/19/2024	Open until filled	as soon possible	2024-2025	266	13
4856	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 1316	Timberlane Regional School District	3/29/2024	Open until filled	as soon as possible	2024-2025	196	1
4851	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 212	Pollard School	3/29/2024	Open until filled	as soon as possible	2024-2025	196	1
4855	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 747	Pollard School	3/29/2024	Open until filled	as soon as possible	2024-2025	196	1
4853	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc2218	Timberlane Regional High School	3/29/2024	Open until filled	as soon as possible	2024-2025	196	1
4673	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc885	Sandown North	6/12/2023	Open until filled	as soon as possible	2024-2025	487	2
Student Services										
4933	Student Services	School Nurse	School Nurse cc2183	Sandown North	6/20/2024	Open until filled	as soon as possible	2024-2025	113	5