NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

Thursday, August 17, 2023
AGENDA

Regular Business Meeting
SAU 106 Boardroom

Justin Krieger, Interim Superintendent
Katie Knutsen, Chair
Kristin Savage, Vice Chair

1. **7:00 PM Call to Order – Chair**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
5. **Delegates and Individuals**
6. **Student Representative**
7. **Current Business**
   a. **7:05 PM Project Updates - INFORMATIONAL**
   b. **7:10 PM Athletics Emergency Action Plan – INFORMATIONAL**
   c. **7:15 PM Enrollment Update – INFORMATIONAL**
   d. **7:20 PM New Job Descriptions for ASD & ED Programs – ACTION**
   e. **7:25 PM Audit Engagement Authorization – ACTION**
   f. **7:30 PM Budget Committee Proposed Schedule – INFORMATIONAL**
   g. **7:35 PM SNHU College Fair Donation – ACTION**
   h. **7:40 PM Assistant Treasurer Nomination – ACTION**
   i. **7:45 PM Policies - ACTION**
8. **7:50 PM Administrator's Report**
9. **7:55 PM Personnel Report**
10. **8:00 PM Committee Reports/Reports of the School Board**
11. **8:05 PM Other Business**
12. **Nonpublic Session**

DATE	TIME	LOCATION	TYPE OF MEETING
September 7	7:00 PM	SAU Boardroom	Regular Business
September 21	7:00 PM	SAU Boardroom	Regular Business
October 5	7:00 PM	SAU Boardroom	Regular Business
October 19	7:00 PM	SAU Boardroom	Regular Business

DRAFT – NOT APPROVED

Note: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: https://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
July 20, 2023
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Board Members Present
Donald Woodworth (arrived 7:24), Jack Sapia, Brienna Woodworth, Kim McCormick, Katie Knutsen, Mark Sherwood, Paul LeCain Excused Absence: Shauna Manthorn, Kristin Savage

Seated at the Board Table
Justin Krieger, Interim Superintendent
Sandra Allaire, Acting Assistant Superintendent

Administrators Present
Lucy Canotas, Director of Elementary Education
Fran DeCinto, Director of Human Resources
Maria Watkins, CFO/Business Administrator
Karl Ingoldsby, Director of Plant Operations
Angelo Fantasia, Athletics Director

APPROVAL OF MINUTES

MOTION: Mr. Sherwood motioned to approve the June 28, 2023 public minutes. Seconded by Mr. Sapia Motion passed: 4-0-2 (Mrs. McCormick, Mrs. Woodworth abstained)

MOTION: Mr. Sherwood motioned to approve the June 28, 2023 non-public minutes. Seconded by Mr. Sapia Motion passed: 4-0-2 (Mrs. McCormick, Mrs. Woodworth abstained)

CURRENT BUSINESS

a. Boosters Sponsorship

Mr. Fantasia explained that each year sponsorships are presented to the Board for approval.

MOTION: Mrs. Woodworth motioned to approve the Boosters sponsorships for the upcoming academic school year from TRHS Girls Volleyball Boosters, Timberlane Softball Boosters, Timberlane Football Boosters, Timberlane Baseball Boosters, and Timberlane Soccer Boosters. Seconded by Mrs. McCormick Motion passed 6-0-0

b. Director of Music & Performing Arts Center Title Change

A recommended title change was given to the Board for approval.

MOTION: Mrs. McCormick motioned to accept the change of title from Director of Music to Director of Music & Performing Arts Center. Seconded by Mr. Sherwood Motion passed 6-0-0

c. Enrollment Update

Mrs. Canotas presented her enrollment update to the Board. She noted that Danville Elementary has hit capacity in Grade 2 and Grade 4. Pollard School has pressure points in Grade 3 and Grade 5. Grade 1 and Grade 2 are on watch.

Mrs. Canotas discussed their options if they go over capacity.

The Board had a lengthy discussion over their options to address this if these grades exceed capacity.

It was the consensus of the Board not to wait until they exceeded capacity and agreed that action needs to be taken now.

(Mr. Woodworth arrived to the meeting at 7:24)

MOTION: Mrs. McCormick motioned to direct the Interim Superintendent to find the money to fund two additional positions at the elementary level. Seconded by Mr. LeCain Motion passed: 7-0-0

d. Donation to TRHS

They received a $750 donation from the Atkinson's Women's Civic Club to be used towards peer-to-peer substance abuse prevention programs.

MOTION: Mr. Sapia motioned to accept the $750 donation from the Atkinson's Women's Civic Club to be used towards peer-to-peer substance abuse prevention programs. Seconded by Mr. Sherwood Motion passed 7-0-0

e. Food Service Contract

Mr. Krieger explained he needs authorization from the School Board to sign the 2023-2024 School Food Service Agreement with Whitsons New England.

MOTION: Mrs. McCormick motioned to authorize the Interim Superintendent to sign the 2023-2024 School Food Service Agreement with Whitsons New England. Seconded by Mrs. Woodworth. Motion passed 7-0-0

f. Policies

The following policies were before the Board for approval as a Second Read. No changes were made since the First Read.

MOTION: Mr. Sherwood motioned to accept Policy AC, BEDH, and EF as a second read. Seconded by Mr. Woodworth. Motion passed: 7-0-0

g. School Board Goals

Mrs. Woodworth would like to change #3 in the goals to read: "Monitor the alignment of K-5". The Board was in agreement.

MOTION: Mrs. McCormick motioned to accept the school board goals for the academic year 2023-2024 as amended. Seconded by Mrs. Woodworth Motion passed: 7-0-0

h. Utility Contract

Mr. Ingoldsby and Mrs. Watkins presented to the Board. They explained the need for a multi-year contract for electricity, propane and oil. They discussed the assistance they receive from using a broker. It would be a fixed rate for all 3 years.

Mr. Sherwood asked if we need to use a broker and Mr. Ingoldsby explained the companies would only deal with a broker.

MOTION: Mr. Sapia motioned to give authorization to engage in a multi-year contract if the rate is favorable for electricity, propane and oil. Seconded by Mrs. McCormick. Motion passed: 7-0-0

ADMINISTRATORS' REPORT

Mrs. Allaire stated the school leaders and district level leaders met for two days this week and focused on evaluation protocols. They also did some long range planning regarding professional development days and they touched base on their plan connected to ALICE. They talked about new teacher induction and mentoring program which is grant funded. They also collaborated around budgeting.

Mr. Krieger thanked all those involved with getting pictures uploaded to the website showing the progress of the construction projects.

PERSONNEL REPORT

Mrs. DeCinto presented her personnel report to the Board.

MOTION: Mr. Sherwood motioned to accept the professional nominations of Mya Schipilliti, Grade 4 teacher at Pollard Elementary, Michelle Addario, Spanish Teacher at Timberlane Regional High School, Kiel DiMeglio, English teacher at Timberlane Regional High School, Audrey McQueen, Special Education teacher at Danville Elementary School, Carly Slater, Grade 4 teacher at Pollard Elementary. Seconded by Mr. Sapia Motion Passed: 7-0-0

MOTION: Mr. Sherwood motioned to accept the professional resignations of Leslie Henderson Pasquini, School Counselor at Timberlane Regional Middle School, Elizabeth Dandurand, French Teacher at Timberlane Regional High School, Tamsyn Walker, English Interventionist at Timberlane Regional High School, Ford Sullivan, 6th Grade Science Teacher at Timberlane Regional Middle School, Heather Terrile, 6th Grade Science Teacher at Timberlane Regional Middle School. Seconded by Mr. Sapia Motion passed: 7-0-0

MOTION: Mr. Sherwood motioned to accept the personnel transfer of Taryn Stowell, Speech-Language Pathologist to Speech-Language Assistant at Sandown North Elementary. Seconded by Mr. Sapia Motion passes: 7-0-0

Mr. Sherwood read the following professional nominations that were electronically approved on July 6, 2023 and July 11, 2023. Kyra Butts, Kindergarten teacher at Atkinson Academy; Michele Parker, Innovation Teacher at Sandown North Elementary School; Kevin Beaudoin, Special Educator at Timberlane Regional High School; Erica Stack, Interventionist at Timberlane Regional School District; Ashley Leary, Third Grade teacher at Pollard Elementary.

Mr. Sherwood read the following professional resignation that was electronically approved on July 6, 2023 and July 11, 2023. Katherine Small, First Grade teacher at Atkinson Academy.

COMMITTEE REPORTS

Mrs. McCormick stated the Curriculum Assessment Sub-Committee talked about classroom sizes and sent it to the Policy Committee. They had the NH School Board Association Director come and do a training for the School Board.

Mrs. Knutsen explained the Safety Committee met today. The ALICE training is on track and the next meeting for the Safety Committee is scheduled for August 12th.

Mr. Woodworth attended the Curriculum Assessment Sub-Committee and described what they worked on.

Mr. Sapia met with Mr. Ingoldsby on Monday with EEI, it was a good meeting, and he provided details of the meeting with respect to the options of what to do with the masonry walls. The masonry walls were determined to be structurally sound. They discussed either paneling them or the other option is to take all the paint off the interior and exterior walls and re-waterproof them.

Mrs. Knutsen asked the Board if they want to see all the options. Mr. Woodworth would just like to see a summary.

Mr. Ingoldsby stated he thinks the paneling would be at least six times the cost of the painted coating. EEI will present the report and give a recommendation.

It was the consensus of the Board not to do the paneling.

OTHER BUSINESS

Mr. Sapia would like to have by November 1st, a budget number for everything that needs repair and then by March 15th, put out RFP's for all the work that cannot happen internally.

Mr. Ingoldsby explained how, in a normal year, this is something they already do. He explained this wasn't done this year due to the time spent on the lease projects.

NON PUBLIC SESSION

MOTION: Mrs. Woodworth motioned to enter non-public under 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mrs. McCormick. Motion passed 7-0-0

The Board was polled:

Mr. Woodworth – yes Knutsen – yes Mrs. Woodworth – yes McCormick – yes
LeCain – yes Sapia – yes Sherwood – yes

Mrs. Knutsen announced the School Board will not be returning to Public Session. The Board entered nonpublic session at 8:19 pm.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

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August 17, 2023

EXECUTIVE SUMMARY - FACILITIES

Utilities:

- Electricity: 4-year rate to start 11/23 @ $0.10444 with Constellation Energy. Current $0.15297 with Direct Energy.
- Propane: 2-year contract with Rymes @ $1.595 gal. Current $1.989 with Suburban
- Oil: We are currently out to bid for Oil Last price was $3.69 gal. Bids were due 8/16/23.

Summer Projects – EEI

- MS ESSER Funded HVAC Replacement:
  - Balancing will take place August 21 and 22
  - Final Inspection should take place the week of August 26
- MS Roof replacement: Small Punch List, Final Inspections Coming soon.
- Atkinson Roofs: Completed, awaiting final inspection for warrantee.
- Belfry Inspection Report: Due the 16th to the Construction Committee.
- Danville Boiler Replacement: Control and System tuning to run into the school year. Tanks Should be in by the time this meeting takes place.
- District Wide LED Lighting Retrofit: 2nd shift project starting in September.
- Sandown Central Electrical Panel Replacement: Work to be completed over Christmas Vacation due to part availability.
- Fire Panel Replacement for Danville, Pollard, High and Middle Schools: Awaiting Contracts.
- Masonry Wall Study and Recommendations: Report to be presented tonight.
- HS Boiler Replacement: Will start after Hot Water Heaters installed. Old system to remain in place until new system is online.
- HS Hot Water Heater Replacement: Will be completed before students arrive.
- MS LED Lighting Controls upgrade: Will be completed on second shift starting September.

Summer Projects:

- Fire Suppression underground leak: Found and repaired!
- HS/MS Catch Basin repairs: Completed
- MS Back walkway upgrade: Completed
- Observatory ADA Access upgrade: Work In progress.
- SAU Flooring Replacement: Trying to arrange scheduling.
- HS Replace damaged floor tiles. Should be completed by this meeting.
- MS Replace Damaged Floor Tiles. Completed.
- MS update aging restrooms. Should be completed by the time of this meeting.
- DE Painting Projects. This is an ongoing project.
- PAC Turntable Repairs-Rescheduled due to parts not available. Scheduled for 8/21 & 22.

- AA ASD Cubbies Installed. Need to finish cove base. Should be completed by this meeting.
- SC ASD Cubbies Installed. Need Cove Base and paint should be completed by this meeting.
- SN Room 144 divided. Working on Sheet rock. Should be completed by this meeting.
- MS IT Office enlarged. Needs Paint. Should be completed by this meeting.
- DE Kitchen floor drain repaired. Completed.
- SN Library leaking window repaired. Completed.
- MS LED Lighting upgrade to LED. Work in progress.
- PAC Auditorium Lighting replacement: Not Started.
- HS 200 Girls Rest Room Partition replaced. Completed.
- AA Walk In freezer Replacement: Awaiting Parts.
- DE Walking Freezer Replacement: Awaiting Parts.
- SAU Fire Panel Replacement Awaiting Parts.

Grounds Projects:

- Parking Lot Maintenance: All lots were Crack Sealed.
    - Some areas will be added to the CIP.
- Field Maintenance:
    - Aggressive bare spot/Goal Mouth maintenance/repair on at least 3 occasions since graduation.
- Renovated Practice field.
    - We are installing nets for lacrosse to practice there in the spring. Received last Wednesday.
- Gates for roads behind Danville and Atkinson Being installed now. Should be completed by this meeting.
- Fence Installations:
    - Behind Danville Playground-on hold.
    - Sandown North Netting for behind playground. Just received last Wednesday.
- Track Renovation: A topcoat of pavement has been added. Urethane to be installed in the spring or summer depending on weather and availability. Temporary lines will be installed for track to use.
- Tennis Court Renovation. New Post Tensioned Concrete pad should be installed in the fall or spring, depending on weather and availability.
- Catch Basin Raising for entry to Middle School and High School. Complete.
- MS Rear Sidewalk improvement. Complete.

Inspections/Testing/Preventive Maintenance

- AHERA 6-Month Inspections: Complete.
- Auditorium Seating Inspections: Scheduled.
- Backflow Preventer testing. Scheduling.
- Bleacher Inspections – Exterior Complete.
- Bleacher Inspections Interior – Complete.
- Dryer Vents Cleaned – Complete.

- Elevator Inspections-Complete.
- Fire Alarm Testing-Complete. Some Minor repairs are being scheduled.
- Fire Extinguisher Inspections and Testing- Complete.
- Fire Life Safety Inspections-These are completed during the school year.
- Grease Traps Pumped-Complete.
- Gymnasium Floors re-coated Complete.
- Gymnasium Equipment Inspections – Complete.
- Kitchen Hood Cleaning – Complete.
- Kitchen Suppression Testing - Complete.
- Septic Tanks Pumped – Complete.
- Fire Sprinkler Inspections – Complete.
- PAC Stage Rigging Inspections – Trying to get scheduled.
- Kitchen Refrigeration PMs- Complete,
- HVAC PMs - Work In progress. They are quarterly.

RFP's

- Current:
  - Irrigation Upgrade – Walk through August 16, bids due September 6.
  - Oil RFP – Bids due August 16th.
- Future:
  - Building Automation Service Contract.
  - Custodial Supplies
  - Grounds Supplies
  - Water Systems Operator
  - Tractor Replacement
  - Van Replacement

Future Projects – Already Approved:

- EEI:
  - LED Lighting Retrofit AA, PE, SN, SC, DE Fall 2023
  - MS Lighting Controls Fall 2023
  - HS ½ of the roofs summer 2024
  - HS ½ HVAC Summer 2024
  - MS HVAC Controls Upgrade Summer 2024
  - AA HVAC Replacement Summer 2024
  - HS HVAC Controls Upgrade Summer 2024
  - Fire Panels DE, HS, MS, AA Summer 2024
  - Sprinkler Head Replacement PE. Summer 2024
  - LED Lighting Retrofit AA, PE, SN, SC, DE Fall 2023

- MS Lighting Controls Fall 2023
- HS ½ roof summer 2025
- HS ½ HVAC Summer 2025
- PAC Roof Replacement Summer 2025
- PAC HVAC Replacement Summer 2025
- SN HVAC Controls Upgrade Summer 2025
- AA HVAC Controls Upgrade Summer 2026
- DE HVAC Replacement Summer 2026
- MS HVAC Replacement (The rest of the units) Summer 2026
- PE HVAC Replacement Summer 2026
- PE HVAC Controls Replacement Summer 2026

- **Inhouse:**
  - Irrigation Upgrades
  - DE Walk in Freezer in progress
  - AA Walk in Freezer in progress
  - HS Insulate Principals' office.
  - SAU Flooring Replacement – Need to schedule on weekends.
  - Siding of High School

Future CIP Requests:

- HS Fencing Replacement
- HS Lighting for Tennis Courts
- Solar
- HS remove front canopy.
- MS pavement replacement.
- DE Repave road behind building.
- AA Repave drop off area to right of building.
- HS additional athletic fields for relief
- Asbestos Abatement Replace Flooring with no wax options.
- Address the issues as indicated in the Gale Report
- Address the Belfry Issues and Address the rest of the 1803 Building at Atkinson Academy.
- Replace Grade F cabinets across the district.
- Replace Grade D cabinets across the district.

Field Conditions:

The overall condition of the athletic fields are great. There are still some bare and thin

locations, but with the weather, and the fact that the hardest time to grow grass is the summer, we are doing well. We have applied 3 rounds of seed since June14th (Graduation), once with a Procore 1000, Once with a garden weasel, and once with a rented walk-behind aerator.

We started a new program specific to our soil sample results July 1st when the funding started. The grass has been responding well and will continue to grow and take root, which will provide a long-term solution to the issues we have seen in the past. It doesn't happen overnight so please be patient. If anyone would like to see the finer details, as far as what exactly we do to our fields and what we have planned, please feel free to come see either Al or me. We have planned topdressing, fertilization, aeration, overseeding, weed and bug prevention planned over the year.

The practice field has also been renovated and there will be nets added to this area to allow lacrosse to practice there instead of on the game field which will help.

Respectfully submitted,
Karl Ingoldsby
Director of Plant Operations

Timberlane Regional High School

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

August 11, 2023

Executive Summary

Senate Bill 148-FN was signed by Governor Sununu on August 10, 2021 to take effect on September 1, 2022. This Bill requires Emergency Action Plans for sports related injuries.

The Timberlane Athletic Department has created an Emergency Action Plan. The document was sent the SAU to ensure compliance. An updated document has been sent to the SAU on August 10, 2023.

Coaches and student-athletes from our middle school and high school teams are required to practice emergency drills in preparation for a traumatic incident. Coaches assign roles and responsibilities to all members of the team. The athletic trainer coordinates drills for each team and provides feedback.

The safety and security of our coaches, student-athletes, and community members are our highest priority.

Prepared by:

Angelo Fantasia, CMAA, Director of Athletics, Timberlane Regional School District

TIMBERLANE REGIONAL HIGH SCHOOL

ATHLETICS EMERGENCY ACTION PLAN

POLICIES AND PROCEDURES

FOR THE SAFETY OF ATHLETES, STAFF, AND SPECTATORS



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TRSD Athletic Training Mission Statement

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

A Message to Parents from the Athletic Director

Many of life's lessons can be learned through athletic participation. As an Education-Based Program, the Timberlane Athletic Department provides opportunities for student-athletes to strive for excellence academically, athletically, and socially. Athletic participation allows our students to enhance characteristics such as dedication, teamwork, integrity, and self-esteem while representing their families and communities here at Timberlane. *Sportsmanship, respect, and integrity are the cornerstones of success in Timberlane High School Athletics.*

Feel free to call the Athletic Office at 382-6541 ext. 3940 for any information regarding our athletic programs or visit our website at http://www.timberlane.net/hs/ and click on Athletics. You can also follow us on twitter! # TRHSOwls #GoOwls

Angelo Fantasia, CMAA.
District Director of Athletics
(603) 382-6541 ext. 3941

Jessica M. Soucy, RAA, MBA, NHLAT.
Interim Middle School Athletic Coordinator
Administrative Assistant- Athletics
(603) 382-6541 x 3940



Welcome to Timberlane Athletics

The Timberlane Regional School District Athletic Department welcomes you to become a part of our athletic program. Listed below are the known NHIAA start dates for season specific sports and all NHIAA recognized sports programs offered at TRSD. Please note that start dates may vary for different sports and seasons.

HIGH SCHOOL

FALL 08/2023	WINTER 11/2023	SPRING 3/2024
Bass Fishing	Basketball (Girls)	Baseball
Cross Country (Girls)	Basketball (Boys)	Lacrosse (Girls)
Cross Country (Boys)	Unified Basketball (Co-Ed)	Lacrosse (Boys)
Field Hockey	Gymnastics	Outdoor Track (Girls)
Football (Co-Ed)	Ice Hockey (Co-Ed)	Outdoor Track (Boys)
Golf (Co-Ed)	Indoor Track (Girls)	Softball
Soccer (Girls)	Indoor Track (Boys)	Tennis (Girls)
Soccer (Boys)	Ski Team (Boys)	Volleyball (Boys)
Fall Spirit (Co-Ed)	Ski Team (Girls)	
Volleyball (Girls)	Swimming (Girls)	
	Swimming (Boys)	
	Winter Spirit (Co-Ed)	
	Wrestling (Co-Ed)	

MIDDLE SCHOOL

FALL 08/2023	WINTER 11/2023	SPRING 3/2024
Cross Country (Girls)	Basketball (Girls)	Baseball
Cross Country (Boys)	Basketball (Boys)	Softball
Field Hockey	Winter Spirit (Co-Ed)	Outdoor Track (Girls)
Soccer (Girls)	Wrestling (Co-Ed)	Outdoor Track (Boys))
Soccer (Boys)		
Volleyball (Girls)		

Athletic Health Care Team

- Director of Athletics: Angelo Fantasia, CMAA.
  angelo.fantasia@timberlane.net
  603-382-6541 Ext 3941
- Athletics Administrative Assistant: Jessica Soucy, MBA, NHLAT, ATC.
  jessica.soucy@timberlane.net
  603-382-6541 Ext 3940
- Athletic Trainer: Gina Carbone, NHLAT, ATC.
  gicarbone@ehr.org
- School Nurse: Stephanie Burrows, RN, BSW.
  stephanie.burrows@timberlane.net
  603-382-6541 Ext 3913
- School Nurse: Mary Kate Murphy, RN, BSN
  marykate.murphy@timberlane.net
  603-382-6541 Ext 3912

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

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CORE PHYSICIANS
an exeter health resource | The Art of Wellness

Health Care Team Role Delineation:

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

Athletics' Medical Clearance Policy

Pre-Participation Physical Examinations

A TRSD student-athlete must successfully pass a physical examination and complete the physical examination form provided by the Timberlane Regional High School Athletic Department or the issued physical exam form provided by the Doctor's Office. This must be done prior to playing or practicing a sport at Timberlane Regional High School. The exam may be valid for two (2) years, ***unless specified yearly by the Physician or Practitioner.***

Prior to the start of each season, notifications will be sent to those who need an updated physical examination and/or ImPACT test.

ImPACT Testing

Athletes of specified sports will be Impact Concussion Tested prior to participating in the athletic program. The Impact Test is valid for 2 years. ImPACT is a research-based, 20-minute, comprehensive computer test developed to help medical professionals determine an athlete's readiness to return to play after sustaining a concussion. ImPACT testing is recognized as one tool in a concussion management protocol.

Athletic Equipment

Football Equipment

After each fall season, the football pads and helmets are sent out to Riddell Sports for reconditioning and inspection. They are returned to the school to be disbursed once more prior to the beginning of the next fall season. Equipment is properly fitted and inspected by Timberlane coaching staff and the Athletic Trainer.

Uniforms

The Timberlane Regional School District provides its student-athletes with uniforms and some necessary equipment. The athlete shall be responsible for the uniforms and/or the equipment issued. All uniforms and equipment issued to the student-athletes shall be collected at the end of the respective season. It is the responsibility of the student-athlete to ensure that uniforms are returned clean, and in good condition. A student-athlete will not receive any other equipment/uniform until the previous equipment is returned or reimbursed.

Locker Use

Lockers must be cleaned out at the conclusion of each season. The Athletic Department will not be responsible for any lost equipment. Any student-athlete who fails to complete the season is responsible for returning his or her uniform and equipment immediately upon leaving the team.

Practice and Competition Fields/Facilities



Timberlane's Athletic Field Locations

36 Greenough Rd., Plaistow, NH 03865

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

Off-Site Venues

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

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

Athletic Training Room

Schedule

The Athletic Training room is open and staffed beginning at 2:10pm each school day. There is a board outside the door stating the Athletic Trainer's location when outside. After the treatment window is over, the door will be locked and the individual is responsible for seeking the Athletic Trainer at their designated location.

Illness Prevention Strategies

NFHS Guidelines

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

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

Universal Hygiene Protocol for All Sports:

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

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

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

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

Blood-borne Infectious Diseases

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

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

Other Communicable Diseases

Means of reducing the potential exposure to these agents include:

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

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

Environmental Conditions



Lightning/Thunder

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

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

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

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

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

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



Heat

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

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

Heat Acclimatization

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



Snow/Cold

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

From the NHIAA:

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

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

Injury Intervention

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

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

Concussion

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

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

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

Emergency Action Plan (EAP)

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

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

Emergency Phone Numbers:

A. Emergency: 911
B. High School Athletic Trainer: Gina Carbone
C. Middle School Athletic Trainer: TBD
D. Plaistow Fire: (603) 382-5012
E. Plaistow Police: (603) 382-1200
F. Athletic Training Room: (603) 382-6541, ext. 3346
G. Athletic Director: Angelo Fantasia – (603) 401-8972

Emergency Care of an Athlete:

A. Athletic Trainer IS present at game or practice

1. Emergency equipment is retrieved by coach or athlete
2. Athletic Trainer will designate an adult to contact EMS.
    - If Athletic Trainer is not present, the Head Coach will designate an individual to call EMS
3. Information provided to EMS
    - Name and phone number of caller
    - Name, age, condition and number of athlete(s) in need of help
    - Treatment given
    - Specific directions to the scene of the injury
    - Any other information requested by the dispatcher
4. Coordinate EMS arrival
    - The AD, Assistant AD, or coach will be responsible for meeting and directing EMS to the site of emergency and will provide direct access. This includes traffic coordination, and opening locked gates or doors.

B. Athletic Trainer IS NOT immediately available or present

a. The coach will respond to the athlete and provide immediate, life sustaining care
    i. If the Athletic Trainer is not present, a responsible adult will activate EMS and follow the directions as outlined above in sections A-c and A-d.

C. Immediately following the activation of EMS, the athletic trainer, athletic director, or coach will contact the athlete's parents using the phone number(s) provided on their emergency card.

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

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

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



Medical Equipment Needs for Coaches

- ✔ Medical Kit

- ✔ Athlete Emergency Cards
- ✔ Hand Sanitizer

AED Locations

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

Emergency Phone Locations (Large gray box with phone inside)

Gymnasium: located on the wall inside the gym from the right side school entrance
Mini Gym: located on the wall to the right side of the mini gym entrance

Local Hospitals and Clinics

A. Hospitals:

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

B. Urgent Care Centers:

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

Nutrition and Mental Health

Counseling/Education

Athletes, parents, and coaches are encouraged to reach out to the Athletic Trainer or Health Office in regards to nutrition and mental health. The Athletic Trainer and Health Office have a strong background in proper nutrition and mental health implementation. These individuals are able to provide us with nutritional programs to follow for optimal performance and guidance on maintaining a healthy mind, body, and soul. Coaches are strongly encouraged to reach out to the Athletic Trainer if they would like to stage a discussion with their team regarding proper nutrition or mental health.

Mental Health Crisis

All Timberlane coaches and employees are required each year to be trained in recognizing signs of mental health distress, and how to access the appropriate counseling staff from the student's school, who may conduct a risk assessment if there are safety concerns around suicide, homicide or other mental health concerns. In the event that other school counseling staff are unavailable, parents will be contacted to pick up their child and given the 9-8-8 mental health crisis line as a resource. Coaches will contact school staff to reach out on the following school day.

In the event that you see, hear, or witness someone struggling with their overall health and nutrition, individuals are encouraged to reach out to the school's Health Office, the Athletic Trainer, or school administration. All information is kept confidential, unless deemed life threatening or dangerous to oneself or others.

The National Federation of High School Sports also offers courses and handouts for parents on both of these topics.

Please go to: http://www.nhiaa.org/sports-medicine for more information

The Multi-Disciplinary Athlete: Playing Multiple Sports

Timberlane Regional School District encourages student-athletes to pursue participation in multiple sports due to the increasing positive research suggesting that this helps to create a well-rounded individual and to prevent wear/tear on their bodies.

According to an article written by Dr. Thomas John, published by the NFHS, "Sport specific overtraining can lead to negative health outcomes such as chronic joint issues, constant fatigue, and/or an increase in injuries overall." He also states that athletes who specialize in one sport were twice as likely to report a lower extremity injury as compared to those who played multiple sports. According to the American Medical Society for Sports Medicine, "88 percent of NCAA Division I male and female athletes participated in an average of at least two or three sports when they were young."

Benefits and Risks of Sport Participation

Assumption of Risk

Student-athletes, coaches, and spectators knowingly accept the risk of injury and/or physical harm and/or property damage at practices and events. Per the Federal Rules of Civil Procedure, "Assumption of risk refers to a legal doctrine under which an individual is barred from recovering damages for an injury sustained when he or she voluntarily exposed him or herself to a known danger."

Benefits of Sport Participation

Academic, social, career, and physical benefits are the four major benefits of competing in sports. According to the Office of Disease Prevention and Health Promotion, "that athletes have higher grade point averages, higher standardized test scores, better attendance, lower dropout rates, and a better chance of going to college; that students who played sports were less likely to have smoked cigarettes or used drugs and were more likely to disapprove of others using them; that the leadership skills and development of teamwork, hard work, and determination might help prepare students to be leaders at work and in their communities later in life; and most importantly lower rates of diabetes and high blood pressure, as well as improved cardiovascular and pulmonary function."

Closing Remarks

The Timberlane Athletic Department views education-based athletics as an extension of the learning experience for student-athletes. The safety and well-being of our students, coaches, and community members is paramount at all our events. We continue to work in conjunction with Administration, nursing staff, athletic trainers, the NHIAA, and local authorities to create safe and rewarding experiences for student-athletes.

NH School Administrative Unit 106 | Timberlane Regional School District

30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

August 17th, 2023

EXECUTIVE SUMMARY

INFORMATIONAL UPDATE

Elementary Enrollment projections 23-24

The purpose of this summary is to update the board on current enrollment for the 23-24 school year.

Atkinson Academy

	projected student #s	# of staff	class size anticipated	maximum class size
Pre-K	24	1	15/9	17
K	49 FD / 17 HD	3.5	17/16/16 17 HD	20

	projected student #s	# of staff	class size anticipated	maximum class size
Grade 1	51	3	17/17/17	20
Grade 2	60	3	20/20/20	23
Grade 3	60	3	20/20/20	23
Grade 4	63	3	21/21/21	26
Grade 5	57	3	19/19/19	26

Danville School

	projected student #s	# of staff	class size anticipated	maximum class size
Pre-K	12	.5	12	17
K	27 FD / 8 HD	2.5	14/13 8 HD	20

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Danville School continued

	projected student #s	# of staff anticipated	class size anticipated	maximum class size
Grade 1	40	3	14/13/13	20
Grade 2	45 PP	2	23/22	23
Grade 3	48	3	16/16/16	23
Grade 4	51 PP	2	26/25	26
Grade 5	38	2	19/19	26

Pollard School

	projected student #s	# of staff anticipated	class size anticipated	maximum class size
Pre-K	26	1	15/11	17
K	52 FD / 20 HD	4	18/17/17 12/8 HD	20

	projected student #s	# of staff anticipated	class size anticipated	maximum class size
Grade 1	74	4	19/19/18/18	20
Grade 2	86	4	22/22/21/21	23
Grade 3	67 PP	3	23/22/22	23
Grade 4	73	3	25/24/24	26
Grade 5	76 PP	3	26/25/25	26

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The Learning Center at Sandown Central

	projected student #s	# of staff anticipated	class size anticipated	maximum class size
Preschool	37	2	13/13/11	12
Pre-K	36	2	13/12/11	17
K	50 FD / 14 HD	4	17/17/16 14 HD	20

Sandown North

	projected student #s	# of staff anticipated	class size anticipated	maximum class size
Grade 1	65	4	17/16/16/16	20
Grade 2	78	4	20/20/19/19	23
Grade 3	71	4	18/18/18/17	23
Grade 4	65	3	22/22/21	26
Grade 5	58	3	20/19/19	26

Grade 2 and 4 at Danville School each have had a withdrawal and therefore are back to pressure points, one student away from capacity.

Grade 3 and 5 at Pollard School remain pressure points with two students at each grade away from capacity.

Respectfully submitted,
Lucy Canotas, Director of Elementary Education

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Executive Summary

The Emotional Disorder Program provides a structured academic and emotionally supportive environment for students who have had difficulty in the general education environment due to identified mental health and behavioral health disorders. Entrance into the program is through a comprehensive entrance criterion and an IEP team placement decision. The program provides students with a smaller classroom setting, a dedicated and trained special education teacher and staff to assist students in the program setting and, in their classrooms, as they transition back into the regular education environment. The program also has support from a BCBA and social worker as well as supervision from a special education district level coordinator. Support staff that are assigned in the program are provided with training from the professional staff in the program. Professional staff are provided with identified training opportunities in and outside of school.

The intent of the program is to help students develop appropriate personal and social skills, changing maladaptive behaviors and teaching coping skills so that the student can access the general curriculum. The program provides both academic and behavior-based components and inclusion opportunities in general education classrooms and school activities.

The overall goal of the program is to create and maintain a safe and supportive environment by promoting self-governance, progressive levels of responsibility, links with family and community and effective interaction among peers, teachers, and program staff. The program works in partnership with students' families and collaborates with outside providers and community agencies to provide continuity of care. The overall goal is to have students return back to their general education classrooms and to be able to apply the skills and knowledge that they have learned to access the daily challenges presented to them academically and emotionally.

TIMBERLANE REGIONAL SCHOOL DISTRICT- SAU #106

POSITION TITLE: School Social Worker
Date: ***8/10/23***
Reports to: Special Education Administrator/Building Principal **Supervises:** No **Affiliated Position:** Yes, TTA (Timberlane Teachers Association) **Terms of Employment:** Part time 2 days a week Exempt Grant Funded Position

SCOPE:

Under the direction of the Building Principal and Special Education Administrator the ED Program Social Worker will provide direct and indirect social work services to identified and IEP team placed students that are experiencing social, emotional and/or behavioral challenges that interfere with their performance in school, in addition to facilitating communication between school, home and community providers.

POSITION DUTIES AND RESPONSIBILITIES:

- Provide help to students who are having difficulties in school due to attendance, economic, health, emotional, and/or family concerns.
- Performs direct and indirect service to individual students to correct personal, social, or emotional maladjustments as it relates to their educational and social progress.
- Assists students to improve their academic, emotional, and social functioning.
- Provides short-term individual and group counseling to students who are experiencing social/emotional/behavioral problems that interfere with their learning or the ability of others to learn.
- Provides crisis intervention.
- Provides information to students and parents about services available within the community. Makes referrals to community providers, as appropriate.
- Conducts home visits for the purpose of supporting students and their families in improving academic access and/or access to community resources.
- Communicates with staff, administration and parents concerning students' social, emotional, and behavioral progress.
- Consults and collaborates with social services, mental health, and other community providers.
- Consults and collaborates with other school personnel in gathering and disseminating information related to student needs, and in establishing and planning for respective roles in providing student support.
- Adheres to laws, policies, procedures, and ethical standards of the social work profession.
- Keeps accurate records and maintains a high level of professional integrity and confidentiality.
- Must comply with all Timberlane School District policy and building / department rules,

procedures, practices, and objectives.
- Performs all duties in a professional and appropriate manner while interacting with students, parents, faculty, administration, and co-workers.
- Performs other tasks and assumes other responsibilities as assigned by their supervisor.
- Provide training and modeling of skill development for professional and support staff when working with identified students.

MINIMUM QUALIFICATIONS:

Education and Experience:

Master's Degree in Social Work

Knowledge, Skills, and Abilities:

- Working knowledge of the principals, practices and ethical standards of School Social Work; the relevant state and federal laws, rules and regulations; and applicable district policies.
- Current knowledge of the community resources and support systems available to assist students and their families.
- Ability to deal effectively and appropriately with students, parents and other educational professionals regarding student concerns and problems.
- Ability to communicate ideas clearly and concisely, both verbally and in writing.
- Ability to consult with school personnel in developing and implementing effective social and behavioral interventions for students.
- Ability to travel between and among school sites throughout the District and to students' homes, as necessary.
- Ability to be flexible and prioritize activities.

LICENSURE AND CERTIFICATION REQUIREMENTS:

- Current NH Certification School Social Worker or Statement of Eligibility
- Valid state driver's license.

PHYSICAL ACTIVITY REQUIREMENTS:

Primary Physical Requirements:
(Not, Rarely, Occasionally, or Frequently Required)

1. Lift up to 10 lbs:	Occasionally Required
2. Lift 11 to 25 lbs:	Occasionally required
3. Lift 25 to 50 lbs:	Rarely required
4. Lift over 50 lbs:	Not required
5. Carry up to 10 lbs:	Occasionally required
6. Carry 11 to 25 lbs:	Rarely required
7. Carry 26 to 50 lbs:	Not required

8. Carry over 50 lbs:	Not required
9. Reach above shoulder height:	Occasionally Required
10. Reach at shoulder height:	Occasionally Required
11. Reach below shoulder height:	Occasionally Required
12. Push/Pull:	Occasionally required

Hand Manipulation:
(Not, Rarely, Occasionally, or Frequently Required)

1. Grasping:	Occasionally required
2. Handling:	Occasionally required
3. Torquing:	Not required
4. Fingering:	Not required
5. Controls and Equipment:	Computer, telephone, copy and FAX machine, 2-way radio,

Other Physical Consideration:
(Not, Rarely, Occasionally, or Frequently Required)

1. Twisting:	Occasionally required
2. Bending:	Occasionally required
3. Crawling:	Not required
4. Squatting:	Rarely required
5. Kneeling:	Rarely required
6. Crouching:	Rarely required
7. Climbing:	Not required
8. Balancing:	Rarely required

Cognitive and Sensory Requirement(s):

1. Talking	Necessary for communicating with others.
2. Hearing	Necessary for receiving instructions and inquiries.
3. Sight	Necessary for doing job effectively and correctly.
4. Tasting and Smelling	Not required

Summary of Occupational Exposures: Classroom. Occasional physical contact with children including physical contact needed for restraint of children. Possible exposure to bodily fluids.

Applicants will be subjected to a criminal background check required by State law.

The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required.

****External and internal applicants, as well as position incumbents who become disabled as defined under the Americans with Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case-by-case basis.***

TIMBERLANE REGIONAL SCHOOL DISTRICT- SAU #106

POSITION TITLE: ED Program Special Education Paraeducator
Date: ***6/28/23***
Reports to: Building Principal/Special Education Administrator **Supervises:** No **Affiliated Position** **Yes** (TSSU) **Terms of Employment:** Full-Time, 183 Days, Non-exempt

SCOPE:

The Paraeducator assists with the delivery of student support services in a broad spectrum of educational environments including the regular education and special education specialized setting environments.

POSITION DUTIES AND RESPONSIBILITIES:

- Assists with the delivery of the instructional, social, behavioral (behavior support plans), communication, mobility, personal care (toileting, dressing, washing, feeding, etc.) and health related programs (as outlined in the student's IEP and other documents) for the student, both in the classroom and outside of the classroom within the regular school day.
- Applies district mandated training of de-escalation and nonviolent crisis intervention program strategies and techniques (up to and including physical interventions) with students who have emotional or behavioral needs.
- Follows and adapts instructional activities to student as assigned by case manager and teacher in providing tutorial and remedial assistance.
- Collaborates regularly with case manager and teacher in devising special strategies for reinforcing material or skills based on an understanding of individual students, their needs, interests, and abilities.
- Communicates and provides feedback regarding student performance and needs regarding academic and behavioral objectives to the case manager, teacher and other school staff as needed. Implements accommodations and modifications developed by the IEP team.
- Exhibits consistent attendance at work and reports on time to all assignments.
- Demonstrates effective communication, listening, empathy, compassion, and human relations skills when dealing with students, the public, peers, teachers, and administrators. Shows respect for students' peer relationships.
- Maintains an appropriate level of confidentiality regarding the records and operations of the classroom, school, and district.
- Must comply with all Timberlane School District policy and building / department rules, procedures, practices, and objectives.
- Performs all duties in a professional and appropriate manner while interacting with students, parents, faculty, administration, and co-workers.
- Implement various strategies and techniques consistent with identified behavior intervention plans specifically related to regular education and specialized special education program environments.
- Be able to physically support a student that may need to be escorted or restrained according to CPI certification responsibilities.
- Performs other tasks and assumes other responsibilities as assigned by their supervisor.

Specific Tasks for the ED Program:

- Under the direction of the teacher, will actively facilitate students' purposeful engagement in various learning centers, lessons, and activities in the regular education and special education setting.
- Under the direction of the teacher and other professional staff, will implement instructional programs related to IEP goals that provides academic and behavioral support.
- Under the direction of the Teacher and other professional staff, will accurately collect and record data across all settings.
- Support students across school settings and provide specific information regarding students' performance, successes, and challenges as well as the effectiveness of strategies/goals to the ED program and regular education teacher.
- In conjunction with school staff, implement and assist identified ED program students to access social skills activities designed to target specific social skill deficit areas identified by students' IEP teams.
- Provide verbal and/or written feedback to the teachers regarding students' performance so that the special education team can adjust the students IEP as may be necessary.
- Assists special education students in performing daily/regular classroom and/or ADL activities; these could be general routines and/or specifically designed for the student placed in the ED Program.
- Assists assigned ED program special education students in all academic areas as detailed in a student's IEP.

MINIMUM QUALIFICATIONS:

Education and Experience:

- High school diploma or its equivalent.
- Certification as a paraeducator or the ability to become certified within two years of date of hire is preferred.
- At least two years of experience working with children in an educational setting with behavioral challenges is preferred.
- Experience and/or specialized training with individuals with special needs preferred.
- Knowledge of de-escalation techniques and training in physical restraint and support preferred.

Necessary Knowledge, Skills, and Abilities:

- Ability to accept assignments, while maintaining flexibility when situations warrant change; must be able to adapt readily to changes.
- Ability to remain calm and in control in response to situations with variable intensity.
- Ability to model respectful, responsible, safe behavior at all times.
- Ability to demonstrate effective communication skills, both verbal and written.
- Ability to demonstrate effective human relations/customer service skills.
- Ability to follow and carry out instructions.
- Ability to use applicable district technology programs.
  Ability to effectively reinforce professional staff lessons in all subject areas through the high school curriculum level, including but not limited to math, literacy (reading, writing, listening, viewing, and speaking), science, social studies, technology, and unified arts.

LICENSURE AND CERTIFICATION REQUIREMENTS: NH DOE Paraeducator I and/or Paraeducator II Certification preferred.

PHYSICAL ACTIVITY REQUIREMENTS:

Primary Physical Requirements:
(Not, Rarely, Occasionally, or Frequently Required)

1. Lift up to 10 lbs.:	Frequently required
2. Lift 11 to 25 lbs.:	Frequently required
3. Lift 25 to 50 lbs.:	Occasionally required
4. Lift over 50 lbs.:	Rarely required
5. Carry up to 10 lbs.:	Frequently required
6. Carry 11 to 25 lbs.:	Frequently required
7. Carry 26 to 50 lbs.:	Occasionally required
8. Carry over 50 lbs.:	Rarely required
9. Reach above shoulder height:	Occasionally required
10. Reach at shoulder height:	Frequently required
11. Reach below shoulder height:	Frequently required
12. Push/Pull:	Frequently required

Hand Manipulation:
(Not, Rarely, Occasionally, or Frequently Required)

1. Grasping:	Frequently required
2. Handling:	Frequently required
3. Torquing:	Occasionally required
4. Fingering:	Occasionally required
5. Controls and Equipment:	Computer, telephone, copy and FAX machine, calculator

Other Physical Consideration:
(Not, Rarely, Occasionally, or Frequently Required)

1. Twisting:	Frequently required
2. Bending:	Frequently required
3. Crawling:	Occasionally required
4. Squatting:	Occasionally required
5. Kneeling:	Occasionally required
6. Crouching:	Occasionally required
7. Climbing:	Not required
8. Balancing:	Rarely required

Cognitive and Sensory Requirement(s):

1. Talking	Necessary for communicating with others.
2. Hearing	Necessary for receiving instructions and inquiries.
3. Sight	Necessary for doing job effectively and correctly.
4. Tasting and Smelling	Not required

Summary of Occupational Exposures: Bodily fluids, office/classroom cleaning materials.

Applicants will be subjected to a criminal background check required by state law.

The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required.

***External and internal applicants, as well as position incumbents who become disabled as defined under the Americans With Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.**

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
mberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

Executive Summary

The Partner Program Classroom is an intensive instructional classroom based on the principles of applied behavior analysis (ABA). The program is established and operated by The New England Center for Children® (NECC in partnership with the school district designed to provide services for students with diagnoses of autism spectrum disorder (ASD) or related disabilities.

The mission of the NECC Partner Program Classroom, in collaboration with Timberlane Regional School District, is to teach students the skills necessary to function effectively within their school, community and families by providing exceptional instruction within their home district. There is an application process for the program which includes an IEP team meeting and determination for the application process to begin. A comprehensive application process is done by NECC and Timberlane Regional School District that includes an observation, meeting with school teams and parents.

Success for the identified students in the Partner Program Classroom, depends on a systematic, individualized instruction provided in an intensive learning environment as well as frequent hands-on practice opportunities in a variety of settings (e.g., homeroom, inclusion, community). Systematic individualized instruction ensures effective interventions are consistently implemented. Teaching critical skills across settings helps students generalize academic, social, communication/language, vocational, health, safety and adaptive life skills to relevant contexts. The classroom employs Applied Behavior Analytic (ABA) methodologies to teach skills across a student's day. Instruction is provided in a variety of formats (task analysis, discrete trial, activity-based instruction, incidental teaching, and group instruction) and incorporates other evidence-based curricula that best suit the individual student's learning style. Data is collected before and during treatment and used to inform instruction. This iterative approach allows students to be challenged and supported and ensures that programming is revised and adapted quickly in response to individual needs.

Instruction is provided in 1:1 or 1:2 instructional ratio throughout the day to provide children with high level of learning opportunities. Instructional formats include a mix of discrete trials, activity-based instruction and incidental learning opportunities delivered in both individualized and group settings. Opportunities for supported inclusion in general education classrooms or small groups are provided as determined by the IEP team, which NECC is a team member of. The ACE's curriculum is used as a part of the Partner Program Classroom.

The Partner Program Classroom paraprofessionals provide recommended supports and the Lead Teacher and Clinical Supervisor provide training for supported inclusion procedures. The Lead Teacher coordinates and facilitates communication with the general education classroom teachers on an as needed basis. The NECC Lead Teacher oversees all aspects of the

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classroom program. In addition, the NECC Lead Teacher provides direction, leadership, and training to the ABA trained program paraprofessionals in the classroom.

The Partner Program Classroom includes a lead teacher and a clinical level BCBA provided by NECC. Timberlane Regional School District is responsible to provide the program paraprofessionals and the related service providers, which includes and SLP, Occupational Therapist, Physical Therapist, and ASD Social Worker as identified in student IEP's. NECC staff provide all training for program paraprofessionals before the start of the school year. Additional training time is also provided before and after school each day. Timberlane related service staff are also invited to attend trainings given by NECC staff.

A component of the Partner Program Classroom is parent education. Parents are provided with tools that will allow them to teach skills that are the highest priority in the home and are encouraged to provide consistent follow through of programming for these learning opportunities in the student's home. Two hours each week of the Partner Program Classroom may include parent training. Parent training is supervised by the Lead Teacher. NECC also provides consultation to families outside of the parent training sessions.

TIMBERLANE REGIONAL SCHOOL DISTRICT- SAU #106

POSITION TITLE: Special Education Paraprofessional -ASD Program
Date: ***7/19/2023***
Reports to: Building Principal and/or Special Education Administrator **Supervises:** No **Affiliated Position** Timberlane Support Staff Union (TSSU) **Terms of Employment:** Full-Time, 216 Days, Non-exempt

SCOPE:

The Paraprofessional assists with the delivery of student support services in a broad spectrum of educational environments.

POSITION DUTIES AND RESPONSIBILITIES:

- Assists with the delivery of the instructional, social, behavioral (behavior support plans), communication, mobility, personal care (toileting, dressing, washing, feeding, etc.) and health related programs (as outlined in the student's IEP and other documents) for the student, both in the classroom and outside of the classroom within the regular school day.
- Applies district mandated training of de-escalation and nonviolent crisis intervention program strategies and techniques (up to and including physical interventions) with students who have emotional or behavioral needs.
- Follows and adapts instructional activities to student as assigned by case manager and teacher in providing tutorial and remedial assistance.
- Collaborates regularly with case manager and teacher in devising special strategies for reinforcing material or skills based on an understanding of individual students, their needs, interests, and abilities.
- Communicates and provides feedback regarding student performance and needs regarding academic and behavioral objectives to the case manager, teacher and other school staff as needed. Implements accommodations and modifications developed by the IEP team.
- Exhibits consistent attendance at work and reports on time to all assignments.
- Demonstrates effective communication, listening, empathy, compassion, and human relations skills when dealing with students, the public, peers, teachers, and administrators. Shows respect for students' peer relationships.
- Maintains an appropriate level of confidentiality regarding the records and operations of the classroom, school, and district.
- Must comply with all Timberlane School District policy and building / department rules, procedures, practices, and objectives.
- Performs all duties in a professional and appropriate manner while interacting with students, parents, faculty, administration, and co-workers.
- Performs other tasks and assumes other responsibilities as assigned by their supervisor.

MINIMUM QUALIFICATIONS:

Education and Experience:

- High school diploma or its equivalent
- At least one year of experience working with children in an educational setting is preferred.
- Experience and/or specialized training with individuals with special needs preferred.
- Experience with ABA techniques preferred.
- Previous special education experience working with students with Autism Spectrum Disorder.
- Experience in data collection, implementing behavior support plans.

KNOWLEDGE, SKILLS AND ABILITIES:

- Ability to accept assignments, while maintaining flexibility when situations warrant change; must be able to adapt readily to changes.
- Ability to remain calm and in control in response to situations with variable intensity.
- Ability to model respectful, responsible, safe behavior at all times.
- Ability to demonstrate effective communication skills, both verbal and written.
- Ability to demonstrate effective human relations/customer service skills.
- Ability to follow and carry out instructions.
- Ability to use applicable district technology programs.
- Ability to effectively reinforce professional staff lessons in all subject areas through the high school curriculum level, including but not limited to math, literacy (reading, writing, listening, viewing, and speaking), science, social studies, technology, and unified arts.
- Ability to ensures the safety of all students.
- Ability to provide educational support for the duration of the school day.
- Ability to facilitates opportunities for generalization and maintenance of skills.
- Ability to collects data on targeted skills and enters data into the electronic database (ACE®).
- Ability to maintain student records in a neat and orderly manner.
- Ability to maintains student specific materials, reinforcers.
- Ability to effectively communicate with supervisor and colleagues concerns that are occurring in a timely manner.
- Ability to assist student with a modified curriculum.
- Ability to provide feedback for progress reporting for IEP goals.

LICENSURE AND CERTIFICATION REQUIREMENTS: NH DOE Paraeducator I and/or Paraeducator II Certification preferred.

PHYSICAL ACTIVITY REQUIREMENTS:

Primary Physical Requirements:

(Not, Rarely, Occasionally, or Frequently Required)

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11. Reach below shoulder height:	Frequently required
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(Not, Rarely, Occasionally, or Frequently Required)

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5. Kneeling:	Occasionally required
6. Crouching:	Occasionally required
7. Climbing:	Not required
8. Balancing:	Rarely required

Cognitive and Sensory Requirement(s):

1. Talking	Necessary for communicating with others.
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4. Tasting and Smelling	Not required

Summary of Occupational Exposures: Bodily fluids, office/classroom cleaning materials.

Applicants will be subjected to a criminal background check required by state law.

The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required.

***External and internal applicants, as well as position incumbents who become disabled as defined under the Americans With Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.**

James A. Sojka, CPA*

Sheryl A. Pratt, CPA**

Michael J. Campo, CPA, MACCY

* Also licensed in Maine
** Also licensed in Vermont

July 27, 2023

To the Members of the School Board
and Ms. Maria Watkins, Business Administrator
Timberlane Regional School District
30 Greenough Road
Plaistow, NH 03865

Dear Members of the School Board and Ms. Watkins:

We are pleased to confirm our understanding of the services we are to provide for the Timberlane Regional School District for the fiscal year ended June 30, 2023.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of the Timberlane Regional School District as of and for the fiscal year ended June 30, 2023. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as Management's Discussion and Analysis (MD&A), to supplement the Timberlane Regional School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the Timberlane Regional School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

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

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

1) Schedule of Expenditures of Federal Awards
2) Combining Schedules
3) Individual Fund Schedules

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

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

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

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

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

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

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

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

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

- Management override of controls;
- Financial statement preparation, and
- Improper revenue recognition due to fraud.

Audit Procedures—Internal Control

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

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

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

Audit Procedures—Compliance

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

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

Other Services

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

Responsibilities of Management for the Financial Statements and Single Audit

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

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

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

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

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



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

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

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

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

Engagement Administration, Fees, and Other

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

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

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

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

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

Michael J. Campo, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to them. We expect to begin our audit on August 7, 2023.

Our fee for these services is $32,050 for the basic financial statement audit and $2,500 for the single audit in accordance with Uniform Guidance for the fiscal year ended June 30, 2023. These fees are approximate and will be billed based on actual time spent on the audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Reporting

We will issue written reports no later than 100 days after the completion of fieldwork. Our reports will be addressed to the School Board. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

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

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2022 peer review report accompanies this letter.

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

Sincerely,

Plodzik & Sanderson

PLODZIK & SANDERSON
Professional Association

RESPONSE:

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

Management signature: _____ Governance Signature: _____

Title: _____ Title: _____

Date: _____ Date: _____

Timberlane Regional School District

Non-Attest Services Performed – for the period ending June 30, 2023

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

D.E. Rodrigues & Company, Inc.

Certified Public Accountants

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

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

Report on the Firm's System of Quality Control

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

We have reviewed the system of quality control for the accounting and auditing practice of Plodzik & Sanderson, PA (the Firm) in effect for the year ended May 31, 2022. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

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

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

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

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

Opinion
In our opinion, the system of quality control for the accounting and auditing practice of Plodzik & Sanderson, PA in effect for the year ended May 31, 2022 has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency (ies)* or *fail*. Plodzik & Sanderson, PA has received a peer review rating of *pass*.

D.E. Rodrigues & Company, Inc.

October 17, 2022

Date	Meeting Time	TRSD Budget Committee Proposed Schedule			
		Department Head / Location Presenters			
9/6/23	6:00 PM	Tour of the MS and HS - Meet at Middle School			
9/12/23	6:00 PM	Tour of Sandown & Danville - Meet at Sandown North			
9/14/23	6:00 PM	Tour of Pollard & Atkinson - Meet at Pollard School			
9/28/23	7:00 PM	SAU / School Board	CIP	Budget Committee	Technology
10/12/23	7:00 PM	Atkinson Academy	Danville Elementary	Pollard Elementary	Sandown North Sandown Central
10/26/23	7:00 PM	Athletics Department	Music Department	TRMS	TRHS
11/9/23	7:00 PM	Curriculum & Professional Learning	Student Services & Special Education	Maintenance & Facilities	
11/21/23	7:00 PM	Discussion on total budget, Determine if additional information is needed, Presentation of additional information as requested by the Budget Committee			
12/11/23	7:00 PM	Discussion on total budget, Determine if additional information is needed, Presentation of additional information as requested by the Budget Committee			
12/14/23	7:00 PM	Review of, motions to adjust and/or accept the Budget Committee's proposed department budgets. School Board to present discuss warrants and their impact on the proposed budget?			
12/28/23	7:00 PM	Review of, motions to adjust and/or accept the Budget Committee's proposed department budgets			
1/11/24	7:00 PM	Public Hearing (Snow Date 01/16/2024)			

TIMBERLANE REGIONAL HIGH SCHOOL
36 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6541 Fax: (603) 382-8086
TimberlaneHS.com @TimberlaneHS @TimberlaneHS @TimberlaneHS

EXECUTIVE SUMMARY August 17, 2023

Timberlane Regional High School is pleased to announce that they are once again hosting a college fair for Juniors and Seniors this fall. This annual event allows TRHS students to interact with college, military and trade school reps from around New England and beyond. This year's college fair will take place on Monday September 11th during block 2 at the high school. In the past, TRHS students found the college fair to be critical in determining their post-graduation options, and feedback from the college reps has always been positive as they speak about the counseling office staff and TRHS students.

As the school counseling office continues to prepare for this event, the administration is asking the school board to accept a $1,000 donation from Southern New Hampshire University. This donation will be used to support the event so that the students and the college representatives have a meaningful experience. This year's donation will be used to purchase refreshments for the college representatives as well as other supplies necessary to run the event.

Respectfully submitted,
Maura Maher
Director of Secondary School Counseling

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

Memo

To: School Board

From: Maria Watkins

cc: Justin Krieger

Date: August 17, 2023

Re: Assistant Treasurer Nomination

I would like to nominate Debra L. DeSimone as Assistant Treasurer of the Timberlane Regional School District.

Debra is a resident of Atkinson and has expressed interest in filling the position. Debra has a financial background as she has served as the Tax Collector for the town of Atkinson for twenty-five years and comes highly recommended by both local residents and professional references.

I would like to acknowledge the years of service that Gloria Dodge has given to the district as Assistant Treasurer.

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

August 17, 2023

First Read

Policy	Changes/Recommendations
GBED/ADC/JICG - PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E-CIGARETTES AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS	Reflects NHSBA's sample policy. This is a required policy that TRSD does not currently have and corresponds with policies ADC and JICG.

Second Read/Adoption

JLCF - Wellness	Reflects updated language provided by the NHSBA.

Timberlane Regional School District	Policy Code: GBED/ADC/JICG
Adopted:	Page 1 of 3

Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids in and on School Facilities and Grounds

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. Definitions. ***These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.***

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI.

"Device" means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that ***may or may not contain*** nicotine ***or e-liquid***. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-***b***.

"E-liquid" means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, ***device,*** E-cigarette, ***E-liquid,*** or liquid nicotine in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

No employee shall use any tobacco product, ***device,*** E-cigarette, ***E-liquid,*** or liquid nicotine, in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

D. All other persons

No visitor, contractor, vendor or other member of the public, shall use any tobacco product, ***device,*** E-cigarette, ***E-liquid,*** or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

The building principal(s), and where appropriate, other site supervisor (athletic director,

vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may call contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

Legal References:

RSA 155:64 – 77, Indoor Smoking Act

RSA 126-K:2, Definitions

RSA 126–K:6, Possession and Use of Tobacco Products by Minors

RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited

Timberlane Regional School District	Policy Code: JLCF
Adopted: 02-24-05 Revised: 02-17-11 Revised:	Page 1 of 11

WELLNESS

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are ~~inter-related~~ interrelated. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

~~**Goals:**~~

1. ~~The District shall teach, encourage, support and model healthy eating habits for students.~~
2. ~~The District shall teach, encourage, support, and model age appropriate daily physical activity.~~
3. ~~The District shall educate students, employees, school board and community members to the important benefits of a healthy lifestyle.~~
4. ~~The Schools shall comply with the nutrition guidelines outlined in this policy and its accompanying procedure JLCF-R in a manner designed to facilitate the adoption of healthier eating habits.~~

~~**Nutrition Guidelines:**~~

~~The School District's nutritional standards are based upon standards established by the USDA and New Hampshire Healthy School Coalition/Best Practice. These nutrition guidelines, apply to all foods available to students on school grounds during the school day, including but not limited to, the school lunch and breakfast program, foods and beverages sold in vending machines/school stores and as part of classroom lessons/activities, parties, celebrations or fundraising efforts. As needed the Wellness Committee will request that the Superintendent notify each School Board regarding any changes that have occurred in federal and state nutrition guidelines that need to be reflected in this Policy.~~

A. ~~**School Meals:** School Meals served in the District shall meet or exceed the nutrition requirements established by the USDA, laws, and regulations. Administration of the school meal program will be by qualified school food service staff. School lunches and breakfast programs will offer variety of foods and choices for students. Nutritional information about school meals will be available for students and parents through menus, websites and other appropriate school media.~~

B. ~~**Free and Reduced Meals:** Eligibility for and distribution of free and reduced priced meals will be provided with confidentially in accordance with state and federal requirements.~~

C. ~~**Breakfast & Lunch:** In order to meet the nutritional needs of children and enhance~~

their ability to learn it is recommended that all schools in the District provide a breakfast program in addition to their already established lunch programs.

D. **Meal Times and Scheduling:** Schools whenever possible:

- Shall ensure students have sufficient time to eat breakfast and lunch in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004.
- Shall schedule meal periods at appropriate times in accordance with NH Healthy School Best Coalition recommendations. Shall not schedule tutoring, club, or organizational meetings/activities during mealtimes, unless students may eat during such activities.

E. **Food Sales:** All food items available through schools and school functions should meet or exceed nutritional standards established by the NH Healthy School Best Coalition.

Elementary Schools: The school food service program will approve and provide all food and beverage sales to students in elementary schools. Foods in elementary schools should be sold as balanced meals.

Middle/Junior High and High Schools: In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, school stores, concessions, fundraising, etc.) to students during the school day, will meet the most current nutrition and portion size standards outlined in the relevant sections of the accompanying procedure JLCF-R.

F. **Fundraising Activities:** To support children's health and school nutrition-education efforts, school sponsored fundraising activities (direct school affiliation) will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

G. **Rewards:** Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

H. **Snacks:** Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.

Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program

personnel, and parents.

I. **School Store:** Food and beverage items sold in the school store will meet guidelines of this policy. Food items in the school store will not be sold when the school food services program is open for sale. (Food items available after lunch and after school.)

J. **Celebrations:** Schools should limit celebrations that involve food during the school day. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers. Celebrations will take place in homeroom or advisory. Subject area lessons involving food preparation should follow nutritional guidelines as part of the instruction of the lesson.

School staff involved in homeroom, field trips and advisory food related events will communicate with school food services managers to assist with cafeteria planning and reducing food waste. Where possible, staff will order foods through food services managers.

K. **Extra-Curricular Meals:** When arrangements can be made through the food service program, food and beverage items that meet the guidelines of this policy will be made available to students. Examples of activities include but are not limited to: Athletic teams and clubs.

L. **Classroom Activities:** Schools shall discourage the use of food items for instructional purposes unless is essential to a curriculum area. This is especially the case for those food items that do not meet the nutritional standards for foods as outlined in this policy.

Nutrition Guidelines for Reimbursable School Meals:

In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high quality meals.

Plan for Measuring Implementation:

The School Board instructs the Superintendent to establish procedures for implementation of this policy that include targets in support of the goals set forth in this Policy. Each Building Principal is charged with the operational responsibility for ensuring that their school follows the guidelines set forth in this policy and implements strategies for achieving the targets set forth in the procedures established by the Superintendent. The Wellness Committee will periodically assess the nutrition and physical activity environment throughout the District and provide input to each Building Principal and the Superintendent regarding progress on the current targets, recommend any new targets and identify strategies in support of the goals stated in this Policy. The Superintendent and

~~Building Principals will decide upon the targets and strategies in support of the goals stated in this Policy. Periodic progress reports will be provided to the School Board.~~

~~**Community Involvement**:~~

~~The Board will establish a Wellness Committee that will periodically assess the nutrition and physical activity environment throughout the District. This group will assess progress on the current goal targets; recommend any new goal targets and identify strategies for achieving them. The committee will be appointed by the School Board in consultation with the Superintendent. The Committee will and consist of a group representing parents, students, the school's food service program, the School Board, administrators, regular and wellness related faculty and staff as well as members of the public with wellness related expertise. The purpose of this advisory Committee is to provide content area expertise and community input.~~

~~***Appendix JLCF-R***~~

~~***Legal References:***~~
~~*RSA 189:11-a, Food and Nutrition Programs*~~
~~*Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004*~~
~~*NH Code of Administrative Rules, Section Ed. 303.01 (g), Duties of School Boards*~~
~~*NH Code of Administrative Rules, Section Ed. 306.11, Food & Nutrition Services*~~
~~*NH Code of Administrative Rules, Section Ed. 306.40, Health Education Program*~~
~~NH Code of Administrative Rules, Section Ed. 306.41, Physical Education Program~~

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the District.

I. DISTRICT WELLNESS COMMITTEE.

The Superintendent, in consultation with the Director of Food Services, will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level.

The Superintendent shall convene a representative "District Wellness Committee", whose functions will include review and recommendations regarding implementation of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity. Additionally, each school will have their own individual wellness committee with similar functions as above, and will send representatives to the District Wellness Committee.

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee, and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee.

The District Wellness Committee shall meet no less than three times per school year.

The District Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include the Superintendent or her/his designee, the Food Services Director, each Building Wellness Coordinator, parents, students, physical education teachers, health education teachers, school counselors, school administrators, district school nurse(s), a school board member, health professionals, individual school building representatives, and members of the public.

Staff appointments to the Wellness Committee will be made by the Superintendent. The School Board Chair shall appoint the School Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT.

A. Implementation Plan.

Each Building Wellness Coordinator, with the assistance of the Wellness Committee, will conduct a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, using tools available through such programs as the Alliance for a Healthier Generation Healthy Schools Program, and to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by September 30th of each school year and provided to the Superintendent.

B. Annual Notification of Policy.

The District will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website. This information will include the contact information of the District official(s) chairing the Wellness Committee (i.e., the Superintendent or his/her designee) and any Building Wellness Coordinator(s), in addition to on how the public can get involved with the District Wellness Committee.

C. Triennial Progress Assessments.

Every three years, the Food Services Director and District Wellness Committee will assess:

- The extent to which each of the District's schools are in compliance with the wellness policy;
- The extent to which the District Wellness Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the District's Wellness Policy.

The Wellness Committee will make recommendations to update the District Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued.

The Board will review and act upon such assessments as required or as the Board deems appropriate.

D. Recordkeeping.

The Superintendent will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy; including who is/was involved in each update and methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

E. Community Involvement, Outreach and Communications.

The District will communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

III. NUTRITION.

A. School Meals.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

  https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals

B. Staff Qualifications and Professional Development.

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:

https://www.fns.usda.gov/school-meals/professional-standards

C. Water.

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes, at every school.

Students shall be permitted to bring water bottles to school that:

(1) Are made of material that is not easily breakable;
(2) Have lids to prevent spills; and
(3) Are filled exclusively with water

School Principals may discipline students for the misuse of water bottles, consistent with Board policy JICD.

D. Competitive Foods and Beverages and Marketing of Same in Schools.

"Competitive foods and beverages" (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at:

https://www.fns.usda.gov/school-meals/smart-snacks-school

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.).

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the District, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

E. Celebrations and Rewards.

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. Foods and beverages will not be used as a reward or withheld as punishment for any reason. The District's School Nutrition Services will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

Rewards: Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Snacks: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.

Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

School Store: Food and beverage items sold in the school store will meet guidelines of this policy. Food items in the school store will not be sold when the school food services program is open for sale. (Food items available after lunch and after school.)

Celebrations: Schools should limit celebrations that involve food during the school day. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers. Celebrations will take place in homeroom or advisory. Subject area lessons involving food preparation should follow nutritional

guidelines as part of the instruction of the lesson.

School staff involved in homeroom, field trips and advisory food related events will communicate with school food services managers to assist with cafeteria planning and reducing food waste. Where possible, staff will order foods through food services managers.

Classroom Activities: Schools shall discourage the use of food items for instructional purposes unless is essential to a curriculum area. This is especially the case for those food items that do not meet the nutritional standards for foods as outlined in this policy.

F. Food Sale Fundraising.

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas.

G. Nutrition Promotion.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include:

- Implementation of at least 1 or more evidence-based healthy food promotion techniques in the school meal programs using methods included in the Smarter Lunchroom Movement, which may be found at:

https://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies

- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Flood Planner of the Alliance for a Healthier Generation, available at:

https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner.

H. Nutrition Education.

The District will teach, model, encourage and support healthy eating by all students.

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in each school cafeteria OR if there is no cafeteria, each room in which students regularly eat their lunches.
- Consistent nutrition messages shall be disseminated throughout the school.
  Schools should provide additional nutrition education that:
- Is designed to provide students with the knowledge and skills necessary to promote and

protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

IV. PHYSICAL ACTIVITY.

The District will provide physical education consistent with national and state standards. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

A. Classroom Physical Activity Breaks.

In addition to any recess periods provided in the ordinary daily schedule, students will be offered **periodic opportunities** to be active or to stretch throughout the day. The District encourages teachers to provide short (3-5-minute) physical movement into classroom activities. Physical activity will complement, not substitute, for physical education class, recess, and class transition periods.

B. Before and After School Activities.

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

C. Walking and Biking to School.

The District will support walking or biking to school by students or faculty only if determined safe by the building principal.

V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS.

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school in the District will identify at least one activity or list of options with an encouragement to engage in one or more each school year. Additionally, these activities must directly correlate with wellness academic standards.

VI. PROFESSIONAL LEARNING.

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

Legal References:
42 U.S.C. 1751, Richard B. Russell National School Lunch Act
42 U.S.C. 1771, Child Nutrition Act of 1966
Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004
The Healthy Hunger-Free Kids Act of 2010
7 C.F.R 210, National School Lunch Program
7 C.F.R 220, School Breakfast Program
RSA 189:11-a, Food and Nutrition Programs
N.H. Dept. of Education Administrative Rule - Ed 306.04 (a)(20), Wellness
N.H. Dept. of Education Administrative Rule - Ed 306.11 (g), Food and Nutrition Services
N.H. Dept. of Education Administrative Rule - Ed 306.38 (b)(1)b, Family and Consumer Science Education Program (middle schools)
N.H. Dept of Education Administrative Rule - Ed 306.40, Health Education Program

Job Postings

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Elementary School Teaching										
4734	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Classroom Teacher - Grade 5 cc70	Pollard School	8/3/2023	Open until filled	8/22/2023	2023-2024	11	0
High School Teaching										
4700	High School Teaching	Science - Biology	High School Life Science/Biology Teacher cc15	Timberlane Regional High School	7/6/2023	Open until filled	8/22/2023	2023-2024	39	5
4692	High School Teaching		In School Support Teacher cc2375	Timberlane Regional High School	6/27/2023	Open until filled	8/22/2023	2023-2024	48	1
4682	High School Teaching	World Language - Spanish	Spanish Teacher cc598	Timberlane Regional High School	6/15/2023	Open until filled	8/22/2023	2023-2024	60	8
Middle School Teaching										
4736	Middle School Teaching	Mathematics	Mathematics Interventionist cc223	Timberlane Regional Middle School	8/3/2023		8/22/2023	2023-2024	11	1
Special Education										
4330	Special Education	Behavior Specialist	BCBA/Behavior Specialist cc 2574	Timberlane Regional School District	5/3/2022	open until filled	8/22/2023	2022-2023	468	20
4693	Special Education	Special Education Teacher	Out of District Special Educator cc1354	Timberlane Regional School District	6/29/2023	Open until filled	8/22/2023	2023-2024	11	2
4506	Special Education		RBT cc 1428	Timberlane Regional Middle School	9/13/2022	open until filled	as soon as possible	2022-2023	335	5
4344	Special Education	Psychologist	School Psychologist - Part Time .6 Position cc	Timberlane Regional School District	5/19/2022	open until filled	as soon as possible	2022-2023	452	6
4685	Special Education	Psychologist	School Psychologist cc2145	Timberlane Regional School District	6/19/2023	Open until filled	8/22/2023	2023-2024	56	1
4702	Special Education		Special Education Adjustment Counselor cc32	Timberlane Regional School District	7/10/2023	Open until filled	8/22/2023	2023-2024	35	5
4604	Special Education	Special Education Teacher	Special Education Teacher cc 1032	Timberlane Regional High School	4/19/2023	Open until filled	8/22/2023	2023-2024	117	5
4610	Special Education	Special Education Teacher	Special Education Teacher cc 2255	Pollard School	4/21/2023	Open until filled	8/15/2023	2023-2024	115	4
4644	Special Education	Special Education Teacher	Special Education Teacher cc1105	Danville Elementary	5/19/2023	Open until filled	8/22/2023	2023-2024	87	4
4639	Special Education	Special Education Teacher	Special Education Teacher cc1300	Timberlane Regional High School	5/19/2023	Open until filled	8/22/2023	2023-2024	87	1
4638	Special Education	Special Education Teacher	Special Education Teacher cc2229	Timberlane Regional High School	5/19/2023	Open until filled	8/22/2023	2023-2024	87	0
4641	Special Education	Special Education Teacher	Special Education Teacher cc747	Pollard School	5/19/2023	Open until filled	8/22/2023	2023-2024	87	5
4609	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 212	Pollard School	4/21/2023	Open until filled	8/22/2023	2023-2024	115	3
4605	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 2218	Timberlane Regional High School	4/19/2023	Open until filled	8/22/2023	2023-2024	117	2
4652	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc1316	Timberlane Regional Middle School	5/24/2023	Open until filled	8/22/2023	2023-2024	82	1
4673	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc885	Sandown North	6/12/2023			2023-2024	63	1
Student Services										
4662	Student Services	School Social Worker	School Social Worker cc2594	The Learning Center at Sandown Central	5/31/2023	Open until filled	8/22/2023	2023-2024	75	3
4660	Student Services	School Social Worker	School Social Worker cc830	Timberlane Regional School District	5/31/2023	Open until filled	8/22/2023	2023-2024	75	5