



Thursday, April 20, 2023 AGENDA

Regular Business Meeting – **7:00 PM**
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 Student, Staff and Family Share - INFORMATIONAL**
 - b. **7:10 PM Center for School Climate and Learning – INFORMATIONAL**
 - c. **7:20 PM NEASC School Accreditation - INFORMATIONAL**
 - d. **7:25 PM Elementary Enrollment Update – INFORMATIONAL**
 - e. **7:30 PM Redshirting – INFORMATIONAL/ACTION**
 - f. **7:35 PM Special Education - INFORMATIONAL**
 - **Update on Special Education Plan**
 - **Out of District Costs/Contracted Service Providers Reports**
 - g. **7:40 PM Policies (First Read) – ACTION**
 - h. **7:45 PM Vacancy Report – INFORMATIONAL**
 - i. **7:50 PM Discipline Data – INFORMATIONAL**
 - j. **7:55 PM NESDEC Reports – INFORMATIONAL**
 - k. **8:00 PM School Board Goals – INFORMATIONAL**
8. **8:05 PM Administrator’s Report**
9. **8:10 PM Personnel Report**
10. **8:15 PM Committee Reports/Reports of the School Board**
11. **Correspondence Folder**
12. **Vendor and Payroll Registers**
13. **8:20 PM Other Business**
14. **Nonpublic Session**
15. **Future Dates**

DATE	TIME	LOCATION	TYPE OF MEETING
May 4	7:00 PM	SAU Boardroom	Regular Business
May 18	7:00 PM	SAU Boardroom	Regular Business



1-3. Open Meeting

4. Approval of Minutes (3 sets: 4/6/23 Regular Business; 4/6/23 & 4/13/23 Nonpublic meeting minutes)

5. Delegates and Individuals

6. Student Representative

7. Current Business

a. Student, Staff and Family Share

b. Center for School Climate and Learning

Mr. Bill Preble to present on an academic survey and the description of his work.

c. NEASC School Accreditation

Presentation by Mrs. Jennifer Puchlopek on the High School's school accreditation progress.

d. Elementary Enrollment Update

Mrs. Lucy Canotas, Director of Elementary Curriculum, to present an update on the elementary enrollment counts and areas of concern.

e. Redshirting

Discussion on the process for student retention requests and the concerns with implementation of the tuition agreements.

f. Special Education

Mrs. Kelley Brooks, Director of Special Education, to present an update on the Special Education Plan and the costs associated with out-of-district and contracted service providers.

g. Policies

Motion to act on the first read of Policies BEA, JFAB, JFAC and KDCA.

h. Vacancy Report

Mrs. Fran DeCinto, Director of Human Resources, to present an updated staff vacancy report.

i. Discipline Data

Mr. Krieger to present on the High School and Middle School discipline data.

j. NESDEC Reports

Mr. Mark Pedersen, Director of Secondary Education, and Mrs. Canotas to present on the Spring 2023 NESDEC reports.

k. School Board Goals

Please submit any recommendations to the School Board Chair for the 2023-2024 School Board Goals.

8. Administrators' Reports

Mr. Krieger to present.

9. Personnel Report - Mrs. DeCinto to present the nominations and resignations of staff.

10. Committee Reports/Reports of the School Board

11. Correspondence - All correspondence is now forwarded to board members as it comes in.

12. Vendor and Payroll Registers - please be sure to review and sign electronically vendor and payroll registers.

13. Other Business - Board members to provide agenda items for future meeting consideration.

14. Nonpublic Session - If needed.

15. Future Dates - As indicated.



Upcoming Agenda Items

Description	Month
Summer Learning Opportunities	May
Federal Fiscal Monitoring Report	May
Unassigned Fund Balance	May
Summer Hiring Process – Policy GCF	May
Reassignment of Staff	May
Repurpose of Kindergarten (Tentative)	May
Report of Unsigned Employee Contracts	June
Board Goals	June
Data Governance Plan First Read	June
Data Governance Plan Second Read	June
Enrollment Update	June
CTE Update	June
First Day of School	June
PAC Proposed Schedule	June
Tuition Rates	June
Facilities Projects	July
Anticipated Enrollment	July

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
April 6, 2023
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Board Members Present

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

Seated at the Board Table

Justin Krieger, Assistant Superintendent

Excused Absence: Christopher Kellan, Superintendent of Schools
Matthew Labelle, Student Representative

Administrators Present

Mark Pedersen, Director of Secondary Curriculum
Sandra Allaire, Executive Director of Curriculum Assessment, and Learning
Fran DeCinto, Director of Human Resources
Maria Watkins, CFO/Business Administrator

APPROVAL OF MINUTES

MOTION: Mrs. Manthorn motioned to accept the March 23, 2023 Organizational minutes as written. Seconded by Mrs. Savage Motion passed: 9-0-0

MOTION: Mrs. Manthorn motioned to accept the regular public minutes of March 23, 2023 as written. Seconded by Mrs. McCormick Motion passed: 9-0-0

MOTION: Mrs. Manthorn motioned to accept the non-public minutes of March 23, 2023 as written. Seconded by Mr. Sapia. Motion passed: 9-0-0

DRAFT – NOT APPROVED

DELEGATES AND INDIVIDUALS

Sabrina Alberg of Danville NH addressed the Board. She described a situation occurring in the Danville Elementary School where a student has shown physical and verbal violence. She spoke on behalf of the safety of their children and is asking the Board to help keep them safe.

Kristin Taft of Danville, NH addressed the Board. She spoke on behalf of the Danville community. She described events that are occurring in Danville Elementary school by a student and is concerned over the safety of the children. She asked the School Board to give that student the help he seems to desperately need.

Mrs. Savage informed them they are working with the entire administration regarding this issue and assured the parents they are doing the best they can for all the students. Mrs. Savage asked the parents to continue to work with the administration and continue to contact them and keep that line of communication open.

CURRENT BUSINESS

a. Bright Futures Survey

Mr. Krieger informed the Board this survey is on the website and he encouraged all families, community members and staff to participate in the survey, which is open to everyone. He stated the more who participate, the more data they will have to help them make better decisions in terms of people's experiences in their schools.

b. TRHS Music Theory Textbook (Second Read)

Mr. Pedersen and Mrs. Allaire presented this for a second read. They are looking to update the textbook used to teach Theory I and Theory II. They are requesting approval to purchase a complete classroom set of 25 textbooks, workbooks, and Aural Skills Books with electronic access for six years.

Mrs. Woodworth questioned that since this is historically a text for college level music theory courses, how will it be utilized not to that level and degree. Mr. Pedersen explained how the teachers are adept to being able to take a text book and adapt it for the level of students who they are teaching.

Mrs. Allaire described the process if they were to go the route of having this be an advanced placement course.

DRAFT – NOT APPROVED

MOTION: Mr. Sherwood motioned to approve the textbook selection. Seconded by Mrs. Manthorn. Motion passed: 9-0-0

c. Return to School Plan

Mr. Pedersen explained this plan is a formality involved with their ESSR grant, He added that nothing has been changed with this other than the date. The ESSR grant is through September 2024 and the plan needs to be approved every six months.

MOTION: Mrs. Manthorn motioned to approve the Return to School Plan. Seconded by Mrs. Savage. Motion passed: 9-0-0

d. Last Day of School/Graduation

Mrs. Allaire presented the 2022-2023 hourly calculation requirements per grade level for the final day of school as set by the Department of Education. She stated they will be well within the minimum expectation of hours if the Board should choose to keep with the original end date of June 15th. She added that distance learning counts toward the hourly count.

MOTION: Mrs. Savage motioned to continue with counting hours for 2023 and to have the last day of school as June 15, 2023. Seconded by Mrs. Manthorn. Motion passed: 9-0-0

MOTION: Mrs. Savage motioned to approve the graduation date of June 10, 2023. Seconded by Mrs. Manthorn. Motion passed: 9-0-0

e. TRHS End of Year Events

Mr. Krieger provided the Board members with the list of dates for the end of the year events. He recognized the people responsible for organizing these events.

f. Strategic Plan (First Read)

Mr. Krieger explained this process began back in the summer. The process and goal has always been to bring the plan to the Board in April for a first read. After the first read, Mrs. Allaire has developed a feedback survey they would like to send to faculty, staff, and the community and receive input over the course of the next month. They would then consider making revisions and bring the plan back to the Board in May for a second read and for further discussion, any last revisions, and then the goal would be to have an operational plan by July 1st.

DRAFT – NOT APPROVED

Mrs. Woodworth referred to the personnel goal listed in the Plan under Staffing to be at 100% and is wondering if that could be more realistic.

Mr. Woodworth mentioned he understands that goal but also understands it is a high bar to meet that goal any time. He likes the idea of attracting and hiring and retaining high quality staff across the board. That is a commitment to high level support and applauds the vision.

**MOTION: Mrs. McCormick motioned to accept the Strategic Plan as a first read.
Seconded by Mrs. Manthorn. Motion passed: 9-0-0**

g. FY2024 Final Voted Budget

Mrs. Watkins presented the final voted budget to the Board for review. The 2024 voted budget is \$86,796,914.67. There was no questions from the Board on the budget.

h. MS-22R DRA Reviewed Appropriations

Mrs. Watkins explained this is a form that required by the DRA. They require us to fill out our voted budget and inform them of the specific lines in the budget.

i. Health Trust GMR Adjustment

Mrs. Watkins explained this occurs every year. The GMR comes to us in the fall from Health Trust when we are putting the budget together. They gave us an estimated GMR of 10.8% which is reflected in the budget. Last week, she received an email with the final rate of 4.6%. That is \$750,000 that have to give back to the taxpayers. She explained once they became SAU 106, Health Trust considers them a new member so they only had a one-year history to go by. That is why they aimed high at 10.8%. She stated this happens especially on the newer entities because everything is based on claims.

Mr. Woodworth said it would be good for the public to know during the budget process there is a good chance they will be getting something back. Mrs. Watkins will provide the Board with a chart she put together for the Budget Committee showing the previous 5 years, line by line

j. Lease Purchase Projects

Mrs. Watkins presented an Executive Summary to the Board. She is recommending they engage with Municipal Leasing Consultants. She explained they work closely with leading financial investors and offer competitive and flexible terms. They would always be working on our behalf searching for the best interest rates and inform us when the rates drop so we can refinance. The recommended option will be a master lease as it provides a structure by which we may add additional phases. All projects can be accomplished in phases while benefitting from consistent lease rates and less interest payments.

DRAFT – NOT APPROVED

Mrs. Watkins explained in year one, they will take \$3 million from the \$25 million and pay only on that. In year two, they will borrow \$6 million. She stated it would be almost impossible to complete all the projects included in the \$25 million in one year.

Mr. Sapia requested a calendar with the phases on it.

There was discussion on the challenges of working on the projects during the school year versus working on the projects throughout the summer.

Mike Davies from EEI, explained that the Master Lease is up to a 5-year period. He said the construction would likely take 3 to 4 years doing most of the work over the summers. He mentioned a lot of equipment requires heavy equipment and there is a 1-year lead time for that. They plan to do the project in 4 different phases in 4 years.

Mrs. Savage would like the new members to have a copy of the full list that showed all the projects and how they parred it down to get to the \$25 million.

Mr. Davies referenced the full list that was generated and explained it wasn't intended to be a full list of every single project the district could possibly do. It was intended to be in order of magnitude and to help them make a decision of what the buildings would need in the next 10-15 years.

Mike Davies talked about the logistics of doing a project while school is in session.

**MOTION: Mrs. Manthorn motioned to move that the district engage Municipal Leasing Consultants for the bid process on behalf of the district to select a lender to finance via lease purchase the district's planned energy efficient building improvements authorized at the annual meeting. Seconded by Mrs. McCormick
Motion passed: 9-0-0**

k. Student Leadership Council Field Trip

Mr. Pedersen presented a proposed overnight field trip for TRHS students to attend the National Student Leadership Conference for the Student Council. This Conference will be held in Missouri from June 25-29, 2023. He presented an Executive Summary to the Board that provided the details for the trip. There will be 7 students and 2 chaperones attending.

DRAFT – NOT APPROVED

MOTION: Mrs. Savage motioned to approve the VISION Conference National Student Leadership Conference for School Council from June 25, 2023 to June 29, 2023 in Collinsville, Missouri. Seconded by Mr. Sapia. Motion passed: 9-0-0

l. Vacancy Report

Mrs. DeCinto presented the list of job postings.

Mr. LeCain asked if we have a benchmark against other districts with special education positions. Mrs. DeCinto explained we are probably similar to other districts but we are behind with the salary schedule. Mr. LeCain asked if the State knows this. Mrs. DeCinto said the State is aware of the critical shortage.

Mrs. DeCinto stated they could offer a sign-on bonus but that would be a short term solution.

Mrs. Woodworth asked about the percentage of open special education positions. Mrs. DeCinto said overall, special education positions account for 7% of the overall, actual open positions.

m. HR Job Descriptions

Mrs. DeCinto explained she does not need an administrative assistant but needs a back up to the Lead HR Generalist. She took the administrative assistant position and made it into an HR Generalist position for a back up to Kathy. That position will report to Kathy. Mrs. DeCinto would also like to change the title from Lead HR Generalist to Senior HR Generalist. Mrs. DeCinto provided the job descriptions for both positions.

MOTION: Mrs. Manthorn motioned to change the Lead HR Generalist to Senior HR Generalist. Seconded by Mr. Scalia. Motion passed: 9-0-0

MOTION: Mrs. Manthorn motioned to change Administrative Assistant to HR Generalist. Seconded by Mrs. Woodworth. Motion passed: 9-0-0

n. Committee Assignments

The Board was provided with the Committee Assignments for 2023-2024 school year.

o. School Board Self Evaluation Process

DRAFT – NOT APPROVED

Mrs. Savage provided a copy of Policy BA to the Board members. She asked the Board members to look through last year's goals and add any they would like to have or to update the current goals. This is done on an annual basis.

ADMINISTRATORS' REPORT

Mr. Krieger gave an update on the two key administrator positions that are open. They are interviewing for the Sandown North Principal position. It is their goal to make an offer before April vacation. As for the Early Childhood Coordinator position, they are beginning to review candidates and begin the first round of interviews and then make determinations about the second stage. It is their goal to make decisions in early May.

In regards to the Strategic Plan, they have put out opportunities for feedback through a thought exchange and are inviting input and feedback. They will consider all of that and bring a revised plan back to the Board sometime in the near future.

He explained the Stipend Committee meets annually and looks at what those stipends are. They are making good progress and are charged with making a recommendation to the Superintendent by June.

Mr. Krieger recognized that yesterday was Paraeducator Day. He said paraeducators are constant sources of good for our kids and they are a tremendous workforce. He thanked them for their work.

PERSONNEL REPORT

Mrs. DeCinto presented two professional resignations. She also presented the list of staff for re-nomination. She explained the difference between Non Continuing Contract and Continuing Contract. When a teacher becomes tenured, they go to a Continuing Contract.

MOTION: Mrs. Manthorn motioned to accept the professional resignations of Megan Vrooman, Speech/Language Pathologist at Pollard Elementary and Kimberly Buchwald, 4th Grade Teacher at Sandown North Elementary. Seconded by Mrs. McCormick. Motion passed: 9-0-0

Mrs. Woodworth asked Mrs. DeCinto about exit interviews. Mrs. DeCinto said they do exit interviews and send them out electronically or they can have a face-to-face meeting. The results go into Survey Monkey which allows her to pull a report from that.

DRAFT – NOT APPROVED

MOTION: Mrs. Knutsen motioned to accept the nominations as presented for the 23/24 school year. Seconded by Mr. Sherwood Motion passes: 7-0-2 (Mr. Woodworth, Mrs. Woodworth abstained)

COMMITTEE REPORTS

Mrs. Manthorn – The Policy Committee met today and they will be moving some things forward.

Mrs. Knutsen – Safety Committee to meet on April 11th

Mr. Sherwood – The Strategic Planning Committee approved new by-laws to allow them to be more flexible in meeting times and dates on the calendar. The Budget Committee met last week and has asked if the School Board could consider providing a visual aid on the website for the public showing them our tax rates historically by town. The Board was in support of that. He also stated there needs to be an understanding of why some tax rates are going higher than others. Much of that has to do with student population. Mr. Sherwood said he will try to work as the interface between the Budget Committee and SAU to produce something for the Board to review.

Mrs. Savage – Facilities we will try to figure out when we will meet and go from there. She announced the “Run of the Savages” 5K race. It will be held on April 15th at Pollard School at 9:15 AM to support the battle with cancer. She encouraged all to participate as either walkers or runners. Details can be found on the Timberlane bulletin board or on the Run of the Savages Facebook page.

OTHER BUSINESS

Mr. Sapia attended some athletic games and encouraged parents to attend as many as they can because it is over in a blink of an eye. He also let the Board know there are parents who are concerned about coming forth and using their child’s name. He wonders if there could possibly be a parent advocate for them for someone who wants to come here anonymously. He is looking for suggestions from the Board.

Mrs. Knutsen stated we have a great administrative team and if any parents have a problem, they should go to their building principal and follow the chain of command.

Mr. Woodworth commented the Board makes sure the people who need to hear it are getting the information and it is done discretely.

Mrs. Savage reminded them we shouldn’t be given too much information or put children’s names in emails because the Board also acts as an appeals board. People have to be willing to go

DRAFT – NOT APPROVED

to their administration. She further stated this could possibly be a goal for the Board to improve that communication.

Mrs. Savage announced Opening Day for all athletics is on Monday. There are lots of spring fundraising going on right now.

Mrs. Watkins explained why the School Board Chair is being asked to sign the General Assurances. Mrs. Allaire said the documents come from the DOE because we receive federal funding through Title 1 grants. We have different requirements for each grant. These are required on an annual basis to be signed by the Superintendent and School Board Chair.

MOTION: Mrs. Savage motioned to enter into non-public under 91-A:3, Paragraph II (c) and (e). (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 and (e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member hereof because of his or her membership in such public body, until he claim or litigation has been fully adjudicated or otherwise settled. Any application filed for tax abatement, pursuant to law, with anybody or board shall not constitute a threatened or filed litigation against any public body for the purposes of this subparagraph. Seconded by Mrs. Manthorn. Motion passed 9-0-0

The Board was polled:

D. Woodworth – yes Knutsen – yes Manthorn – yes Sherwood – yes McCormick – yes
Sapia – yes LeCain – yes Savage – yes B. Woodworth - yes

Motion passed 9-0-0 to enter into non-public session at 8:45 pm. The Board will not be coming back into public session.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on



Safe Measures School Climate Survey 2022-2023

MS/HS Student Survey	MS/HS Staff Survey	MS/HS Parent Survey
Standard Demographic Questions		
What grade are you in? 5th 6th 7th 8th 9th 10th 11th 12th	How long have you been working at this school? This is my first year 2-5 years 6-10 years 11-20 years More than 20 years Rather not indicate	What is the current grade-level of your "OLDEST CHILD attending this school" who will serve as the focus of your answers? 5th 6th 7th 8th 9th 10th 11th 12th
Gender: Male Female Not Listed _____ Rather not say		
What is your race or ethnicity? White African American Hispanic or Latinx Asian or East Asian Pacific Islander American Indian Multi-racial Other Rather not say	What is your race or ethnicity? White African American Hispanic or Latinx Asian or East Asian Pacific Islander American Indian Multi-racial Other Rather not indicate	What race or ethnicity is your child? White African American Hispanic or Latinx Asian or East Asian Pacific Islander American Indian Multi-racial Other Rather not indicate

<p>After I graduate from high school I will probably:</p> <p>Go right to work Join the military Go to college Go to a Professional or Technical School Take a Post-Graduate Year Not sure Other</p>	<p>Please indicate your primary role at your school:</p> <p>Classroom Teacher Professional Support Staff Administrator Paraprofessional Other _____ Rather not indicate</p>	<p>After this child graduates from high school, I expect that they will probably:</p> <p>Go right to work Join the military Go to college Go to a Professional or Technical School Take a Post-Graduate Year Not sure Other</p>
<p>Do you receive special education assistance, have a 504 plan, or receive ESOL services at school?</p> <p>Yes No Rather not say Not sure</p>		<p>Does your child have an IEP, a 504 plan, or receive ESOL services at school?</p> <p>Yes No Rather not indicate Not sure</p>
<p>I receive free or reduced lunch assistance at school.</p> <p>Yes No Rather not indicate Not sure</p>		<p>My child receives free or reduced lunch assistance at school.</p> <p>Yes No Rather not indicate</p>

Domain #1: School Safety

Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree

<p>If I feel threatened at school, there is a safe person or place for me to turn to for help.</p>	<p>If I feel threatened at school, there is a safe person or place for me to turn to for help.</p>	<p>If my child feels threatened at school, there is a safe person or place for them to turn to for help.</p>
<p>I feel safe at this school.</p>	<p>I feel safe at this school.</p>	<p>I feel my child is safe at this school.</p>
	<p>Our school has a threat assessment team that routinely meets to assess threats, resolve conflicts, and assist troubled students.</p>	
<p>I feel confident in this school's preparedness to respond effectively to a school safety emergency.</p>	<p>I feel confident in this school's preparedness to respond effectively to a school safety emergency.</p>	<p>I feel confident in this school's preparedness to respond effectively to a school safety emergency.</p>

<h2>Domain #2: School Discipline & Student Support</h2> <p>Always, Often, Sometimes, Rarely, Never, Not Sure</p>		
If I have problems with other students or adults in this school, there are teachers or staff members I can go to who will help me solve those problems.	If I have problems with students or adults in this school, there are other colleagues I can go to who will help me solve those problems.	If my child has problems with students or adults in this school, there are teachers or staff members they can go to who will help them solve those problems.
Adults in this school deal effectively with students who are mean, threaten others or use violence in school.	Adults in this school deal effectively with students who are mean, threaten others or use violence in school.	Adults in this school deal effectively with students who are mean, threaten others or use violence in school.
Adults in this school deal effectively with students who threaten, bully, or harass peers using social media.	Adults in this school deal effectively with students who threaten, bully, or harass peers using social media.	Adults in this school deal effectively with students who threaten, bully, or harass peers using social media.
<p>Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree</p>		
Our school's discipline system focuses on promoting positive student behavior and helping to repair harm done to others, rather than strictly on punishment.	Our school's discipline system focuses on promoting respectful student behavior and helping to repair harm done to others, rather than strictly on punishment.	Our school's discipline system focuses on promoting respectful student behavior and helping to repair harm done to others, rather than strictly on punishment.
I believe the discipline system at this school is fair to all students.	I believe the discipline system at this school is fair to all students.	I believe the discipline system at this school is fair to all students.
I believe the discipline system at this school effectively addresses problems of student misbehavior.	I believe the discipline system at this school effectively addresses problems of student misbehavior.	I believe the discipline system at this school effectively addresses problems of student misbehavior.
Our school has enough resources, such as counselors, social workers, etc. to provide services for students who may need social or emotional support.	Our school has enough resources, such as counselors, social workers, etc. to provide services for students who may need social or emotional support.	Our school has enough resources, such as counselors, social workers, etc. to provide services for students who may need social or emotional support.

Domain #3: Respectful Relationships

Always, Often, Sometimes, Rarely, Never, Not Sure

I receive hateful or hurtful texts or messages through email or social media.		My child tells me that they receive hateful or hurtful texts or messages through email or social media.
Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree		
I have at least one adult in this school who I trust and who really cares about me and my education.	Adults work together to ensure that each student has at least one adult that they trust and with whom they feel connected at this school.	My child believes that there is at least one adult that they trust and with whom they feel connected at school.
I am treated with respect by adults in this school.	Adults at this school treat students with respect.	My child is treated with respect by adults at this school.
I feel comfortable talking to adults at this school about things that may be bothering me.	Students feel comfortable talking to adults at this school about things that are bothering them.	My child feels comfortable talking to adults at this school about things that are bothering them.
Students in this school treat all students with respect regardless of their identities or other differences (for example, gender, racial and cultural identities, physical abilities, and/or learning differences, etc.).	Students in this school treat all students with respect regardless of their identities or other differences (for example, gender, racial and cultural identities, physical abilities, and/or learning differences, etc.).	Students in this school treat all students with respect regardless of their identities or other differences (for example, gender, racial and cultural identities, physical abilities, and/or learning differences, etc.).
Students treat adults with respect at this school.	Students treat adults with respect at this school.	
I am treated with respect by other students at this school.	I am treated with respect by other staff at this school.	Teachers and staff treat parents with respect at this school.
I feel comfortable talking to adults at this school about things that are interesting to me, about my hopes, dreams and plans for the future.	I feel comfortable talking to school leaders at this school about my professional goals and my aspirations.	My child feels comfortable talking to adults at this school about things that are interesting to them, their hopes, dreams and plans for the future

Domain #4: Teaching and Learning

Always, Often, Sometimes, Rarely, Never, Not Sure, Does Not Apply

I have opportunities to use a variety of online learning tools and resources to help me learn.	I use a variety of online learning tools and resources to help my students learn.	
When I get stuck while learning something new, teachers or staff try to help me by using different strategies or explaining things in different ways.	When students get stuck while learning something new, teachers/staff try to help them by using different strategies, or explaining things in different ways.	
When I get stuck while learning something new, teachers or staff try to help me by giving me a little extra time to complete my work.	When students get stuck while learning something new, teachers/staff try to help them by giving them a little extra time to complete their work.	
		My child is able to get extra help from teachers/staff if they need it.
Teachers and staff provide me with useful feedback that helps me improve the quality of my work.		My child's teachers/staff provide useful feedback that is helpful in improving the quality of their work.
	Teachers/staff at this school are expected to strictly follow a core curriculum as the primary means of delivering the information to students.	
	Teachers/staff at this school are encouraged to identify big ideas from the curriculum and have flexibility to make them accessible to students through questioning, discussion, and exploration to help students build their understanding.	

Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree, Does Not Apply

The things I am learning in school will help me reach my future career and/or college goals.	The things I am teaching my students will help them identify and reach their future career and/or college goals.	The things my child is learning in school will help them identify and reach their future career and/or college goals.
Teachers and staff seem interested in learning about me and ask me about my personal talents, strengths, interests, and my career and life goals.	I take time to learn about students' talents, interests, career and life goals.	Teachers/staff take time to learn about my child's talents, interests, career and life goals.

Domain #5: Engagement

Always, Often, Sometimes, Rarely, Never, Not Sure, Does Not Apply

I am happy at school.	I am happy to work at this school.	My child is happy at this school.
I have opportunities to participate in “service” projects or activities with a real purpose where I can solve real world problems or help others in my community (ex: helping younger students, reducing pollution, helping seniors, addressing food insecurity etc.).	I provide my students with opportunities to participate in “service” projects or activities where they can solve real world problems or help others in the community (ex: helping younger students, reducing pollution, helping seniors, addressing food insecurity, etc.)	My child’s teachers/staff provide opportunities for them to participate in “service” projects or activities where they can solve real world problems or help others in the community (ex: helping younger students, reducing pollution, helping seniors, addressing food insecurity etc.).
I have chances to work cooperatively with, talk with, and learn from other students, not just the teacher and staff.	I give students opportunities to work cooperatively with, talk with and learn from other students, not just the teacher/staff.	
I have opportunities to make presentations about things I am learning to my classmates.	I give my students opportunities to make presentations about the things they are learning to their classmates.	
Teachers and staff help me connect things we are learning in school to important current events or issues happening in the real world.	I help my students connect things they are learning in school to important current events or issues happening in the real world.	
I am given the freedom to make choices about projects, papers or research topics.	I give my students the freedom to make choices about projects, papers and research topics.	My child is given the freedom to make choices about projects, papers or research topics that they work on in school.
My teachers and staff help me connect things we are learning to things that interest me.		Teachers and staff help my student connect things they are learning to things that interest them.
		There are opportunities for parents or community members to volunteer in our school.

My teachers and staff try to make learning fun.	I try to make learning fun for students.	Teachers and staff try to make learning fun for my child.
---	--	---

Domain #6: Voice
Always, Often, Sometimes, Rarely, Never, Not Sure, Does Not Apply

Teachers and staff ask about my ideas or opinions and respect my point of view.	I seek students' ideas and opinions and show that I respect their points of view.	
Teachers and staff invite students to offer suggestions about how to make learning more interesting and fun.	I invite students to offer suggestions about how to make learning more interesting and fun.	
My teachers invite students to offer suggestions about classroom rules and expectations for appropriate classroom behavior.	I invite students to offer suggestions about classroom rules and expectations for appropriate classroom behavior.	
I am invited to offer ideas and suggestions to teachers, staff and school leaders for improving our school.	I am invited to offer ideas and suggestions to colleagues or school leaders for improving our school.	Parents are encouraged and invited to offer ideas and suggestions for improving this school.
Students have opportunities to participate in decision-making about the school's programs and/or practices.	I have opportunities to participate in decision-making about the school's programs and/or practices.	Parents have opportunities to participate in decision-making about the school's programs and/or practices.

School Culture: Vision, Mission, and Leadership Plans
Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree

	Our school has developed a clear vision and mission statement that communicates to teachers and staff what the school stands for, believes in, and is striving to achieve.	Our school has developed a clear vision and mission statement that communicates to parents and the community what our school stands for, believes in, and is striving to achieve.
I am aware that our school has developed a "portrait of a learner" that describes what the school expects each student will be able to do and achieve upon graduation.	I am aware that our school has developed a "portrait of a learner" that communicates what we expect each student will be able to do and achieve upon graduation.	I am aware that our school has developed a "portrait of a learner" that communicates what the school expects each student will be able to do and achieve upon graduation.
	Our school is working to develop action plans to guide the school in ways that will help students achieve	

	the goals outlined in our portrait of the learner.	
		This school has a regularly published newsletter, website, or other tools to communicate effectively with parents.
School Culture: Teacher Efficacy Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree		
	When it comes right down to it, a teacher or staff member really can't do much because most of a student's motivation and performance depends on their home environment.	
	If I really try hard, I can get through to even the most difficult or unmotivated students.	
School Culture: Teacher Agency & Collective Efficacy Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree		
	I am optimistic and have confidence that my colleagues and I will work effectively together to overcome the challenges we are facing in the coming year.	
	I am operating in "survival mode" and seriously considering other employment options.	
School Culture: Professional Collegiality and Culture Always, Often, Sometimes, Rarely, Never, Not Sure		
	I receive feedback from colleagues that helps me improve professionally.	
	I receive feedback from students that helps me improve professionally.	
	I have opportunities to discuss and share effective professional practices with colleagues.	

School Culture: Professional Development

Always, Often, Sometimes, Rarely, Never, Not Sure

	My school provides me with high quality professional development that is helping me to engage, motivate and address the individual academic, and intellectual needs of students.	
	My school provides me with high quality professional development that is helping me better understand, reflect on, and implement effective strategies to promote students' development of SEL competencies.	
	I am invited to identify professional development needs and participate in decision-making about professional development opportunities.	

Qualitative Data: OPEN ENDED QUESTIONS

What are one or two things you like best about this school or your teachers?	What are one or two things you like best about this school?	What are one or two things you like best about this school?
What are one or two things you think should be changed about your school to make it better for you or other students?	What are one or two things you think should be changed about your school to make it better for you, your colleagues, or your students?	What are one or two things you think should be changed about this school to make it better for your child/children or for you as a parent?



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

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July 14, 2022

John M. Vaccarezza
Principal
Timberlane Regional High School
36 Greenough Road
Plaistow, NH 03865

Dear Mr. Vaccarezza:

The Commission on Public Schools, at its June 26-27, 2022 meeting, reviewed the Two-Year Progress Report of Timberlane Regional High School and continued the school's accreditation.

While the report featured many positive aspects of the school, the Commission was particularly pleased to learn of the following:

- the quantity and quality of activities planned and implemented by the Positive School Culture Committee to build and improve the positive school culture
- the new administrative position created for the 22-23 school year to oversee summer school, credit recovery, evening division, and ELO's
- the role of the new Secondary Curriculum Coordinator in increasing departmental focus on competencies and instructional development
- the focus on teacher-led professional learning and the full day PD offered in March for teachers by teachers
- the weekly walkthroughs by which department leaders collect data about instructional and assessment strategies
- the steps made by the English and social studies departments to differentiate instruction in the attainment of content standards in heterogeneous classes offered for credit at two levels
- the after school academic support 3 days/week to support all students
- the target team that meets to review individual cases to assess students' needs and determine if they qualify for special education services or 504
- the many programs developed to meet the health and wellness needs of students
- the web-based tool Lib Guides, used by the LMC as a content management tool
- the hosting of a district wide job fair to attract highly qualified staff and the steps taken to support and retain new teachers

- the reorganization of department leaders as Curriculum, Instruction, and Assessment Specialists to facilitate departmental curriculum/competency work and the work of the secondary curriculum coordinator to identify curriculum/competency needs of each department
- the initiative of the principal to meet with individual BOE members to foster relationship and coherency about the initiatives of the school

The Commission requested that school officials submit a Special Progress Report by May 1, 2023 providing detailed information on action taken to address the following highlighted recommendations:

- provide a detailed report of the specific plan and meeting schedule for curriculum revision in each discipline
- provide an update on how departments are integrating the language of competencies and rubrics into daily instruction and how they are reporting on competencies
- provide data on the means of communication to families and the community about school events and how the school is tracking participation
- provide an update on the status of the RTI model
- develop and implement a timeline for the facilities plan to support 21st century education in regard to the outdated science labs, unstable outdoor track, the wall in the gymnasium with structural concerns, the lack of storage in the athletic facility and the lack of adequate parking

All accredited schools are required to submit a Five-Year Progress Report, which in the case of Timberlane Regional High School is due February 1, 2024. The report should provide detailed responses to the highlighted recommendations listed below:

- describe the actions of the new student-run committee formed to build SEL capacity and bring professional development to the staff.
- provide an update on the plan created by the curriculum leaders intended to better communicate the learning expectations to students to promote student learning
- give examples of the ways teachers integrate competencies and rubrics into their daily instruction
- describe the process by which the school solicited formative feedback from stakeholders about the health and wellness needs of students and a report of what the data showed
- share the plan for incorporating common planning time into the school day with teachers with common classes
- provide an update on the data garnered from the audit and review of special education assignments to meet the needs of all students.
- provide detailed examples of how students are using formative and summative assessment data to drive instruction
- provide an update on the process for choosing a new anti-bullying program
- provide the plan generated from evaluation of current student support programs to improve intervention

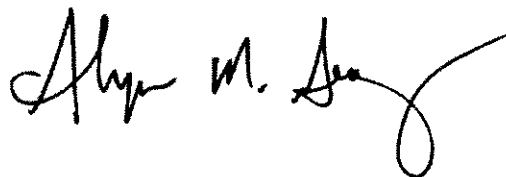
The school is reminded that information about the proper preparation of the Five-Year Progress Report can be found at <https://cpemhs.neasc.org>, under the "Process" tab, *Five-Year Progress Report*. In that report, school officials are required to respond to two types of recommendations: Section I, highlighted recommendations from notification letter(s), and Section II, general report recommendations not classified as Completed from Section II in the school's Two-Year Progress Report, as well as the requested information in Sections III-IX.

John M. Vaccarezza
July 14, 2022
Page Three

School officials are reminded that all valid recommendations in the accreditation report should have been completed or be in the final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports or a downgrading of the school's accredited status. The Commission requests that it be kept apprised of any substantive changes in the school no later than sixty (60) days following their occurrence. For your convenience, we have enclosed a copy of the Substantive Change Policy.

The school's accreditation status will be reviewed when the Commission considers the Special Progress Report. The school's Special Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



Alyson M. Geary

AMG/rm
Enclosure

cc: Chris Kellan, Acting Superintendent, SAU #106, Timberlane Regional School District
Kim Farah, Chairperson, SAU # 106
Sharon Cournoyer, Chair, Commission on Public Schools



April 20th, 2023

EXECUTIVE SUMMARY

INFORMATIONAL UPDATE

Elementary Enrollment projections 23-24

The purpose of this summary is to provide the school board, as of 4/14/23, current enrollment projections for the 2023-2024 school year.

Registration, for students new to the district, opened February 1st and Parent Information Nights have been held in all towns for Preschool, Pre-Kindergarten, and Kindergarten programming next year.

Finalized registration for our tuition based programs (Preschool, Pre-Kindergarten, and full day Kindergarten) includes a 10% deposit and required documents to be brought to the school. When families finalize registration, class placement is solidified. All effort is being made to honor the preference in programming sessions for those families who finalize registration by April 30th. Registration and placement are being monitored on a daily basis and as we arrive at the 4/30 date, we will have a stronger foundation to determine the number of sessions/programs needed at each school. Those who register after this date will be placed where space is available.

On the Preschool, Pre-Kindergarten and Kindergarten charts below, the number of students who have completed an online registration appear in the left column and the number of those who have finalized registration appear in the right column for each school. Pressure points, numbers that require conversation due to a potential increase or decrease in programming sessions, are indicated with **PP**.

Early Childhood Programs

	Atkinson Academy		Danville School		Pollard School		The Learning Center at Sandown Central	
	Registered online	Finalized registration	Registered online	Finalized registration	Registered online	Finalized registration	Registered online	Finalized registration
Preschool							35	22
Pre-Kindergarten	23 PP	18	15	7	26	14	34	22
Kindergarten	60 PP	58	36 PP	10	73	53	60 PP	48



NH School Administrative Unit 106 | Timberlane Regional School District

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

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The following charts outline expected enrollment and staffing levels (as of 4/14/23) for the 2023-2024 school year in our grade 1-5 classrooms. The expected enrollment is based on current enrollment numbers rolled up to the next grade. Staffing levels are assigned following class size policy of a 20 student maximum capacity in Kindergarten and grade 1, 23 student maximum capacity in grades 2 and 3, and a 26 student maximum capacity in grades 4 and 5.

Pressure point grade levels have been identified with **PP**, these are grades that are at capacity or one student per classroom away from capacity. On watch grade levels have been identified with **W**, these are grades with space for 3 or 4 total students before meeting capacity. In both cases, the district continues to have conversations with building principals to determine needs and will look first to reallocate staff, then consider any open and vacant positions for repurposing, and lastly come to the board to request additional staffing positions if a need is determined.

Atkinson Academy

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	45	57	61	65	59
staffing #	3	3	3	3	3*
class size/(cap)	15/20	19/23	20.3/23	21.7/26	19.7/26

*Atkinson Academy has added a grade 5 classroom to meet class size capacity.

Danville School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	40	43	47	51	38
staffing #	2 PP	2 W	3	2 PP	2
class size/cap	20/20	21.5/23	15.7/23	25.5/26	19/26

Pollard School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	68	88	66	71	75
staffing #	4	4 W	3 W	3	3 W
class size/cap	17/20	22/23	22/23	23.3/26	25/26



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Sandown North

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	63	77	70	62	58
staffing #	4	4	4**	3	3
class size/cap	15.75/20	19.25/23	17.5/23	20.7/26	19.3/26

**Sandown North has added a grade 3 classroom to meet class size capacity.

Respectfully submitted,

Lucy Canotas, Director of Elementary Education



Executive Summary

2022-2023 School Year

- A comprehensive evaluation by the New England Center for Children for criteria and establishment of an Autism program in the district. Preschool and elementary-level evaluations will occur this year.
- Criteria and development of a program for students with an emotional disability at the elementary, middle, and high school levels.
- Established a process that all Individualized Education Plans (IEPs), reports, and written prior notices are reviewed and approved by an administrator before being sent home to parents.
- Established a timeline for when documents are sent home to meet legal requirements.
- Completed the last of the corrective action plans identified by the Department of Education from 2019.
- Held a district-wide Crisis Prevention Institute (CPI) de-escalation training at the beginning of the year for all staff.
- One trainer per building (the secondary level has two trainers between the three buildings) has become a trainer as a CPI instructor so that staff can be trained throughout the school year.
- One special education staff member at each elementary and high school was sent to Wilson for reading training so that the service could be offered across the district instead of only being offered in the building where a trained staff member was employed in.
- Professional and support staff completed a time study which was reviewed by SAU admin as well as school-specific administrators. The group then met to review the documents to identify needs in the building as well as reallocate resources if needed.



- In May of 2023, Susan Fitzell will provide professional development for identified middle and high school regular education and special education teachers as well as SAU administrators to become co-teaching trainers.
- Expanded behavior support across the district to address the increase in behavioral needs of students.
- Medicaid training for all special education professional staff will be completed in May of 2023. This training is to be able to effectively write IEPs and complete paperwork that is required as a part of billing Medicaid for services that have been provided.
- Establishing a billing process to improve and increase special education reimbursement through the NH Department of Education.
- Worked collaboratively with SAU administrators to create and implement plans to address the NH Department of Education LEA determination. TRSD was identified as needing intervention. A comprehensive plan for three identified areas was submitted. As of April 2023, TRSD was notified that we have moved from being identified as needing intervention to need assistance. This is an improvement in the level of need due to the areas identified being addressed with the creation and implementation of a plan.
- Created and implemented one set of forms to be used across the district.
- At the elementary level, special education meetings are at the beginning or end of the day to increase instructional time. Previously, one full day was blocked off for meetings, thus impacting the number of services that could be offered to a student. The shift was made to decrease the amount of instructional time that was being lost due to meetings being scheduled at different times of the day.
- Identification and implementation of an encryption system for all confidential reports to be sent to parents and outside providers.



Executive Summary

2023-2024

- Professional development needs have been identified and will be offered over the summer and for the 23-24 school year in the areas of behavior management, writing measurable goals, data collection, legal updates, physical response to behaviors (CPI and CALM), and other identified areas of need.
- An ASD program partnership with NECC will be established in the district for identified elementary students.
- TRSD staff will work with NECC in a comprehensive review and evaluation of ASD services at the middle and high school levels.
- An ED program will be established in the district at the elementary level for identified students. Continue to define the need or structure of an ED program at the Middle and High School levels.
- Collaboration with Landmark for an evaluation of reading services across the district and the identification of language-based instructional services for students will happen throughout the school year.
- Year-long meetings will happen to re-evaluate, with district-wide administrators, the resources in the district and reallocation of services needed across the district.
- Ongoing professional development for the interpretation of assessments and criteria for the identification of students for special education eligibility will happen throughout the school year. This is in response to a finding from the NH Department of Education.
- A process and procedural manual for professional special education staff will be created during the summer of 2023 and will be implemented for the 23-24 school year.



- The creation and implementation of a plan, with district-wide administrators, will be done to address the LEA determination from the NH Department of Education.
- A process for data collection for paraprofessionals and professional staff that can be used for progress monitoring, progress reports, and establishment of goals and benchmarks for IEPs will be created during the summer of 2023. This process will be implemented during the 2023-2024 school year.
- Co-teaching will occur at the Middle and High School levels and professional development will be provided by trainers for the staff at the elementary and preschool levels.
- Ongoing Medicaid training will be provided during the school year by the NH Health and Human Services Department as well as our Medicaid billing provider.



Executive Summary

Contracted Service Providers Update

We have been unable to fill several positions during the school year. I wanted to provide you with an idea of the cost of the contracted service providers that we are currently working with and the positions that the costs cover. We have not been able to fill all open positions as even the contracted service providers have struggled with finding staff. One of the leading reasons that we have not been able to hire for open positions is the hourly rate for support staff and the salary for related service providers such as BCBA's and psychologists.

Paraprofessionals and Special Education Teachers:

We entered contracts with two agencies in February 2023. As of April 5, 2023, we have spent \$84,000, which includes the month of February and March. The bills for February and March did not reflect 9 full-time staff. As of April 17, 2023, we are paying approximately \$15,000 a week for the 8 paraprofessionals and one special educator. The hourly rate ranges from \$38 an hour to \$90 an hour.

Behavior Support:

We have contracts with 4 agencies to provide behavior consultation. We were unable to fill one of our staff positions this year. The total cost of behavior supports this year as of April 2023 is \$160,000. The contracts are equivalent to 3.2 behavior support staff. In previous years we have had a 1.0 behavior support contract equivalent to 1.2 staff members. The hourly rate for professional behavior support personnel is \$90-\$175 per hour.

Psychological Support (Psychologist):

We were unable to fill .6 of the school psychologists position this school year. In addition, we have had to contract with outside providers to assist in the numerous referral and evaluation requests that have occurred this year. We have contracts from two agencies for 1.5 school psychologists. In previous years, we have had a .8 contracted psychologist to do assessments. As of April 2023, is \$85,000. The hourly rate ranges from \$105-\$200 an hour.



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

April 20, 2023

First Read

Policy	Changes/Recommendations
BEA: School Board Meetings	Updated to reflect current agenda sequence.
JFAB: Admission of Tuition & Non-Resident Students	Changes include comprehensive language specific for admission requirements.
JFAC: Tuition for Preschool, Pre-K, & Kindergarten	New policy to address stipulations for resident tuition programs.
KDCA: Display & Distribution of Informational Materials & Announcements	Updated to include the electronic community bulletin board.

Timberlane Regional School Board	Policy Code: BEA
Adopted: 01-01-83 Revised: 11-01-90 Revised: 09-11-02 Revised: 11-19-09 Revised: 06-29-17 Revised: 11-19-20 Revised: 11-03-22 Revised:	Page 1 of 2

SCHOOL BOARD MEETINGS

Related Policies: BEAB, BEC, BEDB, BEDC, BEDD, BEDG, BEDH

- A. The School Board shall establish its meeting schedule at their annual organizational meeting after local elections. The Board will meet in the evening on the 1st and 3rd Thursdays of each month at the SAU 106 Administration Building. The Board may change the time, date, or the location of regular meetings, and may add or remove meetings as they deem necessary. Notice of all board meetings will be posted in accordance with the provisions of RSA 91-A. The Superintendent is authorized to post notice of the meeting on the District website.
- B. The order of business at a regular meeting shall be as follows:
1. Call to Order
 2. Roll Call
 3. Pledge of Allegiance
 4. Approval of Minutes
 5. Delegations and Individuals speakers will be afforded no more than 3 minutes per individual unless waived by the Board
 6. Current Business
 7. Administrative Report
 8. Personnel Report
 9. Committee Reports/**Reports of School Board**
 - ~~10. Reports of School Board~~
 - ~~11. Correspondence Folder~~
 - ~~12. Vendor and Payroll Registrars~~
 - ~~13. 10. Other Business~~
 - ~~14. 11. Non-public Session – if needed~~
 - ~~15. Future Dates~~
- C. A Special Meeting, defined as a non-scheduled regular meeting, shall be held at the call of the Chair or at the joint request of any three members. Notice shall be given of all matters that are to be considered at such special meetings. Matters other than those for which notice was given can be acted upon only if all members are present. Emergency meetings may be called in accordance with the provisions of RSA 91-A:2.

<p>Timberlane Regional School Board</p>	<p>Policy Code: BEA</p>
<p>Adopted: 01-01-83 Revised: 11-01-90 Revised: 09-11-02 Revised: 11-19-09 Revised: 06-29-17 Revised: 11-19-20 Revised: 11-03-22 Revised:</p>	<p>Page 2 of 2</p>

- D. All meetings shall be open to the public. Agendas will be established per Board Policy BEDH. The Board reserves the right to amend the agenda during the meeting, upon majority vote. Public comments will be allowed per Board Policy BEDH.
- E. A majority of the Board shall constitute a quorum. Provisions for meeting a quorum are established in Board Policy BEDC.

Meetings of the Board are conducted for the purpose of carrying on the business of the schools, and therefore are not public meetings but meetings held in public.

The Board welcomes participation of interested organizations and individuals. Advance announcement of all regular, scheduled, special and specially called meetings of the Board, together with a summary of the major topics to be discussed, will be posted publicly in compliance with RSA 91-A, on the district's public website as well as distributed to the media.

Legal Reference
Right-To-Know Law, RSA 91-A

Timberlane Regional School District	Policy Code: JFAB
Adopted: 05-21-87 Reaffirmed: 06-06-91 Revised: 05 02-96, 02-24-05 11-03-05, 02-16-07, 06-04-09, 10-21-10, 06-05-14, 07-25-19	Page 1 of 4

ADMISSION OF TUITION AND NON-RESIDENT STUDENTS

Related policies: JFABB, JFABD

I. Residency

Residency for the purpose of enrollment in the Timberlane Regional School District (hereafter referred to as the District) shall be defined by RSA 193:12. Any student who meets the RSA 193:12 definition of legal resident of this District is entitled to attend school in this District. **It is the policy of the Timberlane Regional School Board not to accept students into the Timberlane Regional School District who are not legal residents of the Timberlane Regional School District.** Disputes regarding residency shall be determined by the relevant laws in effect at the time.

II. Admission of Non-Resident Students

A student who is not a legal resident of the District may attend school in the District only with the consent of the Superintendent. Individual non-resident students may be considered for admission to the District and only under the following conditions:

1. A resident student who moves from the District during the school year may continue as a non-resident student through the end of the school year. The District of Residence must agree to pay the tuition rate (as calculated in Section III), prorated for the time that they are not legal residents of the District. However, if the resident student moves from the District after March 31, the tuition will be waived.
2. Students from other countries, who are the guests of District residents and participating in a federally recognized education exchange program, may be admitted if space is available. Admitted students will not be charged tuition.
3. Students from other countries not participating in federally recognized education exchange program may be admitted if space is available. Admitted students shall be charged full tuition. The Timberlane Regional School District will follow Homeland Security guidelines of the federal government standards with regard to all foreign exchange students. Students must meet all of the required standards of the State of New Hampshire and the federal government in order to be accepted into the school district. ESOL instruction shall be the responsibility of the parent or guardian.
4. Children of non-resident parents, who will be moving into the District during the school year, may be admitted prior to actual establishment of residency, provided a written request and verification of the anticipated date of residency are submitted to and approved by the Superintendent. There must also be an agreement between the District and the student's school district of residence and/or parents or legal guardian regarding payment of tuition (as calculated in Section III), prorated, and special education costs for the period of time that the student is not a resident of the District. Such request shall be supported by appropriate documentation such as a bona fide lease or purchase and sales agreement, properly executed. If the

Timberlane Regional School District	Policy Code: JFAB
Adopted: 05-21-87 Reaffirmed: 06-06-91 Revised: 05 02-96, 02-24-05 11-03-05, 02-16-07, 06-04-09, 10-21-10, 06-05-14, 07-25-19	Page 2 of 4

lease or purchase and sales agreement indicate that residency will be established within 60 school days of the date the student is enrolled, the need for an agreement with District of Residence will be waived. Tuition will also be waived for the 60 days.

5. A student who has been identified homeless by the District McKinney-Vento (Homeless) Liaison shall be allowed to attend a District school pursuant to Policy JFABD (Admission of McKinney-Vento (homeless) Students).
6. Children of non-resident faculty and staff members, who are employed for at least 181 days annually, may be accepted **to grade 1-12** on a space-available basis with a reduction in tuition of \$10,000 **provided their resident district enters into a written agreement with Timberlane that stipulates they assume the difference of all fiscal liability for the student currently in the years they continued to be enrolled in Timberlane. Provided the resident district does not enter into a written agreement, the family can enter into a written agreement to pay Timberlane the difference of all fiscal liability for the student.** Applications may be made in writing to the Superintendent of Schools; the date of receipt of the application will determine eligibility in instances where space is restricted.
 - **Admission will be based on space available.**
 - **In addition to the provision of space availability, students may be denied admittance as a tuitioned student for suspension or expulsion, or for being involved in suspension or expulsion proceedings, or whose behavior while a student at Timberlane or their previous school has had, or is likely to have, in the sole judgment of the Superintendent, a negative impact on the students of the District. Once a tuitioned student is admitted, the Superintendent has the right to discontinue the student's attendance based upon the existence of disciplinary issues, or as previously stated, has a negative impact, at the sole judgment of the Superintendent, on the students.**
 - **Accounts that are 60 days delinquent and for those same accounts where financial circumstances have not been discussed with the Superintendent's Office or the school principal, the student will be removed from the tuition-based program.**
7. If a student's parents are divorced and the student lives primarily out-of-district, the student may nonetheless attend schools within the District and be considered a resident of the District for school attendance purposes provided: (1) the divorce decree allows the student to attend the District; (2) or provided the parents have agreed in writing that the student may attend the District and such written agreement is provided to the District. Students in this situation will not be charged tuition.

In a divorce decree, or parenting plan developed pursuant to RSA 461-A, a child's legal residence for school attendance purposes may be the school district in which either parent resides, provided the parents agree in writing to the district the child will attend and each parent furnishes a copy of the agreement to the school district in which the parent resides. Transportation will not necessarily be provided for students admitted under this provision and

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under corresponding law. The Superintendent or designee will make all determinations as to whether transportation will be provided in such circumstances.

Admission may be denied to any non-resident student who has been suspended or expelled, or involved in suspension or expulsion proceedings, in another district or whose behavior while a student in the District has had, in the sole judgment of the Superintendent, a negative impact on the resident students of the District. The decision to admit each non-resident student shall be made annually by the Superintendent.

Upon the admission of a non-resident student to the District, the Superintendent or designee will immediately notify the student's school district of residence of the student's name, date of birth, address, and grade assignment of the student. This notification shall also be made at the beginning of each school year for which the student is enrolled.

III. Tuition of Non-Resident Students

The tuition rate will be approved by the School Board. A signed tuition confirmation letter, approved by the Superintendent, shall be on file in the SAU 106 office prior to attendance. Tuition, where applicable, shall be prepaid in monthly or quarterly payments by the district of residence or parent responsible for payments, or if appropriate, through payroll deduction. Tuition shall not be reimbursed if the student leaves the District, voluntarily or involuntarily, during the period for which payment has already been made. Failure to pay tuition as due shall be grounds for revoking the admission of non-resident tuition students. When a district of residence is responsible for tuition, approval must be that district's school board. Section IV below outlines limited special circumstances under which tuition may be waived.

IV. Responsibility for Services not Included in the Calculation of Tuition Rate

The District will not provide transportation to any non-resident student. The Board acknowledges the provisions of RSA 193:3 which state that the district in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C. The District's decision on whether to enroll a non-resident student will not be based, in whole or in part, on whether that student is a student with a disability, as defined by applicable state or federal law. Section V and VI below outline limited special circumstances under which this Section IV requirement for an agreement with the district of residence may be waived.

V. Tuition Agreements with other School Districts

The District may enter into one or more agreements with other school districts or agencies for the admission of non-resident students with payment of tuition by the sending district or agency. The admission of such students under these circumstances shall be governed by the terms of said agreements.

VI. Other Situations

Families who are enrolled as non-resident students at the time of the adoption of this policy will be

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“grandfathered” and allowed to continue attendance until they have completed their education in this District. However, the Superintendent may discontinue a student’s attendance based upon the existence of disciplinary issues.

The provisions of this policy may be modified on a case-by-case basis, as needed, pursuant to separate contracts, agreements and other binding arrangements. It is not possible to anticipate all situations that may arise, thus, notwithstanding any provisions of this policy, the Timberlane Regional School District reserves the right to charge tuition or to deny admission to any non-resident student. The Timberlane Regional School District also reserves the right to admit non-resident students who don’t meet the seven conditions. The Board also reserves the right to waive tuition in situations not discussed in this policy.

Statutory References:

- 193:3 Change of School or Assignment RSA 193:12*
- Legal Residence Required*
- RSA 186-C:13 Special Education: Liability for Expenses*

Timberlane Regional School District	Policy Code: JFAC
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Tuition For Preschool/Pre-K and Kindergarten

Related Policies: JFAB, JFABB, JFABD

I. Residency

Residency for the purpose of enrollment in the Timberlane Regional School District (hereafter referred to as the District) shall be defined by RSA 193:12. Any student who meets the RSA 193:12 definition of legal resident of this District is entitled to attend school in this District. A student who is not a legal resident of the District may attend school in the District only with the consent of the Superintendent. Disputes regarding residency shall be determined by the relevant laws in effect at the time.

II. Tuition-Based District Programming

The District currently maintains two tuition-based programs. The first is Preschool/Pre-K and the second is full-day Kindergarten. In order for students to access these programs, tuition is required as set forth in this policy.

III. Tuition Rates

1. Full tuition for Preschool/Pre-K programming will be set by the Superintendent by January 1st of each year for the following school year.
2. Full tuition for Kindergarten programming will be set by the Superintendent by January 1st of each year for the following school year.

IV. Reduced Tuition Rates

1. Students who qualify for reduced lunch may submit documentation to the registrar of the school and a reduced tuition rate will be set by the Superintendent by January 1st of each year for the following school year.
2. Students who qualify for free lunch may submit documentation to the registrar of the school and will receive a full tuition waiver for Preschool/Pre-K and Kindergarten.

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V. Resident Staff Members

1. Staff members who are residents of the District may submit a request to the Board to receive a full waiver for preschool/pre-K and Kindergarten. Said request must be received by the Board by January 1st for the following school year.
2. The Board will consider each request using a set of established criteria.
3. The Board will communicate a decision in writing to the resident staff member by March 1st of the preceding school year for which the waiver is intended.

VI. Non-Resident Staff Members

1. Staff members who are non-residents of the District may submit a request to the Board to receive 50% reduced tuition for preschool/pre-K and Kindergarten. Said request must be received by the Board by April 1st for the following school year.
2. The Board will consider each request using a set of established criteria.
3. The Board will communicate a decision in writing to the non-resident staff member by May 1st of the preceding school year for which the waiver is intended.

VII. Transportation

1. Parents are responsible for transportation to and from school for the preschool program.
2. Transportation is provided to your neighborhood school for AM classes and from school for PM classes in the pre-K and half-day Kindergarten program.
3. Transportation is provided to and from school for the full-day Kindergarten program.

VIII. Delinquent Accounts

If you are 60 days delinquent and your financial circumstances have not been discussed with the Superintendent’s Office or your child’s school principal, your child will be removed from the tuition-based program.

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IX. Enrollment

1. Admission will be based on space available.
2. In addition to the provision of space availability, students may be denied admittance as a tuitioned student for suspension or expulsion, or for being involved in suspension or expulsion proceedings, or whose behavior while a student at Timberlane or their previous school has had, or is likely to have, in the sole judgment of the Superintendent, a negative impact on the students of the District. Once a tuitioned student is admitted, the Superintendent has the right to discontinue the student's attendance based upon the existence of disciplinary issues, or as previously stated, has a negative impact, at the sole judgment of the Superintendent, on the students.

<p>Timberlane Regional School District</p>	<p>Policy Code: KDCA</p>
<p>Adopted: 08-18-83 Reaffirmed: 08-08-93 Amended: 11-04-93 Revised: 02-24-05 Revised: 03-05-09 Revised: 11-19-09 Revised:</p>	<p>Page 1 of 2</p>

DISPLAY AND DISTRIBUTION OF INFORMATIONAL MATERIALS AND ANNOUNCEMENTS

It is the responsibility of the School Board and the School District to assure that class time is focused on the education of students and activities consistent with our educational mission. It is also the responsibility of the Board and the District to see that information regarding school and governmental activities and programs is properly disseminated to parents.

At the same time, the Board recognizes that non-profit groups, community groups and businesses in the School District provide non-school activities and programs that provide a range of opportunities for our students. With those goals in mind, the Board enacts the following policy on the display and distribution of informational materials and announcements in our school.

I. USE OF STUDENTS TO DISTRIBUTE INFORMATIONAL MATERIALS AND ANNOUNCEMENTS

1. Only informational materials and announcements from the Timberlane Regional School District, federal, state, or local government entities, or school-affiliated parent-teacher organizations operating within the Timberlane Regional School District may be distributed through students.
2. The Superintendent **or designee** shall require these organizations to deliver all materials to the school three days prior to the designated day for distribution with a sufficient number of informational materials and announcements collated into stacks to minimize staff time necessary for the handling of the materials.

II. DISTRIBUTION OF INFORMATIONAL MATERIALS AND ANNOUNCEMENTS BY TIMBERLANE REGIONAL SCHOOL DISTRICT NON-PROFIT ORGANIZATIONS, COMMUNITY GROUPS, OR BUSINESSES

1. Non-profit organizations located in and operating in the Timberlane Regional School District, or community organizations or businesses with a principal place of business within the Timberlane Regional School District shall be permitted to display at any time during the school year informational materials and announcements in areas as designated by the school. The materials shall be removed from display areas periodically.
2. All materials distributed by those non-profit community organizations, community

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organizations, or businesses must have the following printed on it: *“These materials are neither sponsored nor endorsed by the Timberlane Regional School District, the Timberlane Regional School Board, the Superintendent, or this school.”*

3. All materials must be approved for distribution by the Superintendent’s ~~office~~ or **designee** and must be delivered to the school three days prior to the day designated for display with a sufficient number of copies for each of the designated display areas in the school.

4. The School District and its schools will not distribute or display communications of outside organizations that would:
 - Violate state or federal laws.
 - Promote illegal activity.
 - Contain words, symbols or images that would be regarded as lewd, obscene, vulgar or offensive.
 - Defame a person or organization.
 - May cause substantial disruption of a school or school-sponsored activity.

- ~~3. This policy will become effective July 1, 2010.~~

5. All approved materials will be publicized on the District’s electronic Community Bulletin Board.

Job Postings

JobId	Category	Position Type	Additional Title	Location	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Administration									
4587	Administration	Early Childhood Special Education Coordinato	Early Childhood Special Education Coordinato	The Learning Center at Sandown Central	Open until filled	7/1/2023	2023-2024	21	9
4566	Administration	Principal	Elementary School Principal	Sandown North	Open until filled	7/1/2023	2023-2024	51	24
Elementary School Teaching									
4586	Elementary School Teaching	Art Teacher	Elementary Art Teacher	Sandown North	Open until filled	Aug-23	2023-2024	21	5
4541	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 3 cc 5	Sandown North	open until filled	8/22/2023	2023-2024	84	36
4542	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Classroom Teacher - Grade 5 cc 1	Sandown North	Open until Filled	8/22/2023	2023-2024	84	27
4544	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Classroom Teacher - Grade 5 cc 5	Atkinson Academy	Open until Filled	8/22/2023	2023-2024	84	25
4540	Elementary School Teaching	Physical Education	Physical Education/Health Teacher cc 512	Sandown North	open until filled	8/22/2023	2023-2024	84	14
High School Teaching									
4547	High School Teaching	Mathematics	High School Mathematics Teacher cc 474	Timberlane Regional High School	Open until Filled	8/22/2023	2023-2024	84	10
Middle School Teaching									
4553	Middle School Teaching	Physical Education	Physical Education/Health Teacher cc 926	Timberlane Regional Middle School	Open until Filled	8/22/2023	2023-2024	84	13
4552	Middle School Teaching	Science	Science Teacher cc 2156	Timberlane Regional Middle School	Open until Filled	8/22/2023	2023-2024	84	5
Special Education									
4330	Special Education	Behavior Specialist	BCBA/Behavior Specialist cc 2574	Timberlane Regional School District	open until filled	Aug-22	2022-2023	346	18
4579	Special Education	Occupational Therapist	Occupational Therapist cc#2075	Sandown North	Open until filled	Aug-23	2023-2024	29	7
4506	Special Education		RBT cc 1428	Timberlane Regional Middle School	open until filled	as soon as possible	2022-2023	213	6
4344	Special Education	Psychologist	School Psychologist - Part Time .6 Position cc	Timberlane Regional School District	open until filled	as soon as possible	2022-2023	330	5
4543	Special Education	Psychologist	School Psychologist cc 1800	Timberlane Regional School District	Open until Filled	8/22/2023	2023-2024	84	3
4549	Special Education	Special Education Teacher	Special Education Teacher cc 1125	Timberlane Regional Middle School	Open until Filled	8/22/2023	2023-2024	84	5
4545	Special Education	Special Education Teacher	Special Education Teacher cc 1231	Timberlane Regional High School	Open until Filled	8/22/2023	2023-2024	84	6
4332	Special Education	Special Education Teacher	Special Education Teacher cc 199	Timberlane Regional High School	open until filled	Aug-22	2022-2023	343	17
4316	Special Education	Special Education Teacher	Special Education Teacher cc 309	Sandown North	open until filled	9/24/2022	2023-2024	354	27
4550	Special Education	Special Education Teacher	Special Education Teacher cc 442	Timberlane Regional Middle School	Open until Filled	8/22/2023	2023-2024	84	5
4546	Special Education	Special Education Teacher	Special Education Teacher cc 506	Timberlane Regional High School	Open until Filled	8/22/2023	2023-2024	84	4
4228	Special Education	Special Education Teacher	Special Education Teacher/Evaluator cc 1902	Timberlane Regional School District	open until filled	Aug-22	2022-2023	401	23
Student Services									
4565	Student Services	School Counselor	.5 Elementary School Guidance Counselor cc	The Learning Center at Sandown Central	Aug-23	Aug-23	2023-2024	56	7



EXECUTIVE SUMMARY **April 20, 2023**

Secondary Discipline Data

Overview

This executive summary communicates data specific to the suspensions issued in grades 6-12 from February 17, 2023 to the present. Each table contains a breakdown by month, category (reason for suspension), and number of suspension days determined by school administration. It also includes the data sets shared at the January 19 and February 16, 2023, School Board meetings for comparison. Specific to the middle school data tables, I have added two new categories - "Threat" and "Drugs" - for this third round of reporting to more accurately reflect more recent administrative determinations. And lastly, for the same reason, I have added one new category - "Vandalism" - to the high school data tables.

Middle School

Month	Physical	Disruption	Harassment	Language	Bullying	Social Media	Vape			In-School	Total Days
August / September	8	5	7	1	0	1	0			12	28
October	5	2	1	4	1	0	1			17	25
November	3	5	0	7	1	0	1			18.5	36
December	1	2	0	1	0	1	3			9	30
January	0	1	0	0	0	0	0			6	7
	17	15	8	13	2	2	5			62.5	126
Month	Physical	Disruption	Harassment	Language	Bullying	Social Media	Vape			In-School	Total Days
January	1	0	2	1	0	0	2			9	14
February	1	1	1	2	0	0	0			4	5
	2	1	3	3	0	0	2			13	19
Month	Physical	Disruption	Harassment	Language	Bullying	Social Media	Vape	Threat	Drugs	In-School	Total Days
February	1	2	0	1	0	0	0	1	0	3	11
March	2	9	0	1	0	1	3	3	0	27	36
April	3	6	0	1	1	0	0	0	2	21	40
	6	17	0	3	1	1	3	4	2	51	87



NH School Administrative Unit 106 | Timberlane Regional School District

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@TimberlaneRSD

@TimberlaneRSD

High School

Month	Alcohol	Vape	Threat	Language	Leaving	Insubordination	Physical	Harassment	Fight	Drugs	Disruption	Attendance	Assault	Total Days	
August / September	0	2	1	1	0	0	2	1	0	0	0	0	3	45	
October	0	4	0	0	0	4	0	0	3	2	0	2	1	76	
November	2	3	1	0	1	0	0	0	0	1	0	0	0	58	
December	0	7	0	1	0	5	0	0	0	0	2	3	1	81	
January	0	1	0	0	0	2	0	0	1	0	1	3	0	24	
	2	17	2	2	1	11	2	1	4	3	3	8	5	284	
Month	Alcohol	Vape	Threat	Language	Leaving	Insubordination	Physical	Harassment	Fight	Drugs	Disruption	Attendance	Assault	Total Days	
January	0	2	0	1	0	0	0	0	2	1	1	0	0	46	
February	0	1	0	1	0	2	1	0	0	1	0	0	0	30	
	0	3	0	2	0	2	1	0	2	2	1	0	0	76	
Month	Alcohol	Vape	Threat	Language	Leaving	Insubordination	Physical	Harassment	Fight	Drugs	Disruption	Attendance	Assault	Vandalism	Total Days
February	0	1	0	0	0	1	0	0	0	0	1	4	1	0	24
March	0	1	0	1	0	1	0	0	0	1	1	1	0	0	20
April	0	1	1	0	0	0	1	0	0	1	0	1	0	1	32
	0	3	1	1	0	2	1	0	0	2	2	6	1	1	76

Respectfully Submitted,
 Justin Krieger
 Interim Superintendent



EXECUTIVE SUMMARY

April 20th, 2023

INFORMATIONAL UPDATE- Enrollment

23-24 NESDEC projected enrollment

	PK	K	1	2	3	4	5
Atkinson	29	48	52	55	60	63	61
Danville	34	45	45	44	49	54	35
Plaistow	34	87	75	88	66	72	72
Sandown	52	85	69	75	74	65	62

23-24 TRSD projected enrollment

	PK	K	1	2	3	4	5
Atkinson	23	60	45	57	61	65	59
Danville	15	36	40	43	47	51	38
Plaistow	26	73	68	88	66	71	75
Sandown	34	60	63	77	70	62	58

23-24 NESDEC projected enrollment

	6	7	8	9	10	11	12
Secondary (TRMS & TRHS)	239	271	226	231	249	261	245

23-24 TRSD projected enrollment

	6	7	8	9	10	11	12
Secondary (TRMS & TRHS)	240	266	227	242	259	253	239

Respectfully submitted,

Lucy Canotas, Director of Elementary Education

Mark Pedersen, Director of Secondary Education

School Board Goals

ACADEMICS

1. Develop or improve career pathways for students by extending learning opportunities, negotiating more vocational experiences, expanding dual enrollment possibilities, and non-traditional courses.
2. Establish a career day with the intent to provide a comprehensive summary of all opportunities and pathways for students.
3. Address identified needs for PreK-12 resulting from the prior school year's remote learning by implementing suggestions for improvement within the 2022-23 school year. Identified needs should be determined by June 30, 2022. Create and provide services to address those needs. Support district personnel in addressing those needs.
4. Identify needs for PreK-12 STEAM opportunities to be expanded in the district prior to budget development, with the intent to implement those opportunities into the 2022-23 school year. Establish an event to allow the community to explore and identify the various domains of STEAM.
5. Review data on preparedness for college, workplace, and career, and on success post college gathered via survey for TRSD line of STEAM resources and materials available in classrooms with an explanation of utilization by staff by June 30, 2022.

ADMINISTRATION

1. Evaluate & assess the performance of the SAU in terms of staffing, operation, budget, and organization (as needed).
2. Develop job descriptions for all positions and organizational charts for each department/section etc. by utilizing job descriptions from nearby school districts or determined by the needs of our district. Descriptions must include qualities that could be evaluated at least annually per school year.
3. Identify a comparison group of New Hampshire School districts and use the individual district and aggregate data as metrics to gauge TRSD's student academic achievement and academic growth patterns.
4. Support curriculum work done K-5 to align instruction, assessment, and reporting and to build consistency between elementary buildings.
5. Develop and implement an evaluation system for administrators for annual evaluation prior to contract renewal.

FINANCIAL

1. Evaluate the current budget and look at how to best allocate funds to address any concerns/gaps identified in above academic goal.
2. Audit for TRSD to be free of significant deficiencies and material weaknesses, and to the Board no later than February 2023
3. Ensure the pay structure is equitable and competitive so that we can attract and retain high performing staff.

FACILITIES

1. Develop a comprehensive Preventative Maintenance Schedule for district equipment, including but not limited to vehicles, tools, power equipment, heating & air conditioning units, etc.
2. Review every school building to determine if each school is adequately meeting the needs of students and staff, with consideration of current learning practices, including STEAM. School adequacy should also be evaluated based on an appropriate student to teacher ratio per classroom determined by the board, based on research and state regulated recommendations.

School Board Goals

BUDGET

1. Receive first draft of CFO's proposed/recommended Operating Budget for FY22-23 with an executive summary for any major budget drivers by October 1, 2022.
2. Receive first draft of CFO's proposed Default Budget for FY22-23 and be provided explanations of justifications for any increases or decreases by line item as is required by statute.

CULTURE CLIMATE

1. Work with the superintendent to incorporate aspects of the current strategic plan (2018-2023) to address identified issues into district schools.
2. Develop a new five-year strategic plan (2024-2029) by January 1, 2023, with a draft developed by October 1, 2022 (in conjunction with the proposed 2022-23 operating budget).
3. Take action when possible to address needs identified in the development of the draft of the five-year strategic plan (2024-2029).
4. Finalize and approve a five-year strategic plan (2024-2029) for implementation by March 1, 2023.
5. Evaluate the prior implementation of the No Bullying initiative and determine if it should be reinstated. If it is determined to be an insufficient solution, determine a different initiative that will incorporate the social-emotional needs of students to more effectively address student behavior instead of relying on punitive discipline.
6. Ensure timely and clear communication to the community regarding district decisions and situations.
7. Support a consistent initiative for collegial feedback and inter building collaboration throughout the district.

Submitted to School Board on June 2, 2022
Steven Finnegan, Chair
Kristin Savage, Vice Chair
Timberlane Regional School Board