



Thursday, June 15, 2023

AGENDA

Regular Business Meeting
SAU 106 Boardroom

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

1. 7:00 PM Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
5. Student, Staff & Family Share
6. Delegates and Individuals
7. Student Representative
8. Current Business
 - a. 7:05 PM 2023-2024 Proposed PAC Schedule – ACTION
 - b. 7:10 PM Maurice R. Collins & Una M. Collins Fund – ACTION
 - c. 7:15 PM High School Art Donation – ACTION
 - d. 7:20 PM Sandown North AED Donation - ACTION
 - e. 7:25 PM Elementary & Secondary Enrollment Update – INFORMATIONAL
 - f. 7:30 PM Pre-Engineering Training Grant - ACTION
 - g. 7:35 PM Title Change - ACTION
 - h. 7:40 PM Second Read: Data Governance Manual – ACTION
 - i. 7:45 PM Second Read: Technology Plan – ACTION
 - j. 7:50 PM Capital Improvement Projects – ACTION
 - k. 7:55 PM FY 2024 Tuition Rates - ACTION
 - l. 8:00 PM Annual Federal Funding Authorization – ACTION
 - m. 8:05 PM Budget Transfer – ACTION
 - n. 8:10 PM FY2024 Encumbrances - ACTION
 - o. 8:15 PM Second Read Strategic Plan – ACTION
 - p. 8:20 PM Exit Interview Report – INFORMATIONAL
 - q. 8:25 PM School Board Goals - ACTION
 - r. 8:30 PM Policies – ACTION
 - s. 8:35 PM Suspension Authorization – ACTION
 - t. 8:40 PM First Day of School – INFORMATIONAL
9. 8:45 PM Administrator's Report
10. 8:50 PM Personnel Report
11. 8:55 PM Committee Reports/Reports of the School Board
12. 9:00 PM Other Business
13. Nonpublic Session



1-3. Open Meeting

4. Approval of Minutes (3 sets: 6/1/23 Regular and Nonpublic meeting minutes; and 6/12/23 Public Hearing)

5. Student, Staff & Family Share – Lacrosse team members

6. Delegates and Individuals

7. Student Representative – Armaan Anthony

8. Current Business

a. 2023-2024 Proposed PAC Schedule

Motion to act on the proposed 2023-2024 Proposed PAC Schedule.

b. Maurice R. Collins & Una M. Collins Scholarship Fund

Motion to act on the scholarship fund provided through the residual estate of Maurice R. Collins.

c. High School Art Donation

Motion to act on the donation to the high school of \$4,004 including art supplies in the name of Tomaso Schena.

d. Sandown North AED Donation

Motion to act on the donation of an AED to Sandown North provided by Greg Kulicki.

e. Elementary & Secondary Enrollment Update

In accordance with Policy IIB, elementary and secondary enrollment numbers are provided for the Board to review.

f. Pre-Engineering Training Grant

Motion to act on an awarded grant for pre-engineering training. Suggested motion language: “to accept the award of \$9,600 in State of New Hampshire funds for Pre-Engineering activity from the Bureau of Career Development.”

g. Title Change

Motion to act on the change in title from Interventionist to ELA Instructional Coach.

h. Data Governance Plan

Motion to act on the second read/adoption of the 2023 Data Governance Plan; this plan is brought to the Board yearly for reaffirmation.

i. Technology Plan

Motion to act on the second read/adoption of the 2023-2028 Technology Plan; this plan is brought to the Board every five (5) years.

j. Capital Improvement Projects

Motion to act on the list of recommended CIP projects for FY2024.

k. FY2024 Tuition Rates

Motion to act on the proposed FY2024 Tuition Rates.

l. Annual Federal Funding Authorization

Each year, the board must authorize the Superintendent, Assistant Superintendent, and Business Administrator to apply for and receive, on behalf of the District, federal and state grants/funding. Suggested motion language: “to authorize the Superintendent, Assistant Superintendent, and Business Administrator to apply for and receive on behalf of the District federal and state grants and funding and to file such authorization with the NH Department of Education.”

m. Budget Transfer

n. FY2024 Encumbrances

o. Strategic Plan

Motion to act on the second read of the 2023-2028 Strategic Plan.

p. Exit Interview Report

Review the provided executive summary regarding the exit interview process and data collected.

q. School Board Goals

Motion to act on the 2023-2024 School Board Goals.



r. Policies

Motion to act on the first read of policies AC, BEDH, and EF. Motion to act on the second read/adoption of policy KF.

s. Suspension Authorization

Annual board authorization for Superintendent or designee to suspend students beyond 10 days as outlined in RSA 193:13. Suggested motion language: "to authorize the Superintendent and his designee to continue the suspension of a student for a period in excess of ten school days as provided for in RSA 193:13(b)."

t. First Day of School

Announcement: the first day of school for SY 2023-24 is August 28, 2023.

9. Administrators' Reports

Mr. Krieger and Mrs. Allaire to present.

10. Personnel Report

a. Motion to act on the nomination and resignations of staff on the June 15, 2023 Personnel Report.

b. The vacancy report follows.

11. Committee Reports/Reports of the School Board

12. Other Business – Board members to provide agenda items for future meeting consideration.

13. Nonpublic Session – If needed.



Upcoming Agenda Items

Description	Month
Report of Unsigned Employee Contracts	July
SAU Organizational Chart	July
Facilities Projects	July
Food Service Agreement	June/July
Anticipated Enrollment	August
School Bus Routes	August
Athletics Update	August
Budget Timeline/Final Budget	August
ESSER Funds	September
School Action Plans	September

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
June 1, 2023
7:07 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 (arrived 7:34 pm), Katie Knutsen, Kristin Savage (arrived 7:36 pm), Mark Sherwood
Excused Absence: Christopher Kellan

Seated at the Board Table

Justin Krieger, Interim Superintendent
Sandra Allaire, Acting Assistant Superintendent
Armaan Anthony, Student Representative

Administrators Present

Mark Pedersen, Director of Secondary Curriculum
Lucy Canotas, Director of Elementary Education
Fran DeCinto, Director of Human Resources
Maria Watkins, CFO/Business Administrator
Ken Henderson, Director of Technology
Kurt Schweiss, Director of Music
Karl Ingoldsby, Director of Plant Operations
Angelo Fantasia, Athletics Director

APPROVAL OF MINUTES

**MOTION: Mr. Sapia motioned to accept the regular minutes of May 18, 2023 as written.
Seconded by Mr. Sherwood Motion passed: 7-0-0**

MOTION: Mr. Sapia motioned to accept the non-public minutes of May 18, 2023 as written. Seconded by Mrs. Woodworth Motion passed: 7-0-0

DRAFT – NOT APPROVED

STUDENT, STAFF & FAMILY SHARE

Mr. Schweiss introduced four student officers from the Ensemble to share the doings of the Music Department this year. He introduced the Vice President of the Guitar Orchestra, President of the Orchestra, President of the Chorus and the President of the Band. Each student spoke of their performances and expressed the great opportunities they experienced this year.

DELEGATES AND INDIVIDUALS

Mr. Vince Edwards of Danville, NH spoke about all the accomplishments and success his son has experienced during his two years attending Great Bay Charter School in Exeter, NH. The Seacoast School of Technology offers a Pre-engineering course and his son applied for it and he was accepted into the program. There is an out of district tuition fee for the course and he asked the Board for reconsideration to cover the cost of tuition in order for his son to participate in the class.

STUDENT REPRESENTATIVE

Armaan Anthony highlighted past and upcoming events in the school district and the many end of year celebrations and recognition ceremonies that are scheduled.

CURRENT BUSINESS

a. Request for Special Meeting

Mr. Krieger stated they have been advised by their bond attorney to hold a special meeting to cure a warrant posting procedural defect that will assist them in continuing to securing financing.

MOTION: Mrs. Woodworth moved that the vote entitled, “Vote to Hold Public Hearing, Call and Approve the Warrant for Special District Meeting to cure warrant posting procedural defect”, be approved in form presented to this meeting. Seconded by Mr. Sapia Motion passed: 7-0-0

b. Envirothon: High School International Travel

Mr. Pedersen provided information on an upcoming overnight, international trip. He congratulated the high school Envirothon Team who won States and they would be representing New Hampshire in the National Competition held in New Brunswick on July 23-29, 2023. He introduced the Team Captain of Envirothon who described the science competition in environmental science.

DRAFT – NOT APPROVED

Mr. Pedersen provided the Board with information and details of the trip along with the scheduled events.

MOTION: Mr. Sapia motioned to approve the trip. Seconded by Mr. Sherwood
Motion passed: 7-0-0

c. Second Read: HS Portfolio Writing Curriculum

(Mrs. Manthorn arrived at 7:34 pm)

Mr. Pedersen presented the Second Read of the High School Portfolio Writing curriculum revision.

MOTION: Mr. Woodworth motioned to approve this as a Second Read. Seconded by Mrs. McCormick Motion passed: 7-0-1 (Mrs. Manthorn abstained)

(Mrs. Savage arrived at 7:36 pm)

d. Tennis Courts Request

Mr. Fantasia provided an Executive Summary with details on the condition of the courts. All four courts have significant cracking and they are hoping to secure funding to fully repair them. They reached out to Cape and Islands Track and Tennis who provided a quote of \$488,000 to dig up and completely resurface the courts.

Mr. Fantasia spoke to Mr. Bill Gegas of NH Land and Conservation regarding the possibility of a grant for this work. He was told the redevelopment of the tennis courts is not part of the current grant agreement scope. He spoke on the application process for the proposal and the timing. He further stated grant approval is not guaranteed and a decision would not come until June or July 2024.

Mrs. Savage asked if this work could be done this year. Mr. Ingoldsby explained Cape and Islands Track and Tennis can't do it this summer, however, the work could be done in May 2024 or after the tennis season next year. Since the work can't be done until next year, they could try to get the grant and still move forward with the process to get the company under contract to secure them for next year.

Mr. Sapia would like to find out if we could fit an additional one or two tennis courts. Mr. Ingoldsby wasn't sure.

Mr. Sapia believes they should encumber the funds and possibly do five courts.

DRAFT – NOT APPROVED

Mrs. Watkins informed the Board they do have funds available for this from the surplus and they will need a signed contract before July 1, 2023. She stated the CIP does not have the money for this project this year. Mr. Ingoldsby has a contract for four courts ready to be signed. He is also looking into adding lights down there and will also ask the company about the possibility of having a fifth or sixth court.

MOTION: Mr. Sapia motioned to enter into a contract with Cape and Islands Track and Tennis when they have availability to fix the tennis courts. Seconded by Mr. LeCain. Motion passed: 8-0-1 (Mrs. McCormick abstained)

e. Background Check Fee for Temporary Workers

Mr. Krieger explained waiving this fee would allow them to move forward with the hiring process in the summertime. These folks tend to be on the younger side and we don't want to create a barrier or obstacle with having them help us out with short term employment over the summer. This is a way to bring in some young people and do it quickly and not to encumber them with a fee.

MOTION: Mrs. Manthorn motioned to waive school board policy GBCD to allow the District not to charge full time students who apply for temporary work during the school breaks the fee for criminal history records check. Seconded by Mrs. Savage Motion passed: 9-0-0

f. Transportation Contracts

Mr. Krieger stated he is satisfied with the contracts with First Student, Inc.

MOTION: Mrs. Manthorn motioned to accept the contracts for the non-special education transportation and special education transportation that has been presented to the Board. Seconded by Mrs. McCormick Motion passed: 9-0-0

g. Position Title Change

Mrs. Canotas referred to her Executive Summary. She is requesting to formally change the title for the Literacy Specialist at the elementary level to ELA Instructional Coach. They have five ELA coaches, one for each school and one who supports interventions.

MOTION: Mrs. Savage motioned to change the title from Literacy Specialist to ELA Instructional Coaches. Seconded by Mr. Sherwood. Motion passed: 9-0-0

DRAFT – NOT APPROVED

h. Enrollment Update

Mrs. Canotas provided an updated enrollment summary. She explained there have not been any changes to the pressure points, however, there have been some changes in three grade levels which they are watching very closely. She will bring this back to the Board again with an update.

i. Data Governance Plan

Mr. Henderson explained there have been no changes to this plan. This document refers to the management of data, confidential data and it has a lot of information in it. This plan is posted on the website. He is requesting approval as a First Read. This plan is brought to the Board annually for reaffirmation.

MOTION: Mrs. Manthorn motioned to accept this as a First Read. Seconded by Mrs. Savage Motion passed: 9-0-0

j. Technology Plan

Mr. Henderson explained this is a five-year technology plan and presented the First Read of the 2023-2028 Technology Plan. He stated that all the major systems are cloud based.

MOTION: Mrs. Manthorn motioned to accept the Technology Plan as a First Read. Seconded by Mrs. Savage. Motion passed: 9-0-0

k. Strategic Plan – Second Read

Mr. Sapia asked if they could discuss this in a workshop setting. He has many questions and some issues with it.

Mr. Krieger said even if this plan is approved tonight, it would not put an obstacle in the way if they wanted to get back to it. This Strategic Plan is a malleable document.

The Board discussed having a workshop.

Mr. Sherwood believes it would be beneficial to hear the opinions of others. Mrs. Woodworth would suggest the workshop take place before the next meeting.

It was the consensus of the Board to hold a workshop on the Strategic Plan before the next Board meeting on June 15, 2023. The Strategic Plan will be on the agenda for the next meeting.

DRAFT – NOT APPROVED

1. Policies

The Board was presented with Policy GBCE Training and Information Relative to Child Sexual Abuse Prevention and Policy IJOC Volunteers for approval.

MOTION: Mrs. Manthorn motioned to accept Policy GBCE and Policy IJOC for a Second Read and adoption. Seconded by Mrs. McCormick Motion passed: 9-0-0

9. ADMINISTRATORS REPORT

Mr. Krieger stated they are excited to begin negotiating with the TTA. Both parties are looking for early June.

Mr. Krieger has the results from the Bright Futures Survey and they have the data. They will be discussing the feedback with the Board.

Mr. Krieger recognized 13 high school students who are receiving the Excellence in Academics Award.

10. PERSONNEL REPORT

MOTION: Mrs. Manthorn motioned to accept the professional nominations of Shawna Steward, Special Education Teacher at Pollard Elementary School and Alyssa Grant, Elementary Teacher at Atkinson Academy. Seconded by Mr. Sapia Motion passed: 9-0-0

MOTION: Mrs. Manthorn motioned to accept the professional resignations of Darci Militello, 1st grade teacher at Danville Elementary School, Holly Costa, School Counselor at Timberlane Regional Middle School, Kathryn Bruce, Enrichment Teacher at Sandown North Elementary School, Ashley Conway, 4th Grade Teacher at Pollard Elementary School, Matthew McCabe, Social Studies teacher at Timberlane Regional Middle School and thanked them for their time and dedication. Seconded by Mr. Sherwood Motion passed: 9-0-0

Mrs. DeCinto presented the list of open positions. They have hired 16 new staff since May. Exit interviews are being conducted and she will be bringing that information to the Board in a summary.

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Mrs. Manthorn read the following into the record:

The following professional nominations were electronically approved on May 22, 2023. Molly McAlpine, Grade 1 at Sandown North Elementary School and Taylor Santti, Grade 3 at Sandown North Elementary School

The following professional resignation was electronically approved on May 22, 2023 for Samantha Platt, elementary school teacher at Atkinson Academy.

The following professional nominations were electronically approved on May 25, 2023 for Ana Bars, 6th grade Science teacher at Timberlane Regional Middle School and Mark Hanik, Science teacher at Timberlane Regional High School.

The following professional renomination was electronically approved on May 25, 2023 for Amanda Mulhall, Special Education Teacher at Timberlane Regional Middle School.

The following professional resignations were electronically approved on May 25, 2023 for Erin DelloRusso, 3rd grade teacher at Pollard Elementary School, Justin Bentley-Melle, Technology teacher at Sandown North Elementary, Courtney Pellegrino, Interventionist at Sandown Central School, Elizabeth Collard, Science teacher at Timberlane Regional Middle School.

11. COMMITTEE REPORTS

Mrs. Woodworth said there will be a strategic planning workshop.

Mr. Sherwood attended a CIP meeting. They readjusted some of the capital improvements based on unencumbered funds trying to prioritize some of these improvements that are more time essential. Recommendations were made in consultation with Mr. Ingoldsby and they will be bringing them in front of the Board for a thumbs up or thumbs down.

Mrs. Knutsen said the Policy Committee met before the Board meeting tonight. The Safety Committee will meet on June 20th.

Mrs. McCormick stated the CNA meeting will be held on June 13th.

Mr. Sapia informed the Board preliminarily the pipe coming out of the boiler is fine and they will not need to replace it.

OTHER BUSINESS

Mr. Sapia recommends they have a guest speaker come before the Board. He met with a woman last year who started a veteran's organization called "Hero Pups". They have therapy dogs and

DRAFT – NOT APPROVED

are in a lot of schools in the State of NH and he would like her added to an agenda in the future. Mrs. Knutsen asked that he email her with the information and contact information.

NON-PUBLIC SESSION

Mrs. Knutsen announced the Board will be going into non-public session and will not be coming back into public session.

MOTION: Mrs. Savage motioned to enter non-public under 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mr. Sapia Motion passed 9-0-0

The Board was polled:

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

The motion carried 9-0-0 to enter non-public session at 8:35 pm.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

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Timberlane Regional School Board Meeting Minutes

**Public Hearing
June 12, 2023
7:00 PM**

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

Call to Order

Board Members Present

Katie Knutsen, Breanna Woodworth, Mark Sherwood, Paul LeCain, Donald Woodworth, Kim McCormick, Shauna Manthorn

Seated at the Board Table

Justin Krieger, Acting Superintendent
Sandra Allaire, Interim Assistant Superintendent

Mr. Krieger explained why the Board has called a special meeting to take place on June 19, 2023 at 7:00 PM in the SAU. The state law requires districts to post an attested copy of their annual meeting warrant no later than the last Monday in the month of January. This current year it was Monday, January 30, 2023. Timberlane posted it by the 30th, however, that warrant was not attested. An identical version of that warrant was attested and posted a few days later on February 2, 2023. This is what is being referred to as a procedural defect and is something that needs to be remedied. This is the reason for the need to call a Special Meeting to have a remedy for that procedural defect. He stated the voters will essentially be asked on the 19th to ratify the results of the last annual meeting not withholding this procedural defect.

Mrs. Knutsen opened the public hearing at 7:02 pm.

There were no members from the public to speak. Mrs. Knutsen kept the public hearing open until 7:05 pm. No members from the public arrived.

Mrs. Knutsen closed the public hearing at 7:05 pm. She stated the Special Meeting is scheduled for Monday, June 19, 2023 at 7:00 pm in the SAU.

There were no questions or comments from the Board.

DRAFT – NOT APPROVED

MOTION: Mr. Sherwood motioned to adjourn the public hearing. Seconded by Mrs. Manthorn Motion passed 7-0-0

The public hearing was adjourned at 7:12 pm.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

Timberlane Regional Performing Arts Center - 2023-2024 PROPOSED Music & Drama Schedule of Events

Month	Date	A/B	Day	Event	Time	Place
JUL	17-21	-	Mon-Fri	HS Summer Production	TBA	Auditorium
AUG	10	-	Thu	HS Freshman Band Night	5:00-7:00pm	Band Hall
	14-18	-	Mon-Fri	HS Marching Band Camp	8:00am-4:00pm	PAC
SEP	8	B	Fri	Football Game vs Spaulding	6:30pm	HOME
	14	B	Thu	Timberlane Players - Milkmen Show	7:00pm	Recital Hall
	15	A	Fri	Football Game vs Pinkerton	6:30pm	HOME
	22	B	Fri	Football Game vs Souhegan	6:30pm	HOME
OCT	2	B	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
	3	A	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
	7	-	Sat	Football Game vs Manchester Memorial	1:00pm	AWAY
	13	B	Fri	Football Game vs Dover	7:00pm	AWAY
	14	-	Sat	NHASTA Fall Orchestra Festival	7:00am-8:00pm	UNH Durham
	14	-	Sat	Jazz All-State Auditions	9:00am	Souhegan HS
	14	-	Sat	Dover Band Show	6:00pm	Dover HS
	16	A	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
	17	B	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
	19	B	Thu	Timberlane Players - Milkmen Show	7:00pm	Recital Hall
	20	A	Fri	High School Chorus Festival	TBD	Keene State
	20	A	Fri	Football Game	6:30pm	
	23	B	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
	24	A	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
	27	B	Fri	Football Game	7:00pm	
	30	A	Mon	Spooky Concert	8:30am	Auditorium
NOV	2,3,4	B,A,-	Thu,Fri,Sat	Timberlane Players - Fall Play	7:00pm - Sat Mat 2:00pm	Recital Hall
	13	A	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
	14	B	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
	18	-	Sat	All State Auditions	8:00am	Manch. Memorial
	27	B	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
	28	A	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
	30	A	Thu	Timberlane Players - Milkmen Show	7:00pm	Recital Hall
DEC	5	B	Tue	HS Jazz & Rock Ensemble Concert	7:00pm	Auditorium
	6 (ER)	A	Wed	MS Band Concert (7th & 8th)	7:00pm	Auditorium
	10	-	Sun	HS Concerts (band, orch, chor, gui orch)	1:00-5:00pm	Auditorium

11	B	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
12	A	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
13	B	Wed	MS Chorus Concert (7th & 8th)	7:00pm	Auditorium
15	B	Fri	HS Arts Night	7:00pm	Recital Hall
18	A	Mon	Elementary Honors Band, Orchestra, Chorus Concert	7:00pm	Auditorium
19	B	Tue	Grade 6 Concerts (band,orch,chor)	7:00pm	Auditorium
20	A	Wed	MS Orchestra (7th & 8th)	7:00pm	Auditorium
21	B	Thu	Timberlane Players - Milkmen Show	7:00pm	Recital Hall
12/25-1/1	-		Holiday Break		

JAN	6	-	Sat	NHBDA Chamber All State Festival	All Day	UNH
	9	A	Tue	Atkinson Winter Concert	7:00pm	Auditorium
	10	B	Wed	Sandown Winter Concert	7:00pm	Auditorium
	11	A	Thu	Timberlane Players - Milkmen Show	7:00pm	Recital Hall
	16	A	Tue	Pollard Winter Concert	7:00pm	Auditorium
	17	B	Wed	Danville Winter Concert	7:00pm	Auditorium
	20	-	Sat	Middle School Musical All Day Rehearsal	11:00-6:00pm	Auditorium
	20	-	Sat	NHBDA Jazz Festival	9:00am	Hollis-Brookline HS
	22	A	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
	23	B	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
	24	A	Wed	MS Beginning Band & Orchestra Concert	7:00pm	Recital Hall
	27	-	Sat	Middle School Musical	1:00 & 6:00pm	Auditorium

FEB	1,2,3	B,A,-	Thu,Fri,Sat	NHMEA All State Jazz Festival **	2:30pm	Pinkerton Academy
	5	B	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
	6	A	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
	8	A	Thu	Timberlane Players - One Acts Night	7:00pm	Recital Hall
	12	A	Mon	High School Tri-M Induction Ceremony	7:00pm	Recital Hall
	13	B	Tue	HS Great American Songbook Concert	7:00pm	Recital Hall
	16	A	Fri	Timberlane Players - Milkmen Show	7:00pm	Recital Hall
	19	B	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
	20	A	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
	21	B	Wed	Music Faculty Recital	7:00pm	Recital Hall
	2/26-3/1	-	Mon-Fri	Winter Vacation		

MAR	4	A	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
	5	B	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
	5	B	Tue	Grades 8-12 Guitar Concert	7:00pm	Auditorium
	6	A	Wed	HS/MS Jazz Night	7:00pm	Auditorium
	9	-	Sat	NHASTA Stringfest	9:00am-4:00pm	Mountain View MS, Goffstown
	9	-	Sat	UNH/Clark Terry Festival	10:30am	UNH
	11	B	Mon	Grades 8-12 Chorus Concert	7:00pm	Auditorium

12	A	Tue	NHBDA Middle Level Honors Festival	8:00am	Cooperative MS, Stratham
12	A	Tue	Grades 6-12 Orchestra Concert	7:00pm	Auditorium
13	B	Wed	Grades 8-12 Band Concert	7:00pm	Auditorium
18	B	Mon	Grades 6-7 Chorus Concert	7:00pm	Auditorium
19	A	Tue	Elementary Grade 5 Band Rehearsal	6:30pm	Auditorium
20	B	Wed	Grades 5-7 Band Concert	7:00pm	Auditorium
21	A	Thu	HS Arts Night	7:00pm	Recital Hall
23	-	Sat	Large Group Festival	9:00am	Bow NH
25	A	Mon	Elementary Honors Chorus Rehearsal	6:30-8:00pm	CH
26	B	Tue	Elementary Honors Band & Orchestra Rehearsals	6:30-8:00pm	BH, CH
27	A	Wed	Sandown, Danville & Grades 4,5 & Advisories Chorus Concert	6:30pm	Auditorium
27	A	Wed	Atkinson, Pollard & Grades 4,5 & Advisories Chorus Concert	7:30pm	Auditorium
28	B	Thu	Timberlane Players - Milkmen Show	7:00pm	Recital Hall

APR	1	B	Mon	Elementary Honors Band, Orchestra, Chorus Concert	7:00pm	Auditorium
	4,5,6	A,B,-	Thu,Fri,Sat	NHMEA All State Music Festival **	2:30pm	Concord, NH
	11,12,13	B,A,-	Thu,Fri,Sat	HS Musical	7:00pm & 1:00pm(Sat)	Auditorium
	15	B	Mon	All District Elementary Beginner Strings Rehearsal	7:00pm	Auditorium
	16	A	Tue	All District Elementary Beginner Instrumental Concert	7:00pm	Auditorium
	17	B	Wed	HS Solo & Ensemble Night	7:00pm	Recital Hall
	18	A	Thu	Timberlane Players - Milkmen Show	7:00pm	Recital Hall
	22-26	-	Mon-Fri	Spring Break		

MAY	8	B	Wed	MS Solo & Ensemble Night	7:00pm	Recital Hall
	9	A	Thu	HS Arts Night	7:00pm	Recital Hall
	11	-	Sat	NHMEA Middle School Festival - Band/Chorus/Strings	All Day	Cooperative MS, Stratham
	13	A	Mon	MS Band Concert	7:00pm	Auditorium
	14	B	Tue	HS Band Concert	6:30pm	Auditorium
	14	B	Tue	HS Orchestra Concert	7:30pm	Auditorium
	15 (ER)	A	Wed	Grades 8-12 Guitar, Modern Band & HS Chorus Concert	7:00pm	Auditorium
	16	B	Thu	Timberlane Players - Milkmen Show	7:00pm	Recital Hall
	20	B	Mon	Elementary Grades 4 & 5 Orchestra Rehearsal	6:30pm	Auditorium
	21	A	Tue	HS Jazz Concert	7:00pm	Auditorium
	22	B	Wed	Grades 4-8 Orchestra Concert	7:00pm	Auditorium
	24	B	Fri	HS Drama Awards - Timbys	7:00pm	Recital Hall
	25	-	Sat	Memorial Day Parades - MS Band	9:00am	Danville
	27	-	Mon	Memorial Day Parades - HS Band/Chamber Singers	9:00am	Plaistow/Atkinson/Sandown
	29	B	Wed	MS Chorus Concert - Grades 6, 7, 8	7:00pm	Auditorium
	30	A	Thu	Elementary Trials	5:00-7:00pm	PAC All Rooms/Mods
	31	B	Fri	HS Music Awards	6:00pm	Auditorium

JUN	1	-	Sat	Elementary Trials	8-10:00am	PAC All Rooms/Mods
	3	A	Mon	Elementary Trials	5:00-7:00pm	PAC All Rooms/Mods
	4	B	Tue	MS Beginner Band & Orchestra Concert	7:00pm	Recital Hall
	7	A	Fri	Timberlane Players - Milkmen Show	7:00pm	Recital Hall
	10	B	Mon	Elementary Beginner Lessons	4:00-7:30pm	PAC All Rooms
	11	A	Tue	Elementary Beginner Lessons	4:00-7:30pm	PAC All Rooms
	12 (ER)	B	Wed	Elementary Beginner Lessons	4:00-7:30pm	PAC All Rooms
	12 (ER)	B	Wed	Last Day of School - Early Release		

6/8/2023

District Music events

Drama events

Football Game-HS Marching Band

Rehearsals

Off site events

Please note: We do everything we can to adhere to the calender as posted, BUT changes may occur that are beyond our control. Please check the website and stay in contact with teachers to be made aware of any changes.

** indicates NHMEA sponsored overnight event requiring fieldtrip approval



EXECUTIVE SUMMARY

June 15, 2023

Scholarship Acceptance

Timberlane Regional School District was bequeathed the residual estate of Maurice R. Collins with the purpose of creating the Maurice R. Collins and Una M. Collins Scholarship Fund. This scholarship will assist qualifying graduates of the Timberlane Regional District High School to obtain further education. The amount that was issued to the Plaistow Trustees of Trust Funds was over \$458,000 (we may receive a small residual check after the lawyer's fees are finalized).

If this scholarship meets with your approval, kindly accept the same by Motion and Vote. Should it be easier, feel free to motion to accept "the establishment of the Maurice R. Collins and Una M Collins Scholarship Fund in the amount received from the residual estate of Maurice R. Collins."

I am happy to address any questions you may have.

Respectfully Submitted By:

Maria Watkins, CFO/Business Administrator



June 15, 2023

Executive Summary – Donation to TRHS Art Department

Donation to the TRHS Art Dept from community tribute to a local artist memory of \$4,004.00 including art supplies in the name of Tomaso Schena for a celebration at the Crow's Nest. Tomaso made so many residents smile with his portraits that he would draw in local restaurants all over Rockingham County and parts of Massachusetts.

Respectfully submitted by,

Patti Mangini



SANDOWN NORTH ELEMENTARY

23 Stagecoach Drive, Sandown, NH 03873

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June 15, 2023

Executive Summary – Donation to Sandown North Elementary

Donation to Sandown North Elementary School from a community member, Greg Kulicki, of a portable defibrillator unit. The school currently has one that is located in the hall by the gym. This would provide a second device. The unit is manufactured by Zoll and is product# AED3, valued at \$1,250.

Respectfully submitted by,
Nancy Stafford, Principal

Follow Your North Star!

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



June 15th, 2023

EXECUTIVE SUMMARY

INFORMATIONAL UPDATE

Elementary Enrollment projections 23-24

The purpose of this summary is to update the board on enrollment projections and anticipated staffing levels, as per policy.

Based on current status (as of June 9th, 2023), the charts following outline expected enrollment and necessary staffing levels for the 2023-2024 school year, in all classrooms.

Atkinson Academy

	projected student #s	# of staff currently	# of staff anticipated	change in staff #	class size anticipated	maximum class size
Pre-K	28	1	1	-	15/13	17
K	47* FD / 15 HD	2.5	3.5	+1	16/16/15 15	20

* Atkinson Academy has one academic redshirt request, not included in this number.

	projected student #s	# of staff currently	# of staff anticipated	change in staff #	class size anticipated	maximum class size
Grade 1	49	3	3	-	17/16/16	20
Grade 2	59	3	3	-	20/20/19	23
Grade 3	61	3	3	-	21/20/20	23
Grade 4	65	3	3	-	22/22/21	26
Grade 5	59	2	3	+1	20/20/19	26

Danville School

	projected student #s	# of staff currently	# of staff anticipated	change in staff #	class size anticipated	maximum class size
Pre-K	13	.5	.5	-	13	17
K	27 FD / 9 HD	2.5	2.5	-	14/13 9	20



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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[@TimberlaneRSD](https://www.youtube.com/TimberlaneRSD)

Danville School continued

	projected student #s	# of staff currently	# of staff anticipated	change in staff #	class size anticipated	maximum class size
Grade 1	41	3	3	-	14/14/13	20
Grade 2	44 (PP)	2	2	-	22/22	23
Grade 3	48	3	3	-	16/16/16	23
Grade 4	51 (PP)	2	2	-	26/25	26
Grade 5	36	2	2	-	18/18	26

Pollard School

	projected student #s	# of staff currently	# of staff anticipated	change in staff #	class size anticipated	maximum class size
Pre-K	27	1	1	-	15/12	17
K	51 FD / 20 HD	4	4	-	17/17/17 12/8	20

	projected student #s	# of staff currently	# of staff anticipated	change in staff #	class size anticipated	maximum class size
Grade 1	75	5	4	-1	19/19/19/18	20
Grade 2	89 (W)	3	4	+1	23/22/22/22	23
Grade 3	67 (PP)	4	3	-1	23/22/22	23
Grade 4	71	3	3	-	24/24/23	26
Grade 5	77 (PP)	4	3	-1	26/26/25	26



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The Learning Center at Sandown Central

	projected student #s	# of staff currently	# of staff anticipated	change in staff #	class size anticipated	maximum class size
Preschool	37	2	2	-	13/12/12	12**
Pre-K	34	2	2	-	13/12/9	17
K	46* FD / 16 HD	4	4	-	16/15/15 16	20

*** Sandown Central has one academic redshirt request, not included in this number.**

******The maximum class size for preschool is only defined for special education settings. This setting means there are more students identified with special education needs than typical peers enrolled in the class. TRSD runs regular education settings and maintains the ratio of students with special education needs to typical peers. We will add a session and decrease class size at such time as enrollment requires.

Sandown North

	projected student #s	# of staff currently	# of staff anticipated	change in staff #	class size anticipated	maximum class size
Grade 1	68	4	4	-	17/17/17/17	20
Grade 2	76	4	4	-	19/19/19/19	23
Grade 3	72	3	4	+1	18/18/18/18	23
Grade 4	61	3	3	-	21/20/20	26
Grade 5	57	3	3	-	19/19/19	26

Based on the enrollment numbers above, all grade levels fall under maximum capacity as per policy IIB. However, we continue to keep a close watch on the following pressure points:

1 student from meeting maximum capacity per policy:

- Danville School Grade 4 - constant since March 9th report.
- Pollard School Grade 5 - one student withdrew in March, two siblings enrolled in April, two students enrolled for 23-24.

2 students from meeting maximum capacity per policy:

- Danville School Grade 2 - one student withdrew, one student registered for 23-24.
- Pollard School Grade 3 - one student enrolled for 23-24.

Respectfully submitted,
Lucy Canotas, Director of Elementary Education



EXECUTIVE SUMMARY

June 15, 2023

The following information is presented in alignment of Policy IIB which states “*Second School Board Meeting in June: The administration will present preliminary September enrollment numbers to the School Board with specific reference to enrollment pressure points.*”

At the secondary level, school administration begins to prepare for a school year in the spring of two school years prior, planning appropriately for class offering and subsequent class size. For example, school administrators are already starting to think about the 2024-2025 school year’s potential schedule, taking into account enrollment, offerings and staff, and thus the resultant class size and “pressure points”.

Based on all data available to us, the secondary administrative team does not feel that there is any major changes that need to be made to schedules, nor are there identified “pressure points” that require administration to seek major changes to staffing or schedules in the 2023-2024 school year. Please note however, that the district’s inability to fill vacant positions or a significant influx of students may create unseen “pressure points” as we get closer to the fall.

Please see the chart below that highlights the estimated and preliminary 2023-2024 enrollment figures.

Grade/ School	NESDEC	October #s from Powerschool	March #s from Powerschool	June #s from Powerschool
6	239	240	239	240
7	270	266	267	271
8	223	227	230	228
TRMS	732	733	736	739
9	224	242	241	241
10	243	259	260	264
11	256	253	257	261
12	242	239	238	240
TRHS	966	993	996	1006

Respectfully submitted,

Mark Pedersen
Director of Secondary Education
Timberlane Regional School District

Timberlane Regional School District	Policy Code: IIB
Adopted: 12-21-89 Revised: 11-19-92, 01-21-93, 07-15-93, 07-21-99, 02-24-05, 06-16-11	Page 1 of 1

CLASS SIZE

The Timberlane Regional School Board, in an effort to continue the pursuit of excellence in education already established and recognized, and to more effectively prepare our students, recommends the following class sizes for regular education classes.”

Kindergarten and Grade 1	Not to exceed 20
Grades 2 and 3	Not to exceed 23
Grades 4 and 5	Not to exceed 26
Grades 6 thru 12	Not to exceed 30

Class sizes as indicated above shall not be exceeded. No new staff will be added to accommodate classes of less than 9 students. Timeline:

Before January 31: The administration will make recommendations to the School Board and Budget Committee at budget time on the number of teachers needed for the next school year based on October 1 enrollment numbers.

Second School Board Meeting in June: The administration will present preliminary September enrollment numbers to the School Board with specific reference to enrollment pressure points.

Third Week in August: The administration will establish a formal school registration period for new enrollees.

Second School Board Meeting in August: The administration will present specific recommendations to the School Board for approval on the number of teachers and classrooms needed for September based on the administrative policy outlined above.

After School Board Meeting in August: If additional students enroll after the second meeting in August and class size policy is exceeded, the administration will seek the approval of the School Board to add teacher assistant help equivalent to one hour per day for each child exceeding the guideline.



EXECUTIVE SUMMARY

June 15, 2023

This executive summary is to request that the TRSB officially accept a \$9,600 state grant to ultimately increase access to Project Lead the Way (PLTW) course offered to students at TRHS. This grant would be to ensure PLTW teacher training as a means to offer as many PLTW pre-engineering courses as possible. Currently TRHS lists all of the pre-engineering PLTW courses in our program of studies, but we cannot run them all as we no longer have trained staff. Due to attrition (resignation and retirement), TRHS lost it's PLTW's Digital Electronics (DE), Aerospace Engineering (AERO), Civil Engineering and Architecture (CEA), and Engineering Design and Development (EDD) teachers. This grant will allow us to get current teachers trained and thus allow s to resume running these as PLTW classes. Additionally, this official PLTW training will allow TRHS to once again offer these courses as dual enrollment with NH Technical Institute (NHTI) or gain credit from Rochester Institute of Technology (RIT) and thus allow students to earn college credit while in HS.

As of now, the 2023-2024 TRHS schedule is set, so the courses that are associated with the training will not be running until the 2024-2025 school year at the earliest, so this allows us a year to secure the required training. Most of the PLTW training is now online and allows more flexibility for our teachers to get the training as it works with their schedule.

Submitted with this executive summary is the grant application documents and the other is the award letter from the state.

Respectfully submitted,

Mark Pedersen
Director of Secondary Education
Timberlane Regional School District



NH Department of Education

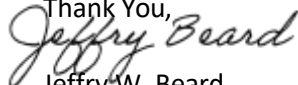
Bureau of Career Development

Jeffrey W. Beard, Ed.D
Bureau Administrator
Bureau of Career Development
21 South Fruit St.
Concord, NH 03301

To Whom It May Concern:

This letter provides notice that SAU 106 Plaistow/Timberlane Regional School District has been awarded \$9,600.00 in State of New Hampshire funds for Pre-Engineering activities. **Funds may be obligated beginning on the day of the initial award 6/9/2023, as an email from the Bureau was sent to each awardee on that date.** This letter and the accompanying email constitute formal written prior notice of such an ability to obligate funds.

To complete the award process, each recipient must obtain permission for the grant in GMS from the district i4See coordinator or another person responsible for granting such permission. The grant is titled "Pre-Engineering" and can be viewed in the 2022-2023 project year in GMS. After receiving permission, complete an application in GMS, with a single activity. This activity must include a general short description of the project, no more than a paragraph or two. Then, complete the budget section, with costs broken out as was done in the budget submitted with the grant competition application. Function and object codes may be those recommended by the local business administrator or office, and there are not any function or object codes required by the Bureau of Career Development. Finally, submit the grant project in GMS, and Stephanie Gray- will approve the grant, which will allow you to submit reports for reimbursement.

Thank You,

Jeffrey W. Beard



Bureau of Career Development

Pre-Engineering K-12 Request for Applications

Relevant Legislation: NH RSA 188E:14

Overview: The Bureau of Career Development (BCD) at the New Hampshire Department of Education will issue discretionary grants to local education agencies (LEAs) and public charter schools to purchase equipment, supplies, or other curriculum materials such as: textbooks and software licenses, or for career development activities, such as student trips to NH businesses and postsecondary level programs. Such costs must support the absolute priority of this grant funding opportunity, which is to expand pre-engineering (including elements such as, but not limited to: design thinking, computer science, robotics, mechatronics, and career pathway planning) for elementary, middle, or high school students.

Directions:

- 1.) Complete the application form prompts below. Each prompt's response should be no more than 300 words.
- 2.) Submit the application electronically to Stephanie.S.Gray-Lemay@doe.nh.gov. All applications must be received prior to 4pm on 4/27/2023 (30 days from publication of the Request for Applications).

Absolute Priority:

Expand pre-engineering activities and experiences for students ranging from Kindergarten to the 12th grade. For the purposes of this funding opportunity, pre-engineering includes design thinking and applications, computer science, robotics, and career development and exploration experiences related to careers in engineering. Funds may be used for costs related to curriculum materials for pre-approved programs such as Project Lead the Way or First Robotics, but are not limited to such programs.

Note: The BCD will not accept applications that do not meet this absolute priority.

Competitive Preference Priorities:

1. **Sustainability of Project through Local Match**—Proposals including a 1:1 match of local funds to State of New Hampshire funds requested through this funding opportunity will earn five (5) additional competitive preference points in scoring.

Note: The BCD will accept applications that do not meet this competitive priority, but such applications will receive 0 points under competitive preference priority 1.

2. **Connection and Collaboration with Career and Technical Education (CTE)**- Proposals including a explicitly stated plan to connect students with high school CTE programs within the region, including engineering, drafting/design, biotechnology, advanced manufacturing, aviation, and IT/Computer Science will receive between 1 and 5 additional competitive preference points in scoring, depending on the quality of the connection or collaboration as determined by criteria in the scoring rubric.

3.

Note: The BCD will accept applications that do not meet this competitive priority, but such applications will receive 0 points under competitive preference priority 2.

Deliverables: Explain how the activities will result in clearly defined outcomes. Such outcomes include products and deliverables (including curriculum items, assessment tools, career pathway models, personalized learning plans, websites, apps, and any other products resulting from the project). Describe performance metrics and their clear connection to project activities, including a means to measure attainment of metrics directly related to absolute priority. For example, if the goal is to expand Kindergarten students understanding of engineering design principles; determine a reasonable number of students who will demonstrate such an understanding by the end of the project period.

Budget: While there is no award minimum or maximum amount for each proposal, the estimated budget for each proposal is \$5,000 to \$50,000.00

Availability of Funds: There is a total of \$300,000.00 of funding included in this funding opportunity. Awards are subject to availability of State of New Hampshire funds. The New Hampshire Department of Education will fund winning proposals in order ranked by score.



Application Template:

Response of NH LEA or Public Charter School

Section 1: Summary of Proposal

- a. Provide an overview of your project.

This grant proposal is to ultimately increase access to Project Lead the Way (PLTW) course offered to students at Timberlane Regional High School (TRHS). This grant would be to ensure PLTW teacher training to then offer as many PLTW pre-engineering courses as possible. Specifically looking to get teachers officially PLTW trained in a number of PLTW courses. After training, TRHS will once again be able to offer the full range of PLTW engineering courses that it used to offer.

- b. Explain how it addresses the absolute priority: expanding pre-engineering (including elements such as, but not limited to: design thinking, computer science, robotics, mechatronics, and career pathway planning) for elementary, middle, or high school students in district or school. (up to 5 points)

Currently TRHS offers all of the pre-engineering PLTW courses in our program of studies, but can not run them all as we no longer have trained staff. Due to attrition (resignation and retirement), TRHS lost it's PLTW's Digital Electronics (DE), Aerospace Engineering (AERO), Civil Engineering and Architecture (CEA), and Engineering Design and Development (EDD) teachers. There are a few teachers interested in getting trained in these courses, but we do not have the funding right now to ensure that they can get trained as appropriate. Additionally, this official PLTW training will allow TRHS to once again offer these courses as dual enrollment with NH Technical Institute (NHTI) and thus allow students to earn college credit while in HS.

- c. If applicable, explain how it addresses Competitive Preference Priority 1: Sustainability of Project through District Funding Match (5 points).

Annually, the district budgets for and funds both the program costs and course materials for all PLTW courses listed in our program of studies. But as stated, since we no longer have teachers trained in these courses, we can not run them as such. Besides budgeting for the program and

supply costs for all courses, TRSD does provide a small amount of professional development money for teachers, but it does not cover the full costs of PLTW training. This allotted PD funding is just \$400 per teacher, which is not enough to cover the full training costs. The grant will hopefully cover the rest of the costs to get the teachers properly trained and certified as PLTW teachers.

- d. If applicable, explain how it addresses Competitive Preference Priority 2: Alignment of Project to Career and Technical Education (up to 5 points).

Although Timberlane Regional High School is not a formal Career and Technical Education center, it does offer PLTW pre-engineering courses found at many CTE centers around the state. Many of the students who in the past progressed through all of our PLTW offerings often went to college for engineering, or even went directly into engineering career fields. Now, without being able to offer any PLTW courses higher than Principles of Engineering and Computer Integrated Manufacturing, any student in our PLTW pre-engineering program cannot complete a pathway aligned to career and technical education.

Section 2: Deliverables and/or Performance Metrics

- a. Explain how the activities will result in clearly defined outcomes. Such outcomes include products and deliverables (including curriculum items, assessment tools, career pathway models, personalized learning plans, websites, apps, and any other products resulting from the project). Describe performance metrics and their clear connection to project implementation plan activities, including a means to measure attainment of metrics directly related to absolute priority (up to 5 points).

The defined outcomes are as follows:

- Teacher(s) successfully trained in Digital Electronics (DE), Aerospace engineering (AERO), Engineering Design and Development (EDD), at a minimum.
- Additional teacher(s) successfully trained in Civil Engineering and Architecture (CEA).
- Resume teaching of these classes (DE, AERO, EDD, CEA) on the pre-established rotating schedule at TRHS, and grow the number of students enrolled in these classes.
- Resume the partnership with NHTI and grow the number of students getting dual enrollment credit.

Section 3: Budget

- a. Complete the following budget spreadsheet. Enter each cost included in the budget as a separate line item. Each line item must include the item, cost per unit, the number of units, and the total. Include a rate. For example, if you are including transportation include an estimated number of miles and the cost per mile. (5 points)

Budget Template

Item	Cost Per Ur	Number of Units	Total
PLTW AeroSpace training	\$2,400	1	\$2,400
PLTW Digital Electronics training	\$2,400	1	\$2,400
PLTW Engineering Design and Development Trair	\$2,400	1	\$2,400
PLTW Civil Engineering Training	\$2,400	1	\$2,400

Scoring Rubric

Domain	5	4	3	2	1	0
Summary	Detailed description of activities, includes details about students participating and clearly states how participation will expand exposure to and participation in pre-engineering	Clear Description of activities, includes details about students participating and states how participation will expand exposure to and participation in pre-engineering	Description of activities, and states how participation will expand exposure to and participation in pre-engineering	Description of activities, and states how participation will expand exposure to or participation in pre-engineering	Vague description of activities	No summary provided
Local Match	All State of NH Funds are 100% matched with local funds	N/A	N/A	N/A	N/A	No State of NH Funds matched with local funds
CTE Connection	Detailed plan to offer multiple and sustained activities and collaborative opportunities for students with regional CTE center	Plan to offer multiple and sustained activities and collaborative opportunities for students with regional CTE center	Plan to offer multiple activities and collaborative opportunities for students with regional CTE center	Plan to offer multiple activities and opportunities for students with regional CTE center	Plan to offer single activity for students with regional CTE center	No activities or collaborative opportunities with regional CTE center
Metrics	Clear theory of action connected to metrics to determine success of project	Metrics directly connect activities to success of project, some details unclear	Metrics connect activities to success of project, some details unclear	Metrics connect activities to success of project, many details unclear	Metrics stated, no clear connection to activities	No Metrics included
Budget	Each cost in budget has	N/A	N/A	N/A	N/A	Budget lines are missing, or missing

	all required elements					required elements
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June 15th, 2023

EXECUTIVE SUMMARY

Action Required

ELA Instructional Coaching positions

The purpose of this executive summary is to request action on a title change.

As discussed at the 6/1/23 school board meeting, our elementary Literacy Specialist positions have evolved to ELA Instructional Coaching roles. Since the board voted to change the title in our School ERP system (formerly Infinite Visions) last meeting, we have learned one of those five positions was listed as an Interventionist. Therefore, an additional vote is requested in order to update the position control code 842 from Interventionist to ELA Instructional Coach, as this employee has been in a coaching role for two years.

Respectfully submitted,
Lucy Canotas, Director of Elementary Education

Timberlane Regional School District



Data Governance Manual

Timberlane Regional School District 2023

*Affirmed by the
Timberlane Regional School Board
TBD*

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Introduction

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

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

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

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

Data Governance Team

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

Purpose

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

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

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

into place by the district.

Scope

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

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

Regulatory Compliance

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

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

[NH RSA 189:65](#) Definitions

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

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

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

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

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

Data User Compliance

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

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

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

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

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

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

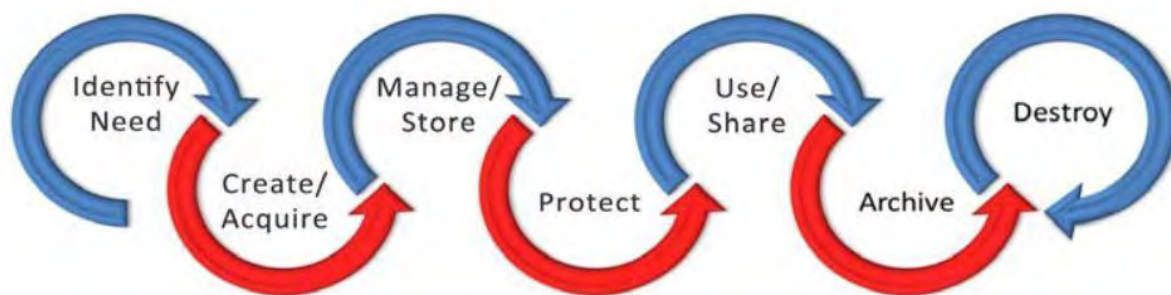
Possible disciplinary/corrective action may be instituted for, but is not limited to, the following:

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

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

Data Lifecycle

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



Identifying Need & Assessing Systems for District Requirements

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

New Systems

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

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

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

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

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

Review of Existing Systems

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

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

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

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

Acquisition and Creation

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

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

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

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

Management and Storage

Systems Security

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

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

Security/Protection section of this manual.

Data Management

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

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

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

Data Classification and Inventory

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

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

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

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

- Who has access
- Criticality/Sensitivity Rating

Security/Protection

Risk Management

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

Security Logs

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

Physical Security Controls

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

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

Inventory Management

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

Virus, Malware, Spyware, Phishing and SPAM Protection

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

Electronic Access Security Controls

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

policies via the Faculty Handbook sign-off form annually.

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

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

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

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

Staff Users

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

Contractors/Vendors

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

Password Security

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

Concurrent Sessions

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

Remote Access

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

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

Securing Data at Rest and Transit

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

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

Usage and Dissemination

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

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

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

Data Storage and Transmission

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

Cloud Storage and File Sharing

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

File Transmission Practices

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

Credit Card and Electronic Payment

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

Mass Data Transfers

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

Printing

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

Oral Communications

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

Training

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

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

Archival and Destruction

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

District Data Destruction Processes

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

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

Asset Disposal

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

Critical Incident Response

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

Business Continuity

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

Disaster Recovery

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

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

Data Breach Response

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

Appendix A - Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B - Laws, Statutory, and Regulatory Security Requirements

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

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

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

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

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

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

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

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

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

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

www.pcisecuritystandards.org

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

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

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

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

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

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

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

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

Appendix C - Digital Resource Acquisition and Use

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

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

New Resource Acquisition

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

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

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

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

breach.

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

Approved Digital Resources

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

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

Digital Resource Licensing/Use

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

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

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

Appendix D - Data Security Checklist

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

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

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

Data Security Checklist for District Hosted Systems

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

Data Security Checklist for Provider Hosted Systems

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

Appendix E - Data Classification Levels

Personally Identifiable Information (PII)

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

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

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

Confidential Information

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

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

Internal Information

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

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

Directory Information

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

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

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

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

Public Information

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

Appendix F - Securing Data at Rest and Transit

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

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

Cloud Storage and File Sharing

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

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

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

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

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

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

External Storage Devices

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

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

File Transmission Practices

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

Credit Card and Electronic Payment

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

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

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

Appendix G - Physical Security Controls

The following physical security controls shall be adhered to:

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

Appendix H - Asset Management

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

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

Inventory

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

Disposal Guidelines

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

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

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

Methods of Disposal

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

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

Virus, Malware, and Spyware Protection

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

Internet Filtering

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

Phishing and SPAM Protection

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

Security Patches

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

Appendix J - Account Management

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

Staff Accounts

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

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

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

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

Local/Domain Administrator Access

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

Remote Access

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

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

All VPN accounts will be reviewed at least annually.

Contractors/Vendors

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

Appendix K - Data Access Roles and Permissions

Student Information System (SIS)

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

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

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

Security Groups

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

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

Financial System

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

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

Financial System Security Roles

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

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

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

Special Education System

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

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

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

Health Software System

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

Food Services System

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

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

Appendix L - Password Security

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

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

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

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

Appendix M - Technology Disaster - Recovery Plan

OBJECTIVES

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

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

Planning Assumptions

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

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

Disaster Recovery/Critical Failure Team

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

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

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

Activation

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

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

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

Notification

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

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

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

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

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

Implementation

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

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

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

Deactivation

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

Evaluation

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

Appendix N - Data Breach Response Plan

OBJECTIVES

The purpose of the Technology Data Breach Plan (TDBP) is to enable the Timberlane Regional School District to respond effectively and efficiently to an actual or suspected data breach involving personally identifiable information (PII), confidential or protected information, district identifiable information and other significant cybersecurity incident. The objectives of the TDBP are:

- Convene the Incident Response Team (IRT) as necessary.
- Validate and contain the data security breach.
- Analyze the breach to determine scope and composition.
- Minimize impact to the staff and students after a data breach has occurred.
- Notification of data owners, legal counsel, state/federal agencies and law enforcement as deemed necessary.

Planning Assumptions

The following planning assumptions were used in the development of Timberlane Regional TDBP:

- There may be data breaches that will have greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during a data breach.
- District data is backed up.
- Some District data is hosted by 3rd party providers.

Data Breach/Incident Response Team

Timberlane Regional has appointed the following people to the data breach/incident response team: Director of Technology, Business Administrator, Business Operations Coordinator, Director of Human Resources, Director of Student Services and all Senior Technology Specialists.

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

- Determine the nature of the data compromised and its impact to staff, students and the district itself.
- Communicate impact, the number of affected individuals, the likelihood information will be or has been used by unauthorized individuals and updates of progress to the Superintendent and Business Administrator.
- Coordinate with Superintendent to ensure communication with district staff and or parents as deemed appropriate.

- Oversight of the TDBP implementation and data breach resolution.
- Allocate and manage technology staff resources during the event.
- Work with vendors, 3rd party providers, manufacturers, legal counsel, district data breach insurance provider, state/federal agencies and law enforcement while correcting the data breach and its repercussions.
- Oversight of TDBP implementation debrief.

Activation

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

- A data breach has occurred and affects the district itself. A data breach includes but is not limited to an incident in which sensitive, protected or confidential data has potentially been viewed, stolen or used by an individual unauthorized to do so
- Personal Health Information (PHI) has been compromised.
- Personally Identifiable Information (PII) has been compromised.
- Confidential or sensitive data has been compromised.
- Network hack/intrusion has occurred.

The Information Security Officer (ISO) will act as the incident response manager (IRM). If the ISO is not able to act as the IRM, a member of the Superintendent's Leadership Team will assume the role of IRM, with assistance from the IRT. The breach response and reporting process will be documented according to state and federal requirements. The Director of Technology will work with the Superintendent to dispense and coordinate the notification and public message of the breach.

Notification

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

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

Information will be disseminated to the above groups through whichever means of communication deemed appropriate. This could include any one or combination of the following:

- Email
- Social Media/Website

- Radio or Television
- Written Notice
- Phone

The TDBP team will work with district leadership on which information will be conveyed to each above group, timing of that communication and what means will be used.

Implementation

The TDBP team has the following processes in place to contain the data breach in the least of amount of time possible:

- Data inventory of all systems containing sensitive data. A hard copy of this document will be secured at the technology office. An electronic version will be housed on the Technology Departments Team Drive
- Data dictionary of all district hosted information systems. A hard copy of this document will be secured at the technology office. Due to non-disclosure agreements, this data may not be available in other locations/formats. The appropriate vendor(s) can be contacted for this information.
- Maintained spreadsheet listing all server names, physical and virtual, and their function. A hard copy of this document will be secured at the technology office. An electronic version will be housed on the Technology Departments Team Drive.
- Maintained secure application to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.
- The District's data backup solution includes the use of a backup manager and off-site file storage, which backs up data locally in the datacenter and offsite.

The following will take place during the incident response:

- The members of the IRT will be assembled once a breach has been validated. The IRT will be comprised of the Director of Technology, Business Administrator, Business Operations Coordinator, Director of Human Resources, Director of Student Services and all Senior Technology Specialist. Additional members of the Timberlane Regional School District's administrative team and technology department may be designated to assist on the IRT.
- The IRT will determine the status of the breach, on-going, active, or post-breach. For an active and ongoing breach, the IRT will initiate appropriate measures to prevent further data loss. These measures include, but are not limited to, securing and blocking unauthorized access to systems/data and preserving any and all evidence for investigation.
- The IRT will work with the data managers and data owners to determine the scope and composition of the breach, secure sensitive data, mitigate the damage that may arise from the breach and determine the root cause(s) of the breach to devise mitigating strategies and prevent future occurrences.

- The IRM will work with legal counsel and the Superintendent's Leadership Team to determine appropriate course of action pursuant to state statute. This includes notification of the authorities, and local law enforcement.
- Collaboration between the authorities and the IRT will take place with the IRM. The IRT will work with the proper authorities to make sure any and all evidence is properly handled and preserved.
- On advice from legal counsel, an outside party may be hired to conduct the forensic investigation of the breach. When the investigation has concluded, all evidence will be safely stored, recorded or destroyed (where appropriate).
- All affected data, machines and devices will be identified and removed from the network as deemed appropriate for the investigation. Interviews will be conducted with key personnel and facts of the incident will be documented and the evidence preserved for later examination.
- The IRT will work with the Superintendent's office to outline the notification of the data owners and those affected. Communication will be sent out as directed by legal counsel and advised by the district communications team. The types of communication will include, but not limited to, email, text message, postal mail, substitute notice and/or phone call.
- The IRM, in conjunction with the IRT, legal counsel and the Superintendent's Leadership Team will determine if notification of affected individuals is necessary. Once the determination is made to notify affected individuals, a letter will be written in accordance with all federal and state statutes, and local procedures. If it is determined that identity theft or other fraud is not reasonably likely to occur as a result of the breach, such a determination shall be documented in writing and filed at the Superintendent's office.

Deactivation

The TDBP team will deactivate the plan once the data breach has been fully contained.

Evaluation

Once the breach has been mitigated an internal evaluation of the Timberlane Regional School District's TDBP response will be conducted. The IRT, in conjunction with the IRM and others that were involved, will review the breach and all mitigation steps to determine the probable cause(s) and minimize the risk of a future occurrence. Feedback from the responders and affected entities may result in an update to the TDBP and other emergency response plans as appropriate. Information security training programs will be modified to include countermeasures to mitigate and remediate previous breaches so that past breaches do not recur. The reports and incident review will be filed with all evidence of the breach.

Timberlane Regional School District Technology Plan 2023-2028



District Technology Plan 2023-2024 through 2027-2028

Adopted by TRSB: TBD

Timberlane Regional School District

School Administrative Unit #106

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2022-2023 District Technology Plan Advisory Committee

Name	Title	School
Justin Bentley-Melle	Technology Teacher	Sandown North
Meaghan Guanci	Assistant Principal	Sandown North
Ashley Harbel	Assistant Principal	TRHS
Kenneth Henderson	Director of Technology	District
Christina Hubley	Technology Coordinator	District
Mitch Mencis	Principal	TRMS
Michael Rice	Technology Teacher	Pollard School
Laura Ross	Media Services / Library	Sandown North
John Sherman	Community Member	Plaistow
Laura Shute	Teacher	Pollard School
Susan Takesian	Teacher	TRHS
Kimberly Capel	Technology Teacher	Atkinson Academy

District Mission Statement

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

Technology Vision Statement

The Timberlane Regional School District's Technology Vision is to provide an environment for students to build contemporary skills through seamless integration of technology that supports the most effective methods of learning and core instruction. Technology should enhance and build students' critical thinking, problem solving, analytical, communication, and collaboration skills while making learning more engaging. The District promotes professional development and technology integration proficiency as an essential component

of the implementation and adoption of technology that embraces the philosophy of lifelong learning.

Demographics

The Timberlane Regional School District includes a High School, Middle School, five Elementary Schools, and a Performing Arts Center. The District is part of School Administrative Unit 106 and serves the towns of Atkinson, Danville, Plaistow, and Sandown. Please visit our website at www.timberlane.net. As of October 2022, the district has 3,304 students and 650 permanent staff members.

Recent Accomplishments (2017-2022)

During the previous past years the district's technology infrastructure and integration has increased dramatically. Part of the reason for this was the global COVID-19 pandemic which forced school districts like TRSD to educate students and conduct their business remotely. This accelerated many initiatives including ensuring every student and staff member had a district assigned device to use and the adoption of several educational and business operation applications to facilitate remote learning and processes.

Among the accomplishments of the past few years include but not in limited to:

- 1.) The completion of the district's dedicated device initiative: Every student (Preschool - Grade 12) and staff member has an assigned district owned and maintained device.
- 2.) The widespread implementation of an online LMS (learning management systems) like Google Classroom which enable teachers to organize classroom communications, assignments, grading, and media sharing digitally.
- 3.) The district has procured many applications to assist in the ability to communicate and collaborate with students including Zoom, Kami (pdf editor), and Screencastify to name a few.
- 4.) The SAU central office has modernized many systems to be more efficient including moving to online documents that require signatures, the ability to access all core applications remotely and securely from anywhere by moving to cloud hosted applications.
- 5.) The district upgraded Internet connectivity at all schools and the central office. The district moved from slow and inefficient Comcast modems to high speed fiber connections.
- 6.) Upgraded network infrastructure including new firewalls, switches, and wireless access points for more robust and secure connectivity.
- 7.) Increased security and safety district wide by upgrading and adding to the video surveillance system and access control systems.
- 8.) The technology department has created many online learning resources for teachers and other staff. These resources include links to reference materials as well as short task based videos on various topics.
- 9.) The district and schools website were revamped to provide better access to resources for all

stakeholders.

- 10.) Social media accounts were created for the district and all schools (Facebook, Twitter, and Instagram) that are all administratively controlled to better communicate out to the community.
- 11.) Consolidated many servers in the schools with moving applications to cloud based platforms as well as implementing VM's (virtual machines). This effort also reduced our electrical draw and cooling overhead needed in the network closets.
- 12.) Replaced every printer and copier in the district with new leased ones and started to phase in centralized printing cloud queue printing reducing cost per page printing.



Curriculum Integration

The District Technology Plan Advisory Committee believes that in order to effectively and meaningfully integrate technology, curriculum deployment plans must drive technology use and implementation, rather than technology driving the curriculum. Technology effectively integrated will prepare students for the next levels of their education and in their future careers. Today's children today are digital natives having grown up with technology around them and in their everyday lives but this does not mean that they know how to use technology to learn effectively. This is where schools and educators need to step in and teach children the best ways to use technology to learn, understand, and grow.

When integrated properly, technology can be a very effective tool to engage students. Students learn more when they are invested in the learning process and technology can help in this regard. Students today are called digital natives in that they grew up with technology around them and are comfortable using it. With proper technology integration into the curriculum, we can teach students how best to learn with technology and get the most of it.

GOALS

1. Research and implement new LMS (Learning Management System) - The district is looking to move to a more robust and efficient LMS solution that aligns easier with required standards. Some goals of a new LMS would be to provide better audio/video support within lessons. (2025-2026)
2. Incorporate new modes of technology instruction at the elementary level with a mix of traditional in class instruction and teacher coaching. Coaching will involve working with core classroom teachers on the incorporation of grade appropriate technology skills/competencies within their lesson plans. (2023-2024 and beyond).
3. Continually explore new technology applications that will help aid classroom instruction. (Ongoing).



Access to Technology

An accomplished goal from the last Technology Plan was to have a dedicated device for each student (preschool to grade 12) in the district. These are primarily Chromebooks with certain cases of iPads or laptops in cases of required by an IEP or 504. Primary grades have chromebooks in the classrooms housed within charging carts. Each student is assigned a dedicated Chromebook and currently does not take the Chromebook home aside from Distance Learning Days(DLD). For DLDs, the chromebooks have an assigned protective sleeve with a power adapter in the side pocket.

For grades 6-12 each assigned student has a Chromebook that they take home with them every day. Students are given a new Chromebook at the very end of 5th grade or beginning of 6th to use for their Middle School careers. At the completion of 8th grade, they turn in their devices and get assigned a new Chromebook to use throughout their high school careers. At the completion of high school, they have the option to either keep that Chromebook or donate back to the district.

At both 6th and 9th grades, parents/students are required to sign the district's Chromebooks acceptable use and care document and also have the opportunity to purchase the district's device protection plan for insurance against most damages.

Paraprofessionals and other support staff members have dedicated chromebooks. Teachers and administrators are primarily laptop users but over the past two years the district has moved towards Chromebooks for them as the costs are significantly lower than laptops and the processing power and screen sizes are compatible with laptops. The one exception to moving to Chromebooks is special education professionals who need laptops to run required applications. Very few desktops remain in the district but are still used in engineering and coding labs at the high school and at front desk areas of each school.

The network infrastructure consists of all fiber Internet connections with 200MB throughput at each school except the high school and middle school which share a 2GB connection. Within the schools gigabit port switches and next generation WiFi (802.11ax) access points have been upgraded during the last technology plan cycle. The district also recently updated all firewalls to next generation (NG) firewalls with the capability to support remote VPN connections.

There are few physical servers left in the district as most services have been migrated to cloud based applications. The purpose of the remaining servers is only account management (Active Directory) and a few remaining File Storage shares.

All remaining laser printers are Ricoh and part of the district's new lease from starting in 2020-2021 and will more mostly phased out by the end of 2026. The district also has Ricoh MPC's in each school (multi function copiers) which use the security fobs staff have to swipe in to release from a cloud based print queue.

All core subject classrooms now have wall mounted projectors and the projectors on carts that used to be prevalent in the district are all but gone.

GOALS

- 1.) Continue supporting and funding a 4-5 year life cycle for the Dedicated Device Initiative program for all grades and staff. Evaluate the devices procured and costs associated with yearly. *(Ongoing)*
- 2.) Continue supporting and funding network infrastructure and security systems upgrades and improvements to support a 5-7 year cycle depending on technology. Evaluations will research new technologies and the costs associated with. *(Ongoing)*
- 3.) Continue to support and fund classroom technologies like projectors, smart boards, etc. Evaluate new products and costs associated with them. *(Ongoing)*
- 4.) Upgrade the backend Phone system PBX and voicemail system district wide. *(2024-2025)*



Business Operations Technology

Business operations technology is housed and/or managed at the district office. The following services are currently in use. These systems are all by in large securely hosted in the cloud which was a goal of the last technology plan. Going forward for the next five years and beyond the district will explore new technologies and techniques to enable our business operations to operate more efficiently.

- Tyler Technologies School ERP Pro - Financial and HR
- Powerschool SIS with online enrollment - Student Information System
- Mosaic - Onsite POS (point of sale) meal programs
- MySchoolBucks - Online payments for meal programs and school programs
- Pandadoc - online documentation for digital signatures and document workflows
- Microsoft Office 365 - Office applications and email hosting
- Frontline Applitrack - Posting positions and online recruitment
- Frontline Absence Management - for automated substitute notifications
- Time Clock Plus - online time and attendance management
- DocStar - online document management and repository
- Papercut - printing management
- Sharepoint - Document and workspace management
- Active Directory - Account management
- Wordpress - Website management and hosting
- Google Educational workspaces - Google suite of applications (educational version)

GOALS

- 1.) Align absence and time management applications to be more integrated into ERP system. This will help make the payroll process as well as the way staff puts in for paid time off more efficient. (2024-2025)
- 2.) Finish centralized printing project. The goal is to remove as many expensive laser printers as possible (in a phased approach) and move to centralized printing at the copiers in schools to promote less waste and cost per page printing. (2025-2026)
- 3.) Implement a system that will process and track professional development hours and funds expensed/available online. (2024-2025)
- 4.) Upgrade food service payment system to improve reporting and parent/guardian online experience around fund transfers and free and reduced applications. (2023-2024)

Technology Literacy Skills Development

Proficient technology literacy skills for staff is imperative to ensure effective utilization of technology resources. Time is always a limited resource and finding ways to work within this for technology training is a continuing effort. During the next five (5) years the district will seek ways to offer technology training in more effective and efficient ways.

Current Efforts

- Online Cyber Security training
- Technology training during Professional Development Days
- Training offered to New Teachers before school begins
- Shared Online Google Drive set up with Technology Videos and directions for various programs used within the district
- One on one or small group training with the Technology Integrator for the district
- Program training for new technology when introduced to the district

PD Opportunities

- Teachers may use Professional Development money for outside technology workshops
- Teachers have the opportunity to contact the Technology Integrator to help teach lessons using technology in their classrooms or to get PD training
- Afterschool Technology Trainings
- Access Online Videos for technology training

GOALS

- 1.) Explore new opportunities to share technology techniques within the classrooms using online training, before or after school sessions, parts of staff meetings, professional development days, or early release days. (Ongoing)
- 2.) Encourage staff to attend outside technology workshops by offering a discounted district price and also explore outside grant opportunities. (Ongoing)
- 3.) Technology teachers will help coach teachers integrate grade level appropriate technology into their lesson plans. (2023-2024 and beyond)
- 4.) Implement improved verified PD hour tracking around in house technology training. (2023-2024)
- 5.) Encourage teachers to complete Google Certified Educator Level 1 by providing funding for the Google Evaluation after completing the online Google training. (2023-2024 and beyond)

Communications & Outreach

The Timberlane Regional School District utilizes the use of technology to enhance communication between the school system and its stakeholders. Technology provides access for students, parents and community member involvement in the educational process. It provides opportunities for student engagement beyond the academic setting. Technology is used to inform all members of the community about relevant district and school based events. The district will continue to expand the current online and television resources as means of communication within the schools and the community to enhance learning, engage the community, share ideas, access information, and support professional growth for staff.

The following applications and tools are used for district communications currently:

- Social media (Facebook, Twitter, and Instagram). The district and each school have their own accounts in all three social media applications.
- Emails, texting, and robo phone call abilities through School Messenger to both TRSD families and staff groups.
- District and schools websites that house information such as the calendars of events, documents, departmental (transportation, food service, technology, etc) information, and postings of events and school happenings.
- The TEN (Timberlane Educational Network) cable channel that is broadcast on local cable providers in all four towns.
- In addition to the above means of communication school closings and delays are posted on WMUR as well as several Boston Channels.
- Powerschool parent and student application - This app available on both Apple and Android platforms provides information on student schedules and assignments at grades 6-12 as well as attendance and report card information for all grades.
- PickUp Patrol - An app that parents use to communicate student absences, tardiness, and school plan changes with each school.
- Livestream and Vimeo streaming services. The district uses Livestream for live events including student concerts, parent informational nights, school board and budget committee meetings and more. Vimeo is used to archive these videos in appropriate categories and provides closed captions and varied speed playback.
- Smugmug - this is an online application used to store school and district wide pictures of student centered and other events.
- Survey tools such as Thought Exchange, Google Forms, and Survey Monkey are used to provide targeted feedback on a number of areas for all TRSD stakeholders.
- Continue to enhance and improve the efficiency of communication through the development and funding of new and current tools utilized by the district. (Ongoing)

GOALS

- 1.) Continue to enhance and improve the efficiency of communication through the development and funding of new and current tools utilized by the district. (Ongoing)
- 2.) Promote more parent and student awareness around resources with district technology applications, distance learning days best practices, and online safety and security. (2023-2024 and beyond)

NOW SHOWING:

ELEMENTARY HONORS CONCERT

Orchestra | Band | Chorus *Recorded April 19th*



 [Vimeo.com/TRSD](https://vimeo.com/TRSD)
 [Facebook.com/TimberlaneMusic](https://facebook.com/TimberlaneMusic)
 [TRSD.TV](#) Cable Channel 6/22

TRSD.TV 

Budget Projections

Device Purchases by Fiscal Years - Projected Costs (2023-2028)

Below are estimated costs for hardware and device replacement during the next five fiscal years. Estimates are based on current costs of equipment.

Item	23-24	24-25	25-26	26-27	27-28
Student Chromebooks	\$139,125	\$150,000	\$150,000	\$150,000	\$150,000
Staff Devices	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Classroom projectors	\$66,500	\$66,500	\$66,500	\$66,500	\$66,500
Wireless Access points	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
New Phone System - Backend PBX	\$0	\$75,000	\$0	\$0	\$0
Student Desktops - Engineering/AV Labs	0	\$25,000	\$25,000	\$0	\$0
District Audio/Video	\$30,000	\$25,000	\$25,000	\$10,000	\$10,000
Network Security (Firewalls)	\$0	\$0	\$0	\$70,000	\$0
Network Switches	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000
Video Surveillance	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000



EXECUTIVE SUMMARY

June 15, 2023

Below please find a list of the projects that the CIP Committee is recommending for FY2024.

Location	Description	Amount
AA	Walk in Fridge Replacement	\$ 35,000
DE	Rework athletic field including fencing	\$ 60,000
DE	Upgrade field space and play area	\$ 50,000
DE	Fire alarm panel replacement	\$ 75,000
DIS	Replacement 2016 Maint. Van	\$ 50,000
DIS	Replacement Kubota Tractor	\$ 75,000
DIS	Assessment of Athletic Fields	\$ 70,000
HS	Irrigation Upgrade controllers	\$ 30,000
HS	Irrigation Upgrade - well installation	\$ 35,000
HS	Irrigation Upgrade -overhaul	\$ 60,000
HS	Tennis Court	\$ 488,000
HS	Fire alarm panel replacement	\$ 120,000
MS	Fire alarm panel replacement	\$ 65,000
PS	Replace fire sprinkler heads	\$ 199,500
SC	Playground Fence	\$ 50,000
Total		\$ 1,462,500

Respectfully Submitted By:

Maria Watkins, CFO/Business Administrator



EXECUTIVE SUMMARY

June 15, 2023

FY2024 Tuition Rates

Listed below are the 2023-2024 tuition rates.

FY2024 Preschool Tuition Rates

Level	Program	Tuition	
		Annually	Monthly
Preschool (3s)	4 half days per week, AM or PM session	\$2,200	\$220
Pre-Kindergarten (4s)	4 half days per week, AM or PM session	\$2,200	\$220
Half Day Kindergarten	5 half days per week, school-based offerings for AM or PM	Free	Free
Full Day Kindergarten	5 days per week	\$4,500	\$450

FY2024 Out of District Tuition Rates

Grade	Annually
Kindergarten	\$10,500
Elementary	\$20,600
Middle School	\$19,300
High School	\$19,800
Special Education*	\$40,100

*Special Education rate does not include costs associated with specialized services, specialized transportation, or one-to-one assistance

If these rates meet with your approval, kindly accept the same by Motion and Vote. Should it be easier, feel free to motion to accept "the FY2024 tuition rates presented to the School Board on June 15, 2023".

I am happy to address any questions you may have.

Respectfully Submitted By:
Maria Watkins, CFO/Business Administrator

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ADMINISTRATION OF FEDERAL GRANT FUNDS

This Policy includes “sub-policies” relating to specific provisions of the Uniform Administrative Requirements for Federal Awards issued by the U.S. Office of Budget and Management. Those requirements, which are commonly known as Uniform Grant Guidance (“UGG”), are found in Title 2 of the Code of Federal Regulations (“CFR”) part 200. The sub-policies include:

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NOTE: Notwithstanding any other policy of the District, all funds awarded directly or indirectly through any Federal grant or subsidy programs shall be administered in accordance with this Policy, and any Procedures adopted implementing this Policy.

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the New Hampshire Department of Education (NHDOE) or other applicable pass-through entity.

This Policy establishes the minimum standards regarding internal controls and grant management to be used by the District in the administration of any funds received by the District through Federal grant programs as required by applicable NH and Federal laws or regulations, including, without limitation, the UGG.

The Board directs the Superintendent or designee to develop, monitor, and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of

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federal and/or state law and regulation and shall be based on best practices.

The Superintendent is directed to assure that all individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award and this policy.

To the extent not covered by this Policy, the administrative procedures and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes; and
5. comparison of expenditures against budget.

DAF-1 ALLOWABILITY

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

A. Cost Principles: Except whether otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
 - a. To determine whether a cost is “reasonable”, consideration shall be given to:
 - i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;
 - ii. the restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal and other laws and regulations;
 - iii. market prices for comparable goods or services for the geographic area;
 - iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and

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- v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the

“necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.
 - b. When determining whether a cost is “necessary”, consideration may be given to whether:
 - i. the cost is needed for the proper and efficient performance of the grant program;
 - ii. the cost is identified in the approved budget or application;
 - iii. there is an educational benefit associated with the cost;
 - iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or
 - v. the cost addresses program goals and objectives and is based on program data.
 - c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.
- 2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
- 3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
- 4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- 5. Be determined in accordance with generally accepted accounting principles.
- 6. Be representative of actual cost, net of all applicable credits or offsets.

The term “applicable credits” refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to/or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as

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appropriate.

7. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
8. Be adequately documented:
 - a. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;
 - b. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

B. Selected Items of Cost: The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

C. Cost Compliance: The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

D. Determining Whether A Cost is Direct or Indirect:

1. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).

2. "Indirect costs" are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with supplement not supplant provisions must use a restricted

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indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if **all** the following conditions are met:

- a. Administrative or clerical services are integral to a project or activity.
- b. Individuals involved can be specifically identified with the project or activity.
- c. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- d. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by NHDOE or the pass-through entity (Federal funds subject to 2 C.F.R Part 200 pertaining to determining indirect cost allocation).

- E. Timely Obligation of Funds:** Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following are examples of when funds are determined to be “obligated” under applicable regulation of the U.S. Department of Education:

When the obligation is for:

1. Acquisition of property: On the date which the District makes a binding written commitment to acquire the property.
2. Personal services by an employee of the District: When the services are performed.
3. Personal services by a contractor who is not an employee of the District: On the date which the District makes a binding written commitment to obtain the services.
4. Public utility services: When the District received the services.

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5. Travel: When the travel is taken.
6. Rental of property: When the District uses the property.
7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E – Cost Principles: On the first day of the project period.

F. Period of Performance: All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Award Notification (“GAN”). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

Pre-award costs are those incurred prior to the effective date of the Federal award or subaward directly pursuant to the negotiation and in anticipation of the Federal award where such costs are necessary for efficient and timely performance of the scope of work. Such costs are allowable only to the extent that they would have been allowable if incurred after the date of the Federal award and only with the written approval of the initial Federal awarding agency or of the NHDOE or other pass-through entity.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

DAF-2 CASH MANAGEMENT AND FUND CONTROL

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of NHDOE or other applicable pass-through-entity.

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Superintendent shall implement internal controls in the area of cash management.

The District's payment methods shall minimize the time elapsing between the transfer of funds from the United States Treasury or the NHDOE (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic fund transfer, or issuance or redemption of checks, warrants, or payment by other means.

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The District shall use forms and procedures required by the NHDOE, grantor agency or other pass-through entity to request payment. The District shall request grant fund payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The Superintendent or designee is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).

When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District shall account for the receipt, obligation and expenditure of funds.
- E. Advance payments shall be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
 1. The District receives less than \$120,000 in Federal awards per year.
 2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
 3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
 4. A foreign government or banking system prohibits or precludes interest bearing accounts.
- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System ("PMS") through an electronic medium using either Automated Clearing House ("ACH") network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

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DAF-3 PROCUREMENT

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall also conform to the provisions of the District's documented general purchase policies, Policy DJ 'Purchasing', and Policy DJB 'Purchasing Procedures' and Procedure DJB-R 'Purchasing Procedures for Federal Funds Purchases'.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

- A. Competition:** All procurement transactions shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

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Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

1. unreasonable requirements on firms in order for them to qualify to do business;
2. unnecessary experience and excessive bonding requirements;
3. noncompetitive contracts to consultants that are on retainer contracts;
4. organizational conflicts of interest;
5. specification of only a “brand name” product instead of allowing for an “or equal” product to be offered and describing the performance or other relevant requirements of the procurement; and/or
6. any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

- B. Solicitation Language:** The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

- C. Procurement Methods:** The District shall utilize the following methods of procurement:

1. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District shall distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Superintendent considers the price to

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be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

2. Small Purchases (Simplified Acquisition)

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

3. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$250,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$250,000.

a. In order for sealed bidding to be feasible, the following conditions shall be present:

- i. a complete, adequate, and realistic specification or purchase description is available;
- ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
- iii. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

b. When sealed bids are used, the following requirements apply:

- i. Bids shall be solicited in accordance with the provisions of State law and District Policy DJE Bidding Requirements. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
- ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
- iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
- v. The Board reserves the right to reject any and all bids for sound documented reason.

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vi. Bid protests shall be handled pursuant to the process set forth in DAF-3.I.

4. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one sources submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

- a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
- b. Proposals shall be solicited from an adequate number of sources.
- c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
- d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

5. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. the item is available only for a single source;
- b. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; and/or
- d. after solicitation of a number of sources, competition is determined to be inadequate.

D. Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms: The District must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when

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possible. Affirmative steps must include:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

- E. Contract/Price Analysis:** The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000 (i.e., the Simplified Acquisition/Small Purchase limit), including contract modifications. (See 2 CFR 200.324). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

- F. Time and Materials Contracts:** The District shall use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiently. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls, and otherwise

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performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

- G. Suspension and Debarment:** The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance/ and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensure. A person so excluded is suspended. (See 2 CFR Part 180 Subpart G).

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (See 2 CFR Part 180 Subpart H).

The District shall not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management ("SAM"), which maintains a list of such debarred or suspended vendors at www.sam.gov (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Sub part C).

Documentation that debarment/suspension was queried must be retained for each covered transaction as part of the documentation required under DAF-3, paragraph J. This documentation should include the date(s) queried and copy(ies) of the SAM result report/screen shot, or a copy of the or certification from the vendor. It should be attached to the payment backup and retained for future audit review.

H. Additional Requirements for Procurement Contracts Using Federal Funds:

1. Clause for Remedies Arising from Breach: For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
2. Termination Clause: For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B)).

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3. Anti-Pollution Clause: For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G)).
 4. Anti-Lobbying Clause: For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (I).
 5. Negotiation of Profit: For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.324(b)).
 6. "Domestic Preference" Requirement: The District must provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States, to the greatest extent practicable. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District's behalf (e.g. subcontractor, food service management companies, etc.). It also generally applies to all purchases, even those below the micro-purchase threshold, unless otherwise stipulated by the Federal awarding agency. See also additional "Buy American" provisions in DAF-4.C regarding food service procurement.
 7. Huawei Ban: The District may not use Federal funds to procure, obtain, or enter into or renew a contract to procure or obtain equipment, services, or systems which substantially use telecommunications equipment or services produced by Huawei Technologies Company or ZTE Corporation, or any of their subsidiaries.
- I. Bid Protest**: The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.
- A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.
- Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.
- Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.
- J. Maintenance of Procurement Records**: The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the

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following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding debarment/suspension queries or actions. Such records shall be retained consistent with District Policy EHB 'Data Records Retention' and District Procedure EHB-R 'Local Records Retention Schedule'.

DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

A. Mandatory Contract Clauses: The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

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- B. Contracts with Food Service Management Companies:** Procedures for selecting and contracting with a food service management company shall comply with guidance provided by the NHDOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.
- C. "Buy American" Requirement:** Under the "Buy American" provision of the National School Lunch Act (the "NSLA"), school food authorities (SFAs) are required to purchase, to the maximum extent practicable, *domestic commodity or product*. As an SFA, the District is required to comply with the "Buy American" procurement standards set forth in 7 CFR Part 210.21(d) when purchasing commercial food products served in the school meals programs. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District's behalf (e.g., food service management companies, group purchasing cooperatives, shared purchasing, etc.).

Under the NSLA, "*domestic commodity or product*" is defined as an agricultural commodity or product that is produced or processed in the United States using "*substantial*" agricultural commodities that are produced in the United States. For purposes of the act, "*substantial*" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

1. **Exceptions:** The two main exceptions to the Buy American requirements are:
 - a) The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
 - b) Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.
2. **Steps to Comply with Buy American Requirements:** In order to help assure that the District remains in compliance with the Buy American requirement, the Superintendent or designee shall
 - a) Include a Buy American clause in all procurement documents (product specifications, bid solicitations, requests for proposals, purchase orders, etc.);
 - b) Monitor contractor performance;
 - c) Require suppliers to certify the origin of the product; and
 - d) Examine product packaging for identification of the country of origin.

DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict

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of interest must disclose that conflict in writing to the Superintendent or designee, who, in turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or received a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Superintendent shall timely disclose in writing to NHDOE or other applicable pass-through-entity, all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The Superintendent shall fully address any such violations promptly and notify the Board with such information as is appropriate under the circumstances (e.g., taking into account applicable disciplinary processes).

DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired ("property" as used in this policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations and Board policies:

- A. **"Equipment" and "Pilferable Items" Defined:** For purposes of this policy, "equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. "Pilferable items" are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.
- B. **Records:** The Superintendent or designee shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- C. **Inventory:** No less than once every two years, the Superintendent or designee shall cause a physical inventory of all equipment and pilferable items to be taken and the results reconciled with the property records. Except as otherwise provided in this policy DAF-6, inventories shall

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be conducted consistent with Board Policy DID Fixed Assets (Inventories).

D. Control, Maintenance and Disposition: The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:

1. prevent loss, damage, or theft of the property; Any loss, damage, or theft must be investigated;
2. to maintain the property and keep it in good condition; and
3. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, “travel costs” shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and district employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees and school officials shall be determined by the CFO/Business Administrator.

Travel costs shall be reimbursed on a mileage basis for travel using an employee’s personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district’s non-federally funded activities, and in accordance with the district’s travel reimbursement policies and administrative regulations.

Mileage reimbursements shall be at the rate approved by the Board or Board policy for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by Board policy, or, in the absence of such policy, the federal General Services Administration for federal employees for locale where incurred.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, for any costs that are charged directly to the federal award, the Superintendent or designee shall maintain sufficient records to justify that:

- A. Participation of the individual is necessary to the federal award.
- B. The costs are reasonable and consistent with Board policy.

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DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

All fiscal transactions must be approved by the Superintendent or designee who can attest that the expenditure is allowable and approved under the federal program. The Superintendent submits all required certifications.

DAF-9 TIME-EFFORT REPORTING / OVERSIGHT

The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged directly or indirectly against Federally-sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

A. Compensation: Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

1. is reasonable for the services rendered, conforms to the District's established written policy, and is consistently applied to both Federal and non-Federal activities; and
2. follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.

B. Time and Effort Reports: Time and effort reports shall:

1. be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. be incorporated into the official records of the District;
3. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
4. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
5. comply with the District's established accounting policies and practices;

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6. support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Superintendent or designee is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.

DAF-10 GRANT BUDGET RECONCILIATION

A. Budget Reconciliation: Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District's records in a timely manner.

The District's internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

B. Grant Closeout Requirements: At the end of the period of performance or when the Federal awarding agency determines the District has completed all applicable administrative actions and all required work under the grant, the agency will close out the Federal award. If the award passed-through the State, the District will have 90 days from the end of the period of performance to submit to the State all financial, performance, and other reports as required by the terms and conditions of the award.

Failure to submit all required reports within the required timeframe will necessarily result in the Federal awarding agency reporting the District's material failure to comply with the terms of the grant to the Office of Management and Budget (OMB), and may pursue other enforcement actions.

The District must maintain all financial records and other documents pertinent to the grant for a period of three years from the date of submission of the final expenditure report, barring other circumstances detailed in 2 CFR 200.344.

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

When entering agreements involving the expenditure or disbursements of federal grant funds, the District shall determine whether the recipient of such federal funds is a "contractor" or "subrecipient", as those terms are defined in 2 CFR §200.23 and §200.93, respectively. See also guidance at 2 CFR §200.330 "Subrecipient and contractor determinations". Generally, "subrecipients" are instrumental in implementing the applicable work program whereas a "contractor" provides goods and services for the District's own use. Contractors will be subject to the District's procurement and purchasing policies (e.g., DAF-3 relative to federal grant funds, DJE

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relative to bidding requirements for non-federal money projects, etc.). Subrecipients are subject to this Policy.

Under the UGG, the District is considered a "pass-through entity" in relation to its subrecipients, and as such requires that subrecipients comply with applicable terms and conditions (flow-down provisions). All subrecipients of Federal or State funds received through the District are subject to the same Federal and State statutes, regulations, and award terms and conditions as the District.

A. Sub-award Contents and Communication

In the execution of every sub-award, the District will communicate the following information to the subrecipient and include the same information in the sub-award agreement.

1. Every sub-award will be clearly identified and include the following Federal award identification:
 - a. Subrecipient's name
 - b. Subrecipient's unique ID number (DUNS)
 - c. Federal Award ID Number (FAIN)
 - d. Federal award date
 - e. Period of performance start and end date
 - f. Amount of federal funds obligated
 - g. Amount of federal funds obligated to the subrecipient
 - h. Total amount of the Federal award
 - i. Total approved cost sharing or match required where applicable
 - j. Project description responsive to FFATA
 - k. Name of Federal awarding agency, pass through entity and contact information
 - l. CFDA number and name
 - m. Identification of the award is R&D
 - n. Indirect cost rate for the Federal award
2. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
3. Any additional requirements the District deems necessary for financial or performance reporting of subrecipients as necessary.

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4. An approved indirect cost rate negotiated between subrecipient and the Federal government or between the pass-through entity and subrecipient.
5. Requirements that the District and its auditors have access to the subrecipient records and financial statements.
6. Terms and conditions for closeout of the sub-award.

B. Subrecipient Monitoring Procedures

The Superintendent is responsible for having all the District project managers monitor subrecipients. The District will monitor the activities of the subrecipient to ensure the sub-award is used for authorized purposes. The frequency of monitoring review will be specified in the sub-award and conducted concurrently with all invoice submission.

Subrecipient monitoring procedures include:

1. At the time of proposal, assess the potential of the subrecipient for programmatic, financial, and administrative suitability.
2. Evaluate each subrecipient's risk of noncompliance prior to executing a sub-award. In doing so, the District will assess the subrecipient's:
 - a. Prior experience with the same or similar sub-awards.
 - b. Results of previous audits and single audit (if applicable).
 - c. New personnel or new or substantially changed systems.
 - d. The extent and results of Federal awarding agency monitoring.
3. Confirm the statement of work and review any non-standard terms and conditions of the sub-award during the negotiation process.
4. Monitor financial and programmatic progress and ability of the subrecipient to meet objectives of the sub-award. To facilitate this review, subrecipients are required to submit sufficient invoice detail and a progress report. The District project managers will encourage subrecipients to submit regular invoices.
5. Invoices and progress reports will be date stamped upon receipt if received in hard copy. A record of the date of receipt will be maintained for those invoices sent electronically.
6. In conducting regular oversight and monitoring, the District project managers will:
 - a. Verify invoices that include progress reports.
 - b. Review progress reports to ensure project is progressing appropriately and on schedule.

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- c. Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.
 - d. Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
 - e. Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.
 - f. Review subrecipient match tasks for eligibility.
 - g. Initial the progress report and invoice confirming review and approval prior to payment.
 - h. Raise any concerns to the Superintendent or designee.
7. The Superintendent or designee, upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.
8. Payments will be withheld from subrecipients for the following reasons:
- a. Insufficient detail to support the costs billed;
 - b. Unallowable costs;
 - c. Ineligible costs; and/or
 - d. Incomplete work or work not completed in accordance with required specifications.
9. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F-Audit Requirements.

C. Subrecipient Project Files. Subrecipient project files will contain, at a minimum, the following:

- 1. Project proposal;
- 2. Project scope;
- 3. Progress reports;
- 4. Interim and final products; and
- 5. Copies of other applicable project documents as required, such as copies of contracts or MOUs.

D. Audit Requirements

All subrecipients are required to annually submit their audit and Single Audit report to the

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District for review to ensure the subrecipient has complied with good accounting practices and federal regulations. If a deficiency is identified, the District will:

1. Issue a management decision on audit findings pertaining to the Federal award.
2. Consider whether the results of audits or reviews indicate conditions that necessitate adjustments to pass through entity's own records.

E. Methodology for Resolving Findings.

The District will work with subrecipients to resolve any findings and deficiencies. To do so, the District may follow up on deficiencies identified through on-site reviews, provision of basic technical assistance, and other means of assistance as appropriate.

The District will only consider taking enforcement action against non-compliant subrecipients in accordance with 2 CFR 200.339 when noncompliance cannot be remedied. Enforcement may include taking any of the following actions as appropriate:

1. Temporarily withhold cash payments pending correction of the deficiency;
2. Disallow all or part of the cost of the activity or action not in compliance;
3. Wholly or partly suspend or terminate the sub-award;
4. Initiate suspension or debarment proceedings;
5. Withhold further Federal awards for the project or program; and/or
6. Take other remedies that may be legally available.

Legal References:

42 USC 1751 - 66 National School Lunch Act

2 CFR Part 180

2 CFR Part 200

200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c); 200.430; 200.431; 200.458; 200.474(b)

200 Appendix II

7 CFR Part 210

210.16; 210.19; 210.21; 215.14a; 220.16

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Related Policy/Procedures:

DID Fixed Assets (Inventories)
DJ Purchasing
DJB Purchasing Procedures

DJB-R Purchasing Procedures for Federal Funds Purchases
DKC Expense Reimbursements



EXECUTIVE SUMMARY

June 15, 2023

Budget Transfer Request

A budget transfer is being requested which exceed the \$25,000 transfer amount pursuant to policy DBJ 'Transfer of Appropriations' and will require School Board approval. A copy of said policy is attached for your convenience.

Reason: In order to start the HS boilers replacement, the track, the HS water heater, and the tennis courts we need a PO and a signed contract. For the track and boilers, the district will pay for the projects and then get reimbursed upon completion.

If this transfer meets with your approval, kindly accept the same by Motion and Vote. Should it be easier, feel free to motion to accept "those budget transfers in the amounts and accounts specified in the CFO/BA's budget transfer request dated June 15, 2023".

I am happy to address any questions you may have.

Respectfully Submitted By:
Maria Watkins, CFO/Business Administrator



NH School Administrative Unit 106 | Timberlane Regional School District

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	Account	Description	Amount
From Accounts:	100.1100.112.00.01.4.00000	Attrition Savings	30,000
	100.1100.112.22.50.2.00000	Attrition Savings	30,000
	100.1100.112.25.08.1.00000	Attrition Savings	70,000
	100.1100.112.25.10.1.00000	Attrition Savings	30,000
	100.1100.112.41.60.3.00000	Attrition Savings	30,000
	100.1100.123.00.70.4.00000	Attrition Savings	100,000
	100.1200.112.60.02.1.00000	Attrition Savings	50,000
	100.1200.112.60.08.1.00000	Attrition Savings	80,000
	100.1200.112.60.10.1.00000	Attrition Savings	30,000
	100.1200.112.60.12.1.00000	Attrition Savings	60,000
	100.1200.112.61.33.4.00000	Attrition Savings	66,000
	100.1200.112.67.33.4.00000	Attrition Savings	30,000
	100.1200.114.00.33.4.00000	Attrition Savings	50,000
	100.1200.114.60.12.1.00000	Attrition Savings	40,000
	100.1200.114.67.33.4.00000	Attrition Savings	40,000
	100.2122.111.26.60.3.00000	Attrition Savings	5,000
	100.2122.112.26.08.1.00000	Attrition Savings	10,000
	100.2122.112.26.11.1.00000	Attrition Savings	5,000
	100.2122.112.26.50.2.00000	Attrition Savings	10,000
	100.2122.112.26.60.3.00000	Attrition Savings	20,000
	100.2134.113.44.33.4.00000	Attrition Savings	30,000
	100.2143.112.60.33.4.00000	Attrition Savings	5,800
	100.2152.114.69.33.4.00000	Attrition Savings	25,000
	100.2330.115.60.33.4.00000	Attrition Savings	30,000
	100.2410.115.08.60.3.00000	Attrition Savings	10,000
	100.2620.520.01.33.4.00000	Insurance	10,000
	100.2722.519.60.33.4.00000	Transportation	180,000
	100.5221.930.01.33.4.00000	Federal Projects	950,000
	100.1200.564.60.14.1.00000	Private Tuition Preschool	20,000
	100.1200.564.60.15.1.00000	Private Tuition Elementary	30,000
	100.1200.564.60.16.2.00000	Private Tuition Middle	20,000
	100.1200.564.60.17.3.00000	Private Tuition Secondary	325,000
	Total		2,421,800
To Accounts:	100.4600.450.12.33.4.00000	Boilers	950,000
	100.4200.430.12.33.4.00000	Track	470,800
	100.4600.450.12.33.4.00000	HS Water Heater	108,000
	100.4200.430.12.33.4.00000	Tennis Courts	488,000
	100.4600.450.12.33.4.00000	AA Roof & SC Pannels	325,000
	100.2620.737.21.33.4.00000	AA & DE Walkin Freezers	80,000
	Total		2,421,800



EXECUTIVE SUMMARY

June 15, 2023

FY2023 Encumbrances

At the close of each fiscal year, there are typically still Purchase Orders that remain open from the prior fiscal year. In accordance with municipal laws, appropriated funds shall lapse at the conclusion of the fiscal year, unless they meet certain exceptions specifically outlined in the statutes.

One of these exceptions allows funds to carry forward for amounts that have become encumbered by a legally enforceable obligation, prior to the close of the fiscal year. Purchase Orders are one such legally enforceable obligation. Therefore, we present the attached listing of open Purchase Orders as of June 30, 2023 and ask that the School Board vote to encumber the funds necessary for fulfillment of these Purchase Orders.

Should these encumbered funds not be fully expended for the purposes of these remaining obligations, any residual funding will be returned as part of our unrestricted fund balance in the subsequent year.

Respectfully submitted for your consideration,
Maria Watkins, CFO/Business Administrator



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Location	Project	Estimated Cost
Atkinson Academy/Danville	AA & DE Walkin Freezers	80,000
Atkinson Academy/Sandown	AA Roof & SC Pannels	325,000
Danville Elementary	DE HVAC Controls	822,100
Danville Elementary	DE Boilers	904,365
High School	HS Boilers	950,000
High School	Track	470,800
High School	HS Water Heater	108,000
High School	Tennis Courts	488,000
Middle School	MS HVAC	1,271,933
Total		5,420,198

TIMBERLANE REGIONAL
SCHOOL DISTRICT

STRATEGIC PLAN

2023-2028



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

THE TIMBERLANE GRADUATE

A Timberlane Graduate is prepared to effectively use their knowledge and skills to make informed personal choices and decisions that will lead them to become a responsible contributor and consumer in the 21st Century society as they interact with the challenges and opportunities presented by the global community.

A Timberlane Graduate is...

- Intellectually curious, creative and open to challenges;
- Persevering;
- Resilient;
- A problem solver;
- A digital citizen;
- An effective communicator;
- A collaborative worker;
- A critical thinker;
- Academically literate in: math, science, social studies, technology, reading, writing, and the arts;
- Responsible and respectful;
- Able to understand and apply 21st Century Skills;
- Willing and able to identify when and what they need to learn with the purpose of remaining open to continuous learning.



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GOALS

LEARNING

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Learning Introduction and Objective

12-14

Goal 1 - Systems to Support Competency-Based and Personalized Student Learning

The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to develop the necessary knowledge, skills, and marketable traits to be successful in school, work, and life.

15

Goal 2: Systems of Data and Evidence of Student Learning

Develop systems to expand on the collection, evaluation, and interpretation of data and evidence of student learning as a means to drive instructional decision-making and improve student learning outcomes.

16

Goal 3: Multi-Tiered Systems of Student Support

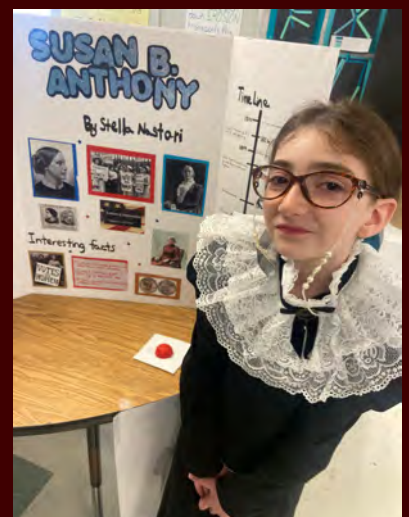
Implement a comprehensive system of academic, social, emotional, and behavioral supports to promote student wellness and improve engagement in learning.

17

Goal 4: Systems for Professional Learning

Develop a comprehensive professional development plan for all levels to provide a systematic program of job-embedded, on-going training that supports collaborative practices and educator empowerment.

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GOALS

PERSONNEL

Page

*Heading titles are hyperlinked to the corresponding section of the document.

Personnel Introduction and Objective

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Goal 1: Collective Bargaining Agreements

The Timberlane Regional School District will successfully negotiate all collective bargaining agreements in a timely manner, with fiscal prudence and competetiveness, based on the input of building and district administrators.

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Goal 2: Staffing

The Timberlane Regional School District will fill 100% of the positions in approved budgets and develop contingency plans for the sharing of work in the event that 100% staffing level is not achieved.

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Goal 3: Continued Staff Learning

The Timberlane Regional School District will develop and sequence opportunities to engage all staff in training within District systems in order to increase the capacity of each individual and the larger District team.

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Goal 4: Future Programming

The Timberlane Regional School District will staff all future changes to educational programming in a manner that supports the attainment of the explicit outcomes articulated within said programming.

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Goal 5: Partnerships

The Timberlane Regional School District will continue to seek, develop, and sustain partnerships with outside organizations that can immediately, in the short-term, and in the long-term increase the personnel resources of the district.

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TRSD will boost its recognition of student and staff accomplishments and achievements.

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TRSD will increase the engagement for diverse and underrepresented populations within the community to ensure equal access to educational opportunities.

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FACILITIES AND LEARNING ENVIRONMENTS

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Goal 1: Facilities Master Plan

Develop a long range Facilities Master Plan to address PK-12 building deficiencies, educational program planning, and athletic program needs. This plan will serve, and guide, the Timberlane community for the next twenty years and include major renovation and construction, and capital projects.

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Goal 2: Community Outreach and Support

Obtain community support for the Facilities Master Plan, Strategic Plan, and Capital Improvement Plan through effective communication about the process.

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Goal 3: Plan Implementation

Define a path to implement renovations/new construction to address the identified needs.

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RATIONALE

If the singular end goal of the Timberlane Regional School District is to support all students in realizing high levels of standardized, personalized, and individualized learning, then it must ensure that...

- the concept of **learning** is the primary driver for decision-making for students and staff.
- the **personnel** responsible for working directly and indirectly with students are at capacity, healthy, and highly-skilled.
- the experiences of **community, connections, and communications** that link all stakeholders are frequent, meaningful, and constructive.
- the **facilities and learning environments** that house all school operations are safe and support the opportunities for students to learn and show evidence of that learning.



INTRODUCTION

The Timberlane Regional School District (TRSD), comprising the four towns of Atkinson, Danville, Plaistow, and Sandown, is characterized by both the unique history and local traditions of each town, as well as a regional identity and sense of a larger Timberlane community. Our district grows from within and expands to the wider world. The five district elementary schools are neighborhood schools, grounded in long-standing local traditions that make each learning community unique. These schools also provide learning experiences that connect Timberlane students to the community through a shared Timberlane mission and vision for learning, aligned curricula, and collaboration amongst our educators. The regional middle and high schools unite the students and families of our four towns and also host districtwide community gatherings. Thus, the TRSD is both a regional learning community and the public commonplace of the four towns.

The District has experienced a high level of change over the past several years. On July 1, 2021, the TRSD officially withdrew from School Administrative Unit (SAU) 55 to become SAU 106. This transition to a new SAU was accompanied by a significant level of turnover in both building and district level leadership, as well as the instructional staff in our seven schools. Over the past two years, SAU 106 has begun to construct and shape its new identity. Throughout this transition, the district has remained committed to the alignment of a shared vision for student learning, along with the creation of new district-wide systems to support the implementation of that vision. We believe that our connection with and our commitment to one another empowers all members of our educational community to reach our greatest potential together.

In the end, it's the people who do the work of teaching and learning directly with students and families that are the bedrock of any school system; Timberlane is no different in this regard. Therefore, attracting and hiring the best people are the most important actions Timberlane can take to support the goal of students realizing high levels of standardized, personalized, and individualized learning.

In 2020, the TRSD successfully expanded student access to technology through the implementation of a 1:1 Chromebook initiative. Additionally, our pre-K-12 learning models have adapted over time and continue to shift away from a preponderance of teacher-centered direct instruction to lessons that include opportunities for student inquiry and exploration, student voice and choice, and personalized learning experiences for students of all ages and skill levels. This ongoing transformation of learning supports students in developing the skills, knowledge, and dispositions necessary to meet the needs and demands of an ever-changing local, national, and global society and workforce.

Student learning is optimized in spaces that are welcoming and safe, accessible to all, and flexible in nature to accommodate different types of learning. The school buildings of the Timberlane Regional School District have not seen any significant upgrades or renovations in over 20 years. Many of the systems are reaching their end of life expectancies and will need to be replaced and/or see significantly increased maintenance. Most of the district buildings are over 60 years of age and therefore, spaces are dated and not conducive to current/future learning environments and needs.

PROCESS

The TRSD Strategic Planning Committee began meeting in July of 2022 and established a goal to have a newly developed five (5) year strategic plan in place by July 1, 2023. The committee is comprised of fourteen (14) TRSD administrators, two (2) school board members (Michael Boucher and Kim McCormick), and one member from the Budget Committee (Sue Sherman).

The committee met monthly (not in August and twice in September) through November. In that time, the committee:

- reviewed progress, achievements, and unaddressed elements of the current strategic plan;
- administered and reviewed “Thought Exchanges” and “Survey Monkey” student surveys to seek feedback from the community, staff, families, and students;
- considered reaching out to consultants;
- reviewed the Capital Improvement Plan and past work / thinking of the Facilities Committee;
- continually grouped the discussion points into broader categories to later inform targeted work.

At the November meeting, the committee analyzed the stakeholder feedback, including the results of the community-wide Thought Exchange and student surveys. Common thoughts and themes emerged from this feedback. Through this process, the committee determined four (4) primary “buckets” to organize the Strategic Plan:

- Learning
- Personnel
- Community, Connections, and Communication
- Facilities and Learning Environments

Each “bucket” was assigned a leader, working members, and the charge to work as a subcommittee, engage with relevant staff stakeholders, and generate draft language to target the following pieces of the Strategic Plan for review as a full committee on February 23, 2023:

- A brief narrative that outlines the current state of the District as related to the “bucket.”
- An objective written as a single statement.
- Three (3) to five (5) goal statements to guide future work.
- And three (3) to five (5) discrete tasks with assigned dates to support the attainment of each goal statement.

The full committee met on February 23, 2023 to review the work of each subcommittee. In March, the “Bucket” team leaders met and collaborated to synthesize subcommittee reports and draft a cohesive strategic plan. That group also developed a timeline of work moving forward to June, as outlined on the following page.

PROCESS

Timeline for Future Work

- **April, 2023:** Share draft Strategic Plan with School Board for 1st read on April 6th.
- **April 10th -28th, 2023:** Share with TRSD staff for feedback between April 10th - 28th.
- **May, 2023:** Share draft Strategic Plan with families and community for feedback.
- **May, 2023:** Strategic Plan Committee will review all feedback from April and May and refine the plan itself.
- **June, 2023:** Share Strategic Plan with the School Board for 2nd read.

Methods to collect feedback after first read by the School Board:

- Thought Exchange: This tool may be used to collect public feedback through a system of open-ended questions, options for stakeholders to share thoughts, and opportunities for participants to rate the thoughts shared by others.
- Survey Monkey: This tool may be used to collect feedback through Likert scale ratings and/or ranking systems.
- Public / Staff In-Person Forums



LEARNING

The Timberlane Regional School District strives to engage, challenge, and support students and staff in relevant learning activities that foster their ongoing academic, social, emotional, and personal growth. Timberlane educators monitor, analyze, and reflect on student learning outcomes and seek to adapt their instructional practice to best meet the personalized needs of all learners.

Competency Based Education and Personalized Learning:

The Timberlane Regional School District has been actively involved in ongoing work connected to personalized Competency Based Education (CBE). The elementary schools continue to refine their content specific curriculum units to identify trimester learning and acquisition targets. Elementary teachers have begun to create common unit assessments. The middle and high schools have implemented a hybrid report card that includes both a traditional alpha-numeric grade along with information relative to students' level of mastery of course competencies. The secondary levels have developed competency rubrics and continue to develop and refine unit performance assessments that call for the independent application and transfer of student learning to new tasks and contexts. The high school has expanded on flexible learning pathways for students through the implementation of Extended Learning Opportunities (ELOs) and internships.

Professional Growth and Learning:

The district has made a commitment to job-embedded professional learning opportunities for staff to both enhance their instructional practice and increase consistency in educator training across grade levels and schools. Early childhood educators have expanded on their knowledge of and capacity to design Play-Based Learning experiences for their students. Elementary classroom teachers are actively engaged in inquiry-based cycles of professional learning connected to research behind the Science of Reading. This work is being led and supported by the elementary Literacy Coaches. The elementary schools have also provided opportunities for educators to learn more about best practices in math instruction, including district-wide elementary book studies, revised Geometry curriculum units, and optional week-long summer training through the Ongoing Assessment Project (OGAP).

Social and Emotional Learning:

The district is in year three of a partnership with consultant Mike Anderson to enhance our educators' capacity to design learning experiences that embed student voice and choice, as a means to enhance intrinsic motivation for learning in our students. In addition to this district-wide work, teachers at both the elementary and middle schools have engaged in job-embedded coaching connected to the infusion of Social and Emotional Learning (SEL) skills through academics. The elementary schools have also implemented a Morning Meeting and non-academic soft start to the school day for all students to help increase community and support students in being prepared for the school day. Professional development days have included opportunities for educators to learn practical research-based strategies to support students who exhibit challenging behaviors.

LEARNING

Data Protocols and Tiered Intervention Systems:

The district is in year two of implementation of the i-Ready Assessment and Learning platform across grades K-8. This assessment system has increased the level of data on students in mathematics and reading. This data is used, along with other measures of student learning, to identify student intervention needs through a rank order process in accordance with the level of need. The elementary schools are in year two of implementation of a new intervention model and the middle school is in the first full year of implementation of the What I Need (WIN) block for all students and grade levels. These intervention systems are currently not in place at the high school level.

Identified Need for Ongoing Development of Systems of Learning:

While the district has made significant strides in the areas of student and professional learning, there remains a need to develop district-wide systems in the areas of curriculum, instruction, assessment, and professional learning to increase educator capacity, improve alignment of school and district initiatives, empower educators, and ultimately improve student learning outcomes. The following general areas have been identified as areas of ongoing need for this section of the TRSD Strategic Plan:

- The development of systems for ongoing educator training in the areas of curriculum, instruction, and assessment to better address student needs, personalize learning, and improve student learning outcomes;
- The development of systems designed to remove barriers to learning for all students across both regular and special education settings;
- The development of systems connected to the generation of data and evidence of student learning and protocols for data-based decision-making;
- The development and implementation of a district-wide multi-tiered systems of support for academics, SEL, mental health, and behavior;
- The development of systems to personalize professional learning for all educators and increase educator capacity to implement high-leverage practices to respond to student needs and personalize learning.



LEARNING OBJECTIVE

The Timberlane Regional School District will provide meaningful and flexible learning opportunities in a safe and connected learning environment to ensure that Timberlane students achieve the necessary knowledge, skills, and dispositions to participate in a rapidly changing global society and find success in school, work, and life.



LEARNING GOAL 1

Goal 1: Systems to Support Competency-Based and Personalized Student Learning

The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to develop the necessary knowledge, skills, and marketable traits to be successful in school, work, and life, as measured by completion of the following tasks:

Task	Checkpoint
1. Train educators and implement school-wide flexible approaches that personalize learning for students, including designing lessons that provide students with multiple means to engage in, represent, and express their learning. ◦ Explore NH networks and programs to support student access to learning; ◦ Design systems of support that remove barriers to learning for all students across both regular and special education settings.	June 2026
2. Train educators to identify and implement high-impact teaching and instructional practices designed to generate evidence of student learning.	June 2027
3. Provide opportunities for students to explore career pathways, Extended Learning Opportunities (ELOs), vocational / Career and Technical Education (CTE) experiences, internships, dual enrollment, and other non-traditional educational experiences.	June 2028
4. Review and refine assessment, grading and reporting practices across grades K-12 to provide consistent evidence and feedback on student learning outcomes.	June 2028



LEARNING GOAL 2

Goal 2: Systems of Data and Evidence of Student Learning

Develop systems to expand on the collection, evaluation, and interpretation of data and evidence of student learning, as a means to drive instructional decision-making and improve student learning outcomes, as measured by completion of the following tasks:

Task	Checkpoint
1. Form school and district-level data teams that implement systematic data protocols, rooted in models of ongoing evaluative thinking and data-based decision-making.	June 2024
2. Increase educator access to data on student learning.	June 2024
3. Train and provide opportunities for educators to engage in reflective and evaluative thinking regarding their instructional practice: ◦ Collect and evaluate data and other evidence of student learning. ◦ Reflect on the impact of instructional practice and lesson design on student learning outcomes. ◦ Use this information to make decisions on next steps for instruction at both the student and classroom level.	June 2026



LEARNING GOAL 3

Goal 3: Multi-Tiered Systems of Student Support (MTSS)

Implement a comprehensive system of academic, social, emotional, and behavioral supports to promote student wellness and improve engagement in learning, as measured by completion of the following tasks:

Task	Checkpoint
1. Establish and implement a district-wide multi-tiered system of academic, behavioral, and social and emotional supports, (based on the NH MTSS-B framework), that includes universal approaches, targeted supports, and individualized services.	June 2025
2. Provide opportunities for students to develop and apply Social and Emotional Learning (SEL) skills through their academic work to support positive learning environments.	June 2026
3. Increase opportunities for students to have voice and choice in their learning, as a means to develop intrinsic motivation in students.	June 2025



LEARNING GOAL 4

Goal 4: Systems for Professional Learning

Develop a comprehensive professional development plan for all levels to provide a systematic program of job-embedded, on-going, training that supports collaborative practices and educator empowerment, as measured by completion of the following tasks:

Task	Checkpoint
1. Revise the Professional Development (PD) Master Plan.	August 2023
2. Train staff with regard to revisions to the PD Master Plan.	January 2024
2. Identify required professional learning areas for all Timberlane educators including, but not limited to best practices in literacy instruction, mathematics, instructional design, assessment, evaluative thinking, and SEL.	June 2024
3. Develop a comprehensive plan to provide training on all required professional learning topics to educators, through ongoing flexible and job-embedded learning opportunities.	August 2024
4. Engage building leaders in planning for the implementation of goals, objectives, and action steps in the strategic plan.	September 2023



PERSONNEL

Staffing

The Timberlane Regional School District currently budgets for 734 total staff and maintains / expects 65 vacancies; 50 instructional positions and 15 non-instructional positions. Moreover, 33 of the 65 vacancies are in the special education domain. An analysis of staffing data from FY15 to FY23 yields the two (2) primary trends. First, the total number of staff has leveled since FY18 and the number of vacancies each FY has increased. Anecdotally, the latter trend is more complicated by the fact that the educational job market is increasingly competitive while concurrently the number of candidates applying for positions is decreasing.

CBA Status / Dates and Non-Affiliated Staff

There are six (6) collective bargaining units operating within the Timberlane Regional School District. Of the 734 total staff, (#) are governed by a union agreement and (#) are non-affiliated.

- The TTA (teachers and other professional / certified staff) has a one-year agreement effective July 1, 2023. Negotiations for a new contract can begin to take place on July 1, 2023. This bargaining unit operated without a new contract in 2022-2023.
- The TAU (some district and all building administrators) has a three-year agreement effective July 1, 2023. Negotiations for a new contract are expected to begin on July 1, 2025. This group has operated the last three years without a contract.
- The TAMM (admin assistants, secretaries, and skilled maintenance employees) has a three-year agreement effective July 1, 2023. Negotiations for a new contract are expected to begin on July 1, 2025.
- The TSSU (paraeducators) has a three-year agreement effective July 1, 2023. Negotiations for a new contract are expected to begin on July 1, 2025.
- The TCU (custodians) is in the midst of a contract that is set to expire on June 30, 2025. Negotiations for a new contract are expected to begin on July 1, 2024.
- The TCWU (cafeteria workers) is in the midst of a contract that is set to expire on June 30, 2025. Negotiations for a new contract are expected to begin on July 1, 2024.

Existing Partnerships

The Timberlane Regional School District currently partners with the following colleges and universities to host student pursuing degrees and certificates in education:

- Southern New Hampshire University
- University of New Hampshire
- North Shore Community College



PERSONNEL

Future Programming

The Timberlane School District is exploring establishing special education programming to meet the needs of students within their home districts. This exploration entails consideration of student identification, staffing, facilities, and the approval processes at the state level.

Considerations for Future

- Succession Planning for Leadership
- Human Resource Information System Fluidity with Other Personnel Systems
- Recruitment Staff in Human Resources
- Employee Assistance Program Accessibility



PERSONNEL OBJECTIVE

The Timberlane Regional School District will attract, secure, grow, and retain high quality staffing across all levels of the District in order to drive student learning and the learning of all staff.



PERSONNEL GOAL 1

Goal 1: Collective Bargaining Agreements (CBAs)

The Timberlane Regional School District will successfully negotiate all collective bargaining agreements in a timely manner, with a fiscal mindset and competitiveness, based on the input of building and district administrators, as measured by completion of the following tasks:

Task	CBA	Checkpoint
1. Identify an instructional district administrator to serve as liaison and school board members to lead negotiating teams for each upcoming collective bargaining agreement.	TTA TAU TCUW TAAM TSSU TCU	June 2023 June 2024 June 2024 June 2025 June 2025 June 2025
2. Liaison seeks feedback from school district and building administrators specific to recommendations for contractual language changes to improve student learning and works with school board members of the negotiating team to create a one-page focus document to set intended goals for each upcoming negotiation.	TTA TAU TCUW TAAM TSSU TCU	July 1, 2023 July 1, 2024 July 1, 2024 July 1, 2025 July 1, 2025 July 1, 2025
3. Negotiating team (consisting of the liaison, business administrator, human resource director, and school board members) meet to run financial scenarios that are aligned to the one-page focus document.	TTA TAU TCUW TAAM TSSU TCU	Aug. 1, 2023 Aug. 1, 2024 Aug. 1, 2024 Aug. 1, 2025 Aug. 1, 2025 Aug. 1, 2025
4. Negotiating teams reach a tentative agreement for each collective bargaining unit.	TTA TAU TCUW TAAM TSSU TCU	Dec. 2023 Dec. 2024 Dec. 2024 Dec. 2025 Dec. 2025 Dec. 2025
5. Superintendent works with the school board to draft warrant articles reflective of each realized agreement.	TTA TAU TCUW TAAM TSSU TCU	Jan. 15, 2024 Jan. 15, 2025 Jan. 15, 2025 Jan. 15, 2026 Jan. 15, 2026 Jan. 15, 2026

PERSONNEL GOAL 2

Goal 2: Staffing

The Timberlane Regional School District will fill 100% of the positions in approved budgets and develop contingency plans for the sharing of work in the event that 100% staffing level is not achieved, as measured by completion of the following tasks:

Task	Checkpoint
1. Refine, develop, and share with relevant administration a hiring flow for all categories of staffing positions.	January 1, annually
2. Identify and develop timelines for each non-traditional recruiting method for all staffing positions.	September 1, 2023
3. Build a framework for job fairs onsite and offsite and identify specific site locations and dates over a five-year window of time.	January 1, 2024
4. The Superintendent's Leadership Team (SLT) will build a contingency plan with building administration for each unfilled staffing position by September 1st of each school year (and ongoing as vacancies occur during the operational school year).	September 1, annually
5. The Superintendent will set up an advisory committee consisting of members from all collective bargaining units and administration.	January 1, 2024
6. The advisory committee will submit non-monetary recommendations for staff attraction, growth, and retention.	June 2024



PERSONNEL GOAL 3

Goal 3: Continued Staff Learning

The Timberlane Regional School District will develop and sequence opportunities to engage all staff in training within District systems in order to increase the capacity of each individual and the larger District team, as measured by completion of the following tasks:

Task	Checkpoint
1. Review and refine new teacher induction systems after hire.	August 1, 2023
2. Through solicitation from staff, identify district systems that are in need of improvement and those systems in which staff need more training to access effectively.	January 1, 2024
3. Working within a committee comprised of staff and administrators, develop a plan to both engage in change processes where there is an identified need and to build training experiences where there is an identified need.	August 1, 2024
4. Through solicitation from staff, identify professional learning that is in individualized, personalized, and need based upon staff positional category.	October 1, 2023
5. Working within a committee comprised of staff and administration, develop an annual plan to prioritize and map out contractual professional learning days.	August 1, annually
6. Map a calendar that places staff at school board meetings to present District systems or their own professional learning that increases student learning.	Jan. 1, 2024



PERSONNEL GOAL 4

Goal 4: Future Programming

The Timberlane Regional School District will staff all future changes to educational programming in a manner that supports the attainment of the explicit outcomes articulated within said programming, as measured by completion of the following tasks:

Task	Checkpoint
1. Identify an exhaustive list of potential future programming names and staffing needs within each respective program over a five-year window of time.	July 1, 2023
2. For each identified program, set an operational start date and post staffing needs and / or reallocate current staff to meet the needs of the respective program.	60 days in advance of operational start date
3. For each identified program, develop and publish a program description, operating procedures, and goals / objectives.	30 days in advance of operational start date
4. Identify required learning and professional development for staff in each respective program and map out a timeline to fulfill said training over the course of one calendar year.	June 2024
5. Educate Timberlane staff and community on all start-up programming.	within 30 days of operational start date



PERSONNEL GOAL 5

Goal 5: Partnerships

The Timberlane Regional School District will continue to seek, develop, and sustain partnerships with outside organizations that can immediately, in the short-term and in the long-term, increase the personnel resources of the district, as measured by completion of the following tasks:

Task	Checkpoint
1. Identify all current partnerships specific to staffing and the needs they fill.	August 1, 2023
2. Develop a list of areas of need by school building and potential community partners that may fill those respective needs.	January 1, 2024
3. Examine the volunteer policy and procedures and task each building principal with reaching a proportional target of their student enrollment to secure regular volunteers.	June 1, 2024
4. Explore and share a set of recommendations to the Superintendent specific to partnering with surrounding schools and districts to benefit the academic achievement and social / emotional well-being of Timberlane students.	January 1, 2025
5. Develop a system through human resources to notify, attract, and partially retain retiring staff to remain connected to Timberlane to either work directly with students or provide professional development to staff.	January 1, 2024



COMMUNITY, CONNECTIONS, AND COMMUNICATION

Community, connections, and communication is at the heart of a cohesive school district. Members of the school community thrive socially and academically on connections and relationships. We believe the schools of Timberlane Regional School District should serve as the community hub. In order to maintain a positive relationship with its constituents, Timberlane Regional School District is committed to engaging in consistent communication with its stakeholders, fostering a relationship of transparency and trust.

Currently, the district utilizes many tools for communicating out to stakeholders. These include:

- Social media (Facebook, Twitter, and Instagram): The district and each school have their own accounts in all three social media applications.
- Emails, texting, and robo phone call abilities through School Messenger to both TRSD families and staff groups.
- District and schools websites that house information such as the calendars of events, documents, departmental (transportation, food service, technology, etc.) information, and postings of events and school happenings.
- The TEN (Timberlane Educational Network) cable channel that is broadcast on local cable providers in all four towns.
- In addition to the above means of communication, school closings and delays are posted on WMUR, as well as several Boston Channels.
- PowerSchool parent and student application: This app, available on both Apple and Android platforms, provides information on student schedules and assignments at grades 6-12 as well as attendance and report card information for all grades.
- PickUp Patrol: An app that parents use to communicate student absences, tardiness, and school plan changes with each school.
- Livestream and Vimeo streaming services: The district uses Livestream for live events including student concerts, parent informational nights, school board and budget committee meetings and more. Vimeo is used to archive these videos in appropriate categories and provides closed captions and varied speed playback.
- Smugmug: This is an online application used to store school and district wide pictures of student centered and other events.
- Survey tools such as Thought Exchange, Google Forms, and Survey Monkey are used to provide targeted feedback on a number of areas for all TRSD stakeholders.



COMMUNITY, CONNECTIONS, AND COMMUNICATION OBJECTIVE

The Timberlane Regional School District is committed to building connections by increasing two-way communication in order to foster a positive, supportive school community.



COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 1

Goal 1: Two-Way Communication

The Timberlane Regional School District will increase connection with its stakeholders through frequent, transparent two-way communication to ensure all voices are heard, as measured by completion of the following tasks:

Task	Checkpoint
1. Work in collaboration with local agencies to develop a plan to create a unified approach with communication around appropriate events.	June 2025
2. TRSD administration and PTAs will collaborate to encourage engagement with district families and create coordinated support of community events.	Beginning in August, 2023 and ongoing
3. Develop a coordinated plan to message families and increase the opportunity for two-way communication.	June 2024
4. Increase the usage of a two-way communication tool and further explore opportunities to elicit on-going feedback and questions.	June 2024



COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 2

Goal 2: District as Community Hub

The Timberlane Regional School District will serve as the hub of the community, providing opportunities for engagement, educational and social programming for families, and supporting the overall well-being of all community members, as measured by completion of the following tasks:

Task	Checkpoint
1. Develop a plan to create and manage community partnerships to increase opportunities for students.	June 2024
2. Determine educational and social needs to establish programming for families.	June 2025
3. Create a Timberlane Community Advisory Forum and focus on ways to increase attendance and create extensions of learning through a variety of means.	January 2024



COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 3

Goal 3: Measures of Recognition

The Timberlane Regional School District will boost its recognition of student and staff accomplishments and achievements, as measured by completion of the following tasks:

Task	Checkpoint
1. Utilize a consistent plan/approach district-wide to highlight school events, in addition to student and staff accomplishments and achievements both in and outside of Timberlane.	December 2023
2. Investigate ways to create more effective and engaging communication, including ways to make communication more student driven.	June 2024
3. The TRSD SAU Administration and School Board will commit to focusing on student accomplishments and the schools themselves during board meetings.	August 2023



COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 4

Goal 4: Increased Engagement

The Timberlane Regional School District will support and increase the engagement for diverse and underrepresented populations within the community to ensure equal access to educational opportunities, as measured by completion of the following tasks:

Task	Checkpoint
1. Determine a plan to best engage with diverse and underrepresented populations by pinpointing challenges and creating measures of support.	December 2024
2. Provide opportunities for all stakeholders to share experiences, cultures, and perspectives.	December 2025



FACILITIES AND LEARNING ENVIRONMENTS

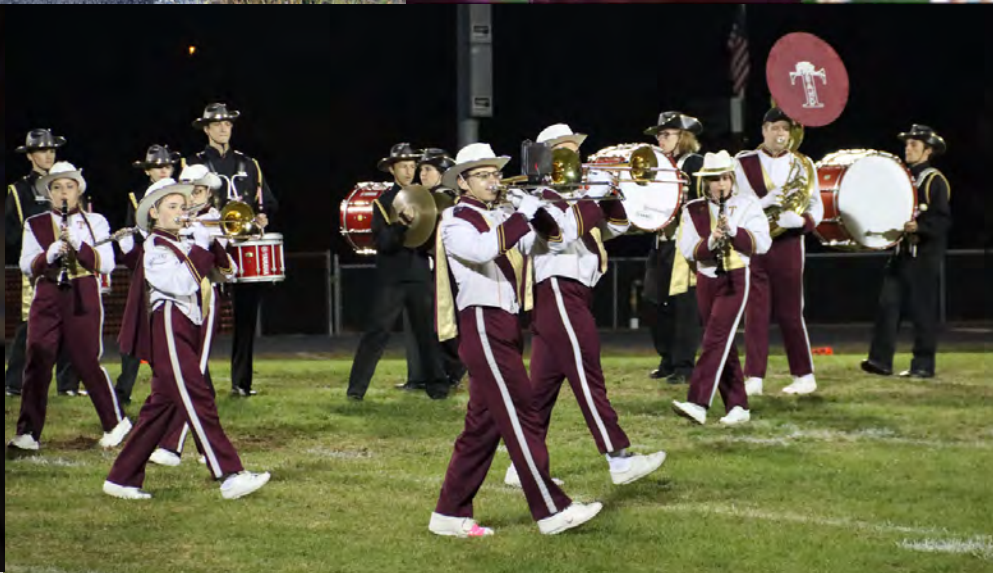
Building	Constructed	Approximate Size	Features
Atkinson Academy	Constructed in 1803; Major renovations completed in 1964, 1980, 1987, 2000, and 2007	65,000 square feet situated on 10 acres	Serves Pre-K-5; Heated using oil and has a 30 amp, three-phase electrical feed from Unitil.
Danville School	Constructed in 1960; Major renovations completed in 1987 and 2000	46,000 square feet situated on 15 acres	Serves Pre-K-5; Heated using oil and has a 30 amp three-phase electrical feed from Unitil. A back-up generator was recently installed.
Pollard School	Constructed in 1912; Major renovations completed in 1965, 1987, 1995, and 2000	73,000 square feet on a 30 acre site on Main Street in town	Serves Pre-K-5; Heated using natural gas fuel from Unitil and has a 30 amp three-phase electrical feed from Unitil.
Sandown Central / Timberlane Learning Center	Constructed in 1954; Major renovations completed in 1965, 1972, 1977, 1987, 2000, and 2001	38,000 square feet situated on 5 acres	District-wide preschool program; Sandown Pre-K-K; The kitchen is not in service Meals are prepared at and transported from Sandown North. Heated using oil, and has a 30 amp, three-phase electrical service provided by Eversource.
Sandown North	Constructed in 2000	55,000 square feet situated on 28 acre site	Serves grades 1-5; The building is heated using oil, and has a 30 amp three-phase electrical feed provided by NH Electric Co-op.

FACILITIES AND LEARNING ENVIRONMENTS

Building	Constructed	Approximate Size	Features
Timberlane Performing Arts Center	Constructed in 2001	30,000 square feet situated on 90-acre site shared by the SAU Office, TRMS, TRHS, and PAC; approximately 30 acres used for athletic fields	Serves all grades and is a community hub; Auditorium seats over 900; 240 seats are on rotating turntable that allows separate Recital Hall; Houses practice rooms for music and drama classes; Heat is provided from the boiler plant at the High School. Electrical service is a three-phase service.
Timberlane Regional Middle School	Constructed in 1975; Major renovations completed in 1975, 1987, 1996, and 2000	135,000 square feet situated on 90-acre site shared by the SAU Office, TRMS, TRHS, and PAC; approximately 30 acres used for athletic fields	Serves grades 6-8; Heated using natural gas fuel from Unitil and has a three-phase electrical feed from Unitil.
Timberlane Regional High School	Constructed in 1966; Major renovations completed in 1975, 1987, 1995, and 2001	125,000 square feet situated on 90-acre site shared by the SAU Office, TRMS, TRHS, and PAC; approximately 30 acres used for athletic fields	Serves grades 9-12; Heated using natural gas fuel and has a three-phase electrical feed that serves the current demand.

FACILITIES AND LEARNING ENVIRONMENTS OBJECTIVE

This strategic plan will highlight the significant facility needs while providing a path to address the many inadequacies in order to create learning environments that meet both current and future educational needs for all Timberlane students.



FACILITIES AND LEARNING ENVIRONMENTS GOAL 1

Goal 1: Facilities Master Plan

Develop a long range Facilities Master Plan to address PK-12 building deficiencies, educational program planning, and athletic program needs. This plan will serve and guide, the Timberlane community for the next twenty years and include major renovation and construction, and capital projects, as measured by completion of the following tasks:

Task	Checkpoint
1. Review all documents and assessments ascertained by the district regarding facility needs including but not limited to: • NEASC concerns from 2017-2018 • Facility based items not addressed in the 2009-2015 and 2016-2022 Strategic Plans • EEI Assessments	Jan. 1, 2024
5. Highlight the current status of the facilities and learning environments in the seven schools and the district offices.	Jan. 1, 2024
6. Provide evidence of educational space needs and how we meet or do not meet these needs. (How do we want the learning environment to look?)	Jan. 1, 2024
7. Prioritize short and long term projects and build the projects into the budget / Capital Improvement process.	Jan. 1, 2024



FACILITIES AND LEARNING ENVIRONMENTS GOAL 2

Goal 2: Community Outreach and Support

Obtain community support for the Facilities Master Plan, Strategic Plan, and Capital Improvement Plan through effective communication and an engaging partnership throughout the process, as measured by completion of the following tasks:

Task	Checkpoint
1. Interview TRSD educational leadership (principals, assistant principals, directors, etc.) to solicit input on building needs and facilities planning.	December 2023
2. Involve community members in a Facilities Advisory Committee (Or some other committee name) to get buy-in from the community.	June 2024
3. Educate the community about proposed building projects, the current state of the specified facility, and how these projects will improve the student experience in learning and/or extracurricular activities.	Ongoing, in connection with each project



FACILITIES AND LEARNING ENVIRONMENTS GOAL 3

Goal 3: Plan Implementation

Define a path to implement renovations/new construction to address the identified needs, as measured by completion of the following tasks:

Task	Checkpoint
1. Increase community awareness of the current situation in order to raise the necessary funds to support the needs.	June 2024
2. Understand the tax implications for the various towns and how that will impact the passing of the projects.	Ongoing and annually
3. Investigate how other NH districts had their school projects passed. "How was it marketed to the community?"	June 2025
4. Explore ways to finance facility projects to lessen the impact upon constituents within the four towns including, but not limited to: • Grants, • State Building Aid • Review the Articles of Agreement between the four towns.	June 2025





Executive Summary

Exit Interviews

In October 2022, the HR Department began sending Exit Interviews as a Google Form to staff that resigned or retired from the district. The total number of exit interview forms that have been sent to staff is eighty-nine and we have received forty responses. Although we collect this information electronically, exiting staff are offered the ability to meet with me directly.

The top three reasons listed from the Exit Interview Forms for why staff resigned from the district are as follows:

- 1) Compensation/Benefits and District/School Culture
- 2) Retirement
- 3) District/School Culture

This information was shared with SLT on 6/14/2023 and will be discussed during the summer leadership meetings on how to address areas of concern indicated by the responses.

Respectfully,

Fran DeCinto

Fran DeCinto
HR Director



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

June 15, 2023

First Read

Policy	Changes/Recommendations
AC Nondiscrimination, Equal Opportunity, and Anti-Discrimination Plan	Reviewed by legal who made suggested edits to the policy.
BEDH Participation at School Board Meetings	With the adoption of SB410 (codified as new RSA 189:74), school boards are now required to provide a minimum of 30 minutes of opportunity for public comment at most board meetings.
EF Food Service Management	Revisions reflect language from NHSBA's sample policy.

Second Read

KF Use of School Buildings and Facilities	Added language requested by Board to authorize the Superintendent to waive the two-week submission of facility needs.
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Timberlane Regional School District	Policy Code: AC
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NONDISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT AND DISTRICT ANTI-DISCRIMINATION PLAN

~~It is the policy of the School Board that there will be no discrimination on the basis of age, gender, gender identity and expression, including a transgender identity, race, creed, color, religion, marital status, sexual orientation, national ethnic origin, economic status, disability, veteran status, genetics, retaliation; and any other characteristic protected under applicable federal or state law for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.~~

~~The District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.~~

~~The Superintendent or his/her designee will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination.~~

~~This policy of non-discrimination is applicable to all persons employed or served by the District. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of The Rehabilitation Act of 1973, Title II of The American with Disabilities Act, Title VI or VII of The Civil Rights Act of 1964, Title IX of The Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.~~

~~**Legal References:-**~~

~~RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right~~

~~RSA 354-A:7, Unlawful Discriminatory Practices~~

~~The Age Discrimination in Employment Act of 1967~~

~~Title II of The Americans with Disabilities Act of 1990~~

~~Title VII of The Civil Rights Act of 1964 (15 or more employees)~~

~~RSA 186:11, XXXIII, Discrimination~~

~~RSA 275:71, Prohibited Conduct by Employer~~

~~Appendix: AC-R~~

A. Prohibition Against Discrimination of Students in Educational Programs and Activities.

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, or national origin. Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

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Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK, Pupil Safety and Violence Prevention.

B. Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.

The School District is an Equal Opportunity Employer. The District ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

C. Policy Application.

This Policy is applicable to all persons employed or served by the District. It applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event, as set forth in Board policy JICK, Pupil Safety and Violence Prevention. Examples of sites and activities include all District buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

D. District Anti-Discrimination Plan.

No later than October 15, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Anti-Discrimination Plan (the "Plan") to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph. In developing the Plan, the Superintendent is encouraged to seek input from appropriate groups

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of the school and local community and coordinate with the District's Human Rights *[Non-Discrimination]* Officer and Title IX and 504 Coordinators.

No less than once every two years (off years from review of the District's Suicide Prevention Plan per Policy JLDBB), the Superintendent shall update the District Anti-Discrimination Plan, and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget consideration.

E. Human Rights [or Non-Discrimination], Title IX, 504 and other Coordinators or Officers.

The Superintendent shall assure that District and or building personnel are assigned to the positions listed below. Each year, the Superintendent shall prepare and disseminate as an Appendix AC-E to this Policy an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, postal and physical addresses.

The Appendix will also include current contact for relevant state and federal agencies including:

U.S. Department of Education, Office of Civil Rights
U.S. Department of Agriculture, Office of Civil Rights
N.H. Human Rights Commission
N.H. Department of Justice, Civil Rights Unit
N.H. Department of Education, Commissioner of Education

F. Complaint and Reporting Procedures.

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator, and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

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Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third-party contractors should be made under Board policy ACAB;
2. Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy ACAA;
3. Reports or complaints of discrimination on the basis of disability should be made under Board policy ACE; except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy KED; and
4. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK.

G. Alternative Complaint Procedures and Legal Remedies.

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: OCR.Boston@ed.gov

Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: humanrights@nh.gov

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

H. Retaliation Prohibited.

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of ~~his or her~~ their filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to

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this policy, unless that person knew the complaint or report was false or knowingly provided false information.

I. Administrative Procedures and Regulations.

The Superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this Policy.

J. Notice of Compliance.

The Superintendent will provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

Legal References:

RSA 186:11, XXXIII, Discrimination

RSA 193:38, Discrimination in Public Schools

RSA 193-F, Student Safety and Violence Protection Act RSA 275:71, Prohibited Conduct by Employer RSA 354-A, State Commission for Human Rights The Age Discrimination in Employment Act of 1967, 29 U.S.C. 621, et seq.

The Rehabilitation Act of 1973, 29 U.S.C. 705 and 794 Title II of The Americans with Disabilities Act of 1990, 42 U.S.C. 12101, et seq.

Title IV of the Civil Rights Act of 1964, 42 U.S.C. §2000c Title VII of The Civil Rights Act of 1964, 42 U.S.C. 2000d, et seq

Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seq NH Dept of Ed. Rule 303.01 (i), School Board Substantive Duties

Timberlane Regional School Board	Policy Code: BEDH
Revised: 09-17-92 Revised: 12-03-98 Revised: 09-20-01 Revised: 06-04-15 Revised: 01-07-21 Revised:	Page 1 of 2

PARTICIPATION AT SCHOOL BOARD MEETINGS

Related Policies: BEDB, KE, KEB

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, it may conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings:

1. During the "Delegations and Individuals" section of each Board meeting residents may comment for no more than three minutes (unless waived by the Board) by completing a comment card and submitting it to the recording secretary at the beginning of the meeting.
2. The Board will provide a minimum of thirty minutes to hear public comment. This period may be extended by a majority vote of the Board. Additionally, the Board may include additional public comment periods for specific agenda items with a time limit for public comment specified on the pertinent agenda. If speakers do not fill the minimum 30-minute public comment period, the Board will move to table the remainder of the time until the end of the meeting or immediately before a scheduled nonpublic session. If insufficient speakers remain to fill the 30 minutes, the Board will close public comment.
3. Consistent with RSA 91-A:3, Policy BEDB, and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public agenda that is to be properly discussed in a non-public session. Complaints regarding individual employees, personnel or students will be directed to the Superintendent in accord with Policies KE and KEB.
4. All speakers are to conduct themselves in a civil manner. Obscene, libelous, defamatory or violent statements will be considered out of order and will not be tolerated. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow this rule of order.

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Revised: 09-17-92 Revised: 12-03-98 Revised: 09-20-01 Revised: 06-04-15 Revised: 01-07-21 Revised:	Page 2 of 2

Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, questions may be directed to individual Board members, but answers must be deferred pending consideration by the full Board. Therefore, Board members will take comments and presentations from the public under advisement only. Persons appearing before the board are also reminded that School Board meetings are meetings held in public; not meetings held for the public.

Legal Reference:

RSA 91-A:2, Meetings Open to Public

RSA 91-A:3, Non-Public Sessions

RSA 189:65, VII & VII-a - Definitions (Student and Teacher personally identifiable information)

RSA 189:74, School Board Public Comment Period

RSA 644:2, Disturbing the Peace

Appendix BEDH-X

Timberlane Regional School District	Policy Code: EF
Adopted: 01-01-83 Reaffirmed: 02-07-91 Revised: 04-03-08 Revised:	Page 1 of 1

FOOD SERVICES MANAGEMENT

All food service personnel will be directly responsible to the Food Service Manager and ultimately responsible to the building principal, Superintendent, or designee.

The Food Service Manager is responsible for the planning and preparation of food served in the food service program and ensuring full compliance with the State of New Hampshire and federal rules and regulations. All food will comply with the nutrition standards as set forth by the school wellness program.

The Food Service Manager will supervise the ordering of supplies and the keeping of accurate records of financial transactions connected with the food service program, as well as the preparation all records and reports as required.

The Food Service Manager will be certified by a NH Department of Education approved program.

All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.

The Food Service Manager will make recommendations to the building principal, the Superintendent, or designee concerning personnel and operational matters related to the food service program.

The District will seek to ensure that all students have access to school-provided meals. The Superintendent or designee will develop meal-payment procedures for school-provided meals. No student will be subject to different treatment from the standard school lunch meal or school cafeteria procedures, regardless of ability to pay for such meal.

See also policy JLCF.

Legal References:

RSA 189:11-a, Food and Nutrition Programs

NH Code of Administrative Rules, Section Ed. 306.11, Food and Nutrition Services Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

Timberlane Regional School District	Policy Code: KF
Adopted: 10-13-98 Revised: 12-15-16 Revised: 12-01-22 Revised:	Page 1 of 1

USE OF SCHOOL BUILDINGS AND FACILITIES

Any group or individual requesting the use of school facilities, except for school activities, must ~~submit an application to the school principal or his/her designee~~ complete the Facilities Department's online Request for Use of Timberlane Regional School District Facilities form not less than two weeks prior to the time school facilities are needed. School sponsored activities shall take precedence over any outside use unless approved by the Superintendent.

Approval may be denied due to lack of appropriate space or if a previous activity by the applicant resulted in a violation of any aspect of any School Board policy or guidelines. Approval will be issued on a first come basis.

When schools have been closed because of inclement weather, the facilities will be closed for all use. The schools do not assume the responsibility of contacting groups when such closures occur.

Organizations connected with and promoting recognized school functions may use the buildings without charge.

Other organizations may use school property upon payment of suitable fees and costs, according to the fee schedule recommended by the Superintendent and approved by the Board. "Other organizations" includes the Boy Scouts of America, Big Sisters of America, Boys and Girls Clubs of America, Future Farmers of America, Girl Scouts of America, Little League Baseball, Inc., and any other group intended to serve youth under the age of twenty-two (22) and listed in Title 36 of the United States Code. The Board and/or superintendent reserves the right to waive rental fees for charitable or non-profit organizations.

Whenever a community group is permitted to use a school or other facility, at least one district employee must be on hand, paid for by the organization, when in the opinion of the Superintendent, it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, number to be served and number of volunteers.

No school building or facility shall be used for any purpose which could result in picketing, rioting, disturbing the peace or damaging property or for any purpose prohibited by law. The Superintendent or his/her designee, on the basis of this policy and its accompanying regulations, shall approve all rentals of school facilities and/or have the authority to waive or adjust rental fees, ~~and waive the two-week submission date of facility requests.~~

Appendix KF-R

TITLE XV EDUCATION

CHAPTER 193 PUPILS

School Attendance

Section 193:13

193:13 Suspension and Expulsion of Pupils. –

I. (a) A superintendent or chartered public school director, or a representative designated in writing by the superintendent or chartered public school director, may suspend pupils from school for a period not to exceed 10 consecutive school days for:

- (1) Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; or
- (2) Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions under paragraph X.

(b) The school board or chartered public school board of trustees, or a representative designated in writing may, following a hearing, extend the suspension of a pupil up to 10 additional consecutive school days for an act that constitutes an act of theft, destruction, or violence as defined in RSA 193-D; bullying pursuant to school district policy when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or possession of a firearm, BB gun, or paintball gun. The school board's or board of trustee's designee may be the superintendent or any other individual, but may not be the individual who suspended the pupil for the first 10 days under subparagraph (a). Any suspension shall be valid throughout the school districts of the state, subject to modification by the superintendent of the school district or chartered public school in which the pupil seeks to enroll.

(c) Any suspension in excess of 10 school days imposed under subparagraph (b) by any person other than the school board or board of trustees is appealable to the school board or board of trustees, provided that the superintendent, school board, or board of trustees received such appeal in writing within 10 days after the issuance of the decision being appealed. The school board or board of trustees shall hold a hearing on the appeal, but shall have discretion to hear evidence or to rely upon the record of a hearing conducted under subparagraph (b). The suspension under subparagraph (b) shall be enforced while that appeal is pending, unless the school board or board of trustees stays the suspension while the appeal is pending.

II. Any pupil may be expelled from school by the local school board or board of trustees for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

- (a) A repeated act under subparagraph I(b);
- (b) Any act of physical or sexual assault that would be a felony if committed by an adult;
- (c) Any act of violence pursuant to RSA 651:5, XIII; or
- (d) Criminal threatening pursuant to RSA 631:4, II(a).

III. A pupil who has been expelled shall not attend school until reinstated by the local board or chartered public school board of trustees.

III-a. Before expelling a pupil under this section the local school board or chartered public school board of trustees shall consider each of the following factors:

- (a) The pupil's age.
- (b) The pupil's disciplinary history.
- (c) Whether the pupil is a student with a disability.
- (d) The seriousness of the violation or behavior committed by the pupil.
- (e) Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.
- (f) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

III-b. Any expulsion shall be subject to review by the pupil's school board of attendance or the board of trustees of the chartered public school's board that issued the expulsion if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local board or board of trustees to the state board of education at any time while the expulsion remains in effect. All appeals of final action by the state board of education shall be in accordance with RSA 541.

III-c. Any expulsion shall be valid throughout the school districts of the state. However, upon application by the pupil, any school district or chartered public school may choose to admit an expelled pupil at the school district or chartered public school's sole discretion. The decision by a chartered public school or superintendent to accept a pupil under this paragraph shall not be binding upon any other school district or chartered public school until the pupil is reinstated by the pupil's local school board or chartered public school board of trustees.

IV. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. Nothing in this section shall be construed to prevent the local school district or chartered public school that expelled the student from providing educational services to such student in an alternative setting.

V. School districts and chartered public schools shall make educational assignments available to the suspended pupil during periods of suspension. Except as provided in paragraphs II and IV, a school district or chartered public school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The alternative educational services shall be designed to enable a pupil to advance from grade to grade. Any time a pupil is suspended more than 10 school days in any school year, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors. No pupil shall be penalized academically solely by virtue of missing class due to suspension.

VI. A pupil expelled from school in another state under the provisions of the Gun-Free Schools Act of 1994 shall not be eligible to enroll in a school district in New Hampshire for the period of such expulsion. If the out-of-state expulsion is for an indefinite period of time, such pupil or the pupil's parent or guardian shall have the right to petition the pupil's local school board for enrollment upon establishing residency. If the pupil is denied enrollment, the pupil's expulsion shall be subject to review pursuant to paragraph III-b.

VII. The local school board or chartered public school shall adopt a policy which allows the superintendent or charter public school director to modify the expulsion and enrollment requirements under paragraphs IV and VI on a case by case basis.

VIII. For purposes of paragraphs I, II, III, and IV school board may be either the school board or a subcommittee of the board duly authorized by the school board.

IX. Nothing in this section shall prevent the superintendent of the pupil's local school district or chartered public school director from reinstating a suspended or expelled pupil.

X. The provisions of this section shall be construed in a manner consistent with RSA 186-C.

XI. School boards and chartered public schools shall establish policies on school discipline that contain a system of supports and consequences designed to correct student misconduct and promote behavior within acceptable norms. Such policies shall:

(a) Include a graduated set of age appropriate responses to misconduct that may include, but are not limited to, parent conferences, counseling, peer mediation, instruction in conflict resolution and anger management, parent counseling and training, community service, rearranging class schedules, restriction from extra curricular activities, detention, in-school supports and consequences, out-of-school suspension, and expulsion.

(b) Set forth standards for short term suspensions up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and expulsion. Such standards shall make reference to the nature and degree of disruption caused to the school environment, the threat to the health and safety of pupils and school personnel, and the isolated or repeated nature of incidents forming the basis of disciplinary action.

XII. Each school district and chartered public school shall make its policy on school discipline:

(a) Available to parents at the beginning of each school year;

(b) Publicly available on the district, school administrative unit, or chartered public school website and in the student handbook; and

(c) Available to parents via a manner designed to ensure parental notification if the school district, school administrative unit, or chartered public school does not maintain a website and/or student handbook.

Source. RS 73:4. CS 77:4. GS 83:3. GL 91:3. PS 93:3. 1921, 85, III:10. PL 118:12. RL 137:12. RSA 193:13. 1969, 356:5. 1971, 371:6. 1994, 355:2. 1995, 231:1. 1996, 168:1, 2. 1999, 44:2. 2017, 12:1, eff. June 16, 2017. 2020, 38:1, eff. July 29, 2020 and July 1, 2021.

Job Postings

JobId	Category	Position Type	Additional Title	Location	Date Posted	Date Available	For Fiscal Year	Time To Fill	AppCount
Elementary School Teaching									
4650	Elementary School Teaching	Primary - Grades 1, 2, 3	ELA Instructional Coach cc842	The Learning Center at Sandown Central	5/24/2023	8/22/2023	2023-2024	16	2
4640	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 1 cc43	Danville Elementary	5/19/2023	8/22/2023	2023-2024	21	22
4663	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Classroom Teacher - Grade 4 cc1012	Pollard School	6/1/2023	8/22/2023	2023-2024	8	5
4664	Elementary School Teaching	Innovation Teacher	Elementary Innovation Teacher cc298	Sandown North	6/2/2023	8/22/2023	2023-2024	7	1
4620	Elementary School Teaching	Music - Band	Elementary Music Teacher - Band cc1204	Pollard School	5/5/2023	8/22/2023	2023-2024	35	10
4656	Elementary School Teaching	Integration Technology Teacher	Elementary Technology Teacher cc2196	Sandown North	5/30/2023	8/22/2023	2023-2024	10	0
4622	Elementary School Teaching	Kindergarten	Full Time Pre-K Teacher cc2391	Atkinson Academy	5/8/2023	8/15/2023	2023-2024	32	1
4666	Elementary School Teaching	Interventionist/Specialist	Interventionist cc177	Timberlane Regional School District	6/2/2023	8/22/2023	2023-2024	7	5
4668	Elementary School Teaching	Interventionist/Specialist	Interventionist cc2561	Pollard School	6/6/2023	8/22/2023	2023-2024	3	5
4659	Elementary School Teaching	Interventionist/Specialist	Math Specialist cc128	Timberlane Regional School District	5/31/2023	8/22/2023	2023-2024	9	3
4540	Elementary School Teaching	Physical Education	Physical Education/Health Teacher cc 512	Sandown North	1/20/2023	8/22/2023	2023-2024	140	19
High School Teaching									
4643	High School Teaching	Business Education	Business/Technology Teacher cc162	Timberlane Regional High School	5/19/2023	8/22/2023	2023-2024	21	0
4665	High School Teaching	Mathematics	High School Mathematics Teacher cc1011	Timberlane Regional High School	6/2/2023	8/22/2023	2023-2024	7	1
Middle School Teaching									
4649	Middle School Teaching	Social Studies	Social Studies Teacher - Grade 7 cc1209	Timberlane Regional Middle School	5/24/2023	8/22/2023	2023-2024	16	11
Special Education									
4330	Special Education	Behavior Specialist	BCBA/Behavior Specialist cc 2574	Timberlane Regional School District	5/3/2022	8/22/2023	2022-2023	402	19
4506	Special Education		RBT cc 1428	Timberlane Regional Middle School	9/13/2022	as soon as possible	2022-2023	269	5
4344	Special Education	Psychologist	School Psychologist - Part Time .6 Position cc 1422	Timberlane Regional School District	5/19/2022	as soon as possible	2022-2023	386	7
4604	Special Education	Special Education Teacher	Special Education Teacher cc 1032	Timberlane Regional High School	4/19/2023	8/22/2023	2023-2024	51	5
4545	Special Education	Special Education Teacher	Special Education Teacher cc 1231	Timberlane Regional High School	1/20/2023	8/22/2023	2023-2024	140	12
4316	Special Education	Special Education Teacher	Special Education Teacher cc 309	Sandown North	4/25/2022	9/24/2022	2023-2024	410	28
4644	Special Education	Special Education Teacher	Special Education Teacher cc1105	Danville Elementary	5/19/2023	8/22/2023	2023-2024	21	2
4627	Special Education	Special Education Teacher	Special Education Teacher cc1234	Danville Elementary	5/11/2023	8/22/2023	2023-2024	29	3
4639	Special Education	Special Education Teacher	Special Education Teacher cc1300	Timberlane Regional High School	5/19/2023	8/22/2023	2023-2024	21	0
4647	Special Education	Special Education Teacher	Special Education Teacher cc199	Timberlane Regional High School	5/24/2023	8/22/2023	2023-2024	16	1
4638	Special Education	Special Education Teacher	Special Education Teacher cc2229	Timberlane Regional High School	5/19/2023	8/22/2023	2023-2024	21	0
4641	Special Education	Special Education Teacher	Special Education Teacher cc747	Pollard School	5/19/2023	8/22/2023	2023-2024	21	3
4228	Special Education	Special Education Teacher	Special Education Teacher/Evaluator cc 1902	Timberlane Regional School District	3/9/2022	8/22/2023	2022-2023	457	27
4609	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 212	Pollard School	4/21/2023	8/22/2023	2023-2024	49	1
4605	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 2218	Timberlane Regional High School	4/19/2023	8/22/2023	2023-2024	51	2
4652	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc1316	Timberlane Regional Middle School	5/24/2023	8/22/2023	2023-2024	16	0
Student Services									
4670	Student Services	School Counselor	School Guidance Counselor cc659	Timberlane Regional High School	6/7/2023	8/22/2023	2023-2024	2	3
4623	Student Services	School Nurse	School Nurse cc2183	Sandown North	5/8/2023	8/22/2023	2023-2024	32	4
4660	Student Services	School Social Worker	School Social Worker cc830	Timberlane Regional High School	5/31/2023	8/22/2023	2023-2024	9	1