



Thursday, January 26, 2023 AGENDA

Regular Business Meeting – 7:00 PM
SAU 106 Boardroom

Christopher K. Kellan, Superintendent
Brian Boyle, Chair
Kristin Savage, Vice Chair

1. 7:00 PM Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
5. Delegates and Individuals
6. Current Business
 - a. 7:05 PM ELO Goals Update – INFORMATIONAL
 - b. 7:10 PM Policies – ACTION
 - c. 7:15 PM Preschool Tuition Rate – ACTION
 - d. 7:20 PM Youth and Government Overnight Field Trip – ACTION
 - e. 7:25 PM Discipline Update - INFORMATIONAL
 - f. 7:30 PM Superintendent Evaluation - ACTION
 - g. 7:35 PM ESSER Funds Update – INFORMATIONAL
 - h. 7:40 PM Public Hearing Update – INFORMATIONAL/ACTION
 - i. 7:45 PM Warrants – ACTION
 - j. 7:50 PM Voting Postcard and Voter's Guide - INFORMATIONAL
7. 7:55 PM Administrator's Report
8. 8:00 PM Personnel Report
9. 8:05 PM Committee Reports/Reports of the School Board
10. Correspondence Folder
11. Vendor and Payroll Registers
12. 8:10 PM Other Business
13. Nonpublic Session
14. Future Dates

DATE	TIME	LOCATION	TYPE OF MEETING
February 2	7:00 PM	SAU Boardroom	Regular Business
February 9	7:00 PM	PAC	Deliberative Session I
February 16	7:00 PM	SAU Boardroom	Regular Business



1-3. Open Meeting

4. Approval of Minutes (3 sets: January 5th regular business meeting, January 9th special business meeting and January 5th nonpublic meeting)

5. Delegates and Individuals

6. Current Business

a. ELO Goals Update

Dr. Campbell to present on the goals of the Extended Learning Opportunity program.

b. Policies

Motion to act on waiving the first read of Policy ACAB in accordance with Policy BGB and to act on the second read/adoption of Policy ACAB. Motion to act on the first read of Policy EFAA.

c. Preschool Tuition Rate

Motion to act on the proposal to increase Preschool tuition.

d. Youth and Government Overnight Field Trip

Motion to act on the proposed overnight field trip to Concord, NH.

e. Discipline Update

Mr. Krieger to present on the discipline data provided in the Executive Summary.

f. Superintendent Evaluation

Determine a timeline for the process of evaluating the Superintendent.

g. ESSER Funds Update

Review the provided Executive Summary regarding ESSER Funds.

h. Public Hearing Update

Review the Budget Committee's Warrant Article Recommendations.

i. Warrants

Motion to recommend each warrant article.

j. Voting Postcard and Voter's Guide

Review the DRAFT voting notification postcard and voter's guide.

7. Administrators' Reports

Mr. Krieger and Mr. Kellan to present.

8. Personnel Report - none

9. Committee Reports/Reports of the School Board

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

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

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

13. Nonpublic Session - If needed.

14. Future Dates - As indicated.

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
January 5, 2023
7:00 PM**

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

Call to Order

Board Members Present

Brian Boyle, Sheila Lowes, Kim Farah (arrived at 7:05), Shauna Manthorn, Katie Knutsen, Michael Boucher, Mark Sherwood Excused absence: Kristin Savage, Kim McCormick, Matthew LaBelle

Seated at the Board Table

Christopher Kellan, Superintendent of Schools
Justin Krieger, Assistant Superintendent

Administrators Present

Maria Watkins, CFO/Business Administrator
Mark Pedersen, Director of Secondary Curriculum
Fran DeCinto, Director of Human Resources
Kelley Brooks, Director of Special Education

APPROVAL OF MINUTES

MOTION: Mrs. Lowes motioned to approve the public minutes from December 15, 2022 as amended; Seconded by Mrs. Manthorn Motion passed: 5-0-1 (Mrs. Knutsen abstained)

MOTION: Mrs. Lowes motioned to approve the non-public minutes from December 15, 2022 as amended; Seconded by Mr. Boucher Motion passed: 5-0-1 (Mrs. Knutsen abstained)

(Dr. Farah arrived at 7:05 pm)

DRAFT – NOT APPROVED

DELEGATES AND INDIVIDUALS

Kara Malo of Atkinson, NH addressed the Board. She is interested in learning more about the funds that have been allocated to the District and the 20% that was to be put toward hiring staff to train the teachers to help with the learning loss from the pandemic and how that has been going. Mr. Boyle informed her this is not a question and answer forum and suggested that she reach out to the Superintendent's office. Mrs. Malo also let the Board know that she has developed an innovative curriculum and would be willing to share it with the District for free. She sees a need for what she has created and would like to talk to the Superintendent about it. Mr. Kellan informed her he would reach out and schedule a time to discuss it. He would also like to have Sandy Allaire who is the Executive Director of Curriculum and Justin Kriegar, the Assistant Superintendent present also.

Dr. Farah requested from Mr. Boyle an update at a future meeting regarding the usage of the funds that Mrs. Malo referred to.

STUDENT REPRESENTATIVE

Student representative was absent from the meeting.

CURRENT BUSINESS

a. Open Positions

A list of 44 open positions was provided to the Board.

Mr. Kellan explained the open positions and stated the majority are special education paraeducator positions. They are moving toward contracting with agencies to provide some of those supports for positions that have been unable to be filled. It is the plan to contract out 13 of the open positions for the remainder of the year. They are unable to contract out all the positions because the agencies cannot meet all of our needs.

Mrs. Brooks explained they will be contracting with five different companies. SERESC will not be providing contracted services for these open positions.

Mrs. Lowes inquired about the possibility of getting interns for some of these positions. Mr. Kriegar said they are seeking interns and it is an on-going process. He let the Board know they have an OTA intern starting on January 9th and there will be nine SNHU interns for Special Educator teaching positions starting on January 24th.

Mr. Boyle asked about the other open paraeducator positions that will not be contracted out. Mr. Kellan explained they are continuing to try to fill them.

DRAFT – NOT APPROVED

Dr. Farah suggested repurposing the TTA Nurse, TTA Choral instructor and Senior Administrative Assistant if those positions are no longer needed. Mr. Kellan replied that they could repurpose those positions. The Senior Administrative Assistant position was a Medicaid billing person and they are now contracted with MSB who handles the billing for them.

Dr. Farah stated it would be helpful if when they add positions, if they would come to the Board to let them know the positions that could be repurposed.

There was further discussion from the Board on the open positions and the reasons they are open.

Dr. Farah had suggested the possibility of advertising some of the open custodial positions as part-time in an effort to fill the positions, citing retired citizens who may be interested. The Board was receptive to the idea and Mrs. Watkins will do that.

b. Financial Analyst Position

Mr. Kellan provided an Executive Summary to the Board. They are requesting to add a position of Financial Analyst. He explained this position is necessary to increase the operational efficiency with respect to the financial management of our approximately \$80,000,000 organization. This position can be used as a resource to complete in-depth analyses of the District's financial alternatives and projections while providing budgetary stability. A Position Summary was provided for review.

Mrs. Lowes asked Mrs. Watkins if this person would be replacing her on the collective bargaining. Mrs. Watkins stated probably not in the negotiations phase, but would be helping with the modeling of the numbers. Mrs. Lowes asked about the possibility of this position to include grant writing. Mrs. Watkins explained grant writing is a full time job. She believes they should have a grant writing position but a good grant writer is very hard to find.

Dr. Farah is in favor of adding this new position and agrees that Mrs. Watkins needs another person.

Mr. Boyle said the Board could approve this position and the funding could come from one, or a combination of the three open positions.

<p>Dr. Farah motioned to add this position and repurpose one or more of the open positions that we currently have in the budget that do not need to be filled; seconded by Mrs. Knutsen Motion passed: 7-0-0</p>

DRAFT – NOT APPROVED

c. Budget Transfer

The Board was provided details on the budget transfer request of \$300,000 from the contracted open positions for Teacher/Specialist Salaries and Educational Assistant Salaries to the Contracted Services account line.

Mrs. Lowes motioned to accept the budget transfers in the amounts and accounts specified in the C.F.O.'s budget transfer request dated 1/5/23; seconded by Mrs. Manthorn Motion passed: 7-0-0

c. FY 2024 Budget

Mrs. Watkins presented the proposed FY2024 budget including graphs and the FY2023 Budget recap details showing the previous three years. She reviewed the details of the FY2024 proposed budget vs default budget variance with the Board. The Default FY2024 total budget is \$81,151,107 and the FY2024 Proposed Budget is \$83,020,418 with a variance of \$1,869,311. She provided details and an explanation of the items the District would not be able to fulfill for the District if the proposed budget does not pass.

Dr. Farah stated she wants to see the \$1 million for Capital improvement in the budget, however, she is concerned the proposed budget, which is \$2 million more than the default budget, may not pass with the voters and feels they should pull that \$1 million out.

Mrs. Watkins informed the Board that the informational mailer is being prepared to be mailed to the voters. Mr. Kellan cautioned that the mailer cannot include any electioneering but only to provide information.

Mrs. Watkins also provided the Board with the tax rate impacts based on home values. She also explained a town's valuation has an impact on the tax rate for the town. This was reviewed and discussed with the Board.

Mr. Kellan discussed with the Board how the District will be impacted if they have to operate with a default budget. They will be needing to scale back in other areas of the budget.

d. Policies

Mr. Kriegar presented Policy DK and Policy EHAB to the Board. He explained the changes and recommendations to the Board.

Dr. Farah motioned to accept Policy DK and Policy EHAB as a Second Read; Seconded by Mrs. Lowes Motion passed: 7-0-0

DRAFT – NOT APPROVED

e. Advanced Placement Test Scores

Mr. Pedersen reviewed the Advanced Placement test scores with the Board which included the list of A.P. courses offered along with a comparison of the TRHS averages versus NH and Global averages. Mr. Pedersen also provided an overview of 5 year trends in Advanced Placement classes and scores from 2018-2022. He informed the Board that all TRHS students enrolled in an AP class are required to take the AP exam in May which is paid for by the District.

Dr. Farah is disappointed with the results and believes they should be stronger in the sciences and in math. Mr. Pedersen offered some possible contributing factors. He assured the Board there is action to be done to address that and they will figure it all out. He would not advocate for decreasing the number of A.P. courses being offered.

The Board reviewed and discussed the results with Mr. Pedersen and what could be contributing to the decrease in the number of students taking A.P. courses.

Mr. Kellan asked Mr. Pedersen if he believes they are offering the students with the ability to take any A.P. course they want to, barring any scheduling conflicts. Mr. Pedersen said the only two A.P. courses they don't offer, which has had some interest with the students in the past, were Psychology and Music Theory.

f. Warrant Articles

Mr. Kellan presented the draft warrant articles which have been updated with the information they have to date.

Dr. Farah questioned the wording in Article 16. She wants to make sure that is the best way to word the Article. Mrs. Watkins informed her that it was reviewed by Legal and that was the suggested wording but they will find out for sure.

Dr. Farah said they are still in negotiations with TTA and they will have to finalize the warrant articles by January 10, 2023. In order to ratify the agreement, they would have to hold a Special Meeting on Monday, January 9, 2023 and asked to have the Special Meeting posted in the event an agreement is reached.

g. 2023-2024 School Calendar

Mr. Krieger and Mr. Kellan presented the proposed 2023-2024 School Calendar to the Board for review and approval. There was discussion regarding the Professional Development days and Early Release days. Mr. Kellan commented the question is whether we can't have more than 10 conflicts individually, or whether we can't exceed 9 conflicts cumulatively as a region. This calendar is what they are proposing to the Board because cumulatively this keeps us under the 10 conflicts.

DRAFT – NOT APPROVED

Mrs. Lowes motioned to accept the 2023-2024 School Calendar as presented; seconded by Mrs. Manthorn Motion passed: 6-0-1 (Dr. Farah was not present for the vote)

h. Union Contracts

Dr. Farah motioned to ratify the Timberlane Administrators Union Contract dated October 26, 2022; seconded by Mr. Sherwood Motion passed: 7-0-0

Dr. Farah motioned to ratify the Agreement with Teamsters Local 633 for the Administrative Assistants and Skilled Maintenance Employees; seconded by Mr. Sherwood Motion passed: 7-0-0

Dr. Farah motioned to ratify the 3-year contract for the Timberlane Support Staff Union; seconded by Mr. Sherwood Motion passed: 7-0-0

ADMINISTRATORS' REPORT

Mr. Kellan announced the NH All State Guitar music festival will be held this Saturday. Registration is open for spring sports and there are many games scheduled for this weekend. The Public Hearing with the Budget Committee to review the proposed 2023/2024 budget is scheduled for Thursday, January 12th at 7:00 pm in the PAC. There is no school on January 16th in honor of Martin Luther King Jr. Civil Rights Day.

He let the Board and public know that just prior to the holidays, Elaine Brasseur, who was a Timberlane School District employee passed away. Mrs. Brasseur was once the Secretary to the Superintendent and worked in one of their libraries. Their thoughts and prayers go out to her family.

Mr. Kriegar let the Board know the administrators went through a data dive. The building administrators left the meeting with their building data and a district team followed up with the building and district administrators. He let the Board know that they are continuing to look at their discipline framework. He stated that across the Timberlane School District, they had 149 out of school suspensions this year which equates to 420 student days outside of the school district. At the elementary level, they had 27 student days outside of the school district resulting from 20 different incidences. At the secondary level, they had 393 student days outside of the school district resulting from 129 different incidences. He welcomed Jenny Graves to the District as an intern at Sandown Central who will be starting on January 9th.

Mrs. Lowes requested a breakdown of the Out of School Suspension incidences in the schools. She would like to know what the incidences were that required the suspensions. For example, was it due to vaping, weapons, fights, bullying, etc. Mr. Kriegar said he could categorize it and will provide the information to the Board.

DRAFT – NOT APPROVED

PERSONNEL REPORT

The Board was presented with a list of retirements and is looking for acceptance from the Board.

Mrs. Lowes motioned to accept the following retirements: Kathleen Crotts, Special Education Teacher at TRMS; Lee Daneau, Math Teacher at TRHS; Kimberly Decristofaro, P.E./Health Teacher at Sandown North; Terri Demaine, Special Education Teacher at TRHS; Leslie Galle, Special Education Teacher at TRMS; Myra Hogan, P.E./Health Teacher at TRMS; Cathleen Lonergan, Special Education Teacher at TRHS; Nancy Magee, Elementary Teacher at Sandown North; John Mainella, Music Teacher at Pollard; Lisa Paladino, Elementary Teacher at Sandown North; Catherine Riley, Elementary Teacher at Atkinson Academy; John Secor, School Psychologist at TRMS; William Yorston, Science Teacher at TRMS. We would like to accept these retirements and thank you for your dedication and service to the District. Seconded by Mrs. Manthorn Motion passed 7-0-0

Dr. Farah noted that staff need to submit their notice of retirement by January 1st in order to receive certain incentives upon retirement.

COMMITTEE REPORTS

Mr. Boucher stated the Curriculum and Assessment meeting was cancelled. Mr. Sherwood worked on the policies and are still in negotiations with TTA. Mr. Boyle had no report. Dr. Farah had no report. Mrs. Manthorn worked on policies and the Wellness Committee will meet next week. Mrs. Knutsen said the Safety Committee will meet next week on January 10th. Mrs. Lowes replied she has five more meetings.

CORRESPONDENCE

No correspondence

VENDOR AND PAYROLL REGISTERS

No Vendor and Payroll registers

OTHER BUSINESS

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

DRAFT – NOT APPROVED

The Board was polled:

Boucher – yes Sherwood – yes Manthorn – yes Farah – yes Lowes – yes Boyle – yes
Knutsen – yes

The motion carried 7-0-0 to enter non-public at 9:10 PM. The Board will not be coming back into public session.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

DRAFT-NOT APPROVED

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Timberlane Regional School Board Meeting Minutes

Special Business Meeting
January 9, 2023
6:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order:

Chairman Brian Boyle called the January 9, 2023 Special Business Meeting of the Timberlane Regional School Board to order at 6:00 PM, took roll call and then led the assembly in the Pledge of Allegiance.

Board Members Present

Katie Knutsen, Shauna Manthorn, Dr. Kim Farah, Brian Boyle, Mark Sherwood, and Michael Boucher; Kristin Savage arrived at 6:05 PM. Absent: Sheila Lowes and Kim McCormick.

Seated at the Board Table

Christopher Kellan, Superintendent of Schools

Current Business

a. TTA Contract Ratification

Discussion ensued regarding the negotiation process with the Timberlane Teachers' Association.

MOTION: Dr. Farah motioned to accept the Tentative Agreement with the Timberlane Teachers' Association dated January 6, 2023 for a one-year contract from July 1, 2023 to June 30, 2024; seconded by Mr. Sherwood. Motion passed 7-0-0.

With no other business before the board, Chairman Boyle adjourned the meeting at 6:08 PM.

Respectfully submitted,

Kelly Salovitch

Chief Executive Assistant to the Superintendent

Approved by the School Board on _____.



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

January 26, 2023

First/Second Read

Policy	Changes/Recommendations
ACAB: Harassment & Sexual Harassment of School Employees	Per Policy BGB: Policy Adoption (attached), the Policy Committee recommends waiving the two-week limitation and adopting this policy. The new policy language was supplied through Primex and is required for workplace harassment training on 1/26/23.

First Read

EFAA: School Lunch Program Meal Charges	This policy is required by law. PC recommends to adopt the NHSBA's policy template.
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Timberlane Regional School Board	Policy Code: BGB
Adopted: 03-03-83 Revised: 09-17-92 Revised: 11-19-09 Revised: 11-01-18 Reaffirmed: 12-02-21	Page 1 of 1

POLICY ADOPTION

Except for policy actions to be taken on emergency measures, the adoption of Board policies should follow this sequence which will take place at least at two regular or special meetings of the Board:

1. Reviewed by the Policy Committee
2. Announcement and publication of proposed new or revised policies as an item of information and posted on line.
3. Opportunity offered to concerned groups or individuals to react to policy proposals.
4. Discussion and final action by the Board on policy proposals.

The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement shall be limited to one subject.
3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the district.
4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Emergency Procedure

On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new, revise or waive existing policies with a majority of those voting. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity.

Annual Reaffirmation of Policies - Refer to BGC

<p>Timberlane Regional School District</p>	<p>Policy Code: ACAB</p>
<p>Adopted: 09-02-10 Revised: 11-03-16 Revised:</p>	<p>Page 1 of 8</p>

HARASSMENT & SEXUAL HARASSMENT OF SCHOOL EMPLOYEES

~~Harassment of school employees because of age, gender, gender identity and expression, race, creed, color, marital status, familial status, disability, national ethnic origin, economic status, genetics, retaliation, sexual orientation or any other characteristic protected under applicable federal or state law is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.~~

~~Harassment includes, but is not limited to, verbal abuse based on age, gender, gender identity and expression, race, creed, color, marital status, familial status, disability, national ethnic origin, economic status, genetics, retaliation, sexual orientation or any other characteristic protected under applicable federal or state law.~~

~~I. PURPOSE~~

~~The purpose of this policy is to maintain a working environment that is free from sexual harassment or other improper and inappropriate behavior that may constitute harassment as defined below.~~

~~Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited. It is a violation of this policy for any employee or third party to harass any person through conduct or communication of a sexual nature as defined by this policy.~~

~~"Employee" shall include, but not be limited to all school district staff, teachers, non-certified personnel, administrators, coaches and/or other such personnel whose employment or position is directed by the school district.~~

~~"Third parties" include, but are not limited to parents, school visitors, volunteers, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control.~~

~~The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any employee who sexually harasses or is sexually violent toward another person.~~

~~II. SEXUAL HARASSMENT DEFINED~~

~~Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexual physical conduct, and /or conduct of a sexual nature when:~~

- ~~(1) Submitting to the unwelcome conduct is made a term or condition of an individual's employment, either explicitly or implicitly.~~
- ~~(2) Submitting to or rejecting the unwelcome conduct is used as the basis for decisions affecting a person's employment; or~~
- ~~(3) The unwelcome conduct has the purpose or effect of unreasonably interfering with a~~

Timberlane Regional School District	Policy Code: ACAB
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~~person's work performance or creating an intimidating, hostile, or offensive working environment.~~

~~(4) Sexual violence.~~

~~Sexual harassment may include, but is not limited to:~~

- ~~1. Verbal harassment and/or abuse of a sexual nature;~~
- ~~2. Subtle pressure for sexual activity;~~
- ~~3. Inappropriate patting, pinching or other touching;~~
- ~~4. Intentional brushing against an employee's body;~~
- ~~5. Demanding sexual favors accompanied by implied or overt threats;~~
- ~~6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment;~~
- ~~7. Any sexually motivated unwelcome touching; or~~
- ~~8. Sexual violence that is a physical act of aggression that includes a sexual act or sexual purpose.~~

III. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

~~These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.~~

IV. SEXUAL HARASSMENT AS SEXUAL ABUSE

~~Under certain circumstances, sexual harassment may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with all applicable laws.~~

~~Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.~~

V. BY-PASS OF POLICY

~~Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights, at 2 Chenelle Dr., Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.~~

Notice and Training

~~Annually, each employee shall receive a copy of this policy and the School Employee Discrimination and Harassment Complaint Procedure.~~

Cross Reference:

~~ACAB-R School Employee Discrimination and Harassment Complaint Procedure
AC Nondiscrimination/Equal Opportunity~~

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Legal References:

*Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy-
Ed 306.04(a)(9), Sexual Harassment
RSA 354-A:7, Unlawful Discriminatory Practices
Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)
Americans with Disabilities Act (42 USC § 12101 et seq.)
Section 504 of the Rehabilitation Act of 1973 (29 USC § 794 et seq.); 34 CFR § 104.7
Title VII (42 USC § 2000e-2; 29 CFR § 1604.11)
Age Discrimination in Employment Act (29 USC § 623)
NH RSA 354-A:7
NH Code Admin. R. Ed. 303.01(i) and (j)*

Overview: Timberlane Regional School District is committed to providing a work environment that is free of harassment based on sex, race, color, national origin, religion, age, military or veteran status, physical or mental disability, marital status, pregnancy, sexual orientation, gender identity, and any other characteristic protected by applicable law. Timberlane Regional School District recognizes the harmful effects of harassment and will not tolerate it.

Timberlane Regional School District requires all employees to report violations of this policy. Timberlane Regional School District will respond promptly to reports of harassment, and will take corrective and/or disciplinary action, as appropriate, in an effort to ensure that the goals of this policy are met. Timberlane Regional School District will not tolerate any form of retaliation against any employee who reports harassment or who participates in an investigation of a report or harassment.

Examples of Prohibited Harassment: This policy prohibits offensive, intimidating, threatening, or otherwise unwelcome comments or conduct based on sex, race, color, national origin, religion, age, military or veteran status, physical or mental disability, marital status, pregnancy, sexual orientation, or gender identity. Examples of prohibited conduct include, but are not limited to:

- Written or spoken derogatory terms about sex, race, color, national origin, religion, age, military or veteran status, physical or mental disability, marital status, pregnancy, sexual orientation, or gender identity;
- Slurs and epithets;
- Unwelcome jokes;
- Insults;
- Threats of physical violence or harm to a person's property;
- Display or circulation of materials, items, or images that are degrading or disparaging to individuals or groups based on the characteristics listed above;
- Any other unwelcome conduct or comments directed at a person or group because of a particular protected characteristic (i.e. sex, race, age, etc.).

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It is important to note that the types of conduct explained in this policy are prohibited regardless of the intent of the person(s) engaging in the conduct (i.e. to be intentionally offensive, a misguided attempt at humor, attempts at establishing a romantic relationship, etc.). Prohibited conduct includes conduct that is direct as well as indirect (e.g. overheard conversations, e-mail messages sent or forwarded by accident, etc.).

Specific Information About Sexual Harassment: The formal definition of sexual harassment includes unwelcome sexual advances, requests for sexual favors and other verbal, physical, and non-physical conduct of a sexual nature when:

- Submission to or rejection of such conduct is made explicitly or implicitly a term or condition of employment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual, or for awarding or withholding favorable employment opportunity, evaluation or assistance; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance at work, or creating an intimidating, hostile, or offensive work environment.

Less formally, the types of conduct prohibited by this policy cover a wide range of inappropriate behaviors including, but not limited to, the actual coercion of sexual relations, unwelcome comments, jokes, innuendoes, sexually suggestive materials, and other unwelcome sexually oriented actions.

While it is not possible to list all of the types of conduct that might violate this policy, the following are some examples:

- Unwelcome sexual advances, whether they involve physical touching or not;
- Sexual epithets, jokes, vulgarity;
- Written or oral references to sexual conduct;
- Gossip regarding an individual's sex life;
- Comments regarding an individual's body;
- Comments about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons, electronic images;
- Leering, staring, whistling, grabbing, pinching;
- Sexual flirtation;
- Brushing against someone's body;
- Sexual gestures;
- Suggestive or insulting comments;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

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Individuals Covered by this Policy: This policy applies to all employees of the TIMBERLANE REGIONAL SCHOOL DISTRICT at every level. This policy also prohibits harassment of or by non-employees (vendors, Board Members, consultants, etc.) who come in contact with Timberlane Regional School District’s employees. This policy prohibits conduct described herein regardless of whether the conduct occurs on or off Timberlane Regional School District’s premises or during or outside of working hours.

Mandatory Reporting Procedure: Employees must report any conduct that violates this policy using the “Reporting Procedure for Discrimination, Harassment, and Retaliation” below (referred to as the “Reporting Procedure”). Do not assume that Timberlane Regional School District is aware of the problem. Each employee has a responsibility to report harassment. It is only through the active involvement of all employees that Timberlane Regional School District can prevent and correct harassment in the workplace.

Using Timberlane Regional School District’s mandatory Reporting Procedure does not preclude an employee who has experienced conduct in violation of this policy from discussing the matter directly with the person(s) engaging in the offensive conduct. Employees who are offended by conduct are encouraged, but not required, to inform the person(s) engaging in the conduct of how they feel. This discussion may resolve the issue, but even if it is resolved the matter must still be reported through the Reporting Procedure.

Consequences for Violating the Policy: Violations of this policy, whether intended or not, will not be tolerated. Any employee who violates this policy will be subject to corrective and/or disciplinary action, up to and including termination of employment. Note that Timberlane Regional School District may take corrective and/or disciplinary action to address inappropriate conduct even if it does not rise to the level of unlawful harassment.

Retaliation will not be Tolerated: Timberlane Regional School District requires employees to report violations of this policy and will not tolerate any form of retaliation against an employee who makes a report or who participates in an investigation of a report under this policy. All incidents of retaliation must be immediately reported using the Reporting Procedure.

Reporting Procedure for Discrimination, Harassment, and Retaliation: Any employee who has observed, been made aware of, or experienced conduct in violation of our Policy Against Harassment or policy regarding Diversity and Equal Employment Opportunity (collectively referred to in this Reporting Procedure as the “Policies”) must follow this reporting procedure to notify Timberlane Regional School District of the problem so that the matter can promptly and thoroughly be investigated and appropriate action taken.

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1. Notify the JOB TITLE(S) of CONTACT PERSON(S) of the conduct. An employee can report the matter to any (or more than one) of these individuals, orally or in writing.

- School Superintendent
- Human Resources Director
- Building Principal
- Supervisor/Manager

2. In the event that the report is about conduct engaged in by the Superintendent of the Timberlane Regional School District, the employee may choose to make the report directly to the Chair of Timberlane Regional School District's School Board and may do so orally or in writing.

Investigation: Timberlane Regional School District will investigate reports made through this Reporting Procedure promptly and fairly. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation may be conducted internally, or, in appropriate circumstances, an outside investigator may be retained.

Investigations will typically include private interviews with the person filing the report and with witnesses. The person alleged to have violated the Policy will also typically be interviewed. Any employee asked to participate in an investigation is expected to cooperate fully and truthfully. When the investigation is complete, to the extent appropriate, Timberlane Regional School District will inform the person filing the report and the person alleged to have violated the Policy of the results of that investigation.

Corrective/Disciplinary Action: Any employee who has violated the Policy or otherwise acted inappropriately will be subject to corrective and/or disciplinary action, up to and including immediate termination of employment.

Retaliation is Prohibited: Employees who make reports in good faith under this Reporting Procedure and/or participate in good faith in any investigation under this Reporting Procedure have Timberlane Regional School District's assurance that it will not tolerate any form of retaliation against them for their participation in the process. Any concerns regarding retaliation must be reported using the Reporting Procedure.

Cross Reference:

AC Nondiscrimination/Equal Opportunity

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Legal References:

- Unlawful Discriminatory Practices, RSA 354-A:7
- Title VII of the Civil Rights Act of 1964 (as amended), 42 U.S.C. § 2000e, et seq. ; 29 C.F.R 1600
- The Age Discrimination in Employment Act of 1967 (ADEA), 29 U.S.C. § 621, et seq. ; 29 C.F.R. 1625
- Americans with Disabilities Act of 1990 (ADA) and ADA Amendments Act of 2008 (ADAAA), 42 U.S.C. §12101, et seq. ; 29 C.F.R. 1630
- The Genetic Information Nondiscrimination Act of 2008 (GINA), 42 U.S.C. § 2000ff-1, et seq.; 29 C.F.R. 1635
- Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301, et seq. ; 20 C.F.R. 1002 S
- Section 504 of the Rehabilitation Act of 1973 (29 USC § 794 et seq.); 34 CFR § 104.7Title VII (42 USC 2000c-2; 29 CFR § 1604.11)
- Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy
- Ed 306.04(a)(9), Sexual Harassment

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Acknowledgment

I have received a copy of Timberlane Regional School District's Policy Against Harassment and Reporting Procedure for Discrimination, Harassment, and Retaliation, and have read them or had them read to me.

Employee's Printed Name

Employee's Signature

Date

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School Lunch Program Meal Charges

The District encourages all parents and guardians (hereinafter "parents") to provide a healthy breakfast and lunch for their student(s). Parents are welcome to send students to school with a "brown bag/lunch box" meal. The District provides the opportunity to purchase breakfast and lunch from the school cafeteria. Each meal meets or exceeds the federal nutrition standards. Payment is expected no later than when the meal is served. Payment may be in cash (check) or as a debit against funds deposited into an established student lunch account.

The school lunch program is required by federal law to operate as a non-profit which must end each fiscal year without a negative balance. Uncollected debt must be paid to the school lunch program from other funds. Therefore, parents of students required to pay the full or reduced price for meals must ensure that the school lunch program is paid for their student's meals. The District's policy is to quickly escalate efforts to bring student meal accounts into positive balance, to avoid circumstances where these accounts build significant debt.

Student Meal Accounts

The District uses a point-of-sale computerized meal payment system which has an account for all students. Parents of students who will be purchasing meals using this system are required to establish and maintain a positive balance in the student's meal account.

Funds may be deposited into a student lunch account by cash, check, or on-line payment. Cash or checks made out to: Timberlane Regional School District Lunch Program should be presented to the Cashier at the cafeteria, the Principal's Office, the Food Service Office, or the Superintendent's office. A check (please include your child's name and Student ID# on the check) may also be mailed to: Superintendent's office, 30 Greenough Rd. Plaistow, NH

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03865. The District utilizes the services of Myschoolbucks.com. The use of checks or on-line payments is encouraged, as each provides a record. Parents are responsible for any fees charged by the on-line service. In accordance with United States Department of Agriculture ("USDA") guidance SP 02-2015, there will be no processing fee for deposits to a student meal account made by cash or check.

A fee of \$25 will be charged to the parents for each check returned for insufficient funds. In accordance with RSA 358-C:5, notice of the fee charged for a check that is returned for insufficient funds shall be included in any letter sent to a Parent seeking payment because the student meal account has a negative balance.

Each notice to parents will include information on how to verify a student meal account balance, to resolve concerns regarding the accuracy of the account balance, or to obtain information on the school meal program, including the name, phone number, and e-mail address of an appropriate member of the District staff.

Parental Restrictions on Use of Student Meal Account

Parents who establish a meal account for their student are responsible for establishing with their student any restrictions the parent chose to place on use of the account. Unless restricted by the parent, a student may purchase a la carte items in addition to the regular meal choices. Some students purchase more than one meal at one sitting. Setting and ensuring compliance with limitations on the use of the student's meal account afford families an opportunity to develop their student's understanding of the responsible use of credit and debit accounts, which will benefit the student throughout life. Parents must monitor the student's use of the meal account to ensure that a sufficient balance is available at all times for their student to charge meals. (The District's on-line payment system allows a parent to check their students

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balance at any time.)

The District's policy is to ensure that students have access to healthy meals and that no student will be subject to different treatment from the standard school meal or school cafeteria procedures. Therefore, the District will allow students to purchase a meal, even if the student's meal account has insufficient funds. This policy applies to all meal offerings generally available at the cafeteria, breakfast and lunch.

Balance Statements

The District will work proactively with parents to maintain a positive balance in their student's meal account. The Superintendent shall establish a procedure at each school requiring that a low balance statement be sent to parents whenever the balance in a student's meal account falls to or below a set amount that approximates the amount typically necessary to pay for one week of meals.

The notices will be sent by e-mail when practical. Only those District staff who have received training on the confidentiality requirements of federal and state law, including the United States Department of Agriculture's ("USDA") guidance for school meal programs, and who have a need to access a child's account balance and eligibility information may communicate with parents regarding unpaid meal charges. Volunteers, including parent volunteers will not be used to communicate with parents regarding unpaid meal charges. 42 U.S.C. 1758(b)(6).

Notice prior to the account reaching zero is intended to reinforce the requirement that a positive balance be maintained in the student meal account. If a student meal account falls into debt, the initial focus will be on resuming payments for meals being consumed to stop the growth of the debt. The secondary focus will be on restoring the account to routinely having a

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positive balance.

The District recognizes that unexpected financial hardships occur and will work with parents in this circumstance to limit the amount of accumulated debt. To do so, it is essential that parents respond to notices and cooperate with district staff efforts. Fairness and equal treatment requires that those able to pay, but who fall behind, must promptly bring their students meal account into a positive balance. The District's proactive approach is intended to help ensure students have healthy meals and that parents do not accumulate significant debt to the school meal program.

Free or Reduced Price Meals

The District participates in the federally supported program to provide free or reduced-price meals to students from families whose economic circumstances make paying for meals difficult. Income guidelines for eligibility are based on family size and are updated each year by the USDA. The District will ensure parents are informed of the eligibility requirements and application procedures for free or reduced cost meals as well as the requirements of this policy.

Parents shall be provided with a copy of this policy and an application for free or reduced cost meals annually at the start of the school year through a mailing or in the parents' handbook, upon enrollment of a transfer student during the school year, and as a component of all notices sent to parents seeking payment to correct a negative balance in the student meal account. The communication explaining the availability of the free or reduced-price meals shall include all the elements required by federal regulation, 7 C.F.R. 245.5. Each notice shall also identify a member of the District staff, with contact information, who is available to answer questions or assist the parents with applying for free or reduced-price meals.

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As required by the Civil Rights Act of 1964 and USDA guidance, parents with Limited English Proficiency ("LEP") will be provided with information on this policy and the free and reduced-price meal program in a language the parents can understand. The District will utilize USDA and community resources to fulfill this requirement. This policy and links to application materials for the free or reduced-price meal program will be posted on the school website and made available to parents at each school.

The District will proactively enroll students found to be categorically eligible into the free or reduced-price meal program. The District will seek to enroll eligible students in the free or reduced-price meal program upon learning from any source of the student's potential eligibility. When eligibility is established, the District will apply the earliest effective date permitted by federal and state law.

The District will provide a copy of this policy and application materials for free or reduced-price meals to town welfare offices/human services offices and other local social service agencies who may have contact with parents who are confronting layoffs or other financial hardship.

Students Without Cash in Hand or A Positive Account Balance

Regardless of whether a student has money to pay for a meal or has a negative balance in the student meal account, a student requesting a meal shall be provided with a meal from among the choices available to all students. The only exception will be where the student's parents have provided the District with specific written direction that the student not be provided with a school lunch program meal, the student has a meal sent from home, or otherwise has access to an appropriate meal. Under no circumstances will a student's selected meal be thrown away because of the status of the student's meal account.

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It is the parents' responsibility to provide their student with a meal from home or to pay for school prepared meals. Therefore, the District's policy is to direct communications to parents about student meal debt. When parents chose to provide meals sent from home, it is the parents' responsibility to explain to their student the necessity of the student not using the school meal program.

Initial efforts to contact parents will be by e-mail or phone. Where the District has not received a response from the parents or the parents do not cooperate in resolving negative student meal account balances and the student continues to use the school meal program, for students in grade seven or higher, the principal or designee may communicate directly with the student in a manner that is private and which does not publicly identify or stigmatize the student. Resolution of the problem should seek to ensure the student has ongoing access to an appropriate meal.

Should the student's meal account balance fall below zero, a balance statement requesting immediate payment shall be sent to parents no less than once each week.

If the student's meal account balance debt grows to \$15.00 or more a letter demanding immediate payment shall be sent by US Mail to the parent or the parent shall be contacted by the Principal or designee by phone or in person. Where warranted, the Principal may arrange a payment schedule to address current meal consumption and arrearages while the school continues to provide the student with meals.

If the student's meal account debt grows to \$30.00 or more the parents will be requested to meet with the principal. When appropriate, the Principal should explore with the parents whether an application for free or reduced cost meals is warranted. Where extenuating circumstances of financial hardship

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exist and the family is not eligible for free or reduced cost meals, the District will work with the parents to identify and engage governmental and private charitable resources which are available to assist the family.

If a student with a negative balance in his or her meal account seeks to purchase a meal with cash or check, the student will be allowed to do so. There is no requirement that the funds be applied first to the debt.

Unresolved Debt

If the Principal determines that the best available information is that the parents are able to pay the expenses of the student's meals and the parents decline to cooperate with resolving the debt in a timely manner, the Principal shall send a letter to the parents directing them to have their student bring meals from home and cease utilizing the school meal program. The student may resume using the school meal program when a positive account balance is restored in the student's meal account.

If the student continues to use the school meal program, a second letter shall be sent to the parents using certified mail, return receipt requested. If parents continue to fail to provide the student with a meal sent from home, continue to fail to provide funds for their student to use the school lunch program, continue to refuse to cooperate with reasonable requests by District staff to address the overdue debt, and the parent is believed to have the ability to pay, the Superintendent may pursue payment through civil legal action, including filing a claim in small claims court pursuant to RSA Chapter 503. The Superintendent is delegated authority to assess the likelihood that civil action will lead to payment, the resources required to pursue collection, and to pursue such action only when doing so is in the best interest of the District. The Superintendent shall try to identify non-profit charities that are willing to contribute funds to the district to assist in keeping a positive balance in the meal account of students whose parents do not qualify for free meals and who

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due to financial hardship are unable to consistently keep the student meal account in a positive balance. If at the end of the fiscal year uncollected debt in student meal accounts must, as a last resort to fulfill federal requirements, be paid to the school meal program from other District funds, the parents' debt for unpaid meal charges shall be owed to the District.

Applying the policy set forth above, the Superintendent shall determine if further collection efforts are in the best interest of the District. Any payments collected on debt that has been offset with District funds, shall be credited to the District. All debt collection efforts shall comply with RSA Chapter 358-C, New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act.

Staff Enforcement of Policy/Training

A copy of this policy and refresher training shall be provided annually to all food service and school staff responsible for serving student meals or enforcing this policy. New staff with these responsibilities shall be provided with a written copy of the policy and training on the policy during their initial training or orientation. In accordance with federal requirements, a record shall be maintained documenting that new staff receive the policy and training. The record must also document that all applicable staff receive a copy of the policy and refresher training annually.

Student with Special Dietary Needs

Nothing in this policy prohibits providing an appropriate meal to a student with special dietary needs such as, but not limited to, diabetes, provided these needs have been documented in a health plan, Sec 504, or IEP. If the meal is medically required, and the student has a negative student meal account balance, or does not have cash to purchase the meal, the necessary dietary needs will be met.

To request meal accommodations for students whose dietary needs qualify

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them for accommodation under law or to file a school meal program complaint with the District, contact the Food Service Director at phone number 603-382-6119.

To file a program complaint of discrimination with the USDA, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This District is an equal opportunity provider.

Nondiscrimination

It is the District's policy that in the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or disability. 7 C.F.R. 245.5(a)(1)(viii). Students will not be denied meals due to the existence of other unpaid charges at the school or for disciplinary reasons.

Assessment for Neglect Reporting

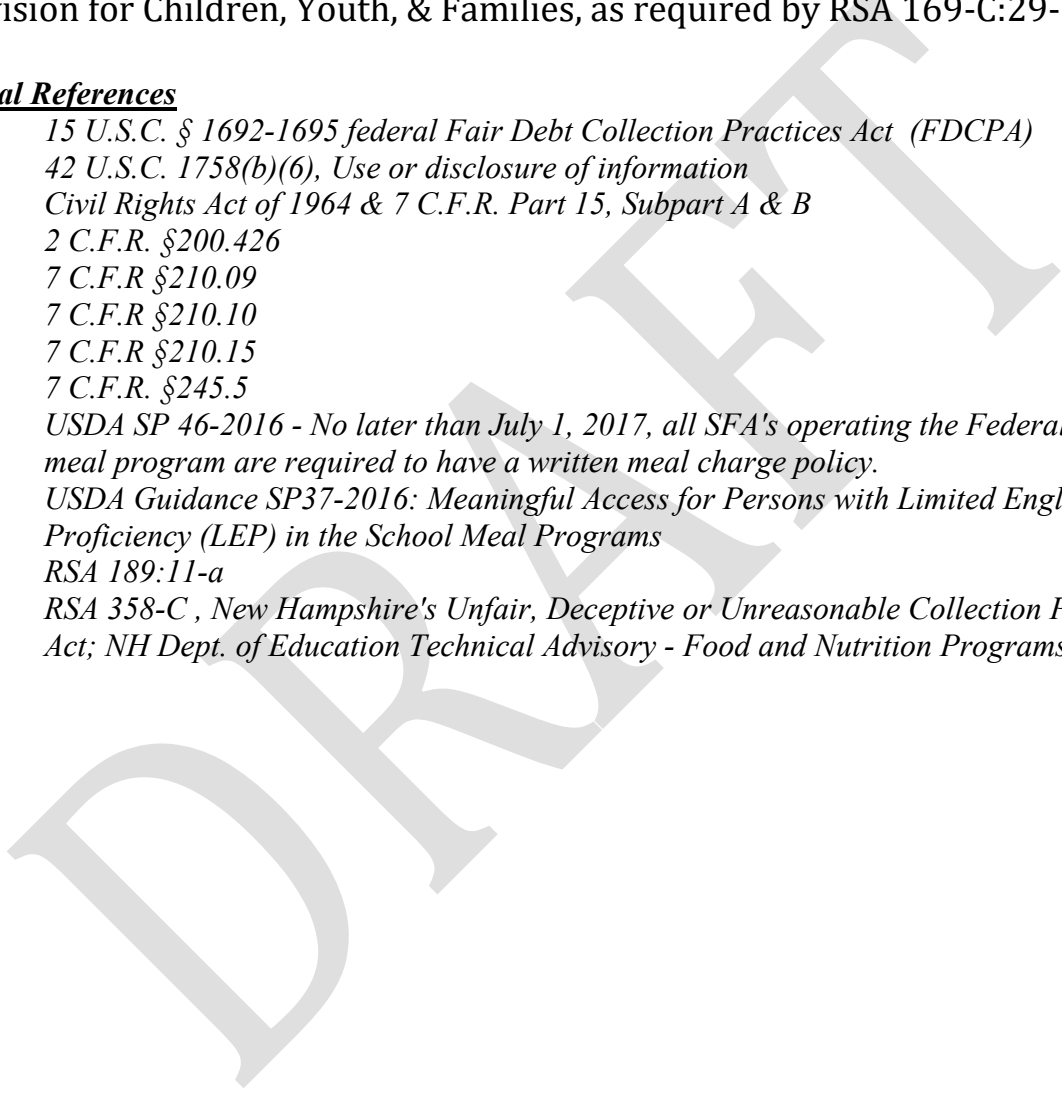
If a student who has been determined to be ineligible for free or reduced cost meals or whose parents have refused to cooperate with filing an application for free or reduced cost meals is consistently not provided with meals, either

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through a meal sent from home or the payment for a meal through the school meal program, the Principal will assess whether a report of child neglect is warranted to the New Hampshire Department of Health and Human Services, Division for Children, Youth, & Families, as required by RSA 169-C:29-31.

Legal References

- 15 U.S.C. § 1692-1695 federal Fair Debt Collection Practices Act (FDCPA)*
- 42 U.S.C. 1758(b)(6), Use or disclosure of information*
- Civil Rights Act of 1964 & 7 C.F.R. Part 15, Subpart A & B*
- 2 C.F.R. §200.426*
- 7 C.F.R §210.09*
- 7 C.F.R §210.10*
- 7 C.F.R §210.15*
- 7 C.F.R. §245.5*
- USDA SP 46-2016 - No later than July 1, 2017, all SFA's operating the Federal school meal program are required to have a written meal charge policy.*
- USDA Guidance SP37-2016: Meaningful Access for Persons with Limited English Proficiency (LEP) in the School Meal Programs*
- RSA 189:11-a*
- RSA 358-C , New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act; NH Dept. of Education Technical Advisory - Food and Nutrition Programs*





January 19th, 2023

EXECUTIVE SUMMARY

TRSD Early Childhood Programs 2023-2024

TRSD began a feasibility study of our Early Childhood Education programs in the fall of 2021. The purpose of the study was to analyze relevant factors of our Preschool, Pre-Kindergarten and Kindergarten programs, including economic impact, structure, marketing, organization of staff, and scheduling. Supporting the 2018-2023 Strategic Plan action item of “Explore the development of a district funded full-day Kindergarten program”, we focused on the opportunities to develop our Preschool and Pre-Kindergarten availability and program structure.

A restructuring of these programs for the 22-23 school year led to increased offerings of Pre-Kindergarten at our neighborhood schools of Atkinson Academy and Pollard School, a more formalized program for our students requiring special education services who turn three throughout the school year, and opportunities for collaboration where parents are invited to observe a teacher or specialist delivering instruction to support and ensure continuity between home and school. Feedback on these programs from our community members has continued to be collected, and this fall a team of district administrators toured neighboring district’s early childhood programs and/or met with leaders who oversee them. While the district programs visited follow very different structures, each provided the TRSD team with new ideas.

Programming for the 23-24 school year

Preschool - Students who are 3 years of age by September 30, 2023.

The TRSD Preschool program is offered at The Learning Center at Sandown Central (TLC) only. Highly qualified teachers and specialists provide programming based on the NH Early Learning Standards through age appropriate methodologies and activities that highlight hands-on, active, discovery through exploratory play. TLC offers tuition based AM or PM Preschool programs that run four days a week (Monday, Tuesday, Thursday, Friday). This will double the offering of this program in the past.

Pre-Kindergarten - Students who are 4 years of age by September 30, 2023.

Pre-Kindergarten, in the Timberlane Regional School District, is offered in each town at our Learning Center (TLC) for Sandown and our neighborhood schools in Atkinson, Danville, and Plaistow. Highly qualified teachers and specialists provide programming based on TRSD PK-12 aligned curriculum through age appropriate methodologies and activities that highlight hands-on, active, discovery through exploratory play. Atkinson Academy and Danville School offer AM Pre-K Tuesday through Friday, TLC and Pollard School offer both AM and PM Pre-K Tuesday through Friday.

In the 23-24 school year, TRSD intends to increase its community engagement offerings by hosting structured playgroups for preschool and pre-kindergarten students on the day their program isn’t running. These will be to support social development of the students, and to provide an opportunity for parents, caregivers, and area providers to interact with specialists. In addition to these optional group



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.twitter.com/TimberlaneRSD)

sessions, TRSD Early Childhood staff will provide opportunities in specific focused areas twice a month to model strategies for supporting the development of skills. These sessions will also happen on the day the program isn't in session.

As a part of this informational summary, TRSD is seeking action on a proposal to increase Preschool tuition. Preschool has run two half days a week at \$1,100, or \$110 a month for 10 payments. Pre-Kindergarten has run four half days a week at \$2,200, or \$220 a month for 10 payments. We are proposing Preschool, for four half days a week in school year 23-24, have a tuition of \$2,200, or \$220 a month for 10 payments.

Respectfully submitted,
Lucy Canotas, Director of Elementary Education



January 12, 2023

Executive Summary

Youth and Government Model Legislature Program at the Concord State House, Concord, NH.

Background:

The purpose of the YMCA Youth & Government Program is to prepare participants for moral and political citizenship in local, state, or national government roles. YMCA Youth and Government provides guidance, training and an experience in the American democratic process through the form of state government. The YMCA Youth & Government Program is based upon the Y's core values of caring, honesty, respect and responsibility and seeks to accomplish its purpose in the following ways:

- To provide guidance, training and experience in the theory and practice of determining public policy.
- To confirm the principles of democracy and promote moral courage in solving public questions.
- To develop the attitude that through collaborative action in the three branches of government (executive, legislative and judicial) people can improve their current situations.
- To reveal the importance of the freedoms set forth in the Bill of Rights and in State and Federal Constitutions.
- To show that an honest difference of opinion, with freedom to express it, is a healthy medium in which to attain personal dignity.
- To indicate that in our society, judgments with respect to values and goals will rest with the members of that society. The YMCA Youth & Government Program believes that only members of a society can improve that society and that all citizens must be educated in the process of policy-making where emotions and feelings are tempered by reason and by fact.

Dates: April 14, 2023 – April 15, 2023

Transportation: Parent Drop off

Lodging: Comfort Inn, Concord, NH

Cities/ Sites/ Activities: Concord State House

Organized and lead by: TRHS teachers Ryan Richman and Alex Proteau, NH/VT state Alliance of YMAS

Cost per student: TBD



EXECUTIVE SUMMARY

Secondary Discipline Data To Date

This executive summary communicates data specific to the suspensions issued in grades 6-12 during the 22-23 school year. Each table contains a breakdown by month, category (reason for suspension), and number of suspension days determined by school administration.

Middle School

Categories specific to middle school include most of the disciplinary infractions that resulted in suspension. Those categories that did not result in an out-of-school suspension and occur minimally are not reported here. The middle school is attempting to organize an in-school suspension experience that is reflected in the table. These days are included in the "Total Days" column which equals the sum of both in-school suspensions and out-of-school suspensions.

Month	Physical	Disruption	Harrasment	Language	Bullying	Social Media	Vape	In-School	Total Days
August / September	8	5	7	1	0	1	0	12	28
October	5	2	1	4	1	0	1	17	25
November	3	5	0	7	1	0	1	18.5	36
December	1	2	0	1	0	1	3	9	30
January	0	1	0	0	0	0	0	6	7
	17	15	8	13	2	2	5	62.5	126

High School

Categories specific to high school include all of the disciplinary infractions that resulted in suspension.

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

Respectfully Submitted,
 Justin Krieger
 Assistant Superintendent

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SUPERINTENDENT’S EVALUATION AND GOAL SETTING FORM

Scoring Key: 4 - Outstanding; 3 - Excellent; 2 - Good; 1 - Needs Improvement

PART I. FISCAL MANAGEMENT

Legal References:

- RSA 194-C:4, II(a), (j), (p)
- Ed 302.01(d)(2); Ed 302.02(d), (e)
- NHSBA Sample Policies DA, DB, DBC, DCI, DI

Indicators of Success:

- Budgets reflect district goals for student achievement.
- District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the board for remediation within an acceptable timeline.
- Finances are managed in accordance with applicable accounting standards.
- The annual audit shows no material deficiencies and audit recommendations are effectively implemented.
- Multi-year budget plans are used for planning purposes.

1.1. Developed and recommended the annual budget for the support of the educational program and for the operation and maintenance of schools.

Evaluation Score: _____

Comments: _____

1.2. Developed and maintained an accounting system and financial reporting procedures for all funds.

Evaluation Score: _____

Comments: _____

1.3. Evaluated financial needs and makes timely recommendations for adequate funding.

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Evaluation Score: _____

Comments: _____

- 1.4. To the extent possible, transfers among budgetary line items were limited to unexpected or unanticipated expenses.

Evaluation Score: _____

Comments: _____

- 1.5. Engaged in thorough planning to develop budget and guide expenditures to achieve the greatest educational returns and the greatest contributions to the educational program.

Evaluation Score: _____

Comments: _____

- 1.6. Established levels of funding that provided high quality education for the students of the district.

Evaluation Score: _____

Comments: _____

- 1.7. Provided timely and appropriate information to the Board and all staff with fiscal management responsibilities.

Evaluation Score: _____

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Comments: _____

1.8. Established and implemented efficient procedures for accounting, audit, risk management, investing, purchasing delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement

**PART II. CURRICULUM, DELIVERY OF INSTRUCTION
 AND PUPIL ACHIEVEMENT**

Legal References:

- RSA 194-C:4, II(c)
- Ed 302.01(d)(6); 302.02(f)
- NHSBA Sample Policies IGA, IGD
- RSA 194-C:4, II(e)
- Ed 302.01(d)(8); Ed 302.02(f)
- NHSBA Sample Policies ILBA, ILBAA
- RSA 194-C:4, II(c)
- Ed 302.01(d)(7); Ed 302.02(f)
- NHSBA Sample Policy IF

Indicators of Success:

- Specific progress is evident.

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18/21	Page 4 of 12

- Student learning is defined based on the knowledge and skills necessary to be successful.
- Data and information collected is reliable and valid.
- Data is regularly presented and is communicated in understandable forms.
- Data is used for future planning and improvement.
- Effective methods of providing, monitoring, evaluating, and reporting student achievement are used.
- Preparing students for post-secondary education and/or entrance into the job market.
- Data is disaggregated, analyzed, and explained.

2.1. Used appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

Evaluation Score: _____

Comments: _____

2.2. Aligned and implemented the educational programs, plans, actions, and resources with the district's vision and goals.

Evaluation Score: _____

Comments: _____

2.3. Monitored and evaluated the effectiveness of curriculum, instruction and assessment.

Evaluation Score: _____

Comments: _____

2.4. Ensured that the district provided educational opportunities in accordance with State Minimum Standards.

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18-21	Page 5 of 12

Evaluation Score: _____

Comments: _____

2.5. Identified areas of academic strength and areas of academic weakness within the District and has implemented strategies to address areas of academic weakness.

Evaluation Score: _____

Comments: _____

2.6. Curriculum is aligned from grade-to-grade and from school-to-school.

Evaluation Score: _____

Comments: _____

2.7. Uses effective methods of providing, monitoring, evaluating and reporting student achievement.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18/21	Page 6 of 12

Scoring Key: 4 - Outstanding; 3 - Excellent; 2 - Good; 1 - Needs Improvement

III. RELATIONSHIP WITH THE SCHOOL BOARD

Legal References:

- RSA 194-C:4, II(i)
- NHSBA Sample Policy BDD

Indicators of Success:

- The superintendent assists the board in developing clear policies that meet federal and state requirements.
- The superintendent understands and communicates legal liability to the district.
- The superintendent supports the board chair to maximize the effectiveness of board operations.
- The superintendent regularly informs the board about the business of the district and alerts the board about critical issues and areas that may have impact on the district.
- The superintendent follows agreed upon board-superintendent guidelines.
- The superintendent meets deadlines and follows up on commitments and assignments.

3.1. Worked with the Board in the areas of analyzing, planning, implementing and evaluating policies.

Evaluation Score: _____

Comments: _____

3.2. Informed the Board on issues, operations, the instruction program, and needs of the school system.

Evaluation Score: _____

Comments: _____

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18-21	Page 7 of 12

3.3. Provided the Board with reports and information that enable the Board to sufficiently review the operations of the district.

Evaluation Score: _____

Comments: _____

3.4. Gave constructive advice and guidance to the Board regarding possibilities for District improvement.

Evaluation Score: _____

Comments: _____

3.5. Utilized the strengths of individual Board members and the Board itself in the decision-making process.

Evaluation Score: _____

Comments: _____

3.6. Offered professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18/21	Page 8 of 12

Scoring Key: 4 - Outstanding; 3 - Excellent; 2 - Good; 1 - Needs Improvement

IV. ADMINISTRATION OF SCHOOL FACILITIES:

Legal References:

- RSA 194-C:4, II(k)
- Ed 302.01(d)(5); Ed 302.02(m); Ed 302.02(p)
- NHSBA Sample Policies CA, CF, EC, FA

Indicators of Success:

- All buildings meet safety, health, and construction codes.
- Facilities and equipment are not subject to improper wear or insufficient maintenance.
- Multi-year plans for maintenance, repairs, and facility upgrades are in place.
- Ongoing inspection and reporting systems are utilized.

4.1. Was responsible for developing and recommending to the school board an annual maintenance program and long-term capital improvement plan.

Evaluation Score: _____

Comments: _____

4.2. Provided support for facilities accommodate organization and instructional patterns that support the district’s educational philosophy and instructional goals.

Evaluation Score: _____

Comments: _____

4.3. Ensured that all safety requirements were met for facilities and grounds.

Evaluation Score: _____

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18-21	Page 9 of 12

Comments: _____

4.4 Building design, construction, and renovation that will lend themselves to low maintenance costs and the conservation of energy.

Evaluation Score: _____

Comments: _____

4.5. Facilities lend themselves to utilization by the community in ways consistent with the overall goals of the district.

Evaluation Score: _____

Comments: _____

4.6. Keeps the Board informed about the condition of district facilities and anticipated needs in the areas of capital improvement.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18/21	Page 10 of 12

Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement

V. PERSONNEL

Legal References:

- RSA 194-C:4, II(c); RSA 194-C:4, II(j); RSA 194-C:4, II(n)
- Ed 302.01(e); Ed 302.02(a); Ed 302.02(h)
- NHSBA Sample Policies – Section G – Personnel

Indicators of Success:

- Staff are treated fairly.
- Teachers work effectively within their classroom, throughout the school, across district schools, and with the community.
- Operations are clearly defined, communicated, and implemented.
- Personnel contracts are adhered to.
- Effective collective bargaining strategies advance and promote student learning.

5.1. Recruits and assigns the best available personnel in terms of their competencies. Recommends for employment personnel who have proper certification and skills for the position.

Evaluation Score: _____

Comments: _____

5.2. Develops and executes sound personnel policies and practices.

Evaluation Score: _____

Comments: _____

5.3. Includes the participation of faculty and staff in the establishment and the implementation of District-wide goals, objectives, and programs.

Evaluation Score: _____

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18-21	Page 11 of 12

Comments: _____

5.4. Facilitates evaluation of staff performance as required by state law and by Board policy.

Evaluation Score: _____

Comments: _____

5.5. Promotes programs for staff growth and development.

Evaluation Score: _____

Comments: _____

5.6. Meets and confers with employee groups representing the interests and directives of the Board.

Evaluation Score: _____

Comments: _____

5.7. Communicates concerns of employee groups to the Board and Board responses to these concerns to employee groups.

Evaluation Score: _____

Comments: _____

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18/21	Page 12 of 12

5.8. Organizes the roles and responsibilities of staff members to optimize staff effectiveness in accordance and in line with the district’s educational mission and goals.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

See Also: Policy CBI



EXECUTIVE SUMMARY

ARP ESSER III Funding and Allocation

Background

In March 2021, in response to the COVID-19 pandemic and its potential impact on student learning, the American Rescue Plan (ARP) Act was signed into law, thereby dedicating funds for K-12 schools through Elementary and Secondary School Education Relief (ESSER) III funds.

The purpose of these ESSER III funds is to help sustain the safe and effective operations of our schools and to address the impact of the COVID19 pandemic on student learning. These funds are available for use through September 30, 2024.

The American Rescue Plan provides the allowable activities for which a district can use their one-time funds and federal guidelines require that districts allocate no less than 20% of the funds received to address the impact of lost instructional time (learning loss). In August 2021, the district surveyed our parents, staff, students, and community to provide input on how the district should prioritize the expenditure of our ESSER III funds. The two top rated categories from our stakeholder survey were:

1. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students
2. To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns

On December 16, 2021, the Timberlane Regional School Board held a public hearing on ESSER III Funds. During that meeting, the Board voted 7-0-0 to “direct that 20% of the funds address learning loss and provide mental health services and support for students. The remainder will be applied to the items identified by the Capital Improvement Plan as eligible for ESSER Funds.”

The Timberlane Regional School District received a total ESSER III allocation of \$1,223,191.28. Based on the federal mandate and the TRSB vote of December 2021, the district has allocated 80% of this grant (\$978,553.02) to capital improvements and 20% (244,638.26) to address learning loss. The activities associated with each of these categories are further itemized on the table on the following page:



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.twitter.com/TimberlaneRSD)

Total ESSER III Allocation		\$1,223,191.28
80% Capital Improvements Allocation		\$978,553.02
Activity	Replacing HVAC units at TRMS	\$978,553.02
20% Learning Loss Allocation		\$244,638.26
Activities: Staffing	2022-2023 5 elementary interventionist positions	\$141,593.39
	2022-2023; 2023-2024 4 TRHS after school tutors (drop-in sessions)	\$10,495.88
	2022-2023; 2023-2024 6 TRMS after school tutors (2 per team; drop-in sessions)	\$12,595.05
Activity: Professional Development	2022-2023: Professional Development K-8 10 full-day job-embedded sessions targeted at using data to adjust and inform instructional practice to address student learning needs.	\$20,000
Reserved for 2023-2024	Currently not allocated, but tentatively planned for additional interventionist positions	\$59,953.94

20% Learning Loss Allocation

Staffing challenges

The district has strategically dedicated the majority of our 20% ESSER III allocation for learning loss to provide increased staffing in the form of elementary interventionist positions and secondary after school tutors. Since receiving our ESSER III funding, the district has encountered challenges in filling ESSER-funded staffing positions. In the spring of 2022, the district had originally planned to offer summer learning opportunities to families across the district, but had to forgo this plan due to an inability to fully staff these projected summer sessions. Additionally, since August 2022, the district has only been able to fill one of the five ESSER elementary interventionist positions. That position is



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currently located at Pollard, as Pollard is no longer a Title I school and was considered to be our elementary school with the highest level of need. We continue to seek certified educators for these interventionist positions for the remainder of 2023. We had originally planned to extend these positions to the 2023-2024 school year, however, due to these ongoing staffing challenges, we are now considering how we might reallocate these ESSER III resources to other allowable activities or interventions.

To that end, as we are approximately at the chronological mid-point of the ESSER III grant, the district proposes to send a new survey to obtain stakeholder feedback on how to prioritize the remainder of our un-expended ESSER III funds to address learning loss. This survey will ask respondents to prioritize from a list of categories that are allowed by the federal government. We plan to send that survey on Friday January 20.

Respectfully submitted,

Sandra Allaire, Executive Director of Curriculum, Assessment, and Learning

Lucy Canotas, Director of Elementary Education

Mark Pedersen, Director of Secondary Education



EXECUTIVE SUMMARY

District-Wide Measures to Address Learning Loss

Since 2020, the Timberlane District has implemented a series of measures to identify and respond to learning loss and student learning gaps and improve student-learning outcomes. While the ARP ESSER III Grant requires districts to allocate at least 20% of their allocation to address learning loss, the district has actively worked to address learning loss through a variety of measures outside of this funding stream.

These include, but are not limited to:

- **I-Ready Assessment Platform:** The district implemented the i-Ready Benchmark Assessment system across grades k-8 to increase teachers' access to valid, reliable, criterion-referenced data and to better identify students who have experienced learning loss and are falling behind their grade-level peers. This assessment platform was funded through the ESSER II grant for 2021-2024.
- **I-Ready Instructional Platform:** The district purchased the i-Ready Personalized Instruction platform for implementation. This system places students on a personalized learning pathway, in both mathematics and reading, based on their baseline placement on the i-Ready benchmark assessment. Students then receive personalized lessons and practice to help fill gaps, provide personalized interventions, and accelerate learning for students at all levels. This instructional platform was funded through the ESSER II grant for 2021-2024.
- **Elementary Intervention System:** A new elementary intervention system was implemented beginning in 2021-2022. This system uses multiple data points and a rank-order system to identify students in need of Tier II interventions. Intervention cycles are aimed at addressing specific skills to better support students in meeting their learning goals through increased collaboration and communication among stakeholders.
- **LETRS Training:** The district has leveraged funding through the Title II-A Grant to provide LETRS (Language Essentials for Teachers of Reading and Spelling) training to nearly 40 elementary teachers. LETRS is a research-based course of study grounded in the science of reading. It is designed to address the five essential components of effective reading instruction plus writing, oral language, and spelling in a flexible delivery model to support teachers in implementing multi-tiered instruction.
- **Redesign of ELA Instructional Coaching Structure:** Elementary Instructional Coaches have shifted their role from district-wide grade-level support to school-wide support. Coaches work with teachers across all grade levels in a school to focus on the necessary instructional shifts connected to research behind the science of reading. This redesign has enabled increased levels of targeted professional development for teachers to better meet the needs of each student.
- **Job-Embedded Inquiry Cycles connected to the Science of Reading:** Our Elementary Assistant Principals / Curriculum Coordinators and ELA Instructional Coaches are currently working with all elementary teachers to explore core instructional shifts connected to research grounded in the



science of reading. Teachers have committed to the implementation of these shifts through job-embedded inquiry cycles to implement and reflect on these instructional shifts.

- **Regular-Education Para-Educators supporting intervention groups:** Paraeducators, under the direction of classroom teachers and an intervention coach, are working with small groups and/or individual students to support skill-based practice in connection to the identified academic needs of these students.
- **90-minute Elementary Professional Learning Community (PLC) blocks:** These 90-minute weekly sessions provide opportunities for elementary teachers to review student data and student needs, determine next steps, and plan for intervention and extension. Teachers also collaborate to develop assessments and instructional units, to increase consistency across classrooms and grade levels. The elementary curriculum team then reviews these units and assessments.
- **Classroom Guided Reading Materials and Assessments:** In 2021-2022, the district purchased new guided reading materials, aligned with assessments of reading benchmarks, for each grade level. These materials also included supporting resources for classroom teachers connected to instructional delivery.
- **Decodable Texts:** Based on new research connected to the Science of Reading, the district has increased our resources for decodable texts to all teachers/students in grades K-4. These resources include materials to provide practice in the application of grade-level skills for grades K-3 and intervention support for grades 1-4.
- **TRMS What I Need (WIN) block:** In 2021-2022, TRMS students identified as being significantly behind in math or ELA skills were systematically placed in WIN groups with the appropriate reading or math interventionist. Preliminary data showed academic gains for students receiving these interventions. Beginning in 2022-2023, with the implementation of a new middle school schedule, WIN block was expanded to provide opportunities for all students, in conjunction with their individualized needs, to have the opportunity for intervention or enrichment.
- **TRMS Math Interventionist Position:**
The middle school repurposed an open position in 2021-2022 to create an additional math interventionist position. This new position has been instrumental in the delivery of targeted Tier II interventions in math.
- **TRHS Math Support Room:**
Students have an opportunity to 'drop in' to the math support room during their study hall or lunch period to receive extra help in math. The TRHS Math Interventionist staffs this room along with Math Honor Society members.

Respectfully Submitted

Sandra Allaire, Executive Director of Curriculum, Assessment, and Learning

Lucy Canotas, Director of Elementary Education

Mark Pedersen, Director of Secondary Education



Budget Committee Warrant Article Recommendations

Warrant Article	For	Against	Abstain
Article 2	8	1	0
Article 3	7	0	0
Article 5	7	0	0
Article 7	7	0	0
Article 9	7	0	0
Article 11	7	0	0
Article 13	2	3	2
Article 14	7	0	0
Article 15	7	0	0
Article 16	7	0	0

Notes:

Article 2 passed at the December 22, 2022 Budget Committee meeting.

Articles 3-16 were voted on at the January 12, 2023 Public Hearing.

**The warrant articles have been rearranged since the Public Hearing by bringing forward and titling Article 16 to 3 while having the remaining articles follow suit in the sequence.*

2023 Timberlane Regional School District Warrant State of New Hampshire

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

First Session of Annual Meeting (Deliberative)

You are hereby notified to meet at the Timberlane Performing Arts Center, 40 Greenough Road, Plaistow, New Hampshire, on Thursday, the 9th day of February 2023, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number 16. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number 16 will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 14th day of March 2023, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

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

Article 1 - Election of Officers

To choose the following school district officers:

Atkinson Voters	School Board Member	1-Year Term
Atkinson Voters	School Board Member	3-Year Term
Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-Year Term
Sandown Voters	School Board Member	1-Year Term
Atkinson Voters	Budget Committee Member	3-Year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	1-Year Term
Sandown Voters	Budget Committee Member	1-Year Term
All Towns	District Moderator	3-Year Term

Article 2 – Operating Budget

Shall the voters of the School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **\$83,270,418.18**? Should this article be defeated, the operating budget shall be **\$81,401,106.67**, which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee 8-1-0

Article 3 – Lease Purchase Agreement

Shall the voters of the School District authorize the School Board to enter into a 20-year lease purchase agreement for the installation of up to \$25,243,000 of energy saving equipment and associated building and facility improvements at school district buildings in Atkinson, Danville, Plaistow and Sandown, and further to raise and appropriate \$2,061,000 for the first year’s payment under the lease to be partially offset by energy savings and a resulting reduction in costs? This lease agreement will contain a non-appropriation clause. (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 4 – Three Year Collective Bargaining Agreement (Timberlane Administrators’ Union)

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

Fiscal Year	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>
Estimated Increase	\$459,400	\$137,501	\$135,523
3-Year Total			\$732,424

And further to raise and appropriate the sum of **\$459,400** for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee 7-0-0

Article 5 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 4 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 4 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 6 - Three Year Collective Bargaining Agreement (Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Union)

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

Fiscal Year	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>
Estimated Increase	\$141,943	\$108,273	\$99,195
3-Year Total			\$349,411

And further to raise and appropriate the sum of **\$141,943** for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee 7-0-0

Article 7 - Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 6 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 6 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 8 - Three Year Collective Bargaining Agreement (Timberlane Support Staff Union)

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

Fiscal Year	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>
Estimated Increase	\$459,669	\$307,786	\$293,841
3-Year Total			\$1,061,296

And further to raise and appropriate the sum of **\$459,669** for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee 7-0-0

Article 9 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 8 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 8 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 10 – One Year Collective Bargaining Agreement (Timberlane Teachers’ Association)

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

Fiscal Year	<u>2023-24</u>
Estimated Increase	\$404,485
1-Year Total	\$404,485

And further to raise and appropriate the sum of **\$404,485** for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee 7-0-0

Article 11 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 10 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 10 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 12 – Capital Reserve Fund by Surplus

Shall the voters of the School District raise and appropriate up to \$250,000 to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2023 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2022-2023 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee 7-0-0

Article 13 – General Acceptance of Reports

Shall the voters of the School District accept reports of agents, auditors, and committees as written in the 2022 Annual Report? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 14 – Emergency Contingency Fund

Shall the School District establish a contingency fund for the upcoming fiscal year for the purpose of covering the cost of unpredictable cost escalations as well as emergencies and further raise and appropriate \$500,000 with such amount to be transferred from those funds in the June 30, 2023 unassigned fund balance available for transfer on July 1 of this year; no amount to be raised by additional taxation. Any appropriation left in the fund at the end of the year will lapse to the general fund and used to offset the local education property tax rate. (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 15 – Fund Balance Retention

Shall the School District vote to authorize, indefinitely until rescinded, to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, **5%** of the current fiscal year's net assessment, in accordance with RSA 198:4-b, II. (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee 7-0-0

Article 16 – Use of Capital Reserve Fund

Shall the voters of the School District appropriate the sum of **\$950,000** to repair, maintain, improve, or replace the High School’s boilers and related facilities to authorize the District to withdraw the sum of **\$950,000** from the existing School Building Construction, Reconstruction, Capital Improvements and Land Purchase Capital Reserve Fund? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee 7-0-0

Post Card
DRAFT



We
need
your
VOICE!



Timberlane
Regional School
District

Post Card DRAFT



Your vote matters!

Residents may register to vote at the polls.

POSTAGE

ANNUAL SCHOOL DISTRICT SESSIONS

The first session (deliberative session) is for explanation, discussion, debate and amendments to the proposed operating budget and warrant articles. The second session (voting session) allows voters to cast an official ballot to pass/fail proposed articles.

FEBRUARY 9, 2023 7:00 PM

DELIBERATIVE SESSION I

at the Timberlane Performing Arts Center (PAC), 40 Greenough Rd. Plaistow, NH.

An announcement will be made on our website (Timberlane.net) if the date changes due to inclement weather.

MARCH 14, 2023

DISTRICT VOTING SESSION II

Voting Locations:

Residents of **Atkinson**: Atkinson Community Center, Rte 121 from 7:00 a.m. to 8:00 p.m.

Residents of **Danville**: Community Center, Rte 111 from 8:00 a.m. to 8:00 p.m.

Residents of **Plaistow**: Fish & Game Club, 18 May Ray Ave. from 7:00 a.m. to 7:00 p.m.

Residents of **Sandown**: Town Hall, Main Street, from 8:00 a.m. to 8:00 p.m.



If you would like to stay up-to-date on TRSD notices and events, please join our distribution list at www.Timberlane.net.

ARTICLES 4 THROUGH 11 **EXPLANATION**

These articles focus on the Collective Bargaining Agreements between the Timberlane Regional School District and three out of the five staff unions. Supporting the staff of the Timberlane School District with salary raises provides an increase in cost of living and comparable salaries with other school districts.

These contracts furnish a wage increase with the following changes:

Timberlane Administrators' Union

- 3-year agreement with a 3-year total of \$732,424.

Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Union

- 3-year agreement with a 3-year total of \$349,411.

Timberlane Support Staff Union

- 3-year agreement with a 3-year total of \$1,061,296.

Timberlane Teachers' Association

- 1-year agreement with a 1-year total of \$404,485.

ARTICLE 14 - EMERGENCY **CONTINGENCY FUND**

Shall the School District establish a contingency fund for the upcoming fiscal year for the purpose of covering the cost of unpredictable cost escalations as well as emergencies and further raise and appropriate \$500,000 with such amount to be transferred from those funds in the June 30, 2023 unassigned fund balance available for transfer on July 1 of this year; no amount to be raised by additional taxation. Any appropriation left in the fund at the end of the year will lapse to the general fund and used to offset the local education property tax rate. (MAJORITY VOTE REQUIRED)

ARTICLE 14 EXPLANATION

The Emergency Contingency Fund provides monetary support for economic resources in unpredictable times. There will be no additional taxation if passed.

ARTICLE 16 - USE OF CAPITAL **RESERVE FUND**

Shall the voters of the School District appropriate the sum of \$950,000 to repair, maintain, improve, or replace the High School's boilers and related facilities to authorize the District to withdraw the sum of \$950,000 from the existing School Building Construction, Reconstruction, Capital Improvements and Land Purchase Capital Reserve Fund? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

ARTICLE 16 EXPLANATION

The Capital Reserve Fund allows the District to set aside money for future projects and acquisitions. There will be no additional taxation if passed. The High School has eight boilers that have all reached their lifespan, and four are currently inoperable.



2023 VOTER GUIDE **SCHOOL WARRANT** **ARTICLES**

To the voters of Atkinson, Danville, Sandown, and Plaistow,

This voter guide has been created to assist you in making informed decisions at the first session of the Annual School District Meeting (Deliberative), February 9, 2023 and the second session (Voting) on March 14, 2023. The information presented in this guide is to provide you with an understanding of the warrant articles.

All warrant articles and detailed explanations can be located on our website: **www.Timberlane.net**.

Thank you for your participation!

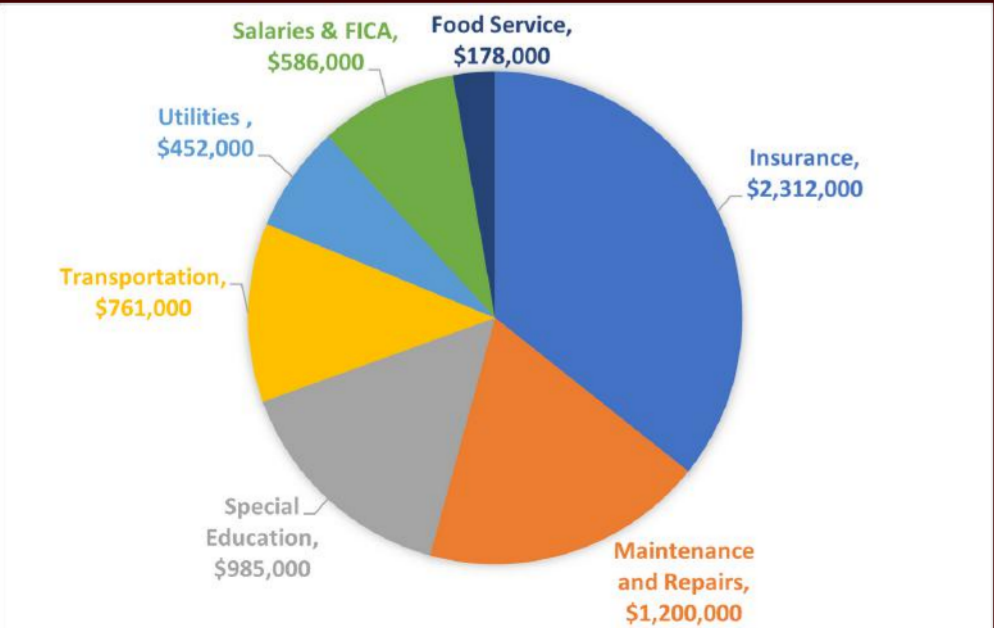
Timberlane Regional School District

ARTICLE 2 - OPERATING BUDGET

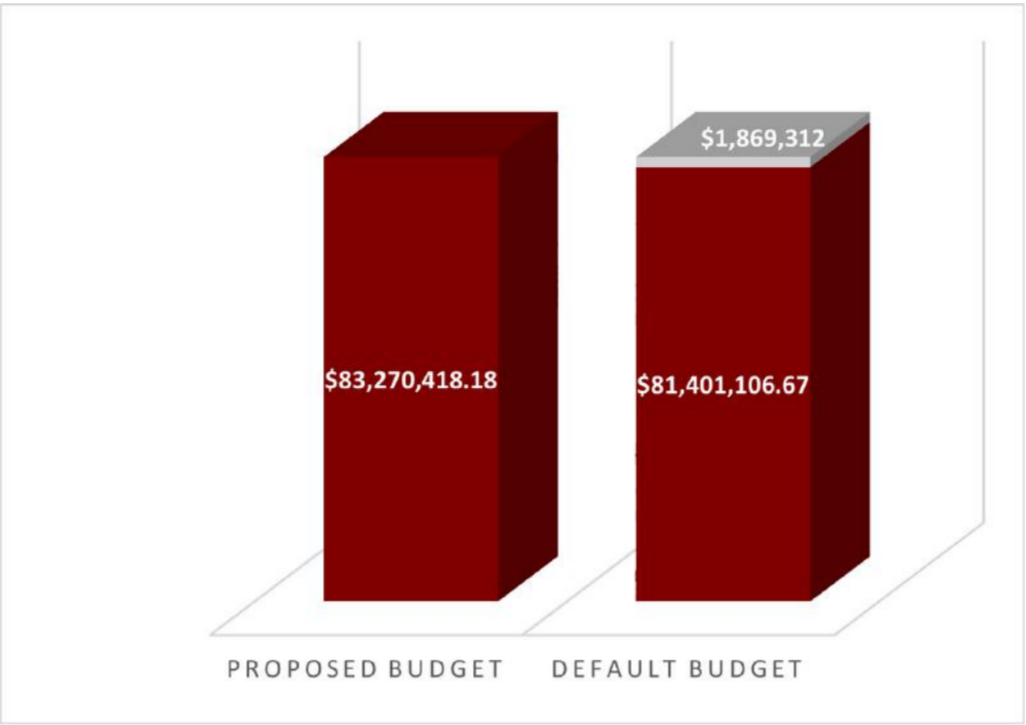
Shall the voters of the School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$83,270,418.18? Should this article be defeated, the operating budget shall be \$81,401,106.67, which is the same as last year with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

ARTICLE 2 EXPLANATION

This article forecasts the revenue and expenses for the 2023-2024 school year. The funding from the operating budget provides significant educational programming as well as perpetual maintenance of our facilities. There has been a nationwide crisis of increasing prices in commodities and those are depicted in the graph below as the drivers of the District's FY 2024 Proposed Budget.



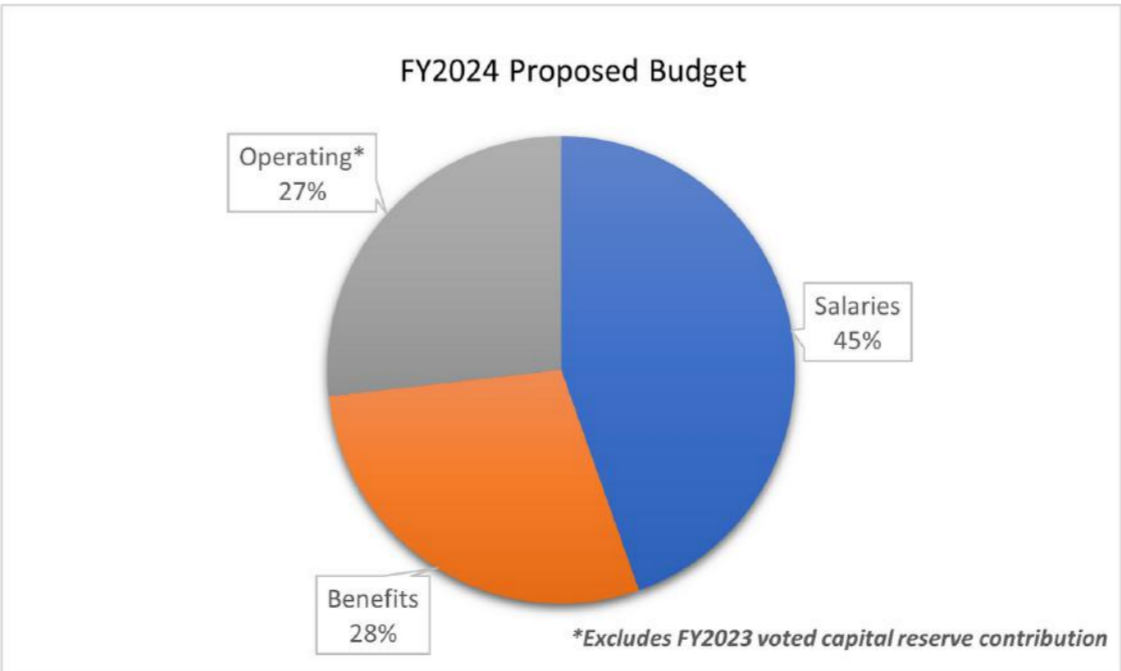
The variance between the FY 2024 Proposed Budget and the FY 2024 Default budget is \$1,869,312. The Proposed Budget is a 9.1% increase from the FY 2023 Voted Budget.



If the FY 2024 Proposed Budget passes, a home valued at \$300,000 in each of the towns will incur an annual tax impact of:

- Atkinson: \$209
- Danville: \$160
- Plaistow: \$187
- Sandown: \$248

The Proposed Budget will improve the School District through capital improvements and support our staff with increased salaries.



ARTICLE 3 - LEASE PURCHASE AGREEMENT

Shall the voters of the School District authorize the School Board to enter into a 20-year lease purchase agreement for the installation of up to \$25,243,000 of energy saving equipment and associated building and facility improvements at school district buildings in Atkinson, Danville, Plaistow and Sandown, and further to raise and appropriate \$2,061,000 for the first year's payment under the lease to be partially offset by energy savings and a resulting reduction in costs? This lease agreement will contain a non-appropriation clause. (MAJORITY VOTE REQUIRED)

ARTICLE 3 EXPLANATION

In October 2021, the TRSD was provided with a report outlining the need for overdue repairs and maintenance to our facilities totaling in excess of \$126,000,000. Entering into a lease purchase agreement of \$25,000,000 provides us with upfront capital to begin to address our deteriorating buildings in a more timely manner in an effort to extend the lives of our facilities. The lease functions similarly to an equity line of credit and the total repayment will be reduced by savings incurred through energy savings and rebates from the improvements.