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

Thursday, February 16, 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 Discipline Update – INFORMATIONAL**
   b. **7:10 PM Second Read: Forensic Science Evening Division - ACTION**
   c. **7:15 PM Strategic Plan Update – INFORMATIONAL**
   d. **7:20 PM Block Scheduling Update – INFORMATIONAL**
   e. **7:25 PM Policies – ACTION**
   f. **7:30 PM NH Retirement Reimbursement - INFORMATIONAL**
7. **7:35 PM Administrator's Report**
8. **7:40 PM Personnel Report**
9. **7:45 PM Committee Reports/Reports of the School Board**
10. **Correspondence Folder**
11. **Vendor and Payroll Registers**
12. **7:50 PM Other Business**
13. **Nonpublic Session**
14. **Future Dates**

DATE	TIME	LOCATION	TYPE OF MEETING
March 9	7:00 PM	SAU Boardroom	Regular Business
March 14		Town Voting Locations	Voting Session II
March 23	7:00 PM	SAU Boardroom	Organizational/ Regular Business Meeting

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1-3. Open Meeting

4. Approval of Minutes (2 sets: February 2nd regular business meeting minutes and February 2nd nonpublic meeting minutes)

5. Delegates and Individuals

6. Current Business

a. Discipline Update

Mr. Krieger to discuss the discipline data supplied in the provided executive summary.

b. Second Read – Forensic Science Evening Division

Motion to act on the second read of the new curriculum unit for the Evening Division: Forensic Science; this curriculum unit includes the suggested edits from the February 2, 2023 School Board meeting.

c. Strategic Plan Update

Mr. Krieger to present an update on the Strategic Plan.

d. Block Scheduling Update

Mr. Krieger et al to present a presentation on block scheduling.

e. Policies

Motion to act on the first read of Policy EFAA.

f. NH Retirement Reimbursement

NHRS reimbursed the District $385,380.94, which has been included in the MS-24.

7. Administrators' Reports

Mr. Krieger and Mr. Kellan to present.

8. Personnel Report

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 — **Superintendent's Office**
February 2, 2023 — **30 Greenough Road**
7:01 PM — **Plaistow, NH**

Call to Order

Board Members Present
Brian Boyle, Sheila Lowes, Kristin Savage, Kim Farah, Shauna Manthorn, Katie Knutsen, Michael Boucher, Mark Sherwood Excused absence: Kim McCormick

Seated at the Board Table
Christopher Kellan, Superintendent of Schools
Justin Krieger, Assistant Superintendent
Matthew LaBelle, Student Representative

Administrators Present
Mark Pedersen, Director of Secondary Curriculum
Sandra Allaire, Executive Director of Curriculum Assessment, and Learning
Lucy Canotas, Director of Elementary Education
Fran DeCinto, Director of Human Resources

APPROVAL OF MINUTES

MOTION: Mrs. Lowes motioned to approve the January 26, 2023 public minutes.
Seconded by Mrs. Manthorn Motion passed: 6-0-2 (Mrs. Savage, Dr. Farah abstained)

MOTION: Mrs. Lowes motioned to accept the January 26, 2023 sealed non-public minutes.
Seconded by Mr. Sherwood Motion passed: 6-0-2 (Mrs. Savage, Dr. Farah abstained)

DELEGATES AND INDIVIDUALS – No delegates or individuals

STUDENT REPRESENTATIVE

Matthew LaBelle provided highlights of the happenings and upcoming events in the schools. The high school will be having their 13th Annual Project Hope fashion show on March 11, 2023. A performance of My Fair Lady will be held on February 17th and 18th. The well pump failed at Atkinson Academy on January 30th. There is a scheduled Sweetheart Dance at Atkinson Academy on February 3rd and the Day 100 Read-a-thon Challenge will be held on February 9th. A Fairytale Ball is scheduled for the kindergarten class later this week. In Danville, the strings, chorus and orchestra had a concert on January 11th. An informational night for incoming pre-K and Kindergarten will be held at the Learning Center at Sandown Central on April 12th. At Pollard School, the 5th Grade students will attend the NH Kid Governor Inauguration on February 6, 2023. The Pollard PTA spaghetti dinner is tonight. Fourth graders at Sandown North are working on geometry maps. Sandown North will be hosting Bingo for Books on February 17th. February is American Heart Month and Sandown North Wellness Committee is promoting healthy habits.

CURRENT BUSINESS

The Board welcomed Mr. Lou Broad as the newly elected TTA President. Mr. Broad highlighted his involvement with the Timberlane School District over the past 29 years. He hopes to bring forward a positive relationship and work through a successful and fair contract cycle. He hopes to improve the climate and operations. Mr. Broad urged the voters to attend the Deliberative Session scheduled for February 9, 2023 and to cast their vote in March.

a. Superintendent's Evaluation

Dr. Farah explained how this process has been done in the past. The Superintendent provides the Board with his assessment of how he met his goals that were laid out in his Superintendent goals. Then there will be a numeric average based on each category. Then a summary of comments by assessment area will also be rolled up for the Superintendent. Then the Board will go into a non-public session with the Superintendent to discuss it and from there, the Board Chair will write an evaluation in consultation with the Board. The Board Chair will then discuss it with the Superintendent.

Mr. Kellan has his Summary Overview prepared to distribute to the Board tonight in non-public session. The Board will have the results from the administrators and SAU office staff by Wednesday.

Dr. Farah stated the next evaluation cycle should be before the next budget cycle so the salary can be factored into the budget cycle which is around the September-October time frame.

Mrs. Savage believes the evaluations done by the Board members should be returned to Fran DeCinto, Director of Human Resources. The Board was in agreement.

b. Preschool & Pre-K Enrollment

Mrs. Canotas reviewed her Executive Summary showing the enrollment for the Preschool and Pre-Kindergarten classes for the 22-23 school year across the District.

Mrs. Lowes questioned and discussed the low enrollment of only 4 preschool students in the Tuesday/Thursday afternoon session at The Learning Center at Sandown Central. Mrs. Lowes is concerned about keeping the numbers up at Sandown Central due to the cost of lighting and heating the building because it is a good sized school for 200 kids. Mrs. Canotas agrees. Mrs. Canotas explained the single numbers shown represent their special education setting classes. The enrollment was discussed by the Board with Mrs. Canotas.

c. First Read: Forensic Science Evening Division Course & Curriculum

Mr. Pedersen provided an Executive Summary with supporting documentation. On behalf of the TRHS administration and the Curriculum and Assessment Committee, he is asking the school board to review and adopt the curriculum for a new class to be offered at TRHS. This is a Forensic Science course which is planned to be offered in the Evening Division in the spring of 2023. The Science Department does not anticipate a budgetary impact. There will not be a required textbook and the supplies and equipment for the lab are already in stock or can be covered by the current budget. This course will run in the Evening Division to help those students who need one more science course for graduation in June.

Dr. Farah commented that she is concerned with the way the units are grouped together. She suggested taking the Biotic Based Evidence and Abiotic out of there and just list the topics that are in Unit 2. She believes this would make it cleaner.

Mr. Pedersen spoke of the requirements for students to take this Forensics course. He believes the students who have taken the physical science and biology courses, which are graduation requirements, is enough to give the students the skills and knowledge they need to take this course and be successful.

MOTION: Mrs. Savage motioned to approve as a First Read. Seconded by Mrs. Knutsen. Motion Passed: 8-0-0

d. Voter's Guide

Mr. Kellan distributed the draft voter's guide to the Board for review and feedback. He stated this will be distributed to all residences.

There was discussion on the wording comparing the proposed Lease to a Home Equity Line. After some discussion, it was agreed to remove that wording. The Board members offered feedback and other suggested amendments to the guide on the layout and wording. This will be

distributed at the Deliberative Session, Town Hall and Libraries in addition to being mailed out to residents.

e. Block Scheduling

Mrs. Allaire and Mr. Pedersen provided an Executive Summary regarding block scheduling at the high school. They offered some background as to the adoption and preparation for implementation and oversight. They also explained the changes that occurred to the middle school schedule in 2022-2023. In 2021-2022, TRMS explored various scheduling changes due to the numerous inequities in the block schedule connected to instructional time across core and UA classes. They shifted to 45-minute core classes every day. He noted there is not an equivalent need or request from students, staff, or the community to move high school classes back to 45 minute periods.

There was a lengthy discussion regarding how the block scheduling is set up and the impacts that block scheduling has on the academics of the high school students. Mrs. Lowes commented that teachers work 7.25 hours per day and with block scheduling, they are only teaching students 5.25 hours per day. She also noted there is no continuity between the middle and high school any more. Dr. Farah had wanted the financial impact on block scheduling and asked where have we increased our academic standing. She said they have had block scheduling since 2018 and believes there should be some robust data available by this time. It has been four years. Mr. Pedersen provided historical numbers as they relate to student enrollment and staff beginning with 2010/2011 and stated he doesn't feel going to block scheduling has forced them to add staff.

Dr. Farah commented to Mr. Pedersen that he cannot just take the raw number of students and raw number of teachers and tell her they are reducing staff. That is not a valid way to analyze the data.

Mr. Kellan explained this is a big topic and there is a lot of analysis needed to analyze the effectiveness of learning and the cost associated with it. This needs to be looked at systematically and we need to do a lot of investigation and to provide clear data to the Board. That process would need to happen just like the process they took with the middle school.

Dr. Farah commented that all she has seen since Timberlane has gone to block scheduling is a decrease in any externally validated test measure that is being used. She said that is an issue and there is also the issue of cost. We are looking at huge budget increases here. Personnel drives the budget. There was no financial analysis done when block scheduling was brought in and we were told academics would increase. She asked them to show her a measure where we have increased our academic standing beyond where we were in 2016/2017.

Dr. Farah wants this topic back on the agenda and wants to see the case they are going to make for the academic side to keep block scheduling because when they looked at the research, especially in math, it doesn't work for Math, which is skills based. You need that on a daily

basis in order to make improvement. This is also the same for world languages. Dr. Farah would also like to take a look at the financial difference, done on a per capita basis and done by teaching time too. With block scheduling, there is less actual teaching time per week for every teacher. She wants to see what that equates to in terms of instructional time if we go back to a 7 period block.

Mrs. Allaire will look at that. Mr. Kellan said we can have it on the agenda and address it in stages. We will get as much information put together as possible. We want to optimize student learning, performance, however, they need to do it.

ADMINISTRATORS' REPORT

Mr. Kellan informed the Board that the well pump at Atkinson Academy failed this week and commented on the outstanding, collaborative team effort. This also provided them with an exercise on our Emergency Management Plan. He referred to the frigid weather expected tomorrow but announced there will be school and the schools will be opening early. Schools and offices will be closed on February 27th during vacation week in recognition of President's Day. Voting postcards were mailed and there will be more communication going out.

Mr. Kriegar commented the course selections have gone through the middle school. He recognized Fran DeCinto and her department for all the pieces they put together for the hiring process. He spoke on the elementary school goals regarding student growth in achievement. They just finished with winter testing. Building administrators are looking at that data and seeing where they stand, as approaching that goal for the springtime, and talking in their leadership groups.

PERSONNEL REPORT - none

COMMITTEE REPORTS

Mrs. Lowes asked if any Board member is planning to attend the Kimball Library on February 8th regarding a meeting on school funding. Some of the members stated they may attend. She suggests having the scheduled March 16th meeting rescheduled to March 23rd in order to have the new members on the Board. She requested having an update on Strategic Planning placed on the February 16th agenda.

Mrs. Knutsen – The Safety Committee is meeting on Tuesday.

Mrs. Manthorn – A lot was accomplished on the policies and some will be coming forward to the Board to review.

Mr. Boucher – The Strategic Planning sub committees will be meeting individually and his subcommittee will be meeting tomorrow. He asked for the cost of the well pump but Mr. Kellan didn't have that information yet.

Mr. Sherwood received a consensus from the Board in favor of his suggestion on making a friendly request to the TTA on meeting in person at future negotiations.

There were no other reports from Board members.

CORRESPONDENCE
No correspondence

VENDOR AND PAYROLL REGISTERS
No Vendor and Payroll registers

OTHER BUSINESS
Kelly Salovitch made the edits requested by the Board earlier in the meeting to the Voter's Guide and handed them out to the Board. The Board agreed the Voter's Guide looked good and thanked her for her work on it.

MOTION: Dr. Farah motioned to enter non-public under 91-A:3, Paragraph II (a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted 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. Lowes. Motion passed 8-0-0

The Board was polled:
Boucher – yes Knutsen – yes Manthorn – yes Farah – yes Savage – yes Sherwood – yes
Lowes – yes Boyle – yes

The motion carried 8-0-0 to enter non-public at 9:27 PM. The Board will not be coming back into public session.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

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EXECUTIVE SUMMARY February 16, 2023

Secondary Discipline Data

Overview

This executive summary communicates data specific to the suspensions issued in grades 6-12 from January 14, 2023 to the present. Each table contains a breakdown by month, category (reason for suspension), and number of suspension days determined by school administration. It also includes the data set shared at the January 19, 2023 School Board meeting for comparison.

Specific to the request to provide the location of each discipline incident, PowerSchool is not currently set up to record and track this data point. Moving forward, we will collaborate with the Technology Department and explore if we have the option of incorporating this data field into student discipline logs.

Secondary Discipline January 14, 2023, to Present

Middle School

Month	Physical	Disruption	Harrassment	Language	Bullying	Social Media	Vape	In-School	Total Days
January	1	0	2	1	0	0	2	9	14
February	1	1	1	2	0	0	0	4	5
	2	1	3	3	0	0	2	13	19

High School

Month	Alcohol	Vape	Threat	Language	Leaving	Insubordination	Physical	Harassment	Fight	Drugs	Disruption	Attendance	Assault	Total Days
January	0	2	0	1	0	0	0	0	2	1	1	0	0	46
February	0	1	0	1	0	2	1	0	0	1	0	0	0	30
	0	3	0	2	0	2	1	0	2	2	1	0	0	76

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Secondary Discipline August to January 13, 2023

Middle School

Month	Physical	Disruption	Harrassment	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

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

Forensics 0.5 credit Grades 11-12

Forensic Science is an elective science course designed for students interested in the science used to solve crimes. The many different types of evidence found at crime scenes will be studied and students will learn methods to collect them safely. Modern technology will be examined to discover how it has made forensic work easier and more reliable over the years. Through hands-on experiments and crime-scene analysis, students will look to use what has been learned to solve "real" crimes. This course will cover many different aspects of science including chemistry, physics, and biotechnology.
Prerequisite(s): Physical Science, Biology

Competencies

Patterns: Students will demonstrate the ability to observe and describe patterns in natural and human designed phenomena and use those patterns to support claims about the observed or predicted relationships among phenomena.

Cause and Effect: Students will demonstrate the ability to investigate, explain, and evaluate potential causal relationships by using evidence to support claims and predictions about the mechanisms that drive those relationships.

Systems and System Models: Students will demonstrate the ability to investigate and analyze a natural or human designed system in terms of its boundaries, inputs, outputs, interactions, and behaviors and use this information to develop a system model that can be used to understand and empirically evaluate the accuracy of models in terms of representing the underlying system.

Stability and Change of Systems: Students will demonstrate the ability to investigate and analyze static and dynamic conditions of natural and human designed systems in order to explain and predict changes over time.

Student will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in a various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions.

Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.

Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.

Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.

UNITS

Unit 1: History and Crime Scenes
Unit 2: Evidence unit one: Fingerprinting, Blood, DNA, Hair, Toxicology, Anthropology, Autopsies and Entomology
Unit 3: Evidence unit two: Ballistics, Impression, Documents, Fibers

Budgetary impact: None

Forensics : Unit 1 History and Crime Scenes

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Patterns: Students will demonstrate the ability to observe and describe patterns in natural and human designed phenomena and use those patterns to support claims about the observed or predicted relationships among phenomena.***
- ***Cause and Effect: Students will demonstrate the ability to investigate, explain, and evaluate potential causal relationships by using evidence to support claims and predictions about the mechanisms that drive those relationships.***
- ***Systems and System Models: Students will demonstrate the ability to investigate and analyze a natural or human designed system in terms of its boundaries, inputs, outputs, interactions, and behaviors and use this information to develop a system model that can be used to understand and empirically evaluate the accuracy of models in terms of representing the underlying system.***
- ***Stability and Change of Systems: Students will demonstrate the ability to investigate and analyze static and dynamic conditions of natural and human designed systems in order to explain and predict changes over time.***
- ***Nature of Science: Student will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in a various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions.***
- ***Students will demonstrate ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***
-

Content Standards:

Transfer

*Students will be able to independently use their learning to **recognize the importance of properly following a process and documentation of actions.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- the principles of scientific method are required in ALL forensic science analysis.
- Locard's exchange principle is critical in forensic science.
- Physical evidence is crucial in linking victims and suspects to a crime scene.
- Physical evidence must be collected in a specific and strategic manner, as well as systematically documented, in order to ensure that no tampering or contamination occurs.
- the importance of following procedures and documentation in evidence collection.

ESSENTIAL QUESTIONS

- Does evidence lead to a suspect or does a suspect lead to evidence?
- Is it really possible to "leave no trace"?

Acquisition

Students will know…

- *that there are basic as well as specialized services offered by forensic laboratories.*
- *that there are major disciplines within forensic science.*
- *that forensic science has changed over time.*
- *that there a fundamental aspects of crime scene investigations.*
- *that forensic science follows the principles of scientific method and the need for collecting control samples at every crime scene.*

Students will be skilled at…

-

-Constructing and revising explanations
-Developing models
-Applying scientific principles and evidence to provide an explanation
-refining the design of a system
-using mathematical representation
-planning and conducting investigations
-communicating scientific and technical information
-Quantifying results
-performing basic statistical analysis

● HS-LS1-1 Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including student's own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. ● HS-LS1-2 Develop and use a model based on evidence to illustrate the relationship between systems or between components of a system ● HS-LS2-1 Use mathematical and/or computational representation of phenomena or design solutions to support explanations ● HS-LS2-2 Use mathematical representations of phenomena or design solutions to support and revise explanations. ● HS-LS1-3 Plan and conduct an investigation individually and collaboratively to produce data to service as a basis for evidence, an in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on precision of the data (e.g., number of trials, cost, risk, times), and refine the design accordingly. ● HS-LS2-5 develop a model based on evidence to illustrate the relationship between systems or components of a system ● HS-LS2-6 Evaluate the claims, evidence and reasoning behind currently accepted explanations of solutions to determine the merits of arguments. ● HS-LS2-8 Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments ● HS-LS3-1 Ask questions that arise form examining models or a theory to clarify relationships. ● HS-LS3-2 make and defend a claim based on evidence about the natural world that reflected scientific knowledge, and student generated evidence. ● HS-LS3-3 Apply concepts of statistics and probability to scientific and engineering questions and problems, using digital tools when feasible ● HS-LS4-6 Create or revise a simulation of a phenomenon, designed device , process, or system. ● HS-PS1-7 Scientific knowledge assumes an order and consistency in natural systems science assumes the universe is a vast single system in which basic laws are consistent. ● HS-ESS1-3 Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).	*<u>vocabulary:</u> forensic science, Locard's principle, suspect, victim, quadrant, anthropology, pathology, chain of custody, Frye Standard,*	
Content Area Literacy Standards		***21st Century Skills***
● RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. ● RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.		● *Use systems thinking* ● *solve problems* ●

● RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. ● RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 text and topics ● RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. ● RST11-12.8 evaluate the hypothesis, data, analysis and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information ● RST.11-12.9 Synthesize information from a range of sources (e.g. texts, experiment, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. ● WHST 11-12.2 Write informative/ explanatory texts including the narration of historical events, scientific procedures/ experiment, or technical processes. ● WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation ● WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection and research. ● WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	

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

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	***Mathematics Integration***
• 1.OA.1 Use	• HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. • HSN-Q.A.2- Define appropriate quantities for the purpose of descriptive modeling • HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities • MP.2 Reason abstractly and quantitatively • MP.4 Model with mathematics
Technology Integration	***District Materials***
• 1.OA.1 Use	

Science and Engineering Practices	
S&EP 1. Asking questions and defining problems S&EP 2. Developing and using models S&EP 3. Planning and carrying out investigations S&EP 4. Analyzing and interpreting data S&EP 5. Using mathematics and computational thinking S&EP 6. Constructing explanations (for science) and designing solutions (for engineering) S&EP 7. Engaging in argument from evidence S&EP 8. Obtaining, evaluating and communicating information	

Forensics : Unit 2: Evidence unit 1 (Fingerprints, blood, DNA, Hair, Toxicology, Anthropology, Autopsies)

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to observe and describe patterns in natural and human designed phenomena and use those patterns to support claims about the observed or predicted relationships among phenomena.***
- ***Students will demonstrate the ability to investigate, explain, and evaluate potential causal relationships by using evidence to support claims and predictions about the mechanisms that drive those relationships.***
- ***Students will demonstrate the ability to investigate and analyze a natural or human designed system in terms of its boundaries, inputs, outputs, interactions, and behaviors and use this information to develop a system model that can be used to understand and empirically evaluate the accuracy of models in terms of representing the underlying system.***
- ***Students will demonstrate the ability to investigate and analyze static and dynamic conditions of natural and human designed systems in order to explain and predict changes over time.***
- ***Student will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in a various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions.***
- ***Students will demonstrate ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

Transfer

*Students will be able to independently use their learning to **use information to draw a conclusion.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- biotic based evidence will link suspects to a crime scene
- many biotic factors are specific to the individual
- information can be used to draw a reasonable conclusion even without direct knowledge.
- attention to detail and adhering to logic is critical to be successful in many situations

ESSENTIAL QUESTIONS

- Is a person really who they say they are?
- How can things be hidden in plain sight?

Acquisition

Students will know…

- *that f*ingerprints are unique to individuals and can be used as evidence in arguing which individuals were present at a crime scene.
- *that serology involves a broad scope of laboratory tests that use specific antigen and serum antibody reactions.*
- *that blood type is an inherited trait that is a permanent feature of a person's biological makeup.*
- *that DNA has specific structure and function and is unique to each individual.*
- *that there are DNA data bases to help solve crimes.*
- *that drug analysis and toxicology is important in forensic science.*

Students will be skilled at…

-Constructing and revising explanations
-Developing models
-Applying scientific principles and evidence to provide an explanation
-refining the design of a system
-using mathematical representation
-planning and conducting investigations
-communicating scientific and technical information
-Quantifying results
-performing basic statistical analysis

• HS-LS1-1 Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including student's own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. • HS-LS1-3 Plan and conduct an investigation individually and collaboratively to produce data to service as a basis for evidence, an in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on precision of the data (e.g., number of trials, cost, risk, times), and refine the design accordingly. • HS-LS2-4 Use mathematical representations of phenomena or design solutions to support claims. • HS-LS2-6 Evaluate the claims, evidence and reasoning behind currently accepted explanations of solutions to determine the merits of arguments. • HS-LS2-8 Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments • HS-LS3-3 Apply concepts of statistics and probability to scientific and engineering questions and problems, using digital tools when feasible • HS-LS4-1 Communicate scientific information (e.g. about phenomena and/or the process of development and the design and performance of a proposed process of system) in multiple formats (including orally, graphically, textually, and mathematically).	• *blood alcohol content is based on human metabolism of alcohol* • *that composition, development and structure of bones can be used to recognize the wealth of the individual.* • *that an autopsy is performed if a death is suspicious or unexplained.* • *that a forensic entomologist studies the development of insect larvae in a body to estimate the time of death.* • *that determining time of death is important* • *that environmental factors influence the time of death estimate.* • *that human hairs contain DNA and can be used as evidence.* <u>vocabulary:</u> *ridge characteristics, loop, swirl, whorls plastic and latent fingerprints, automated fingerprint identification system (AFIS), porous, blood: trace amount, puddles, spatters, smears, droplets, serology, ABo antigens and antibodies, agglutination, cohesion, adhesion, surface tension, gravity, directional propulsion, viscosity, nucleotide, short tandem repeat (STRs), polymerase chain reaction (PCR), CODIS, nuclear DNA, Mitochondrial DNA, gel electrophoresis, toxicology, metabolism, anthropology, autopsies, entomology, rigor, algor, livor mortis, corpse, medulla , cortex, cuticle,*	
Content Area Literacy Standards		***21st Century Skills***
• RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. • RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 text and topics • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. • RST11-12.8 evaluate the hypothesis, data, analysis and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information		• *Use systems thinking* • *solve problems*

• RST.11-12.9 Synthesize information from a range of sources (e.g. texts, experiment, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. • WHST 11-12.2 Write informative/ explanatory texts including the narration of historical events, scientific procedures/ experiment, or technical processes. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection and research.	

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

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	***Mathematics Integration***
● 1.OA.1 Use	● 1.OA.1 Use
Technology Integration	***District Materials***
● 1.OA.1 Use	
Science and Engineering Practices	
S&EP 1. Asking questions and defining problems S&EP 2. Developing and using models	

S&EP 3. Planning and carrying out investigations S&EP 4. Analyzing and interpreting data S&EP 5. Using mathematics and computational thinking S&EP 6. Constructing explanations (for science) and designing solutions (for engineering) S&EP 7. Engaging in argument from evidence S&EP 8. Obtaining, evaluating and communicating information	

Forensics : Unit 3 Evidence unit 2 (Ballistics, Impression, Documents, Fibers)

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to observe and describe patterns in natural and human designed phenomena and use those patterns to support claims about the observed or predicted relationships among phenomena.***
- ***Students will demonstrate the ability to investigate, explain, and evaluate potential causal relationships by using evidence to support claims and predictions about the mechanisms that drive those relationships.***
- ***Students will demonstrate the ability to investigate and analyze a natural or human designed system in terms of its boundaries, inputs, outputs, interactions, and behaviors and use this information to develop a system model that can be used to understand and empirically evaluate the accuracy of models in terms of representing the underlying system.***
- ***Students will demonstrate the ability to investigate and analyze static and dynamic conditions of natural and human designed systems in order to explain and predict changes over time.***
- ***Student will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in a various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions.***
- ***Students will demonstrate ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***
-

Content Standards:

- HS-LS1-1 Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including student's own

Transfer

*Students will be able to independently use their learning to **compare and contrast information to draw conclusions.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- all objects have distinguishing physical characteristics that can be identified in an impression. These objects (tool marks, tire tracks, bite marks, shoe impressions and ballistics) can be identified by their impression through comparing key physical characteristics.
- attention to detail and adhering to logic is critical to be successful in many situations

ESSENTIAL QUESTIONS

- What is reality?
- How can things be hidden in plain sight?

Acquisition

Students will know…

- *that handwriting becomes personalized almost as soon as students begin learning it*
- *that questioned documents and other collected documents can be analyzed for handwriting comparisons to determine if the author of each is the same.*
- *that inks (printer, pen and photocopier) can be compared to determine if they share a common source.*
- *questioned documents may be analyzed for alterations, obliterations, erasures, or variations in pen inks.*
- *that there are anti-counterfeiting features on U.S. currency.*
- *that LD 50 is a method to classify how toxic a substance is.*
- *that fibers are either natural or synthetic*

Students will be skilled at…

-Constructing and revising explanations
-Developing models
-Applying scientific principles and evidence to provide an explanation
-refining the design of a system
-using mathematical representation
-planning and conducting investigations
-communicating scientific and technical information
-Quantifying results
-performing basic statistical analysis

investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future ● HS-LS1-2 Develop and use a model based on evidence to illustrate the relationship between systems or between components of a system ● HS-LS1-3 Plan and conduct an investigation individually and collaboratively to produce data to service as a basis for evidence, an in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on precision of the data (e.g., number of trials, cost, risk, times), and refine the design accordingly. ● HS-LS2-7 Design, evaluate and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade off consideration. ● HS-LS3-1 Ask questions that arise form examining models or a theory to clarify relationships. ● HS-LS3-2 make and defend a claim based on evidence about the natural world that reflected scientific knowledge, and student generated evidence. ● HS-LS4-1 Communicate scientific information (e.g. about phenomena and/or the process of development and the design and performance of a proposed process of system) in multiple formats (including orally, graphically, textually, and mathematically)..	● *that structural variations and irregularities caused by scratches, nicks breaks and wear, allow a criminalist to relate a bullet to a gun.* ● *that structural variations and irregularities caused by scratches, nicks breaks and wear, allow a criminalist to relate a scratch or abrasion to a tool.* ● *that structural variations and irregularities caused by scratches, nicks breaks and wear, allow a criminalist to relate a tire track to a vehicle. .* *<u>vocabulary:</u> authentic, forged, counterfeit, LD 50, toxicology, textiles, circumstantial. latent, plastic and patent impressions, rifling, caliber, barrel, trajectory.*	
Content Area Literacy Standards		***21st Century Skills***
● RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. ● RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ● RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. ● RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 text and topics ● RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. ● RST11-12.8 evaluate the hypothesis, data, analysis and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information ● RST.11-12.9 Synthesize information from a range of sources (e.g. texts, experiment, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.		● *Use systems thinking* ● *solve problems*

• WHST 11-12.2 Write informative/ explanatory texts including the narration of historical events, scientific procedures/ experiment, or technical processes. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection and research.	

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

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
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NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

EXECUTIVE SUMMARY - Strategic Plan Update

Review of July 1, 2022 to Present

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

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

- reviewed progress, achievements, and unaddressed elements of the current strategic plan.
- administered and reviewed "thought exchanges" and "Survey Monkey" to seek feedback from families and students.
- considered reaching out to consultants.
- reviewed the Capital Improvement Plan and past working / thinking of the Facilities Committee.
- continually grouped the discussion points into broader categories to later inform targeted work.

At the November meeting, the committee determined to identify four (4) primary "buckets" to organize the strategic plan.

- Facilities and Learning Environments
- Personnel
- Learning
- Community Connections & Communications

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

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

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Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

Outline of Present to June 30, 2023

After the full committee meets on February 23, 2023, to review the work of each subcommittee, the timeline of work moving forward to June is outlined below.

- March - “Bucket” team leaders will synthesize reports and draft a cohesive strategic plan.
- April - Share draft strategic plan with School Board for 1st read on April 6th and share with TRSD staff for feedback between April 10th - 28th.
- May - Share draft strategic plan with families and community for feedback. Strategic Plan Committee will review all feedback from April and May and refine the plan itself.
- June - Share strategic plan with the School Board for 2nd read.

Respectfully Submitted,
Justin Krieger
Assistant Superintendent

Block Scheduling

Consideration of Data and Information

How did we get here? | What to expect tonight?

- **Board request for agenda item on February 2, 2023**
  a. **Executive Summary**
    - Exploration by committee in 15-16 and implementation in 17-18
    - School Board endorsed the recommendation for MS, HS, and PAC
    - Superintendent Advisory Committee as feedback loop for implementation
    - Standing agenda item at Curriculum and Instruction Committee meetings 17-19
    - MS moved away from block scheduling throughout the winter of 21-22
- **Three (3) Primary Pieces**
  a. Students, Staffing, and Sections
  b. Student Achievement Data
  c. Financial and Other Variables
- **Purpose**
  a. To provide the School Board with data and information to consider in their discussion / thinking about the impact of block scheduling on student learning and the corresponding financial implications.

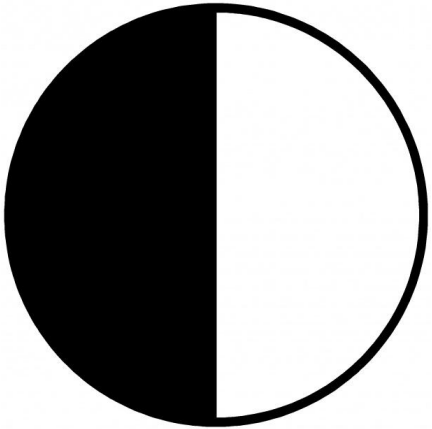
A Thought to Guide Discussion and Thinking

"It's not about the time, it's what you do with the time."

-John Hattie

Students, Staffing, and Sections

Staff and Student Schedules
Pre and Post Block
Scheduling



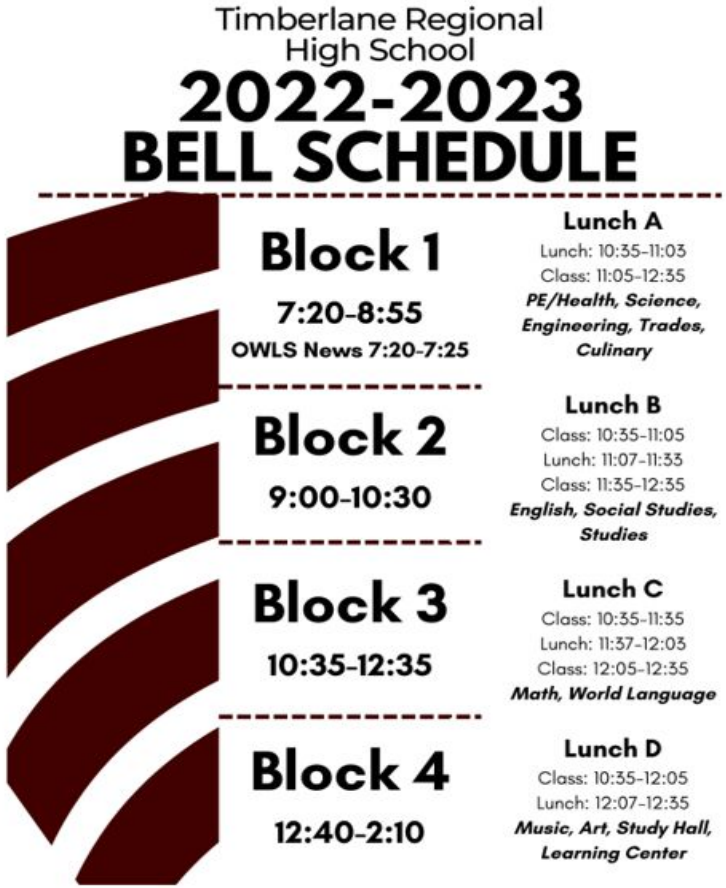
Comparative Ratios of
Students, Staff, and Sections
Pre and Post Block Scheduling

TRHS Bell Schedule Pre-Block / Post-Block

TRHS Schedule prior to 2017-2018

Class Schedule	
Period 1	7:20 - 8:06
Period 2	8:11 - 8:57
Period 3	9:02 - 9:51
Period 4	9:56 - 10:43
Period 5	10:47 - 11:35
Period 6	11:39 - 12:27
Period 7	12:32 - 1:19
Period 8	1:24 - 2:10

Lunch Schedules	
Period 4	
B	Study: 9:56 – 10:18 Lunch: 10:20 – 10:43
Period 5	
A	Lunch: 10:47 – 11:10 Study: 11:12 – 11:35
B	Study: 10:47 – 11:10 Lunch: 11:12 – 11:35
Period 6	
B	Study: 11:39 – 12:02 Lunch: 12:04 – 12:27
Period 7	
A	Lunch: 12:32 – 12:55 Study: 12:58 – 1:19



Teacher Schedules Before and After Block Scheduling
Time in Minutes

Teacher A - Math Teacher 5 instructional classes

	Pre-Block			A / B Block		
	Duty Period = 22-minute study hall opposite lunch every			Duty Period = 90-minute study hall every other day		
	Day 1	Day 2	2-Day Total	Day 1 (A)	Day 2 (B)	2-Day Total
Instruction	235	235	470	275	180	455
Duty	22	22	44	0	90	90
Lunch	23	23	46	26	26	52
Prep	95	95	190	90	95	185
Passing Time	35	35	70	19	19	38
Total	410	410	820	410	410	820

Teacher B - Social Studies Teacher 5 instructional classes

	Pre-Block			A / B Block		
	Duty Period = 46-minute study hall every day			Duty Period = 90-minute study hall every other day		
	Day 1	Day 2	2-Day Total	Day 1 (A)	Day 2 (B)	2-Day Total
Instruction	236	236	472	185	275	460
Duty	46	46	92	90	0	90
Lunch	23	23	46	26	26	52
Prep	70	70	140	90	90	180
Passing Time	35	35	70	19	19	38
Total	410	410	820	410	410	820

Student Schedules Before and After Block Scheduling
Time in Minutes

Student A - 7 instructional classes (Maximum Schedule Pre-Block)

	Pre-Block			A / B Block		
	Study Hall = 22-minutes opposite lunch every day			Study Hall = 90-minutes		
	Day 1	Day 2	2-Day Total	Day 1 (A)	Day 2 (B)	2-Day Total
Instruction	330	330	660	365	275	640
Study Hall	22	22	44	0	90	90
Lunch	23	23	46	26	28	54
Passing Time	35	35	70	19	17	36
Total	410	410	820	410	410	820

Student B -7 vs. 8 classes (Maximum Schedule Both Models)

	Pre-Block			A / B Block		
	Study Hall = 22-minutes opposite lunch every day			No Study Hall		
	Day 1	Day 2	2-Day Total	Day 1 (A)	Day 2 (B)	2-Day Total
Instruction	330	330	660	365	365	730
Study Hall	22	22	44	0	0	0
Lunch	23	23	46	26	28	54
Passing Time	35	35	70	19	17	36
Total	410	410	820	410	410	820

Student Schedules Before and After Block Scheduling
Time in Minutes

Student C - 6 Classes - Full period study hall every day

	Pre-Block			A / B Block		
	Study Hall = 22-min. opposite lunch & 48 minutes every day			Study Hall = 90-minutes every day		
	Day 1	Day 2	2-Day Total	Day 1 (A)	Day 2 (B)	2-Day Total
Instruction	282	282	564	275	275	550
Study Hall	70	70	140	90	90	180
Lunch	23	23	46	28	28	56
Passing Time	35	35	70	17	17	34
Total	410	410	820	410	410	820

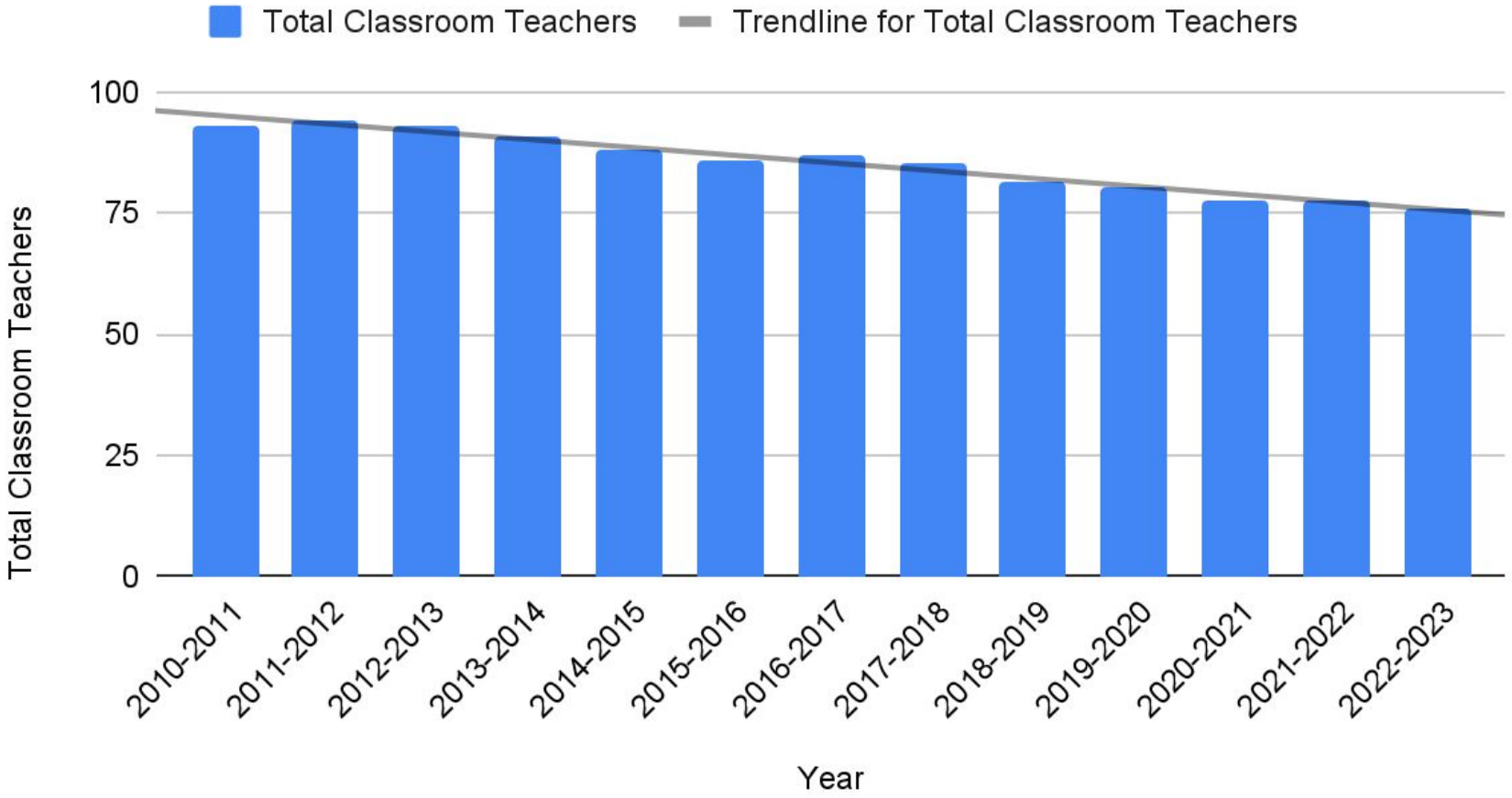
Student D - 5 Classes (Minimum Schedule)

	Pre-Block			A / B Block		
	Study Hall = 22-min opposite lunch & 94 min. every day			Study Hall = 185 minutes A day / 90-minutes B day		
	Day 1	Day 2	2-Day Total	Day 1 (A)	Day 2 (B)	2-Day Total
Instruction	236	236	472	180	275	455
Study Hall	116	116	232	185	90	275
Lunch	23	23	46	26	26	52
Passing Time	35	35	70	17	17	34
Total	410	410	820	410	410	820

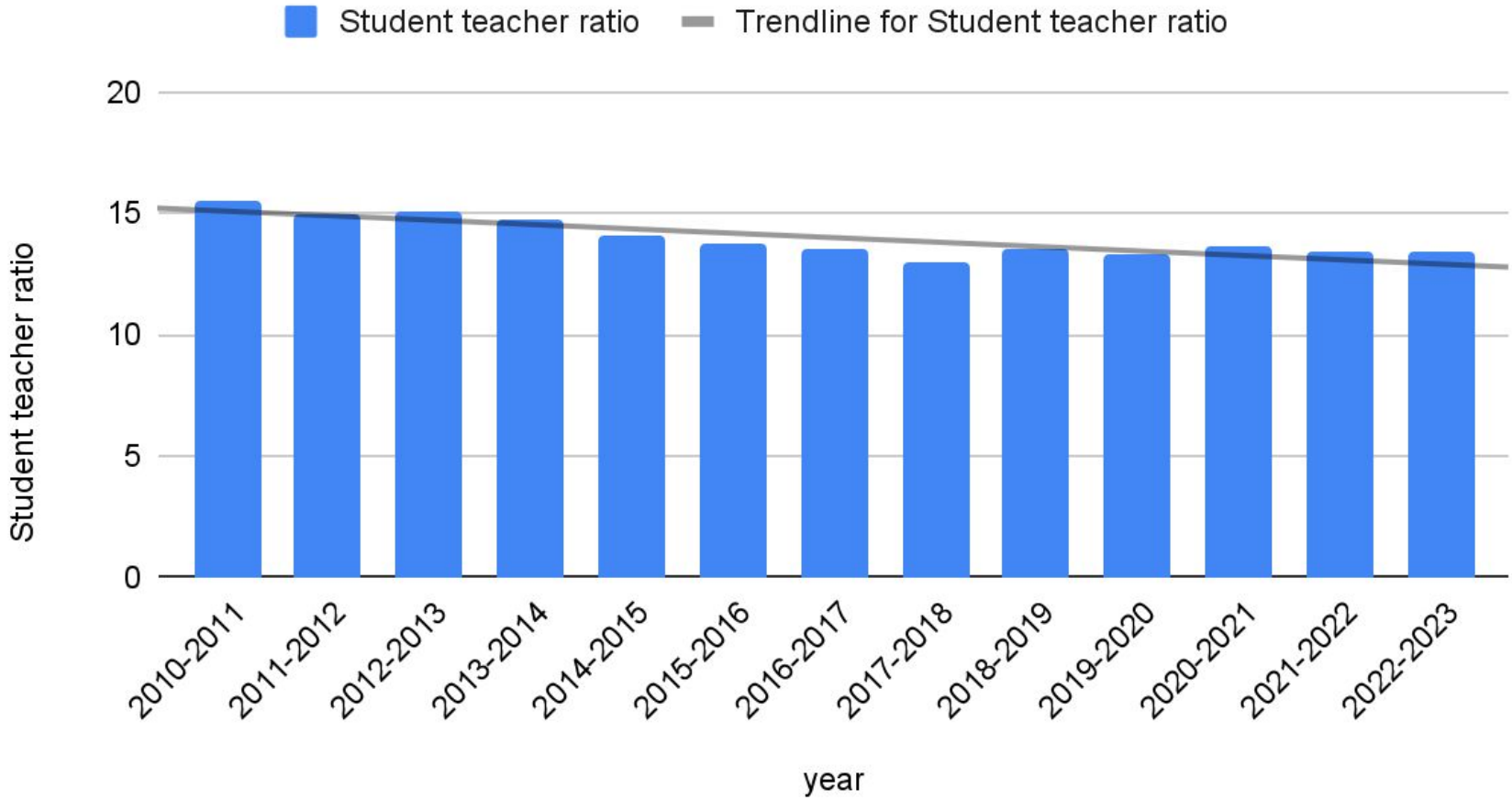
A Look At Sections Pre and Post Block

Metric	Average of the 6 Pre block years 2011/2012 - 2016/2017	Average of the 6 Post block years 2017/ 2018 - 2022/2023
Section teacher ratio	6.92	6.92
Student teacher ratio	14.4	13.4
Student section ratio	16.2	15.0

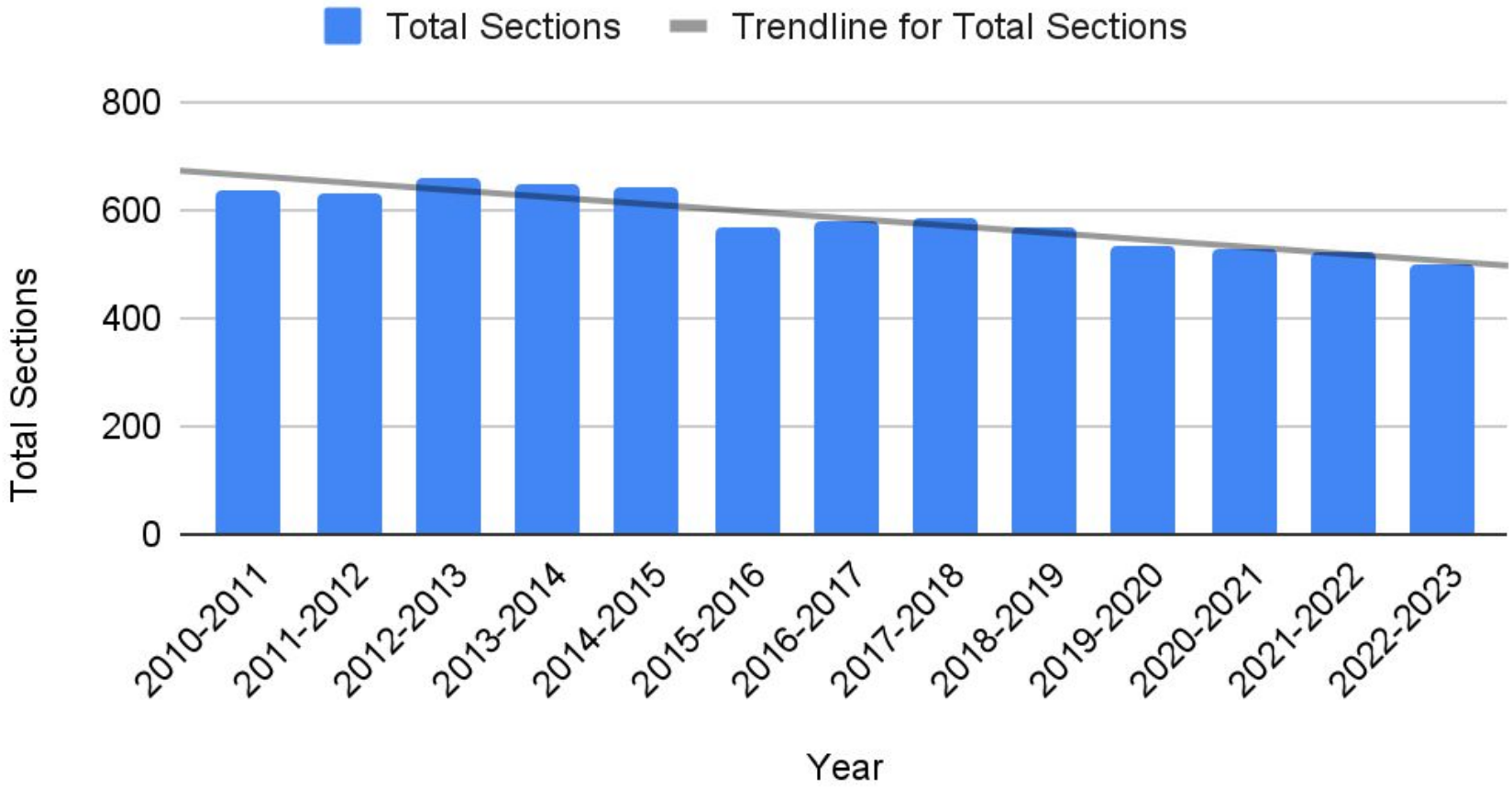
Total Classroom Teachers vs. Year



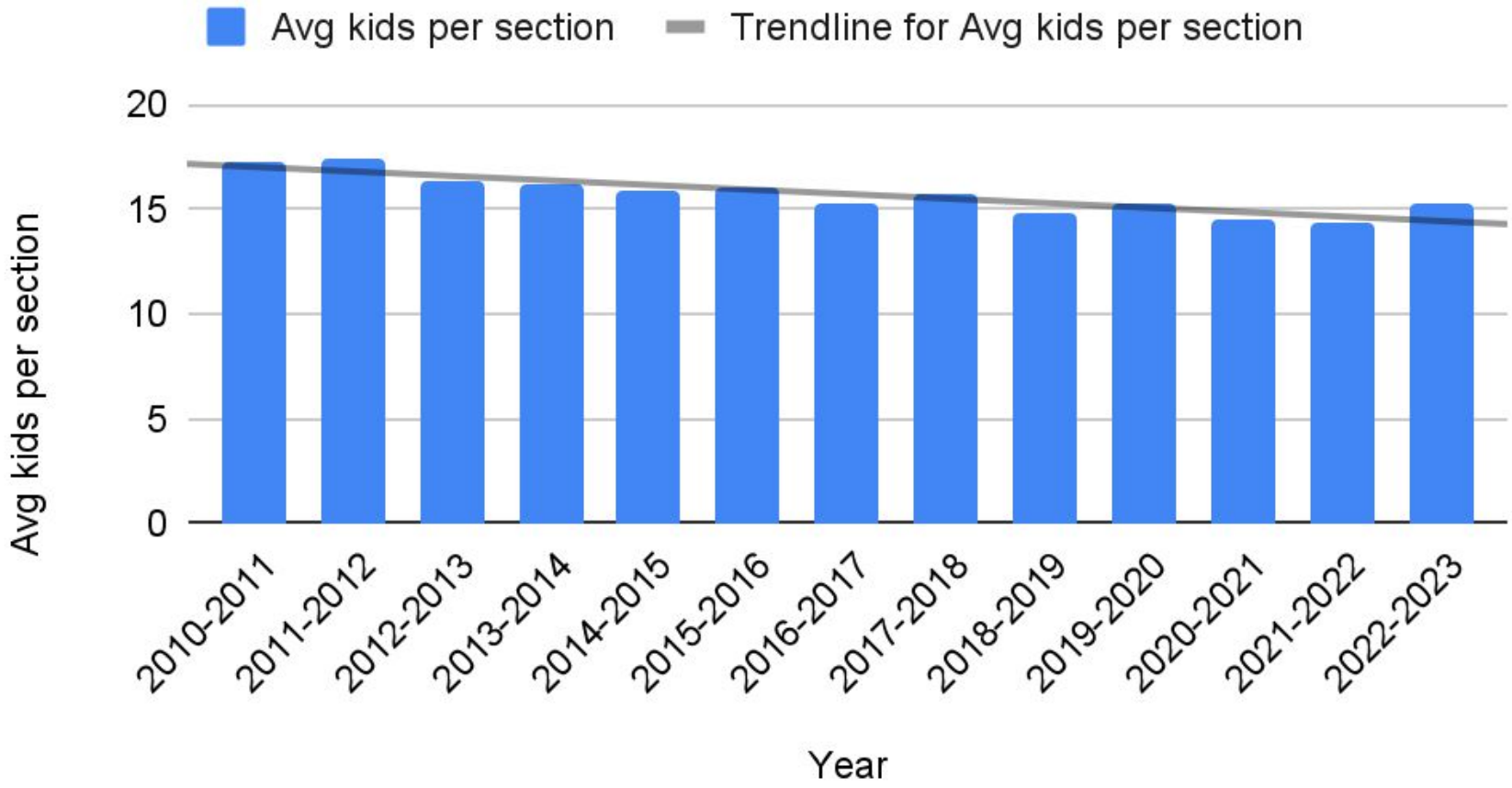
Student teacher ratio per year



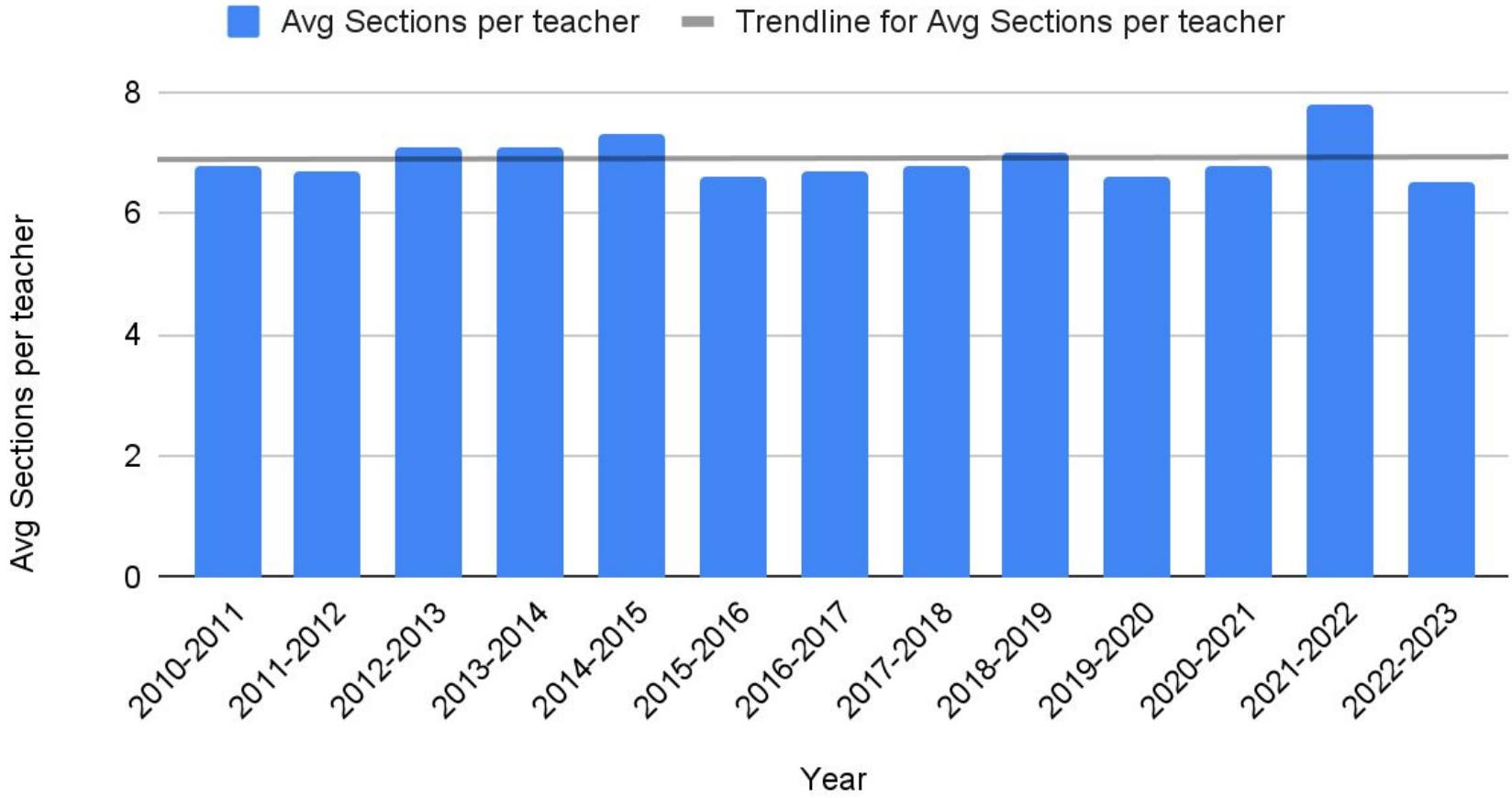
Total Sections vs. Year



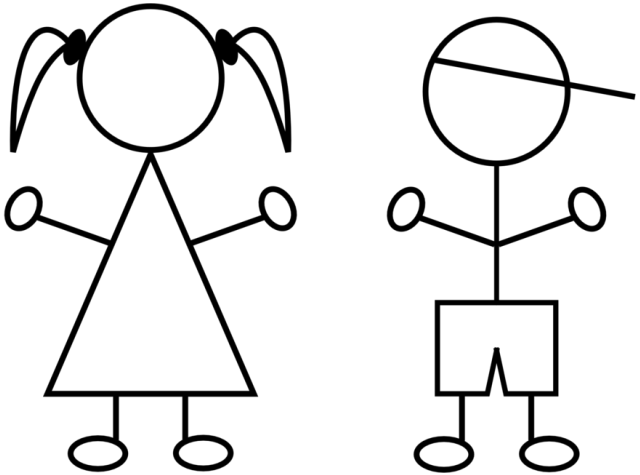
Avg kids per section vs. Year



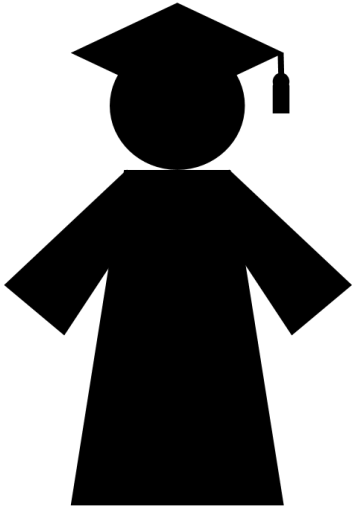
Avg Sections per teacher vs. Year



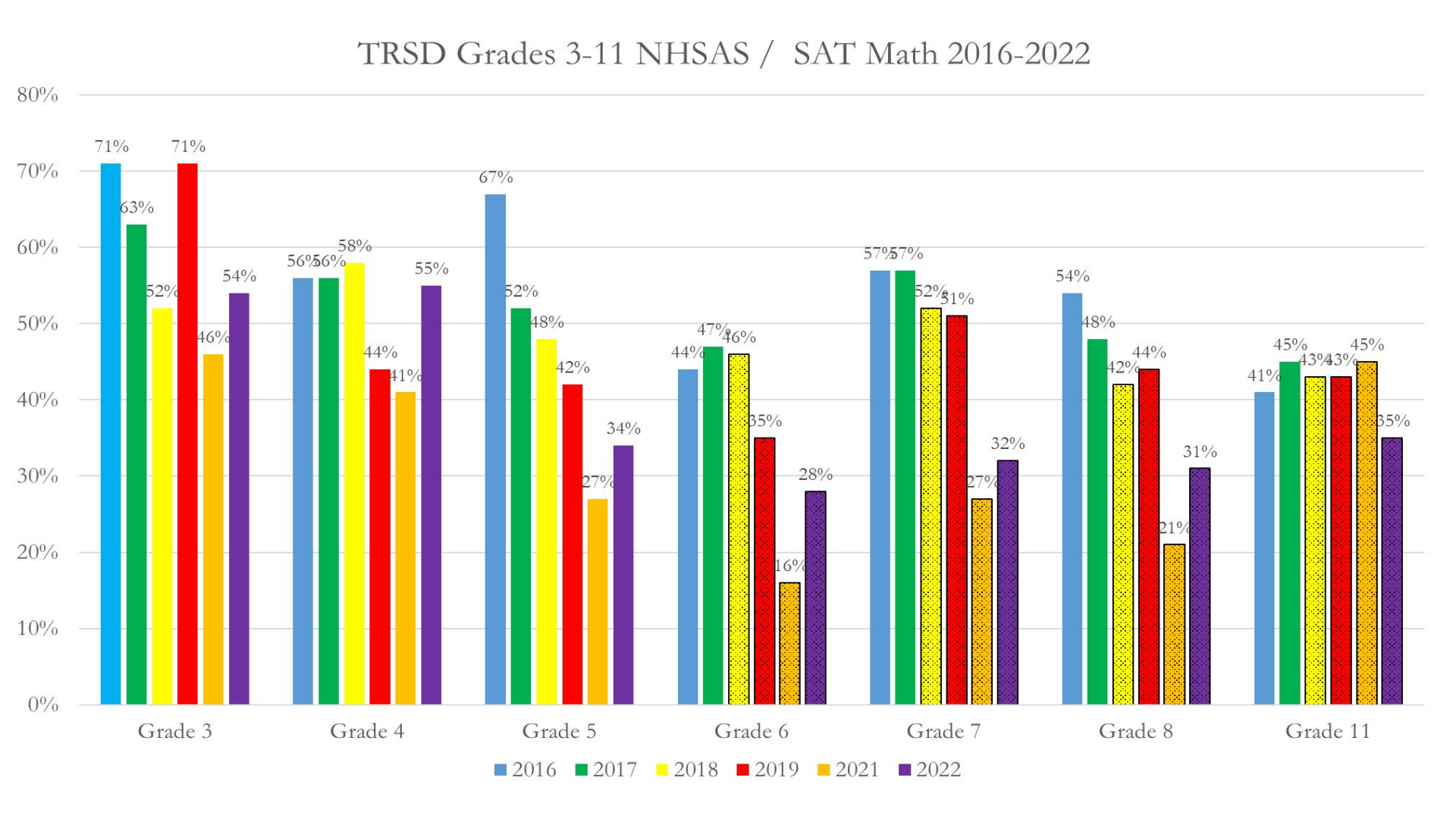
Student Achievement



Elementary and Middle School Student Achievement Data and Trends



High School Student Achievement Data and Trends

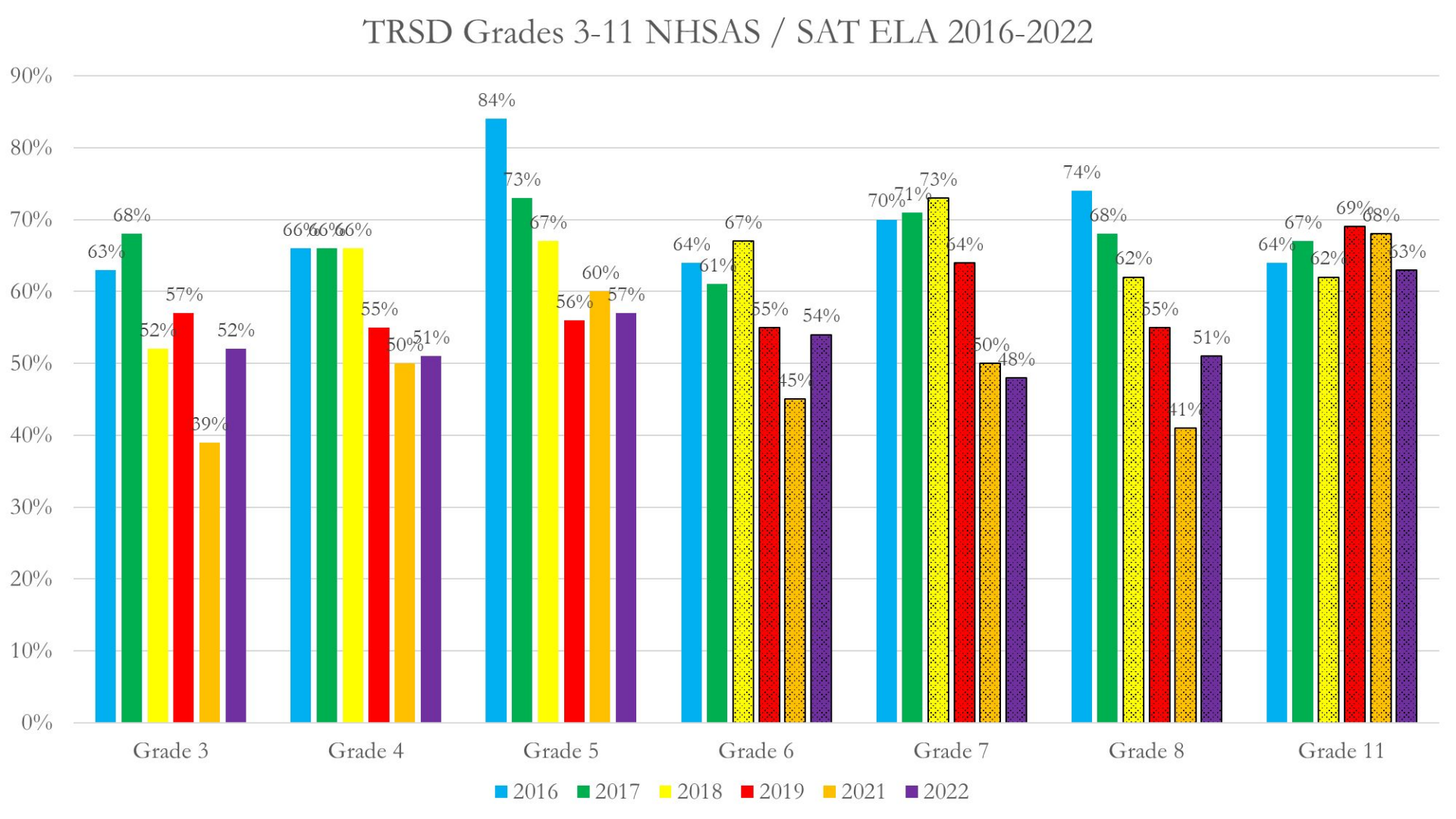

TRSD Grades 3-11 NHSAS / SAT Math 2016-2022
80%
70%
60%
50%
40%
30%
20%
10%
0%
71%
63%
52%
71%
46%
54%
56%
56%
58%
44%
41%
55%
67%
52%
48%
42%
27%
34%
44%
47%
46%
35%
16%
28%
57%
57%
52%
51%
27%
32%
54%
48%
42%
44%
21%
31%
41%
45%
43%
43%
45%
35%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 11
2016
2017
2018
2019
2021
2022

2017-2022 Statewide Assessment (SBAC / NHSAS / SAT)

Mathematics Achievement % At/Above Proficient

	2016 SBAC / SAT	2017 SBAC/ SAT	2018 NHSAS/ SAT	2019 NHSAS/ SAT	2020 NHSAS/ SAT	2021 NHSAS/ SAT	2022 NHSAS/ SAT
			Year 1 Block	Year 2 Block	Year 3 Block; Remote after 3/13	Year 4 Block; Hybrid / Remote / In-Person	Year 5 Block
Grade 11	41%	45%	43%	43%	*COVID	45%	35%
Grade 8	54%	48%	42%	44%	*COVID	21%	31% (+4)
Grade 7	57%	57%	52%	51%	*COVID	27%	32% (+16)
Grade 6	44%	47%	46%	35%	*COVID	16%	28% (+1)
Grade 5	67%	52%	48%	42%	*COVID	27%	34% (-7)
Grade 4	56%	56%	58%	44%	*COVID	41%	55% (+9)
Grade 3	71%	63%	52%	71%	*COVID	46%	54%

SAME COLOR = SAME COHORT


TRSD Grades 3-11 NHSAS / SAT ELA 2016-2022
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
63%
68%
52%
57%
39%
52%
66%
66%
66%
55%
50%
51%
84%
73%
67%
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51%
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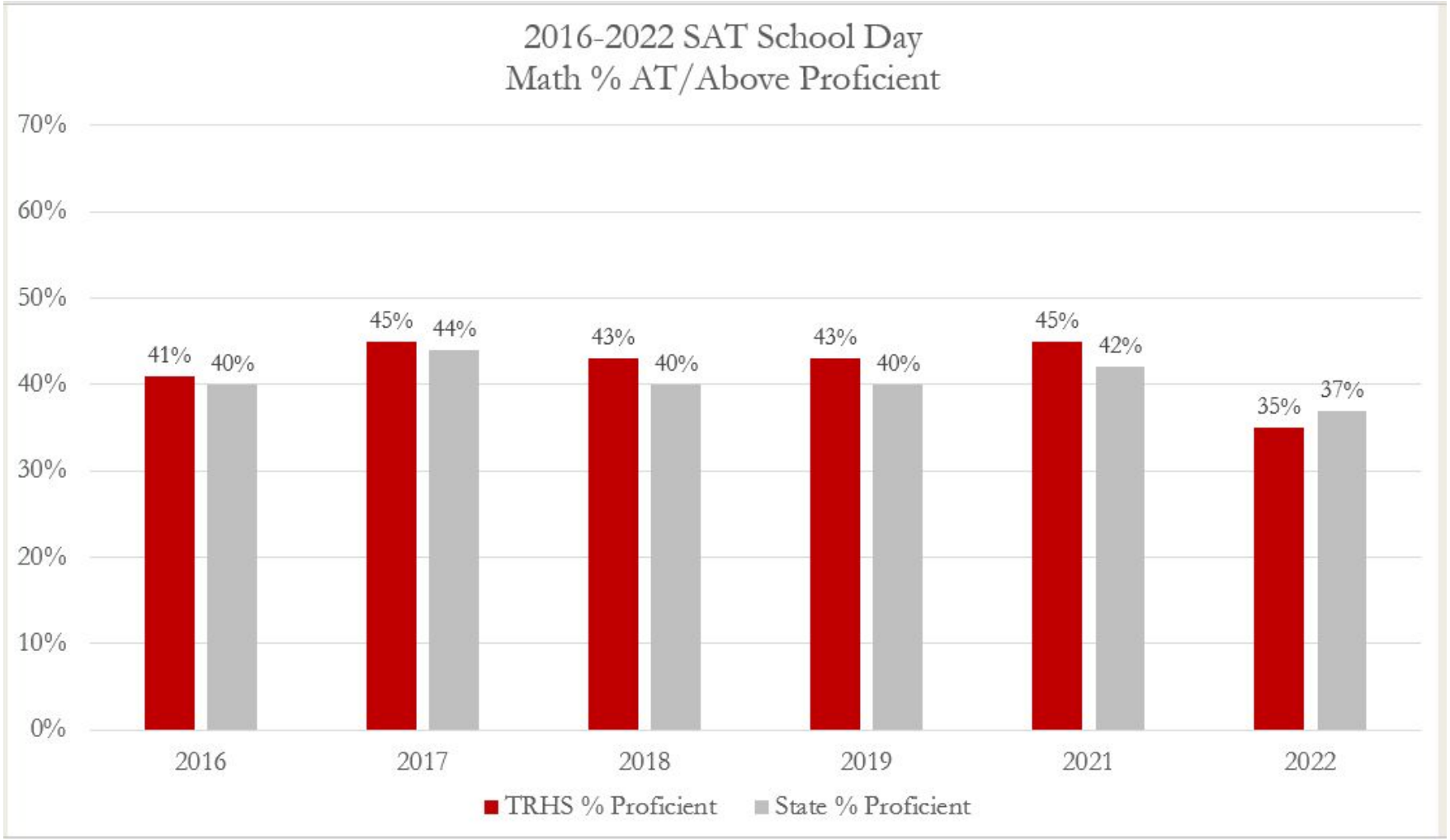
68%
63%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 11
2016
2017
2018
2019
2021
2022

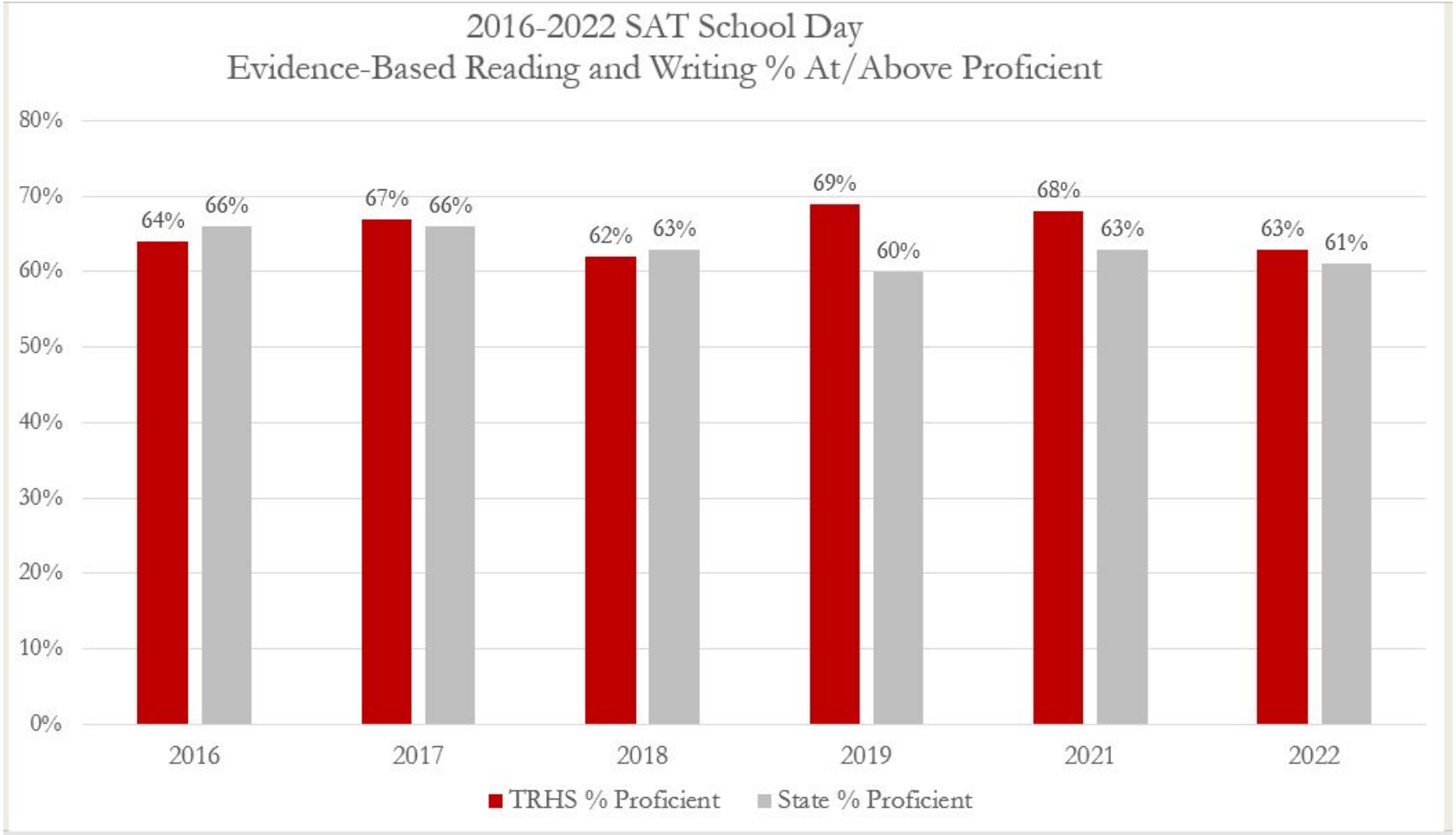
2016-2022 Statewide Assessment (SBAC / NHSAS / SAT)

ELA Achievement % At/Above Proficient

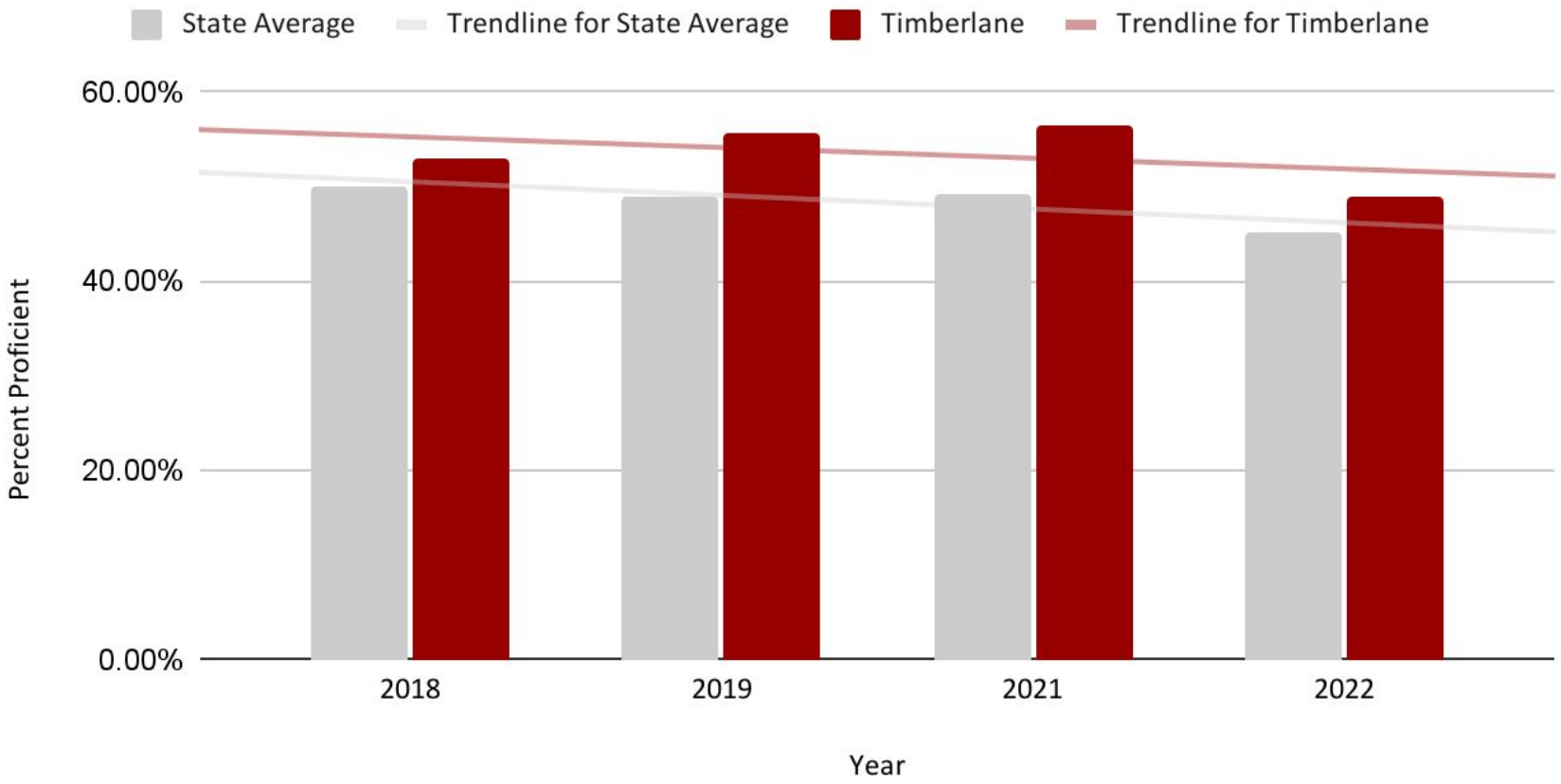
	2016 SBAC/ SAT	2017 SBAC/ SAT	2018 NHSAS/ SAT Block	2019 NHSAS/ SAT Block	2020 NHSAS/ SAT Block *Remote after 3/13	2021 NHSAS/ SAT Block *Hybrid /Remote / In-Person	2022 NHSAS/ SAT Block
Grade 11	64%	67%	62%	69%	*COVID	68%	63%
Grade 8	74%	68%	62%	55%	*COVID	41%	51% (+1%)
Grade 7	70%	71%	73%	64%	*COVID	50%	48% (+3%)
Grade 6	64%	61%	67%	55%	*COVID	45%	54% (-6%)
Grade 5	84%	73%	67%	56%	*COVID	60%	57% (+7%)
Grade 4	66%	66%	66%	55%	*COVID	50%	51% (+12%)
Grade 3	63%	68%	52%	57%	*COVID	39%	52%

Same color = same cohort


2016-2022 SAT School Day
Math % AT/Above Proficient
70%
60%
50%
40%
30%
20%
10%
0%
41%
40%
45%
44%
43%
40%
43%
40%
45%
42%
35%
37%
2016
2017
2018
2019
2021
2022
TRHS % Proficient
State % Proficient


2016-2022 SAT School Day
Evidence-Based Reading and Writing % At/Above Proficient
80%
70%
60%
50%
40%
30%
20%
10%
0%
64%
66%
67%
66%
62%
63%
69%
60%
68%
63%
63%
61%
2016
2017
2018
2019
2021
2022
TRHS % Proficient
State % Proficient

NH State HS Average and TRHS Percent Proficient ELA & Math (SAT) 2018-2022



Financial & DOE Variables: Impact on Student Learning

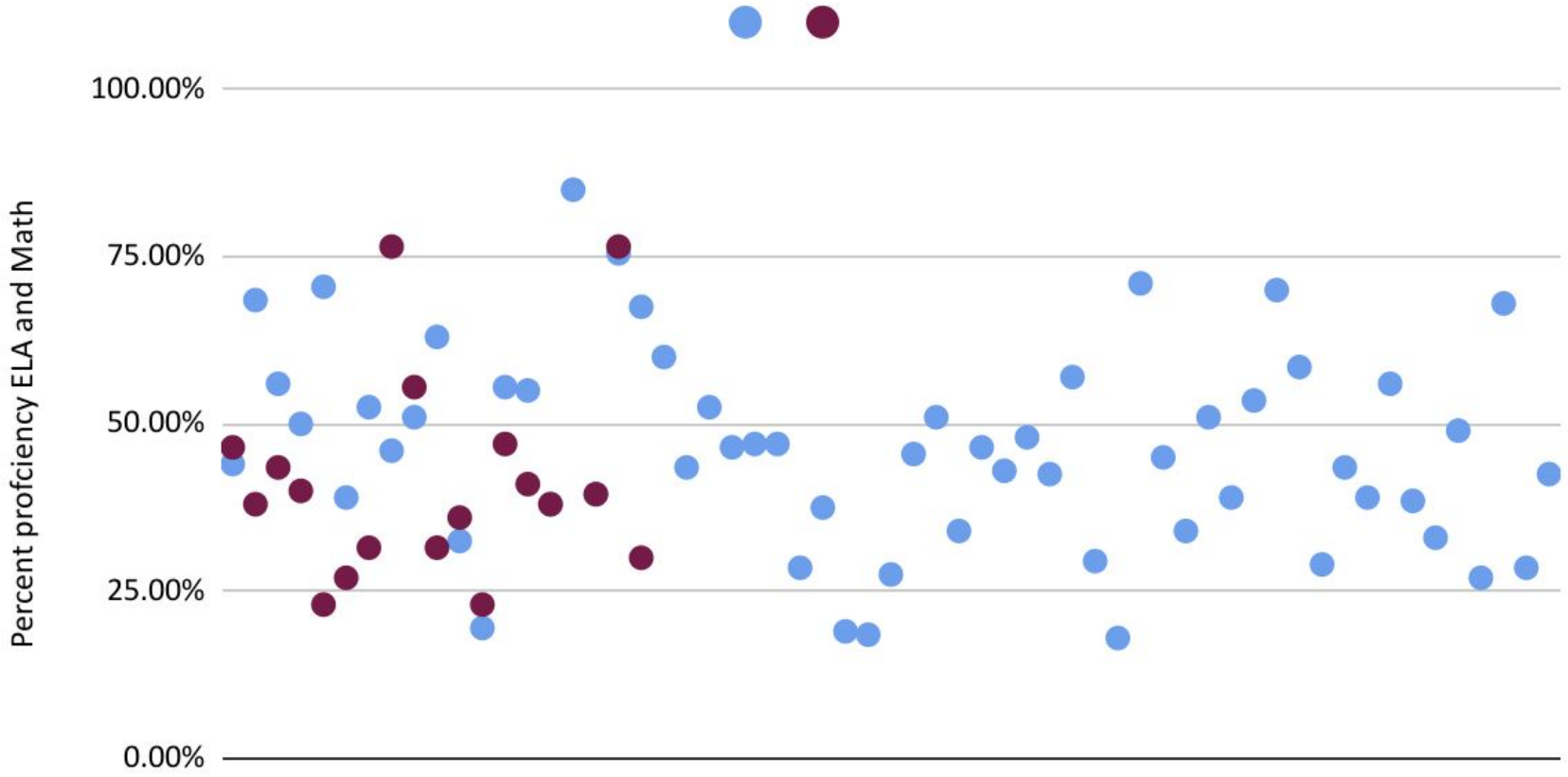
80 NH High Schools and their % Proficient ELA and Math Based On SAT

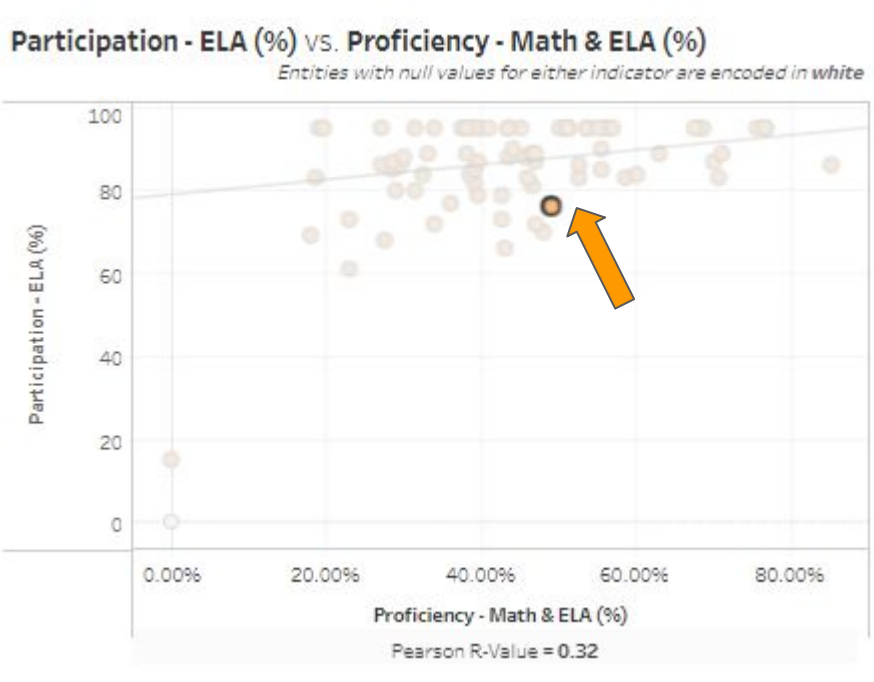
- SAT Participation Rate*
- % Students with Disabilities*
- # Credit Required for General Graduation***
- % Post Secondary Enrollment*
- Average Teacher Salary*
- % Classes Taught by Experienced Teachers*
- % Classes Taught by Certified Teachers*
- Cost Per Pupil*
- % Economically Disadvantaged*
- % Community Education Attainment**
- Median Household Income**

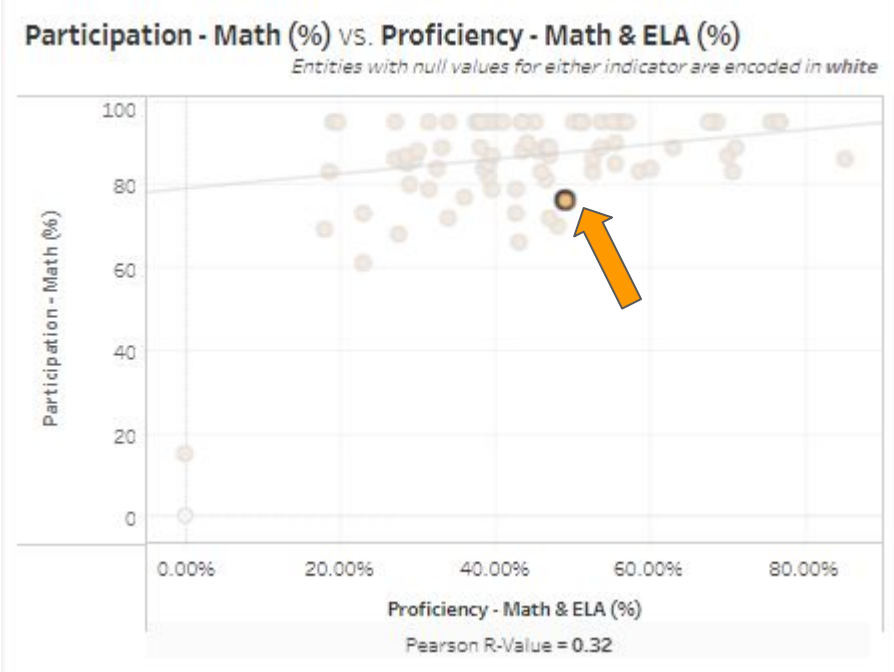
*Information obtained from NH DOE iExplore; ** Information obtained from NH Employment Security Economic + Labor Market Inforamtion Bureau; *** Information obtained from websites of NH School districts.

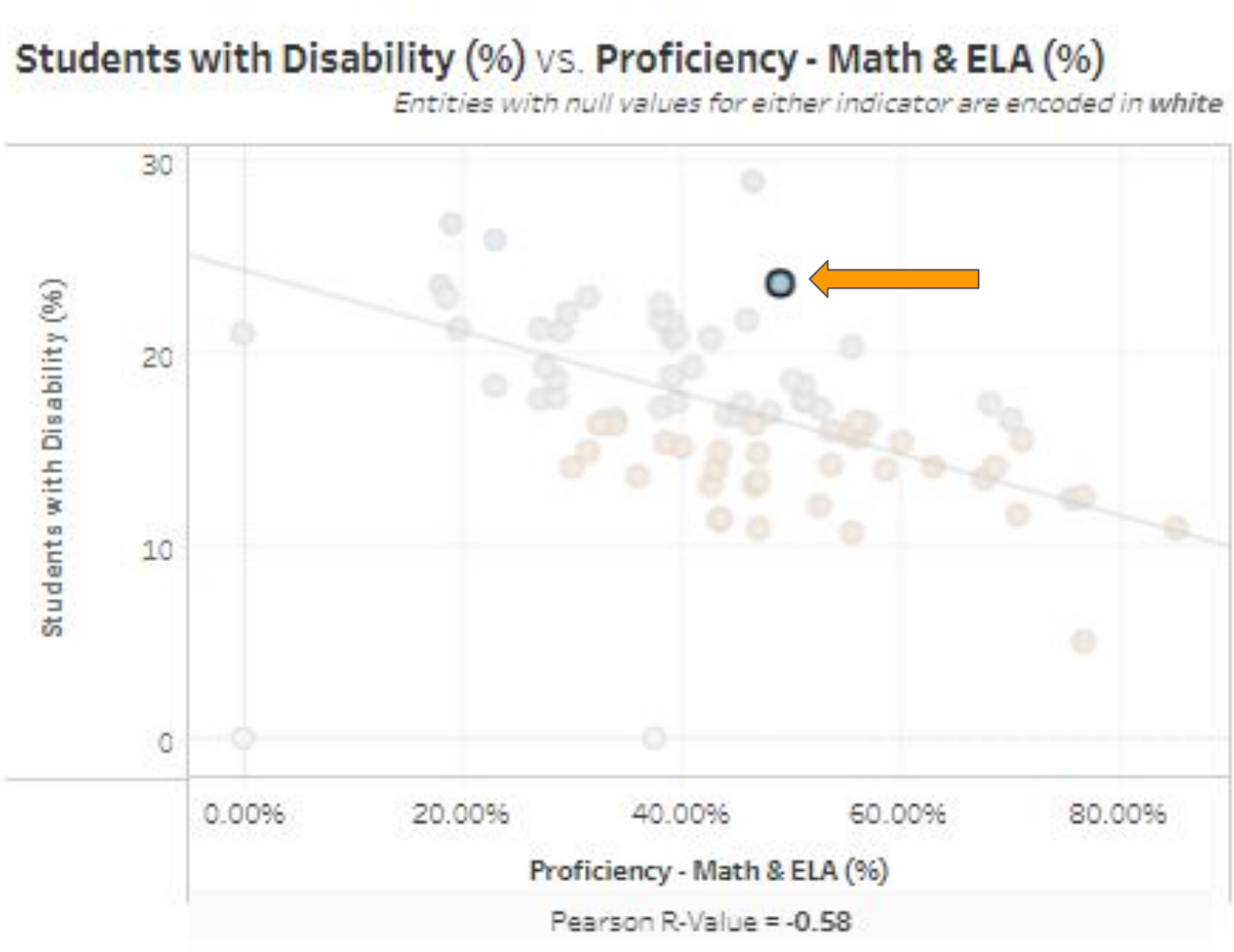
Percent proficiency ELA and Math (SAT) 80 High Schools

Blue- Block Purple- Not Block



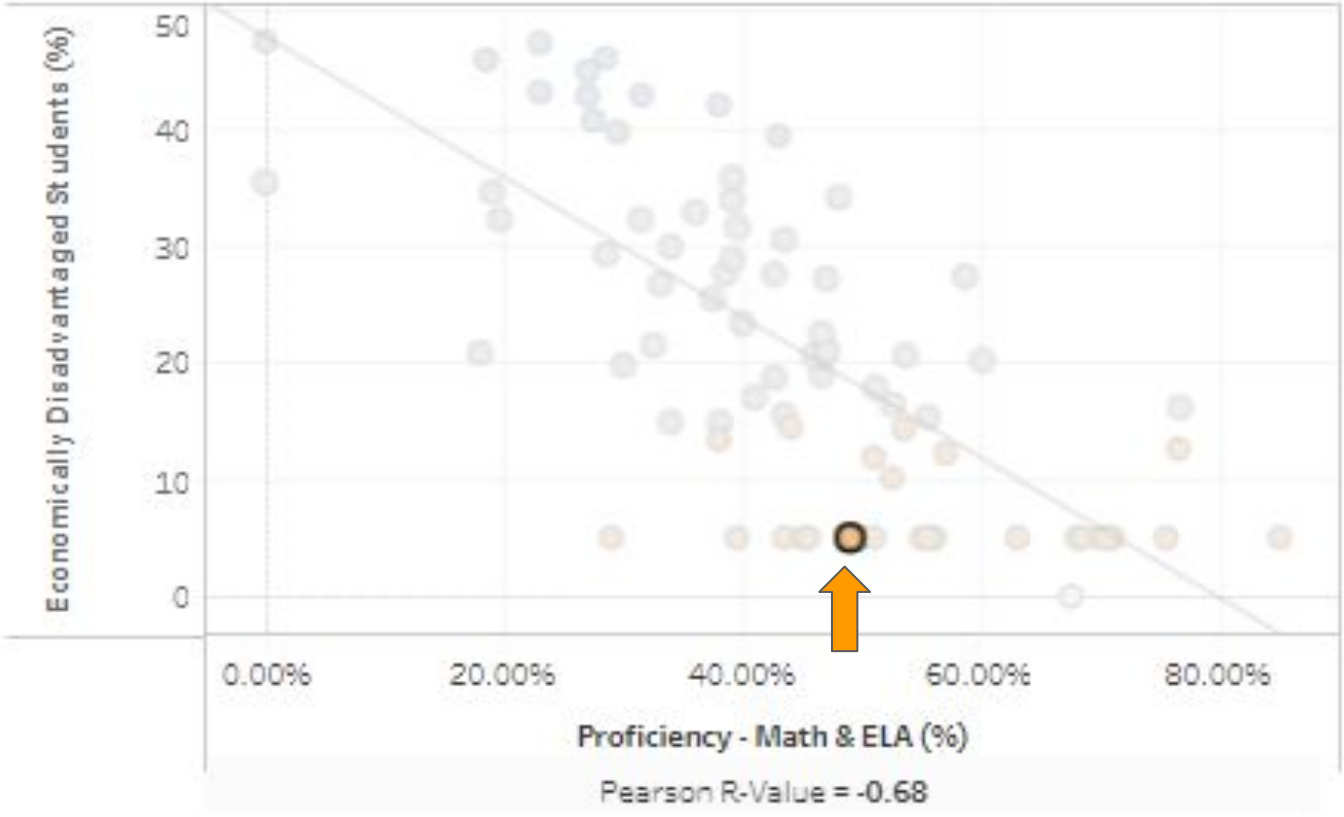

Participation - ELA (%) vs. Proficiency - Math & ELA (%)
Entities with null values for either indicator are encoded in white
100
80
60
40
20
0
Participation - ELA (%)
0.00%
20.00%
40.00%
60.00%
80.00%
Proficiency - Math & ELA (%)
Pearson R-Value = 0.32


Participation - Math (%) vs. Proficiency - Math & ELA (%)
Entities with null values for either indicator are encoded in white
100
80
60
40
20
0
Participation - Math (%)
0.00%
20.00%
40.00%
60.00%
80.00%
Proficiency - Math & ELA (%)
Pearson R-Value = 0.32


Students with Disability (%) vs. Proficiency - Math & ELA (%)
Entities with null values for either indicator are encoded in white
30
20
10
0
Students with Disability (%)
0.00%
20.00%
40.00%
60.00%
80.00%
Proficiency - Math & ELA (%)
Pearson R-Value = -0.58

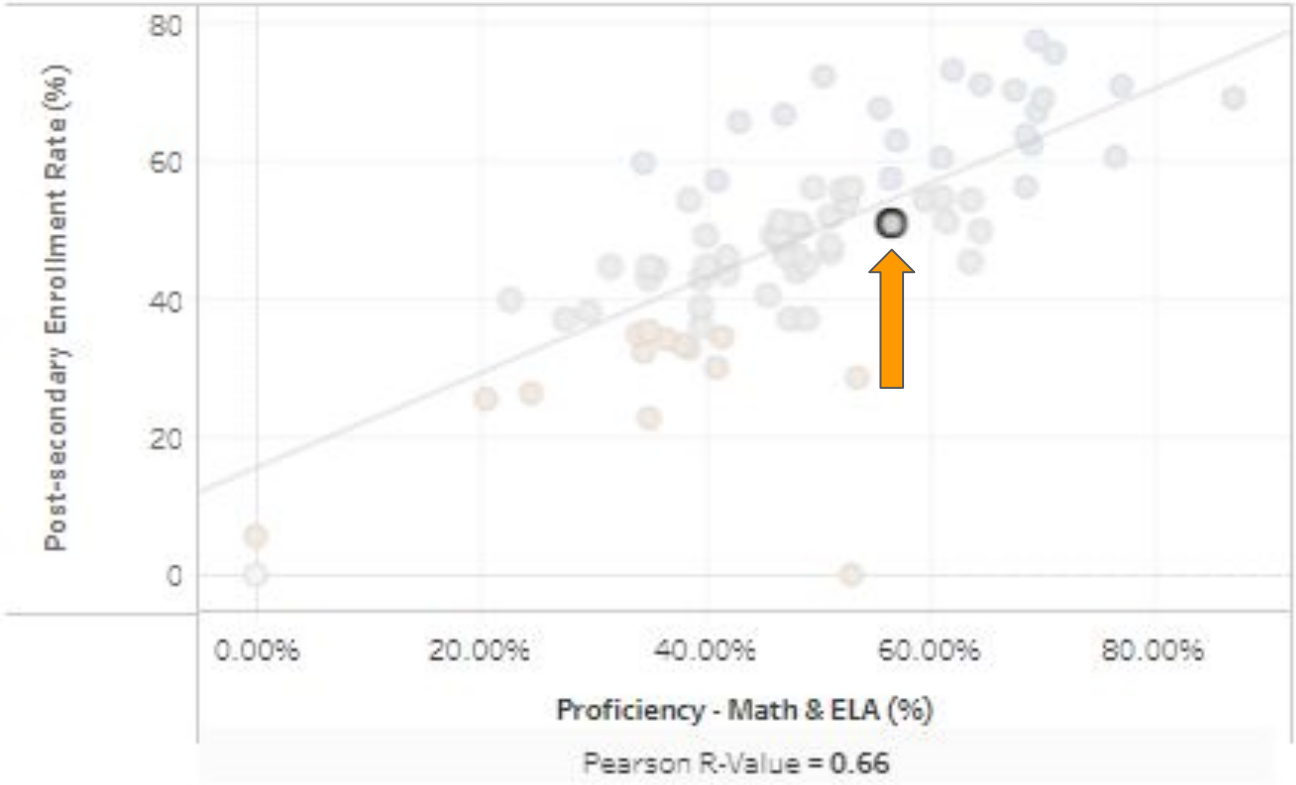
Economically Disadvantaged Students (%) vs. Proficiency - Math & ELA (%)

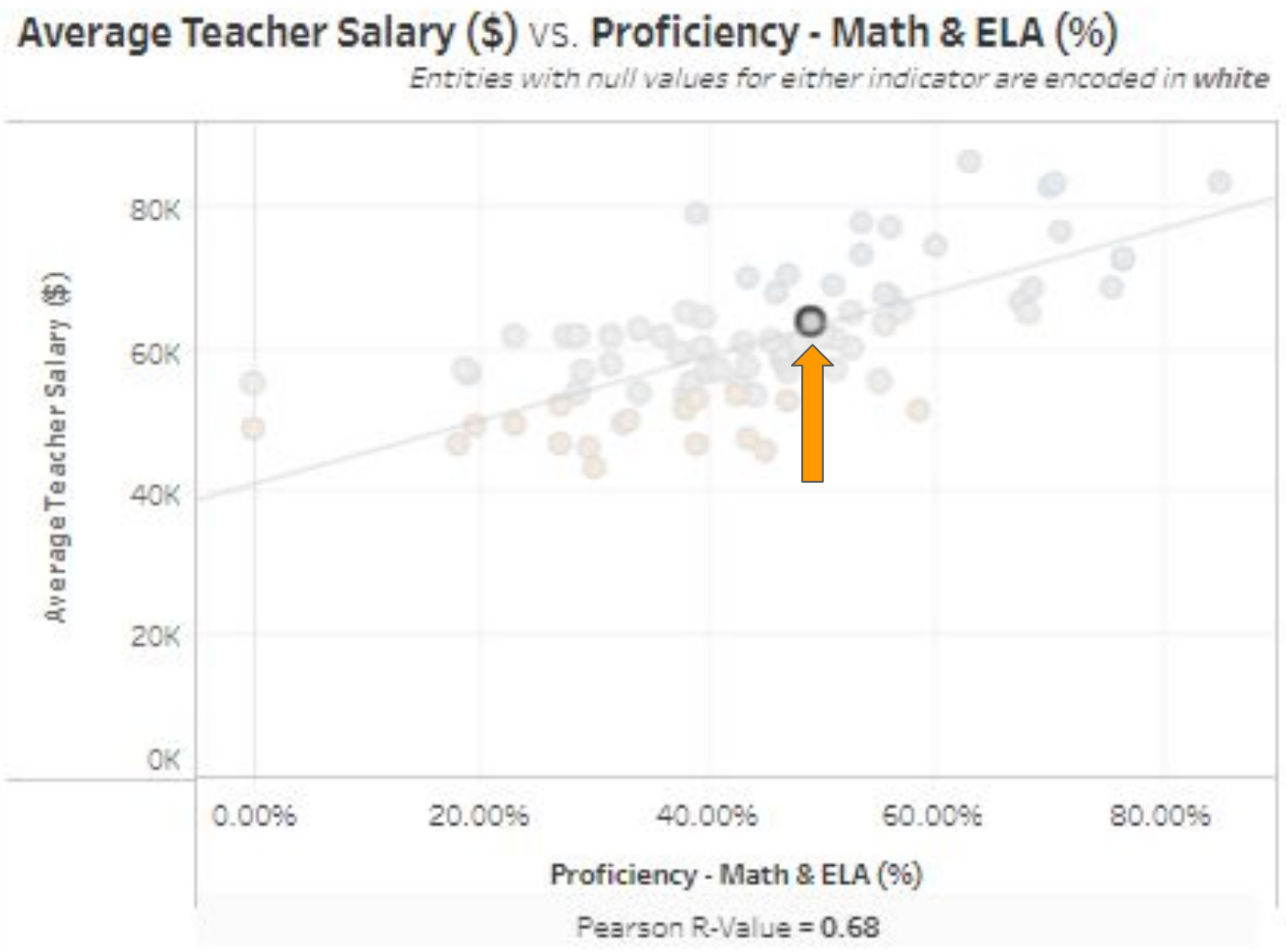
*Entities with null values for either indicator are encoded in **white***



Post-secondary Enrollment Rate (%) vs. Proficiency - Math & ELA (%)

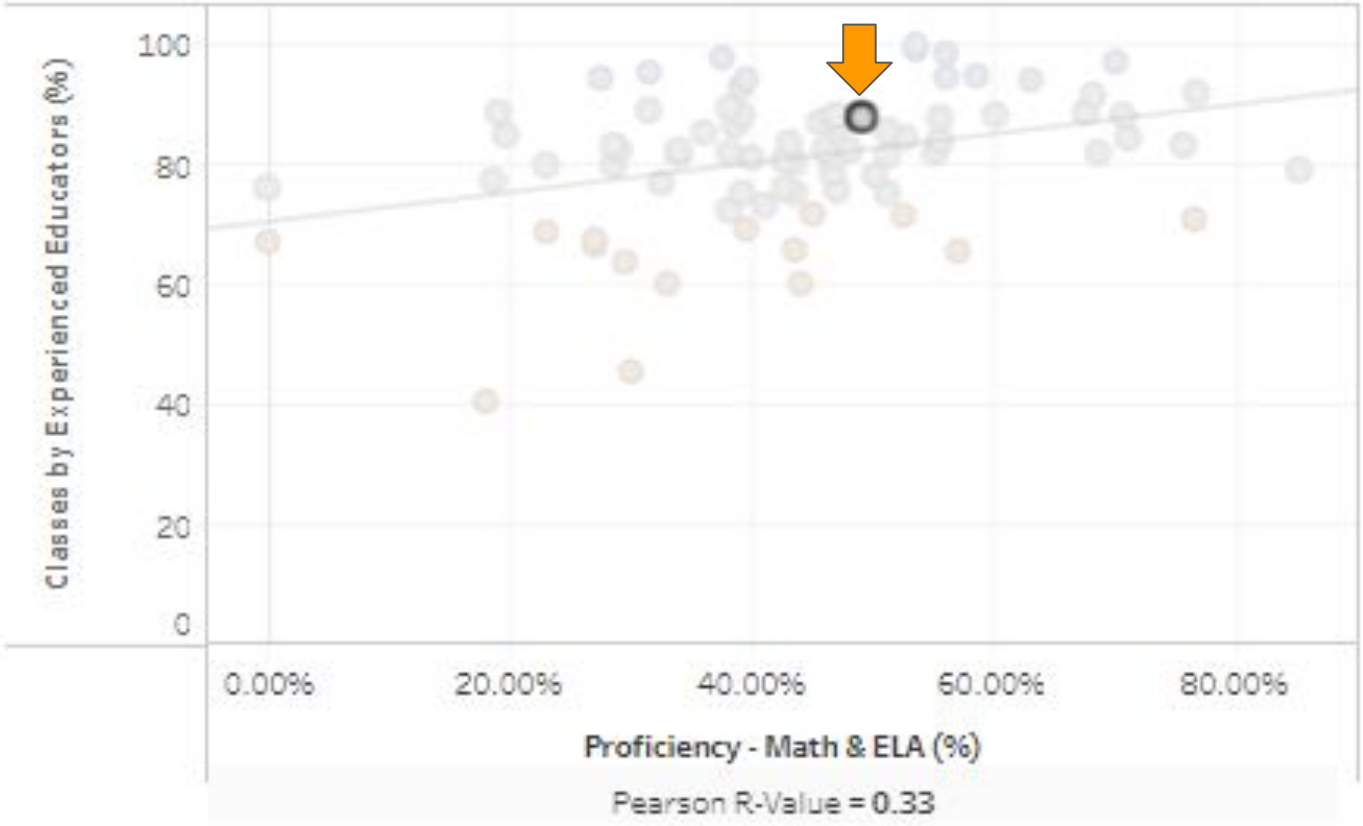
*Entities with null values for either indicator are encoded in **white***




Average Teacher Salary ($) vs. Proficiency - Math & ELA (%)
Entities with null values for either indicator are encoded in white
80K
60K
40K
20K
0K
Average Teacher Salary ($)
0.00%
20.00%
40.00%
60.00%
80.00%
Proficiency - Math & ELA (%)
Pearson R-Value = 0.68

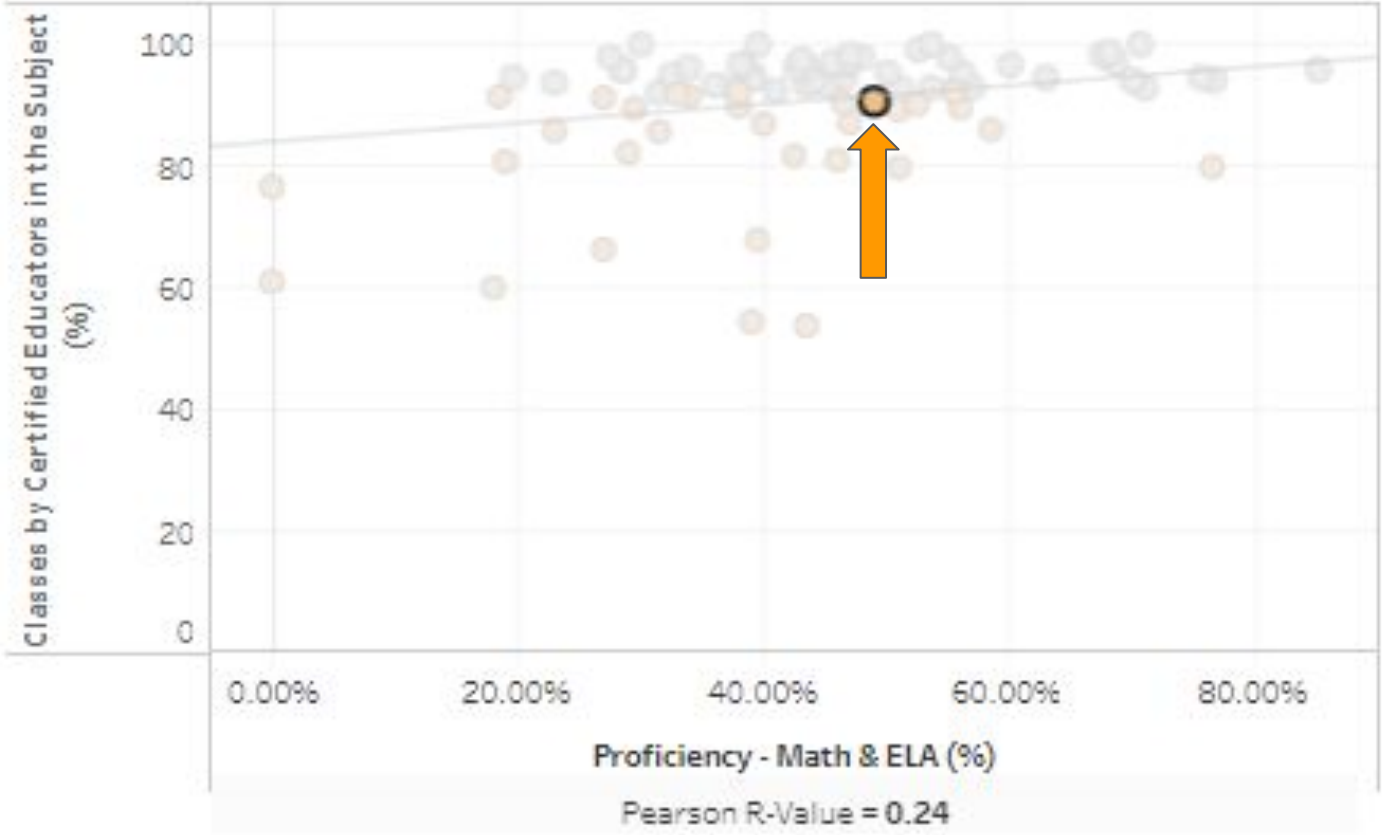
Classes by Experienced Educators (%) vs. Proficiency - Math & ELA (%)

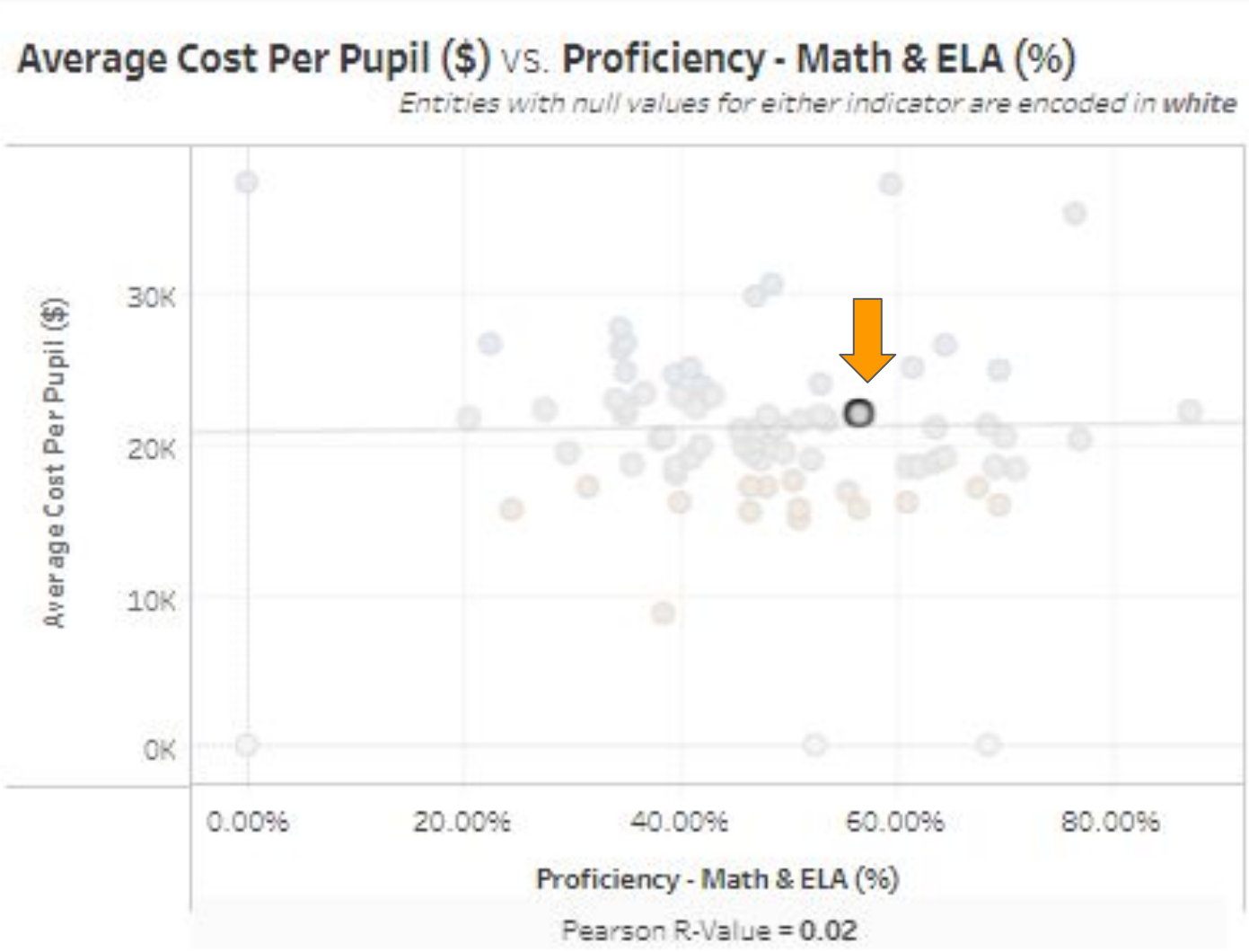
*Entities with null values for either indicator are encoded in **white***



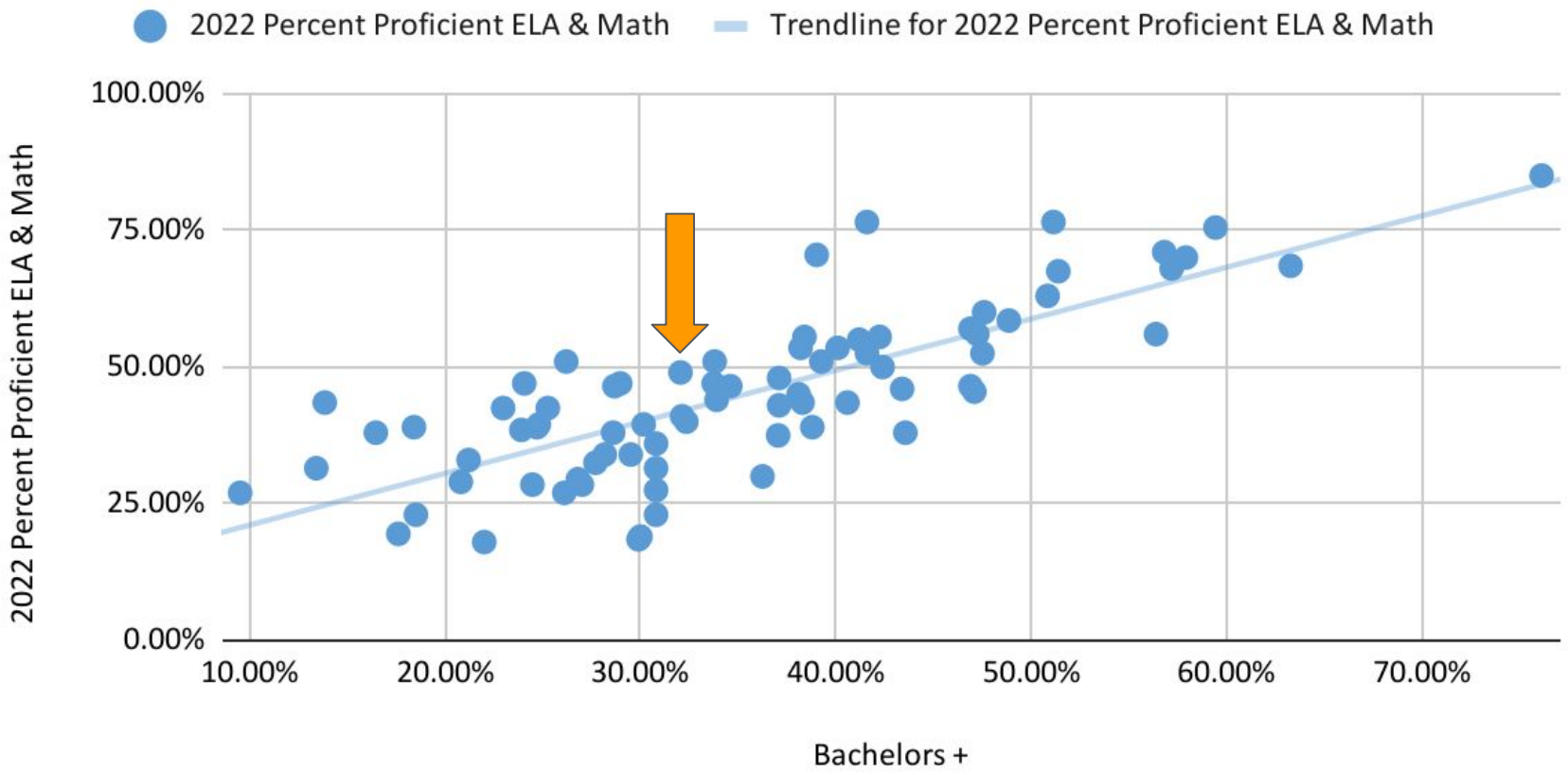
Classes by Certified Educators in the Subject (%) vs. Proficiency - Math & ELA (%)

*Entities with null values for either indicator are encoded in **white***

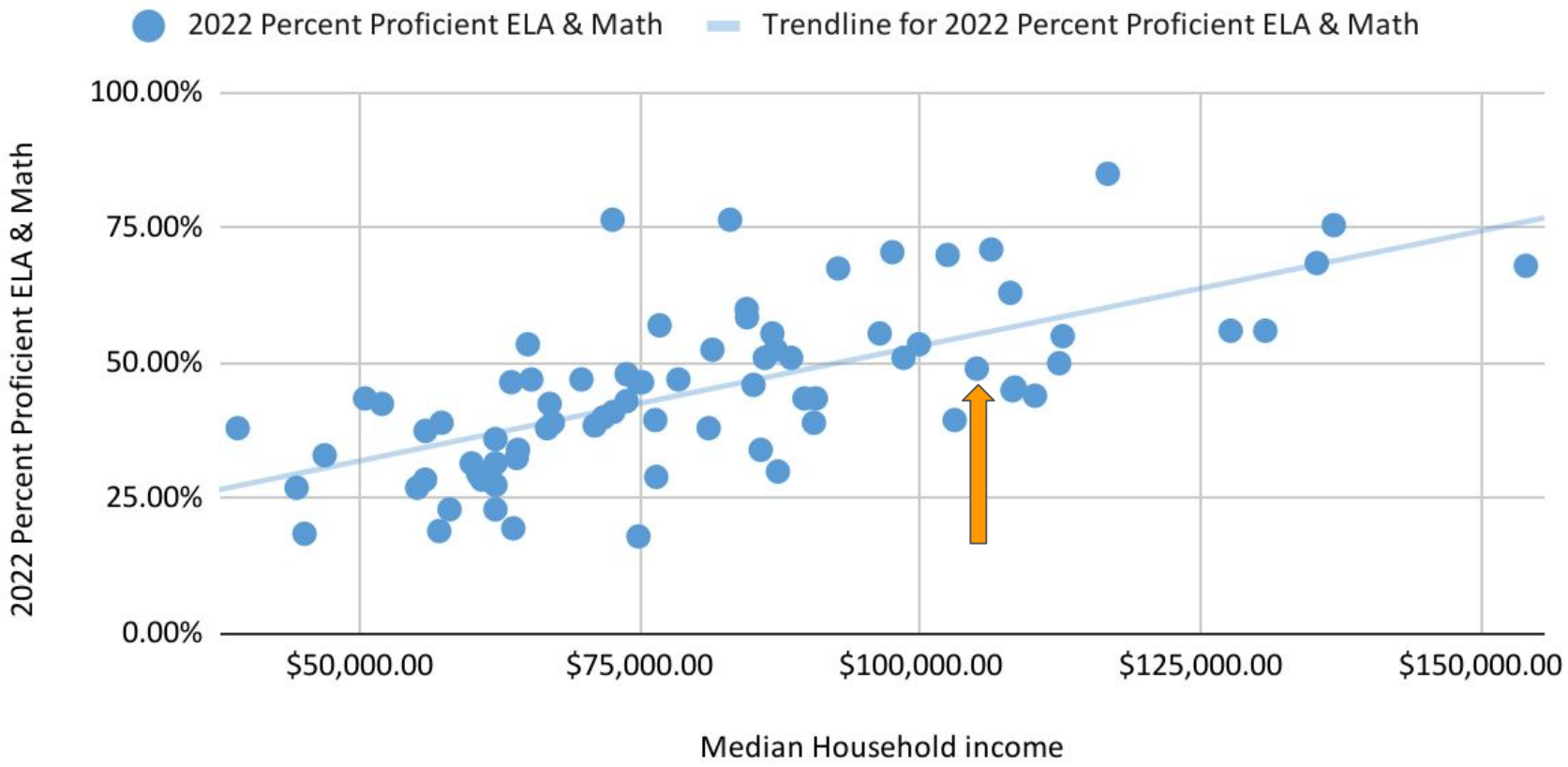



Average Cost Per Pupil ($) vs. Proficiency - Math & ELA (%)
Entities with null values for either indicator are encoded in white
Average Cost Per Pupil ($)
30K
20K
10K
0K
0.00%
20.00%
40.00%
60.00%
80.00%
Proficiency - Math & ELA (%)
Pearson R-Value = 0.02

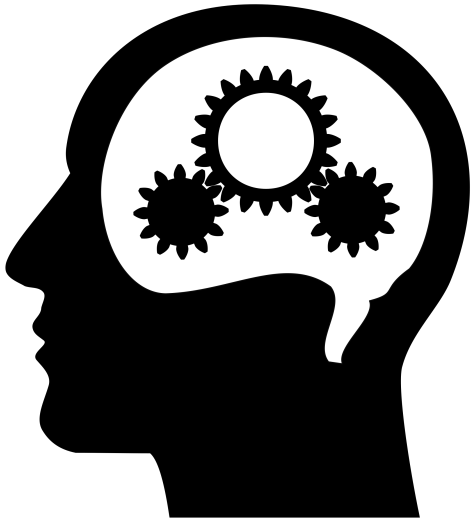
2022 Percent Proficient ELA & Math (SAT) vs. Community Educational level (Percent with a Bachelors degree & beyond)

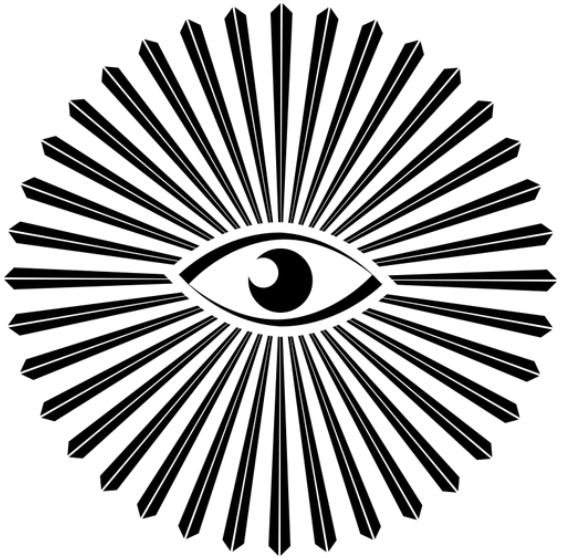


2022 Percent Proficient ELA & Math (SAT) vs. Median Household income



Last Thoughts and Observations from Mr. Vaccarezza





Questions and Comments

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

TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

February 16, 2023

First Read

EFAA: School Lunch Program Meal Charges	This policy is required by law. This policy was sent back to the Policy Committee due to the language of "MySchoolBucks.com" in the policy. This policy reflects the change in language to "online electronic payments".

Timberlane Regional School District	Policy Code: EFAA
Adopted:	Page 1 of 10

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

03865. The District will utilize online electronic payments. The use of checks or online 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

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

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.

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.

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

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

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

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

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

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

EXECUTIVE SUMMARY

February 16, 2023

HB 1221: One-time NHRS Employer Contribution Reimbursement

Legislation enacted in 2022 required the State of New Hampshire to reimburse 7.5 percent of local employer contributions to the New Hampshire Retirement System made in fiscal year 2022 for Group I teachers.

House Bill 1221 directed NHRS to certify the amounts to be reimbursed to each employer based on actual payroll data from the fiscal year ending June 30, 2022 and provide the total amount to the state Treasurer. NHRS finalized their calculation, and on February 7, 2023, we received a reimbursement in the amount of $385,380.94. The New Hampshire Department of Revenue Administration (DRA) applied this refund to our fiscal year 2022 MS-24. By including this reimbursement in the MS-24, the $385,380.94 was used in our most recent tax rate setting therefore giving relief to our taxpayers.

Respectfully submitted,
Maria Watkins, CFO/Business Administrator