



Thursday, September 1, 2022 AGENDA

Regular Business Meeting – 7:00 PM
SAU 106 Boardroom

Christopher K. Kellan, Superintendent
Steven Finnegan, 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 NHSBA Resolutions - ACTION
 - b. 7:10 PM Update TRSD School Calendar – ACTION
 - c. 7:15 PM Donation to TRHS Substance Abuse Program – ACTION
 - d. 7:20 PM Policies – ACTION
 - e. 7:25 PM School Financial Reporting of MS-24/25 - INFORMATIONAL
 - f. 7:30 PM Budget Development Update - INFORMATIONAL
 - g. 7:35 PM Funding for Special Education Surveys – ACTION
 - h. 7:40 PM TLC Enrollment Update - ACTION
 - i. 7:45 PM Job Postings - INFORMATIONAL
 - j. 7:50 PM Superintendent’s Evaluation and Goal Setting - ACTION
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
SEPTEMBER 15	7:00 PM	SAU Boardroom	Regular Business
OCTOBER 6	7:00 PM	SAU Boardroom	Regular Business
OCTOBER 20	7:00 PM	SAU Boardroom	Regular Business



1-3. OPEN MEETING

4. APPROVAL OF MINUTES (1 set: 8/18/22 regular business meeting minutes; 2 sets of nonpublic minutes)

5. DELEGATES AND INDIVIDUALS

6. CURRENT BUSINESS

a. NHSBA Resolutions

Review the 2022 Proposed NHSBA Resolutions to provide guidance to TRSD's NHSBA Delegate on voting preferences.

b. Update TRSD School Calendar

Motion to act on the updated 2022-23 School Calendar, which reflects six Early Release Days for Safety Training.

c. Donation to TRHS Substance Abuse Program

Motion to act on the \$750 donation from Atkinson Women's Civic Club to TRHS's Peer to Peer Substance Abuse Prevention Program.

d. Policies

Motion to act on the second read/adoption of policies GBEA, GBEAB, IKF, JFABD, JFABE, and JICH.

e. School Financial Reporting of MS-24/25

Mrs. Watkins to present an update on Financial Reports MS-24/25.

f. Budget Development Update

Review the Budget Committee's schedule for the development of the FY 2023 proposed budget.

g. Funding for Special Education Surveys

Motion to act on the request for funding to partner with the UNH Survey Center to develop a Special Education survey.

h. TLC Enrollment Update

Motion to act on the request to waive Policy IIB: Class Size for AM Kindergarten at TLC.

i. Job Postings

Review the updated employment vacancy report.

j. Superintendent's Evaluation and Goal Setting

Motion to act on Policy CBI: Superintendent's Evaluation and Goal Setting.

7. ADMINISTRATOR'S REPORT

Christopher K. Kellan to present.

8. PERSONNEL REPORT

9. COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD – Board members to submit requests to serve on district committees for Chair consideration at the next board meeting.

10. CORRESPONDENCE – All correspondence 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://livestream.com/trsd/trsb/videos/23258185>

Materials presented at the board meeting may be viewed at: [School Board Meeting Documents](#)

Timberlane Regional School Board Meeting Minutes

Regular Board Meeting
August 18, 2022
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Chairman Finnegan opened this August 18, 2022 Timberlane Regional School Board meeting at 7:02 PM; this was followed by the roll call and the Pledge of Allegiance.

Board Members Present

Kim McCormick, Steven Finnegan, Kim Farah, Shauna Manthorn, Katie Knutsen, Michael Boucher, Kristin Savage, Mark Sherwood, and Brian Boyle.

Seated at the Board Table

Justin Krieger, Assistant Superintendent

Christopher Kellan, Superintendent of Schools, attended the meeting via Zoom.

Administrators Present

Lisa Oliver, Assistant Business Administrator
Lucy Canotas, Director of Elementary Curriculum
Mark Pedersen, Director of Secondary Curriculum
Sandra Allaire, Executive Director of Curriculum
Kelley Brooks, Director of Special Education
Angelo Fantasia, Director of Athletics

Chairman Finnegan announced Brian Boyle as the new Atkinson Representative for the Timberlane Regional School Board. (00:03:50)

APPROVAL OF MINUTES (00:04:30)

MOTION: Dr. Farah motioned to approve the July 14, 2022 meeting minutes; seconded by Mr. Boucher. Motion passed 6-0-3 (Mr. Sherwood, Ms. Savage and Mr. Boyle abstained).

MOTION: Dr. Farah motioned to approve the July 14, 2022 non-public meeting minutes; seconded by Ms. Knutsen. Motion passed 6-0-3 (Mr. Sherwood, Ms. Savage and Mr. Boyle abstained).

DRAFT- NOT APPROVED

DELEGATES AND INDIVIDUALS (00:06:00)

None

CURRENT BUSINESS

a. Audit Engagement (00:06:10)

Mrs. Oliver informed the Board that the audit report has not been finalized and the authorized engagement letter is for Plodzik and Sanderson to be able to bill the District and to agree upon the procedures they perform.

MOTION: Dr. Farah motioned to authorize the School Board Chair to sign the audit engagement letter; seconded by Ms. Savage. Motion passed 9-0-0.

b. Primex Contribution Assurance Program FY2024-FY2026 Property and Liability (00:09:00)

Mrs. Oliver presented the Property and Liability CAP program by Primex which will not exceed 7% for the FY 2024-2026.

MOTION: Dr. Farah motioned to authorize the School Board Chair to sign the Primex Property and Liability Coverage Cap; seconded by Ms. Knutsen. Motion passed 9-0-0.

c. Extracurricular Sponsorship and Fundraising (00:10:00)

Mr. Fantasia discussed the process of approving sponsored signs from businesses that are on school grounds occurs every two years. He requested that the approval process be completed every even year. Discussion ensued regarding the policy to approve business sponsored signs. The Board instructed that the requests for approval of sponsored signs be brought to the Board every year.

MOTION: Dr. Farah motioned to approve the Booster opportunities that were presented to the Board from Mr. Fantasia; seconded by Mr. Sherwood. Motion passed 9-0-0.

d. Athletics Emergency Action Plan (00:17:20)

The Board reviewed the updated Athletics Emergency Action Plan.

e. Enrollment Update (00:18:00)

Mrs. Canotas presented the enrollment update and informed the Board that Danville Elementary is at capacity for grade 2.

MOTION: Dr. Farah motioned to allow for a waiver for Grade 2 at Danville Elementary School; seconded by Ms. Savage. Motion passed 9-0-0.

f. Staffing Update (00:22:00)

Chairman Finnegan welcomed newly hired Stephanie Lafreniere for Pollard Elementary School's Principal and Tiffany Eaton for Danville Elementary School's

DRAFT- NOT APPROVED

Assistant Principal. Discussion ensued regarding employment vacancies throughout the District.

g. Facilities Update (00:24:00)

Chairman Finnegan presented the Facilities Updated submitted by Karl Ingoldsby, Director of Plant Operations. Discussion ensued regarding the options of selling or repurposing the old grounds' dump truck. Discussion ensued regarding the electricity rates and reducing the lead in the District's drinking water. Ms. Savage announced that the HVAC projects are on hold because the materials are on backorder.

h. SNHU's Donation to TRHS College Fair (00:33:30)

Mr. Pedersen presented the \$1,000 donation from Southern New Hampshire University (SNHU) which is to be used to support the TRHS College Fair; the College Fair will be held on September 12, 2022. Discussion ensued regarding the presentation of SNHU's logo.

MOTION: Chairman Finnegan motioned to accept the \$1,000 donation from SNHU for the College Fair; seconded by Ms. Savage. Motion passed 8-0-1 (Dr. Farah abstained).

i. Donation of a Shed to TRMS (00:38:20)

Mr. Pedersen presented the donation of a 10'x12' shed from Tuff Shed to be used for storage and athletic equipment. The shed will placed outside of the Middle School.

MOTION: Mr. Sherwood motioned to accept the donation of a shed for the Middle School; seconded by Mrs. McCormick. Motion passed 9-0-0.

j. School Bus Routes (00:40:42)

Mr. Kellan asked the School Board to approve all of the school bus routes which thereby forms the school bus stops and is required by law RSA 189:8. Discussion ensued regarding the statute and compliance of the school bus stops.

MOTION: Chairman Finnegan motioned to approve the 2022-23 School Bus Stops; seconded by Ms. Knutsen. Motion passed 9-0-0.

k. Policies (00:47:00)

The Board reviewed the first read of Policies BDE, GBEA, GBEAB, IKF, JFABD, JFABE, and JICH.

MOTION: Ms. Savage motioned to approve the first read of Policies BDE, GBEA, GBEAB, IKF, JFABD, JFABE, and JICH; seconded by Mr. Sherwood.

Discussion ensued regarding adding Transportation as a Board/Superintendent Leadership Standing Committee. Discussion ensued regarding the competency assessment and citizenship test of Policy IKF and adding legal references to Policy GBEA.

DRAFT- NOT APPROVED

MOTION: Ms. Savage motioned to withdraw her motion to approve the first read of Policies BDE, GBEA, GBEAB, IKF, JFABD, JFABE, and JICH; Mr. Sherwood withdrew his second.

MOTION: Ms. Savage motioned to approve the first read of Policies GBEA, GBEAB, IKF, JFABD, JFABE, and JICH; seconded by Ms. Knutsen. Motion passed 9-0-0.

I. TRSD Committee Assignments/Reassignments (01:01:00)

Chairman Finnegan presented the assignments of the school board members on each School Board Committee. Mrs. McCormick volunteered to attend the NHSBA's Delegate Assembly.

ADMINISTRATOR'S REPORT (01:02:00)

Mr. Krieger discussed the onboarding of the new teachers and recognized the highly competitive hiring process of educators. He discussed his visits at all of the elementary schools and praised the routines of school administrators for the morning arrival of students. He presented the ELO partnerships that will be happening with the High School and partnerships with Rivier, SNHU, and UNH to host students of teacher graduate programs and accreditation programs.

Mr. Kellan sent his gratitude to all staff for their dedication to the District. He discussed school safety training and the anticipated changes to the school calendar. He discussed the calendar for the Budget Committee and touring the schools which is open to the public.

PERSONNEL REPORT (01:16:00)

Professional Nominations

1. Julia Plummer, Special Education Teacher, Atkinson Academy

MOTION: Chairman Finnegan motioned to accept the Professional Nomination; seconded by Dr. Farah. Motion passed 9-0-0.

COMMITTEE REPORTS (01:16:30)

Personnel Negotiations: Dr. Farah announced that the negotiations are ongoing.

Budget Committee: Mr. Boucher announced that the next meeting is August 25, 2022.

OTHER BUSINESS (01:17:15)

Mr. Boucher discussed his tours of the Middle School and High School. He acknowledged the need of repairs in specific rooms and suggested undertaking larger projects which he will bring forth to the Capital Improvement Plan Committee. He discussed the concern of mental health and the benefits of a permanent therapy dog.

DRAFT- NOT APPROVED

Discussion ensued regarding the process of requesting services and budgeting.

Mr. Sherwood announced the dates of the Budget Committee's tour dates of the schools' facilities which are open for the public to attend.

Chairman Finnegan requested that they enter into a non-public under 91-A:3, Paragraph II (i). At 8:27 PM, Chairman Finnegan advised this will conclude the public portion of the meeting and they will only come back into public session to seal the minutes.

MOTION: Chairman Finnegan motioned to enter non-public under 91-A:3, Paragraph II (i): Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life; seconded by Dr. Farah. Motion passed 9-0-0.

The Board was polled:

Boucher -Yes Farah - Yes Finnegan - Yes Manthorn - Yes

Knutsen – Yes McCormick – Yes Boyle – Yes Sherwood – Yes

Savage - Yes

The motion carried a 9-0-0 to enter non-public at 8:27 PM.

Respectfully submitted,

Kelly Salovitch
Chief Executive Assistant to the Superintendent

Approved by the School Board on _____.



New Hampshire School Boards Association

Barrett M. Christina, Executive Director
Brenda Willis, President, Derry Cooperative
Holly Kennedy, First Vice-President, Hinsdale
Travis Thompson, Past-President, Exeter Regional Cooperative

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**2022 Delegate Assembly
October 1, 2022
11:00am
Grappone Conference Center – Concord, NH**

2022 Proposed Resolutions

1. Submitted by the Raymond School Board on 6/24/2022

Proposed Resolution: To amend NH RSA 91-A:2 III (b) to exclude subcommittees and advisory committees from the requirement for a quorum to be physically present in order to hold a meeting.

Rationale: The small size of some subcommittees means that the requirement for a physical quorum may not be met if even just two members attend remotely. The membership of subcommittees are more varied than an elected School Board. They may often include staff and citizens who are not available to be physically present for a meeting but would be able to participate remotely.

NHSBA Board of Directors Recommendation: Support, with alternative language.

The NHSBA Board of Directors offers the following alternative language:

NHSBA supports amending RSA 91-A to allow committees, subcommittees, and advisory committees to hold meetings without having a quorum physically present, while still ensuring that full notice and full transparency requirements are satisfied.

Rationale: In October 2021, the Delegates adopted a Resolution stating that NHSBA supports amending RSA 91-A to allow all public bodies to meet via remote participation. This Resolution, while similar, is more specific than the 2021 Resolution. When the COVID pandemic struck, public bodies and committees met via remote means and were still able to act with transparency. NHSBA believes that current technology can allow this to occur.

2. Submitted by the ConVal School Board on 06/08/2022

Proposed Resolution: WHEREAS, it is the responsibility of each public school to ensure a welcoming, healthy and safe community for students and educators to thrive; and

WHEREAS, there have been an increasing number of threats to schools; and

WHEREAS, it is impossible for a single school district to monitor, react, and respond to these threats without significant cooperation from law enforcement, students, staff, and the broader community; and

WHEREAS, the need to respond to these threats in an immediate manner requires pre-planning, established protocols, and coordination among multiple federal, state, and local entities; and

WHEREAS, there is a need to provide training to staff and students, conduct drills, and potentially hire dedicated staff; and

WHEREAS, some of the preventative steps to be taken may require the installation of new security equipment, building access devices, or physical renovations to structures; and

WHEREAS, these threats can come from within a District or from around the world; let it be

RESOLVED, that the State of New Hampshire, in cooperation with the New Hampshire School Board Association and New Hampshire School Administrators Association and the federal law enforcement community develop a comprehensive threat assessment and response plan for New Hampshire public schools; and be it further

RESOLVED, that this assessment include a review of physical structures and recommendations on any modifications that may be needed; and be it further

RESOLVED, that the State of New Hampshire dedicate an appropriate amount of funding in addition to funding already provided - to assist local school districts in developing, deploying, and revising these plans on a regular basis; and be it further

RESOLVED, that the State of New Hampshire develop a manner to test these protocols for effectiveness.

Rationale: Most school districts are not equipped, staffed, or authorized to respond as needed to the increasing number of threats. Only a statewide effort in cooperation with the federal law enforcement community will be effective in reducing risk to our students and staff.

NHSBA Board of Directors Recommendation: Not support.

In 2019, the Delegates adopted the following Resolution:

VI:E• NHSBA calls upon the United States Congress, the New Hampshire Legislature and local public safety agencies to prioritize collaborative threat assessment and crisis planning with school districts; and further supports legislation at the federal, state and local levels that protect students and school district employees from on-campus violence. (2019)

The NHSBA Board of Directors believes this standing Resolution meets the intent and purpose of the proposed Resolution and is broad enough to support advocacy with respect to all of the more specific aspects.

3. Submitted by the Wilton-Lyndeborough Cooperative School District on 07/11/2022

Proposed Resolution: NHSBA will advise and confirm all member SAU's are paying and segregating dues/payments to NHSBA in accordance with RSA 15:5.

Rationale: NHSBA states that its member support services include providing legal information to members, and that its services cover all aspects of school board governance and board roles and responsibilities. New Hampshire statute (RSA 15:5) requires that School Boards must segregate state funds from any funds that are used paid to NHSBA for its lobbying activities, and that a mere bookkeeping separation is not sufficient. NHSBA should be advising its members of the law and seeing to it that the dues it collects are managed in a manner that is compliant with state law.

NHSBA Board of Directors Recommendation: Not support. The Board of Directors believes this is not appropriate for a Resolution, as NHSBA Resolutions are intended to guide NHSBA's positions relative to legislative advocacy. However, the Board also believes this matter is worthy of explanation discussion at the Delegate Assembly.

RSA 15:5 states:

I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.

II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

Relative to Paragraph I, NHSBA maintains that the Association is not subject to Paragraph I, as NHSBA is not a “recipient of a grant or appropriation of state funds.”

Relative to Paragraph II, whether this Paragraph applies to local school boards and the payment of dues to NHSBA is an open question. RSA 15:5 became law in 2006. A review of the legislative history yields no clarity. NHSBA is not aware of any instance since this statute became law when the bills’ sponsors asserted that RSA 15:5 was intended to apply to organizations such as NHSBA. Anecdotally, NHSBA is aware of only two or three school districts which segregates funds for NHSBA or other such association dues.

Nothing precludes school boards from segregating funds for NHSBA dues. Consistent with limitations on NHSBA’s legal services, NHSBA recommends that boards consult with their own local legal counsel for an interpretation of RSA 15:5, II. For the sake of argument, if we assume that Paragraph II does apply to school boards and their membership dues to NHSBA, local counsel, along with the superintendent, business administrator and district auditor should be consulted as to how such funds should be segregated, if possible. Local counsel should be involved to ascertain whether this statute would also apply to other professional organizations/associations, vendors, contractors, or other entities engaged in legislative advocacy.

As to the final point regarding NHSBA “seeing to” its members complying with the law, such statement inaccurately suggests a supervisory relationship of NHSBA, a non-profit association, over elected public bodies.

4. Submitted by the Derry Cooperative School District on 07/13/2022

Proposed Resolution: Food Insecurity - Whereas: Food insecurity happens when students do not receive enough food on a regular basis.

And whereas: Studies have found that breakfast affects students’ cognitive function and learning; and has shown it improves math and reading scores.

And whereas: Students who eat breakfast tend to have better attendance and fewer behavior problems, improved executive functioning, memory, and the ability to concentrate.

And whereas: school lunch programs provide nutritious meals that include whole grains, reduced saturated, trans fats and lower sodium that meet student caloric needs.

And whereas: We know that for many of our students, these are the only meals available to them. As of Oct. 1, 2019, the last year before the start of the Covid-19 pandemic which led to free meals, 24.77% of students qualified for free or reduced breakfast and lunch statewide based on family income.

Be it resolved that the state and federal government seek and provide viable, sustainable, permanent funding to provide a school breakfast and lunch at no cost to students.

Rationale: NHSBA acknowledges good nutrition as a key component in creating healthy and productive individuals. NHSBA also acknowledges the serious need food insecurity creates. We recognize the significant increase in the number of school breakfasts and lunches served during 2021 and 2022 while all students were provided free breakfast and lunch.

NHSBA Board of Directors Recommendation: Not support. While the Board of Directors agrees with the purpose and sentiment of this proposal, NHSBA already has eighteen (18) current Statements of Belief relative to school funding and at least three (3) Continuing Resolutions that address school funding. The NHSBA Board of Directors believes our current Resolutions sufficiently satisfy and make clear NHSBA's position on all matters related to school funding.

5. Submitted by Chester Academy SAU #82 on 07/13/2022

Proposed Resolution: Be it Resolved: That the NHSBA should oppose any subsequent legislation that would modify an adequate education for the school approval standards set forth in rules adopted by the department of education by removing any of the following subject areas:

- (1) English/language arts and reading.
- (2) Mathematics.
- (3) Science.
- (4) Social studies, to include including civics, government, economics, geography, history, and Holocaust and genocide education.
- (5) Arts education, to include music and visual arts.
- (6) World languages.
- (7) Health and wellness education.
- (8) Physical education.
- (9) Engineering and technologies including technology applications.
- (10) Computer science and digital literacy.
- (11) Personal finance literacy.

Rationale: Whereas: Last Legislative session, HB 1671 would have removed art, health and physical education, engineering, computer science, digital literacy, and world languages from the core academic domains;

Whereas: Education research indicates the synergistic effects of a rich and diverse school experience that includes art, music, foreign languages, physical education, computer science, engineering, various trade, and life skill classes, etc. to increase access to, improve educational outcomes of, and increase understanding among the four basic competencies in the domains of math, English, science, and social studies;

Whereas: The combined effects of increased costs of post-secondary education, access to quality Career and Technical Education resources and availability of sustainable careers requiring access and fluency with varied and diverse modes of education;

Whereas: Access to quality post-secondary educational institutions requires demonstrated competency among a wide array of content areas and the ability to communicate creative and well-reasoned responses to complex subject matter;

NHSBA Board of Directors Recommendation: Support, with alternative language. The NHSBA Board of Directors offers the following alternative language:

NHSBA supports public school approval standards that encompass wholistic and comprehensive academic subject areas including: English/language arts and reading; Mathematics; Science; Social studies, to include including civics, government, economics, geography, history, and Holocaust and genocide education; Arts education, to include music and visual arts; World languages; Health and wellness education; Physical education; Engineering and technologies including technology applications; Computer science and digital literacy; Personal finance literacy.

NHSBA Board of Directors Rationale: The global landscape necessitates that New Hampshire’s students have full access to numerous academic subjects. Student exposure to the full array of listed subject areas open students to the choices and possibilities of their own futures, while at the same time providing better understandings of the world around them. For these reasons, the NHSBA Board of Directors believes that these core subject areas should not be removed from the current Minimum Standards for Public School Approval under New Hampshire Department of Education Rule 306.

6. Submitted by Chester Academy SAU #82 on 07/13/2022

Proposed Resolution: A resolution relative to payment by the State of New Hampshire to political subdivisions of an amount equal to a portion of retirement system contributions of political subdivision employers.

Be it Resolved: That the New Hampshire Legislature provide viable financial solutions and State funding to resume responsibility for a fair and equitable share of the New Hampshire Retirement System Costs for Group I teachers.

In each year subsequent to the fiscal year ending June 30, 2024, that the state shall annually pay to each political subdivision an amount equal to or greater than 7.5 percent of both the normal and accrued liability contributions of each political subdivision for benefits under the retirement system on account of its Group I teacher members. The board of trustees of the New Hampshire Retirement System shall certify the amount required for each such state contribution based on actual payroll data from the prior fiscal year, and the total amount of the required state appropriations, to the New Hampshire Department of Revenue Administration.

Rationale: House Bill 1221 provided Local Property Tax Reduction effective July 1, 2022 via a one-time payment by the state of an amount equal to 7.5 percent of required political subdivision

employer contributions made to the state retirement system for Group I teachers and Group II members.

It was the intent of the legislature that this will result in a one-time reduction in local property taxes without increasing state or local baseline spending.

The state has, over the last couple of decades, incrementally downshifted their pension contribution to the Municipalities / School Districts. At this point, they have required an employer contribution but have completely opted out of any state-funded percentage. Meanwhile, to make up for this shortfall, they have increased both the employer and employee contributions. (Which have gone up year-over-year in real dollar value due to wage increases.)

NHSBA Board of Directors Recommendation: Not support. While the NHSBA Board of Directors agrees with the sentiment and purpose of this proposed Resolution, the Board also believes that current, existing NHSBA Resolutions address this matter. The following current, existing NHSBA Resolutions on this matter are as follows:

II:M• NHSBA opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

II:N• NHSBA opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

X:B• NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent and fiscally stable. To achieve this goal, NHSBA supports legislation that will return state contributions to NHRS. (2019)

7. Submitted by the Dresden School Board on 07/14/2022

Proposed Resolution: Resolution Calling for Compliance with Federal Laws

Whereas, more than 311,000 students attending more than 331 primary and secondary schools have experienced a shooting on campus since the Columbine High School massacre in 1999 and;

Whereas, New Hampshire school children spend increasingly more time participating in lock-down and active shooter drills, detracting from time spent on critical classroom learning and invoking significant anxiety and fear among students and teachers that impedes learning and;

Whereas, all New Hampshire students have the right to attend school and live in a community free from the fear of death or injury as a result of gun-related violence and;

Whereas, all New Hampshire teachers and staff have the right to a working environment free from the fear of death or injury as a result of gun-related violence and;

Whereas, parents have the right to live in a community and send their children to a school in which they have confidence in their children's physical, psychological, and emotional safety and;

Whereas, we are local elected officials charged with ensuring the education, health, and safety of students on behalf of parents and our community, and therefore cannot accept the current status quo that allows firearms in our schools and;

Whereas, legislation in New Hampshire prohibits schools and towns in New Hampshire from enforcing any federal statute, regulation or Presidential Executive Order that restricts or regulates the right of the people to keep and bear arms;

We, the Dresden School Board and Hanover School Board, call upon the New Hampshire School Boards Association to advocate for legislative action that ensures local school boards comply with federal firearm laws and policies.

Rationale: School safety is a key responsibility of local school boards, and as a two-state school district, the Dresden Board is also under obligation to residents of Vermont to ensure the safety of children from that state.

NHSBA Board of Directors Recommendation: Not support. The NHSBA Board of Directors believes that the following current, existing Resolution addresses this topic:

VI:E• NHSBA calls upon the United States Congress, the New Hampshire Legislature and local public safety agencies to prioritize collaborative threat assessment and crisis planning with school districts; and further supports legislation at the federal, state and local levels that protect students and school district employees from on-campus violence. (2019)

8. Submitted by the Dresden School Board on 07/14/2022

Proposed Resolution: Participation in National Level School Board Organizations

Whereas participation in a national school boards organization may require NHSBA to pay dues and;

Whereas the dues paid to a national school board organization would utilize funds gathered from NHSBA member school boards and;

Whereas the federal advocacy of a national level school boards organization should broadly align with the positions of NHSBA and;

Whereas positions of the NHSBA are primarily determined through the NHSBA resolution process;

Therefore, be it resolved that NHSBA participation in a national level school board organization, including the payment of dues, shall require the simple majority approval of membership at a duly warned meeting.

Rationale: Given that membership must pay dues to a national organization, it seems reasonable to bring such a decision forward for approval. The rationale is clearly spelled out in the resolution itself.

NHSBA Board of Directors Recommendation: Not support. The NHSBA Board of Directors recognizes the rationale for this proposal and fully understands that the National School Boards Association (NSBA) issue from last fall still lingers for NHSBA, NSBA, and other state school boards associations. The Board of Directors does not support this proposed Resolution for the following reasons.

First, NHSBA was a member of the National School Boards Association for decades, prior to last fall. During the years of NHSBA membership in NSBA, dues to NSBA were never in question for NHSBA's member school boards. Membership in NSBA was never brought forward to the Delegates prior.

Second, NHSBA's previous membership with the NSBA was not based in any way, shape or form, on NSBA's legislative priorities. Rather, the benefit of NHSBA's membership in NSBA was based primarily in NSBA's offering of "work alike" groups – other school law attorneys across the country (Council of School Attorneys); other state association school board policy staff; general federal updates; and others. Membership in nation-wide organizations is intended to assist state associations providing information, support and services to NHSBA's member school boards.

Third, membership in a national organization is more than advocacy. Such organizations provide training, webinars, federal updates, and numerous other services relative to communication, governance, and other school board governance issues. These services are provided to state associations, including NHSBA, so that state associations can better serve their

member school boards. For small state associations like NHSBA, such resources are crucial to our mission to serve local school boards.

In these contexts, NHSBA views NSBA or other national organizations as a “vendor” that NHSBA uses to obtain information, services, and assistance so that we can better serve our members.

Last, it should be noted that the school board members and the boards they serve are not members of the National School Boards Association or any other nationwide organization. NHSBA and 48 other state school board associations were the sole members of the national federation/NSBA. Local school boards and their members did not receive direct services from NSBA or any other national organization. By constitution, NSBA is a non-profit organization created to "work exclusively with and through its member state school board associations in carrying out their missions in a full partnership..." That did not occur.

Please know that the decisions of the NHSBA Board of Directors to withdraw from NSBA and to join the newly formed COSSBA (or any other national organization) were both consistent with the Association's bylaws, were not made in haste or taken lightly.



EXECUTIVE SUMMARY

September 1, 2022

In effort to empower our staff in circumstances where an active shooter is present, the Safety Committee recommends that the District provides ALICE training for all staff. The Plaistow Interim Chief of Police will coordinate the training with the Police Chiefs of the four Timberlane towns. The trainers will include Police Officers trained as ALICE Trainers as well as two Timberlane Regional School District Administrators who are also trained as ALICE Trainers. This training will be mandatory for all staff.

Contractual Information & Financial Impact

TTA

[10.1.4] After School Meetings: Teachers may be required to attend up to twenty (20) faculty or district meetings per school year, provided that there may be no more than two (2) such meetings per month, which may, at the middle and senior level, last sixty (60) minutes and begin within fifteen (15) minutes beyond the student dismissal time and at the elementary schools (E-5) may begin sixty (60) minutes before the student starting time or begin within fifteen (15) minutes beyond the student dismissal time, not to exceed sixty (60) minutes.

TSSU

[8.2.2] Field Trips and Work Beyond the School Day: In the event an employee is required to participate in a field trip or any other activity which extends beyond the regular work day, it is understood that the employee shall be paid their normal rate of pay for all hours worked.

[8.2.3.2] The administration will provide training and professional development for paraeducators on early release days when it is practicable to do so.

TAAM

[11.1] Work Day and Working Hours: Employees shall work a work day and work week consistent with their annual offer letter. Unless otherwise specified in their offer letter or authorized by the Superintendent, employees will work a five (5) day workweek, with reporting times as determined by the Superintendent or building administrator.

TCU

[11.1] Work Day and Working Hours: Employees shall work a work day and work week consistent with their annual offer letter. Unless otherwise specified in their offer letter or authorized by the Superintendent, employees will work a five (5) day workweek, with reporting times as determined by the Superintendent or building administrator.

TCWU

[11.1] Work Day and Working Hours: Employees shall work a work day and work week consistent with their annual offer letter. Unless otherwise specified in their offer letter or authorized by the Superintendent, employees will work a five (5) day workweek, with reporting times as determined by the Superintendent or building administrator.



NH School Administrative Unit 106 | Timberlane Regional School District

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Financial Impact

It is expected that the additional hours that will need to be worked by hourly employees will result in a total cost to the district of \$6,066.86 to create a 3-4 hour training opportunity at each school.

The proposed schedule is as follows and would require an additional Early Release Day at each of the separate schools on a different day:

October 17th TLC/Sandown Central Early Release 1:00 PM

October 19th Timberlane Regional Middle School Early Release 12:00 PM

October 20th Timberlane Regional High School Early Release 12:00 PM

*October 20th All Elementary Schools Early Release 1:00 PM Parent Teacher Conferences Virtual

*October 20th Middle School Early Release 12:00 PM Parent Teacher Conferences Virtual

October 24th Atkinson Academy Early Release 1:00 PM

October 25th Sandown North Early Release 1:00 PM

October 26th Danville Elementary School Early Release 1:00 PM

October 27th Pollard School Early Release 1:00 PM

Respectfully Submitted:

Christopher K. Kellan

Superintendent of Schools

Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2022 – 2023 School Calendar

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

	M	T	W	TH	F		M	T	W	TH	F
August		16-NTI	17-NTI	18-NTI	X	February			1	2	3
(3)	X	23-NT	24-B-PD	25-D-PD	X	(18)	6	7	8	9	10
	29	30	31				13	14	15	16	17
September				1	X		20	21	22	23	24
(19)	X	6	7	8	9		X	X			
	12	13	14	15	16	March					
	19	20	21	22	23	(19)			X	X	X
	26	27	PD	29	30		6	7	8	9	10
October	3	4	5	6	7		13	14	15	16	17
(20)	X	11	12	13	14		20	21	22	23	24
	ER TLC	18	ER TRMS	ER	21		27	PD	29	30	31
	ER AA	ER SN	ER DE	ER PS	28	April					
	31					(15)	3	4	5	6	7
November		1	2	3	4		10	11	12	13	14
(18)	7	8	9	10	X		17	18	19	20	21
	14	15	16	17	18		X	X	X	X	X
	21	22	X	X	X	May					
	28	29	30			(22)	1	2	3	4	5
December				1	2		8	9	10	11	12
(16)	5	6	7	8	9		15	16	17	18	19
	12	13	14	15	16		22	23	24	25	26
	19	20	21	22	X	June	X	30	31		
	X	X	X	X	X	(11)	5	6	7	1	2
January	X	3	4	5	6		12	13	14	8	9
(19)	9	10	11	12	13		MU	MU	MU	ER	MU
	X	17	18	19	20						
	23	24	25	PD	27						
	30	31									

PD = Professional Development Day (no school for students)
D-PD = District Professional Development **NT**=New Teacher Day
B-PD = Building Level Professional Development
X = Holiday/School Break **MU**= Make-Up Day **ER**= Early Release

Student Year = 180 days Veteran Teacher Year = 187 days
 New Teacher Year = 188 days
 Quarters: November 3, January 20, April 4 and Last Day of School
 Trimesters: November 30, March 14, and Last Day of School

<i>August 16-18, 23</i>	<i>New Teacher Induction/Orientation</i>	<i>October 26</i>	<i>Danville Elementary Early Release</i>
<i>August 24-25</i>	<i>Professional Development TTA/TSSU</i>	<i>October 27</i>	<i>Pollard School Early Release</i>
August 29	First Day of School	<i>November 11</i>	<i>Veteran's Day Observed</i>
<i>September 2</i>	<i>Labor Day Extended</i>	<i>November 23-25</i>	<i>Thanksgiving Break</i>
<i>September 5</i>	<i>Labor Day</i>	<i>Dec 23-Jan 2</i>	<i>Holiday Break</i>
<i>September 28</i>	<i>Professional Development TTA</i>	<i>January 16</i>	<i>Martin Luther King Jr. Day</i>
<i>October 10</i>	<i>Columbus Day</i>	<i>January 26</i>	<i>Professional Development TTA</i>
<i>October 17</i>	<i>TLC/Sandown Central Early Release</i>	<i>Feb 27-Mar 3</i>	<i>Winter Break</i>
<i>October 19</i>	<i>Middle School Early Release</i>	<i>March 28</i>	<i>Professional Development TTA/TSSU</i>
<i>October 20</i>	<i>Early Release for all schools</i>	<i>April 24-28</i>	<i>Spring Break</i>
<i>October 24</i>	<i>Atkinson Academy Early Release</i>	<i>May 29</i>	<i>Memorial Day</i>
<i>October 25</i>	<i>Sandown North Early Release</i>	June 15	Last Day of School/Early Release



TIMBERLANE REGIONAL HIGH SCHOOL

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Executive Summary Aug 29, 2022

Timberlane Regional High School Student Assistance Program is pleased to announce that "Peer to Peer" substance abuse prevention programs such as Peer Outreach, Life of an Owl will continue to offer opportunities for Positive Youth Leadership Development and empowering youth with the skills necessary to provide support to one another when they may be experiencing mental health distress.

As we prepare for programming this year, I am asking the school board to accept a \$750 donation from the Atkinson Women's Civic Club, who have been long term supporters and partners in prevention of substance abuse here at the High School. This donation will be used to support the Teen Mental Health First Aid Course that will be offered to students this year, for workbooks and supplies. Also prizes and incentives that will be used for various campaigns such as Red Ribbon Week, Great American SmokeOut, Alcohol Awareness month, Mental Health Awareness Month. Designing and purchasing materials for promoting the new **9-8-8** mental health and substance abuse crisis number will also be a focus for our youth.

Respectfully Submitted,

Timothy G. Lena, MSW CPS

Student Assistance Program Coordinator



August 15, 2022

Tim Lena
Timberlane Regional High School
36 Greenough Road
Plaistow, NH 03865

Dear Tim:

Enclosed please find a \$750 donation from the Atkinson Women's Civic Club for the Timberlane Regional High School Peer to Peer substance abuse prevention program. If you have information you can pass along to us about the support we gave last year or about programs for the upcoming year, we would be interested to learn about them.

If there are any questions about our donation, please feel free to contact me via email at vriley@awcc-nh.org.

The AWCC is pleased to be able to continue to work with the TRHS Peer to Peer Program towards the goal of preventing substance abuse among our children. Keep up the good work.

Very truly yours,

Veronica Riley

Treasurer



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

September 1, 2022

Second Read/Adoption

Policy	Changes/Recommendations
GBEA: STAFF ETHICS	PC recommends to replace TRSB's policy with NHSBA's model policy.
GBEAB: MANDATORY CODE OF CONDUCT REPORTING - ALL EMPLOYEES	PC recommends to adopt the new policy from the NHSBA.
IKF: HIGH SCHOOL GRADUATION	PC recommends updating Policy IKF to adopt NHSBA's language for the passage of the Civics Exam.
JFABD: ADMISSION OF HOMELESS STUDENTS	PC recommends to adopt NHSBA's version of JFABD.
JFABE: EDUCATION OF CHILDREN IN FOSTER CARE	PC recommends to adopt NHSBA's policy.
JICH: PROHIBITED DRUG AND ALCOHOL USE BY STUDENTS	PC recommends to reaffirm the policy without changes.

Timberlane Regional School District	Policy Code: GBEA
Adopted: 01-01-83 Revised: 04-04-91 Reaffirmed: 02-24-05 Revised: 09-15-11 Revised:	Page 1 of 3

STAFF ETHICS

All employees of the District are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the Board adopts the following statements of standards. District employees will:

- ~~● Make the wellbeing of students the fundamental value of all decision-making and actions.~~
- ~~▪ Maintain just, courteous, and proper relationships with students, parents, staff members, and others.~~
- ~~● Fulfill their job responsibilities with honesty and integrity.~~
- ~~● Direct any criticism of other staff members toward improving the District. Such constructive criticism is to be made directly to the building administrator.~~
- ~~● Obey all local, state, and national laws.~~
- ~~● Implement the School Board's policies, administrative rules and regulations.~~
- ~~● Avoid using position for personal gain through political, social, religious, economic, or other influence.~~
- ~~● Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.~~
- ~~● Honor all contracts until fulfillment or release.~~
- ~~● Maintain all privacy and confidentiality standards as required by law.~~
- ~~● Exhibit professional conduct both on and off duty.~~

Employees are put on notice that this list is not intended to be exhaustive or complete. Employees who fail to abide by the terms of this policy may be non-renewed and/or face discipline up to and including termination. Any action taken regarding an employee's employment with the District will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

Legal References:

- RSA 189:13, Dismissal of Teacher*
- RSA 189:14 - a, Failure to Be Renominated or Re-elected*
- RSA 189:14 - d, Termination of Employment*
- RSA 189:31, Removal of Teacher*

Timberlane Regional School District	Policy Code: GBEA
Adopted: 01-01-83 Revised: 04-04-91 Reaffirmed: 02-24-05 Revised: 09-15-11 Revised:	Page 2 of 3

NH Code of Administrative Rules, Section Ed 511, Denial, Suspension or Revocation of Certified Personnel

All employees of the District are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the Board adopts the following statements of standards. District employees will adhere to the standards enunciated in this Policy in the decision-making process involving their interactions with students, the school community, colleagues, parents and the public.

A. Adoption and Incorporation of Standards of Code of Ethics for New Hampshire Educators.

The Board incorporates by reference and adopts as independent ethical standards relative to employment in the District, the provisions of the New Hampshire Code of Ethics for New Hampshire Educators (the “NH Code of Ethics”), as the same may be amended by the State from time to time.

B. Additional Ethical Standards.

In addition to the ethical standards set forth in the New Hampshire Code of Ethics, and without limiting the application thereof to District employment, employees will:

- Make the wellbeing of students the fundamental value of all decision-making and actions.
- Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
- Maintain just, courteous, and proper relationships with students, parents, staff members, and others.
- Fulfill their job responsibilities with honesty and integrity.
- Direct any criticism of other staff members toward improving the District. Such constructive criticism is to be made directly to the building administrator.
- Obey all local, state, and national laws.
- Obey and implement the School Board’s policies, administrative rules and regulations.
- Avoid using position for personal gain through political, social, religious, economic, or other influence.
- Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
- Honor all contracts until fulfillment or release.
- Maintain all privacy and confidentiality standards as required by law.
- Exhibit professional conduct both on and off duty.

Timberlane Regional School District	Policy Code: GBEA
Adopted: 01-01-83 Revised: 04-04-91 Reaffirmed: 02-24-05 Revised: 09-15-11 Revised:	Page 3 of 3

C. Dissemination.

The content of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted party.

Legal References:

- N.H. Dept. of Education Administrative Rule – Ed 303.01*
- N.H. Dept. of Education Administrative Rule – Ed 510.01- 510.05, Code of Conduct for NH Educators*
- N.H. Dept of Education, Code of Ethics for NH Educators*

Timberlane Regional School District	Policy Code: GBEAB
Adopted:	Page 1 of 2

MANDATORY CODE OF CONDUCT REPORTING - ALL EMPLOYEES

A. General.

The Code of Conduct for New Hampshire Educators, sections 510.01- 510.05 of the N.H. Dept. of Education Administrative Rules (the “NH Code of Conduct”) imposes various reporting requirements upon each “Credential Holder” as that term is defined by N.H. Dept. of Ed. Administrative Rule 501.02 (h). The reporting requirements include, among others:

1. reporting any “suspected violation of the code of conduct” (see NH Code of Conduct at Ed 510.05 (a)); and
2. self-reporting within five (5) days any arrest for violations of crimes enumerated in RSA 189:13-a, V (“Section V Offenses”) (see NH Code of Conduct, at Ed 510.01 (b)(2)).

By way of District Policy GBEA, the Board has adopted the provisions of the NH Code of Conduct as employment rules and standards applicable to all employees and consultant/independent contractor, irrespective of whether or not such persons are Credential Holders. Consequently, each District employee designated volunteer, or contracted service provider (collectively referred to in this policy as a “Covered Individual”), is required to report certain acts, incidents and misconduct as provided in this policy.

Reports under this Policy are in addition to other reports as may be mandated by law or other policies (e.g., abuse or neglect of children, required by RSA 169-C:29 and Policy JLF; acts of “theft, destruction, or violence” as defined under RSA 193-D:4, I (a), incidents of “bullying” per Board Policy JICK, and hazing under RSA 671:7).

B. Reports by Covered Individuals of Suspected Misconduct or Violations.

1. Any Covered Individual having reason to suspect that any other district or SAU employee, designated volunteer, or third party consultant/contractor has violated any provision of the NH Code of Conduct, and or District Policy GBEA, whether on or off duty, shall report the same to such Covered Individual’s building principal, or to the Superintendent.

If the person who is the subject of the alleged misconduct/violation is the Superintendent, then the Covered Individual shall report the suspected violation to the designated representative, who is hereby granted authority to consult with the District’s attorney on the matter.

Additionally, if the Covered Individual is also a Credential Holder, he/she shall report the Superintendent’s suspected violation/misconduct directly to the N.H. Department of Education. Likewise, if a Credential Holder has made a report to the Principal and/or

Timberlane Regional School District	Policy Code: GBEAB
Adopted:	Page 2 of 2

the Superintendent, and believes that the District’s reporting procedures as expressed in this Policy have not been followed, the Credential Holder shall so notify the New Hampshire Department of Education directly.

2. Any initial report made relative to A.1 or A.2 above, may be made orally in the first instance, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than two business days. Upon request of the Covered Individual, the recipient of the report shall provide a copy of said report to the Covered Individual with a signed “received” annotation, such that the Covered Individual may document his/her State mandated obligation to report.

C. Self-Reporting of Certain Crimes.

Self-reports of the Section V Offenses as described in A.2 above, shall be made in the same manner as reports under B, above. Because the list of Section V Offences is subject to change by the N.H. Legislature, employees, etc. who are arrested for any reason should promptly review the then statute, which may be found online at:

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

D. Provisions Applicable to Principals.

Upon receiving a report of suspected violation of GBEA, or the NH Code of Conduct, or otherwise has knowledge of a violation, the Principal or any other administrator shall immediately report the same to the Superintendent. If the Superintendent is the subject of report, then the Principal’s report shall be made in the same manner as described in B.2, above.

E. Superintendent’s Report to the Department Regarding Credential Holders.

The Superintendent shall report misconduct by Credential Holders to the N.H. Department of Education in accordance with section 510.05 (c) of the NH Code of Conduct.

F. Procedures.

The Superintendent may establish such administrative procedures, forms, etc. as he/she may deem necessary or appropriate to implement this policy.

G. Dissemination.

The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted consultant.

Legal References:

N.H. Dept. of Education Administrative Rule – Ed 510.01- 510.05, Code of Conduct for NH Educators

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08 Revised: 12-19-13 Revised: 05-16-19 Revised:	Page 1 of 5

HIGH SCHOOL GRADUATION

Related policies IHBI, IK, IKFA, ILBAA, IMBC and IMBD

Option 1 – Standard Diploma

A minimum of 22 credits are required for graduation with a standard diploma, as follows:

<i>Required Subjects</i>	<i>Credit(s)</i>
Fine Arts Education – Art, Music or Drama	½
Digital Literacy	½
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4
Mathematics Geometry 1 credit required, Algebra II 1 credit required including Algebra credit that can be earned through sequential, integrated, or applied program	3 (Must be enrolled in a math intensive course each year of high school- see open elective below)
Physical Science 1 credit required, Biology 1 credit required, and Science Elective 1 credit required	3
Social Studies – Studies in Civics and Economics, World History or World Studies, US History or American Studies	3
Health ½ credit required, Physical Education 1 credit required, additional PE or Health ½ credit required	2
Open Electives 1 required elective must be an approved math intensive course.	6
Total	22

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08 Revised: 12-19-13 Revised: 05-16-19 Revised:	Page 2 of 5

Option 2 – Technical Diploma

A minimum of 23 credits are required for graduation with a technical diploma, as follows:

<i>Required Subjects</i>	<i>Credit(s)</i>
Fine Arts Education – Art, Music or Drama	½
Digital Literacy	½
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4
Mathematics Geometry 1 credit required, Algebra II 1 credit required including Algebra credit that can be earned through sequential, integrated, or applied program	3 (Must be enrolled in a math intensive course each year of high school- see below.)
Physical Science 1 credit required, Biology 1 credit required, and Science Elective 1 credit required	3
Social Studies – Studies in Civics and Economics, World History or World Studies, US History or American Studies	3
Health ½ credit required, Physical Education 1 credit required, additional PE or Health ½ credit required	2
Course in Area of Concentration <i>1 required credit must be an approved math intensive course from Open Elective or Course in Area of Concentration.</i>	3 ½ - 5 ½ – Total of 7 credits when combined with Open Electives (See Below)
Open Electives <i>1 required credit must be an approved math intensive course from Open Elective or Course in Area of Concentration.</i>	3 ½ - 1 ½– Total of 7 credits when combined with Course in Area of Concentration (See Above)
Total	23

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08 Revised: 12-19-13 Revised: 05-16-19 Revised:	Page 3 of 5

Option 3 – Scholastic Diploma

A minimum of 25 credits are required for graduation with a scholastic diploma, as follows:

<i>Required Subjects</i>	<i>Credit(s)</i>
Fine Arts Education – Art, Music or Drama	1
Digital Literacy	½
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4
Mathematics Geometry 1 credit required, Algebra II 1 credit required including Algebra credit that can be earned through sequential, integrated, or applied program 4 th year may be a Math or Science/Math Intensive course	3 (Must be enrolled in a math intensive course each year of high school) 1
Physical Science 1 credit required, Biology 1 credit required, and Science Elective 1 credit required	3
Social Studies – Studies in Civics and Economics, World History or World Studies, US History or American Studies	3
Health ½ credit required, Physical Education 1 credit required, additional PE or Health ½ credit required	2
World Languages –(Three courses of same language)	3
Open Electives	4 ½
Total	25

The Board may approve other academic requirements for graduation.

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08 Revised: 12-19-13 Revised: 05-16-19 Revised:	Page 4 of 5

Earning of Credit

In accordance with policy IK and ILBAA, students can earn course credit with prior approval of the principal or designee by demonstrating mastery of the required coursework and material. Mastery is defined as "a high level of demonstrated proficiency with regard to a competency." Student assessment of mastery is the responsibility of the building principal.

Credit will be awarded upon demonstration of mastery of the required course competencies and credit is awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

Course work completed by middle school students serves as criteria for placement at the high school. However, students may earn high school credit after completion of their 8th grade school year by successfully completing TRHS course offered during the summer or through an alternative setting in accordance with Policy IMBC – Alternative Credit Options.

Students in 7th or 8th grade may earn credit towards high school graduation through advanced coursework in accordance with policy IMBD High School Credit for 7th/8th Coursework.

Alternative Credit Options

The Superintendent may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, online education/virtual learning, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Policy IMBC, Alternative Credit Options and other applicable Board policies.

Passage of Civics Exam

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

Effective for students graduating after June 30, 2023, the district will also administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services (“U.S. Citizenship Test”). This exam

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08 Revised: 12-19-13 Revised: 05-16-19 Revised:	Page 5 of 5

may be modified for a student with a disability in accordance with the student’s individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of Policy IHBI, Alternative Learning Plans, shall apply in such an event.

Early Graduation

The Board supports early graduation as a means to earn a high school diploma. Parent/guardian involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma provided that all other requirements have been met in accordance with policy IKFA.

Legal References:

RSA 189:11

RSA 193:26-a, Graduation Requirements: Free Application for Federal Student Aid

N.H. Dept. of Education Administrative Rule – Ed 306.27

Timberlane Regional School District	Policy Code: JFABD
Adopted: 01-03-08 Revised:	Page 1 of 7

ADMISSION OF HOMELESS STUDENTS

~~To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.~~

~~Homeless students are defined as (per NCLB definitions) lacking a fixed, regular and adequate nighttime residence, including:~~

- ~~1. Sharing the housing of other persons due to loss of housing or economic hardship;~~
- ~~2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;~~
- ~~3. Living in emergency or transitional shelters;~~
- ~~4. Are abandoned in hospitals;~~
- ~~5. Awaiting foster care placement;~~
- ~~6. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;~~
- ~~7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;~~
- ~~8. Are migratory children living in conditions described in previous examples?~~

~~The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.~~

~~To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.~~

~~If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.~~

~~Once the enrollment decision is made, the school shall immediately enroll the student,~~

Timberlane Regional School District	Policy Code: JFABD
Adopted: 01-03-08 Revised:	Page 2 of 7

~~pursuant to district policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies.~~

~~Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.~~

~~The district's liaison for homeless students and their families shall coordinate with local social services agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and recommend to the district policies that may act as barriers to the enrollment of homeless students.~~

Legal Reference:

No Child Left Behind Act, 2002
RSA 193:12, Legal Residence Required

It is the Board's intent to remove barriers to the identification, enrollment and retention in schools of homeless children and youth. All staff shall take reasonable steps to ensure that homeless students and children are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Homeless Students.

Under the federal McKinney-Vento Homeless Assistance Act (“McKinney-Vento”), and guidance provided by the New Hampshire Department of Education (“NHDOE”), the term “homeless children and youths” means “individuals who lack a fixed, regular and adequate nighttime residence.” Under both section 752(2) of McKinney-Vento and the NHDOE guidance*, the term includes children and youth who are:

1. sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;

Timberlane Regional School District	Policy Code: JFABD
Adopted: 01-03-08 Revised:	Page 3 of 7

5. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
7. are migratory children who qualify as homeless because they are living in circumstances described above.

Additionally, as used in this policy, the terms “unaccompanied youth,” “school of origin,” “enrollment,” and “attendance area school” shall have the same meanings as set forth in the McKinney-Vento Homeless Assistance Act (“McKinney-Vento”) and guidance provided by the New Hampshire Department of Education (“NHDOE”). For purposes of this policy and its accompanying regulation, “homeless students” shall refer to and include “homeless children and youth” and “unaccompanied youth.”

*Note: under RSA 193:12, IV, the definition of “homeless children and youth” also includes children “awaiting foster care placement”, see RSA 193:12, IV (a). That criterion, however, was removed from McKinney-Vento in 2015 as well as NHDOE guidance documents regarding McKinney-Vento. Under both McKinney-Vento, and NHDOE guidance, children who are awaiting foster care may fall within the definition of a homeless student if they meet other criteria as set forth above. SSee also Policy JFABE.

Each homeless student shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including career and technical education programs, gifted education programs, and school nutrition programs. Transportation services for homeless students shall be provided in accordance with applicable law and as generally described below.

B. Enrollment and School Stability.

Enrollment of a homeless student shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application or enrollment deadlines (academic, immunization, etc.). The District shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible, the District shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the District shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed during the school year, the student shall no longer be considered homeless and may only continue enrollment in the District for the remainder of that school year.

C. Homeless Liaison.

The Superintendent shall appoint a staff member to serve as the local liaison for homeless students and their families/guardians (the “Homeless Liaison” or the “District Homeless Liaison”). The District shall provide training and other technical assistance to Homeless Liaison and other appropriate District staff regarding the District’s obligations to homeless students. Duties of the District Homeless Liaison shall be as provided in state and federal law, as well as local policies and

Timberlane Regional School District	Policy Code: JFABD
Adopted: 01-03-08 Revised:	Page 4 of 7

procedures. The duties shall include, among others: procedures for identification, enrollment, transportation, dispute resolution for homeless students, as well as direct assistance shall be made in accordance with the accompanying regulation and applicable law.

Among other things, the District Homeless Liaison shall:

- a) assist in requesting the student’s records;
- b) mediate and assist with disputes concerning school enrollment and homelessness determinations;
- c) assist in making transportation arrangements;
- d) ensure that homeless students receive the educational services for which they are eligible or entitled;
- e) coordinate with other Districts, entities, institutions and agencies to help assure that homeless children and youths are identified by school personnel;
- f) ensure that unaccompanied youth and/or parents of homeless students are informed of the educational and related opportunities available to homeless students;
- g) work to assure that parents/guardians of such students are provided with opportunities to participate in the education of their children (excepting instances when court or other protective orders indicate otherwise);
- h) ensure that unaccompanied youth and/or parents of homeless students are informed of all transportation services including transportation to the school of origin;
- i) assure that notice is publicly disseminated of the educational rights of homeless children and youths;
- j) coordinate with other Districts and with local social services agencies and other agencies or programs providing services to homeless students as needed;
- k) assist any unaccompanied youth with enrollment, credit accrual, and career and college readiness decisions;
- l) work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

D. Enrollment Determinations for Homeless Students.

Enrollment determinations shall be based upon the best interests of the homeless student, with the presumption that keeping the homeless student in the school of origin is in the homeless student’s best interests, except when doing so is contrary to the request of the parent/guardian, or if applicable, unaccompanied youth.

E. Transportation of Homeless Students.

Timberlane Regional School District	Policy Code: JFABD
Adopted: 01-03-08 Revised:	Page 5 of 7

Under McKinney-Vento, homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the homeless student is located outside of District boundaries but a determination has been made that the student shall remain in the school of origin within the District, or, if a homeless student is located within this District, but a determination had been made that the student shall remain in the school of origin outside of the District, then the two Districts shall agree on a method to apportion cost and responsibility for the student’s transportation or share the cost and responsibility equally.

F. Dispute Resolution.

For any decision in the enrollment process of a homeless student, including any determination whether a living situation meets the definition of homeless, if the decision is in conflict with the wishes of the homeless student’s parent/guardian, or, if applicable, the unaccompanied youth, the District shall provide a written explanation, in a manner and form understandable to the student’s parent, guardian or unaccompanied youth. District personnel receiving enrollment requests or information pertaining to homeless students should immediately refer those request to the District Homeless Liaison and Superintendent’s office.

In the event of a dispute, the District shall immediately enroll the student in the school in which the parent/guardian or unaccompanied youth seeks to enroll, which enrollment shall continue pending resolution of the dispute. Additionally, while enrollment disputes are pending, students have the right to participate fully in school and receive all services for which they would be eligible, as the definition of enrollment includes “attending classes and participating fully in school activities.”

1. Notification of Appeal Process.

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, or the District has determined that the living situation does not qualify as homeless (“eligibility decision”), the District shall inform the parent or the unaccompanied youth of the right to appeal. The District shall provide the parent or unaccompanied youth with written notice including:

- a. A succinct explanation of the child’s placement/eligibility decision and contact information for the District Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth;
- b. Notification of the parent’s right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition/appeal form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the McKinney-Vento Act.

While the Superintendent or Homeless Liaison may prepare and make available forms for the process, use of such forms is not required to initiate the appeal process.

<p>Timberlane Regional School District</p>	<p>Policy Code: JFABD</p>
<p>Adopted: 01-03-08 Revised:</p>	<p>Page 6 of 7</p>

2. Appeal to the District Homeless Liaison – Level I.

- a. If the parent or unaccompanied youth disagrees with the District’s placement decision, he/she/they may appeal by filing a written request for dispute resolution/appeal (“appeal”) with the school, the District Homeless Liaison, or Superintendent. The request for dispute resolution should be submitted within fifteen business days of receiving notification of the District’s placement.
- b. If the appeal/request for dispute resolution is submitted to the school or Superintendent, it will be immediately forwarded to the Homeless Liaison.
- c. The District Homeless Liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the appeal was filed. Upon receipt, the District Homeless Liaison will forward a copy of the appeal document to the Superintendent.
- d. Within five business days of the receiving the appeal, the Homeless Liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent’s right to further appeal, with a copy to the Superintendent. At this time, the Homeless Liaison will also provide to the parent or unaccompanied youth an “appeals package” consisting of a copy of the written decision, a copy of the original appeal document, and copies of any additional materials provided to the Homeless Liaison by the parent or unaccompanied youth.

3. Appeal to the Superintendent – Level II.

The parent or unaccompanied youth may appeal the Level I decision to the Superintendent or the Superintendent’s designee, using the appeals package provided at Level I.

- a. The Superintendent/designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. (Upon the request of the parent or unaccompanied youth, this conference may be held telephonically).
- b. Within five business days of the conference with the parent or unaccompanied youth, the Superintendent/designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to NHDOE.
- c. The Superintendent/designee shall provide a copy of the Superintendent’s decision to the District’s Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth.

G. Records.

Timberlane Regional School District	Policy Code: JFABD
Adopted: 01-03-08 Revised:	Page 7 of 7

The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

Legal References:

- 20 U.S.C. 1232g (Family Educational Rights and Privacy Act – “FERPA”)*
- 20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – “EEOA”)*
- 20 U.S.C. 6313(c)(3) (reservation of Title I funding for homeless children and youths)*
- 42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)*
- Plyler v. Doe, 457 U.S. 202 (1982)*
- RSA 193:12, Legal Residence Required*
- NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless Students*

Timberlane Regional School District	Policy Code: JFABE
Adopted:	Page 1 of 3

Education of Children in Foster Care

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Definition.

Under guidance issued jointly by NHDOE and the N.H. Department of Health and Human Services, and for the purposes of this Policy, “foster care” shall mean “24 hour substitute care for children placed away from their parents or guardians for whom the child welfare agency has placement and care responsibility. This includes children in foster family homes, shelters, relative foster homes, group homes and residential facilities, regardless of whether the foster care facility is licensed or whether payments are made by the state.” To the extent required under applicable law, a child in foster care under this policy also includes children whom an appropriate child welfare agency indicates are awaiting a foster care placement. (Note: children awaiting foster care may also qualify as homeless under policy JFABD.)

The District shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed. The coordination requirements apply to both situations (i) when a student who is a resident of the District is placed in foster care in another district, or (ii) when a student residing in another district is placed foster care in a home within this District.

The Superintendent is responsible for providing any required assurances to applicable state and federal agencies that the District is complying with applicable requirements related to ensuring the educational stability of children in foster care; and for reasonably monitoring compliance with such assurances.

B. District Point of Contact with Child Welfare Agencies.

The Superintendent shall designate a staff member to serve as the District’s point of contact (the “Foster Care POC”) between the New Hampshire Division of Children, Youth and Families (“DCYF”), NHDOE, other districts, and other child welfare agencies. The main duty of the Foster Care POC is to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care, pursuant to applicable state and federal statutes, regulations and guidance.

Additionally, the Foster Care POC shall work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

Timberlane Regional School District	Policy Code: JFABE
Adopted:	Page 2 of 3

The District shall provide training opportunities and other technical assistance to the Foster Care POC and other appropriate district staff regarding the District’s obligations to students in foster care.

C. Best Interest Enrollment Determinations, Disputes and Enrollment.

Generally, a student in foster care will remain in his/her school of origin, unless there is a determination that it is not in the student’s best interest. The Foster Care POC shall assist DCYF or any other child welfare agency to make a “best interest determination” education decision, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school. Unless local procedures are established in accordance with state and federal law, the District will use the model procedures prepared jointly by the NHDOE and DCYF.

If the determination is that the best interests of a child is not to remain in the school of origin, and instead placed within a new school within this District, the child in foster care shall be immediately enrolled in the new school (“receiving school”), even if any documents or records otherwise required for enrollment are not immediately available.

If there are disputes regarding a determination regarding the best interest determination for a child in foster care, it is expected that DCYF and the separate school districts, both sending and receiving, will work collaboratively at the local level to resolve the issue. Should there be no resolution, RSA 193.12, V-b, requires the Department of Health and Human Services to request in writing that the two Superintendents involved resolve the dispute. If the residency dispute remains unresolved after 10 days after such request, the Department of Health and Human Services shall request that the Commissioner of the Department of Education determine the residence of the child for purposes of school enrollment.

If a school within the District is a receiving school, such receiving school shall accept the student’s certified coursework as if it had been completed at the receiving school. To the extent such coursework is not aligned with the curriculum, the awarded credit may be elective, but it must be counted toward required credits for advancement or graduation.

D. Transportation.

When the District is notified that a student in foster care needs, or may need, transportation to a District school, the Foster Care POC will take steps to establish an individualized plan that addresses transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student in foster care is attending his/her school of origin.

In establishing such a plan, the Foster Care POC and other district staff shall follow any existing transportation procedures, systems-level plan or agreement that the District, acting in collaboration with DCYF and/or other departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. Out of District transportation of children in foster care shall be provided in accordance with DCYF’s or other child welfare agency’s authority to use child welfare funding for school of origin transportation.

Timberlane Regional School District	Policy Code: JFABE
Adopted:	Page 3 of 3

If there are disputes regarding the provision or funding of transportation, the school district foster care point of contact and child welfare agency representative will contact their respective Supervisor and Superintendent of the school to resolve the dispute. To the extent feasible and appropriate, the school districts involved should ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce school transitions.

Legal References:

- 20 U.S.C. 1232g (Family Educational Rights and Privacy Act – “FERPA”)
- 20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – “EEOA”)
- 20 U.S.C. 6311 (g)(1)(E) and 6312(c)(5) (provisions in ESSA regarding obligations to students in foster care)
- 42 U.S.C. 671 (a)(10) and 675 (1)(G) (child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care)
- 42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)
- Public Law 110-351, The Fostering Connections to Success and Increasing Adoptions Act of 2008
- 34 C.F.R. 200.30 (f)(1)(iii) (ESSA’s definition of “foster care”)
- Plyler v. Doe, 457 U.S. 202 (1982)
- RSA 193:12, Legal Residence Required
- “N.H. Guidance on ESSA and Foster Care to Ensure that the Educational Needs of Children and Youth in Foster Care are Being Addressed”, January 2017, NHDOE and NHDHHS

Timberlane Regional School District	Policy Code: JICH
Adopted: 07-99 Revised: 04-19-12 Reaffirmed:	Page 1 of 1

PROHIBITED DRUG AND ALCOHOL USE BY STUDENTS

The School Board is concerned with the health, welfare and safety of its students. Therefore, the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotics, unauthorized inhalants, controlled substances, and illegal drugs is prohibited on any school district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function. The use, sale, transfer or possession of drug-related paraphernalia is also prohibited.

For the purposes of this policy, a controlled substance shall include any controlled substance as defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or RSA 318-B, Controlled Drug Act.

Students may only be in possession of medication as detailed in Board Policy JLCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board Policy JIH.

Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's disciplinary policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the Superintendent. All controlled substances shall be turned over to local law enforcement.

Students with disabilities who violate this policy will be disciplined in accordance with the student's Individual Education Program (IEP.)

Legal References:

21 U.S.C. § 812(c), Controlled Substances Act

RSA 318-C, Controlled Drug Act

RSA 571-C:2, Intoxicating Beverages at Interscholastic Athletic Contests



EXECUTIVE SUMMARY

September 1, 2022

Budget Development Update

Below please find the budget schedule that the Budget Committee will be following for the development of our FY2023 proposed budget.

Date	TRSD Budget Committee Proposed Schedule			
	Department Head / Location Presenters			
9/6/22	Tour of the HS and MS			
9/8/22	Tour of Sandown & Danville			
9/20/22	Tour of Atkinson & Pollard			
9/22/22	SAU / School Board	Transportation	Budget Committee	
10/13/22	Atkinson Academy	Sandown North Sandown Central	Danville Elementary	Pollard Elementary
10/27/22	Athletics & Music	CIP	TRMS	Technology
11/10/22	Curriculum & Professional Learning	TRHS	Student Services & Special Education	Maintenance & Facilities
11/22/22	Discussion on total budget, Determine if additional information is needed, Presentation of additional information as requested by the Budget Committee School Board & Budget Committee Meeting?			
12/8/22	As needed: Department Heads to address the Budget Committee regarding additional funding			
12/22/22	Review of, motions to adjust and/or accept the Budget Committee's proposed department budgets			
1/12/23	DATE TO BE CONFIRMED; As needed pending Public Hearing meeting to adjust recommendation			

Respectfully Submitted ,
 Maria Watkins, CFO/Business Administrator



September 1, 2022

EXECUTIVE SUMMARY

Special Education Survey Update

On May 19th, 2022, Chris Kellan, TRSD Superintendent and I presented draft copies of surveys for parents, special educators, related service providers and paraprofessionals. The School Board asked that we seek guidance from an outside organization on the questions, options for answers and open-ended questions. The School Board engaged in a discussion in support of accessing an agency such as the UNH Survey Center so that our survey was statistically sound and that we could capture valuable information by asking open-ended questions.

Recently, Chris and I met with Sean McKinley from the UNH Survey Center. Attached is the cost estimate from UNH for conducting the survey. If approved by the School Board, UNH has requested copies of the surveys that we created to gather an understanding of the types of questions that we were seeking answers to from all respondents.

UNH anticipates being able to have the survey completed by October so that we can use the results to identify the needs expressed across all of the respondents. Having the survey completed by October will also assist the Special Education Team in the budgeting process with the Budgeting Committee and Business Office.

Special Education Update

Programs

- A discussion was held with an outside organization that specializes in evaluation of current staff and resources in creating programs.
- Staffing across the SAU has been reviewed.
- Special Education staff and the Director of Student Services have identified students in and out of the district that may benefit from an in-district program for ASD, ED and IN. A language-based program is also being considered.
- An intensive audit and review is needed to determine the implementation of each program and at which level across the district. We need to develop one



program at a time instead of trying to create and implement all of them at the same time.

LEA Determination

- Team members have been identified to be a part of the leadership root cause analysis team. The team contains TRSD staff and parents. Our first meeting will happen in the upcoming months with the Department of Education.
- Root cause analysis will be a part of monthly staff meetings with special education staff.

Staffing

- Currently, we are advertising and seeking applicants to fill vacant positions. For some of the positions, I may have to seek out contracted service providers to fill due to compliance issues that could occur. We still have professional and paraprofessional positions open across the SAU. Staff at the school level as well as the SAU level continue to have interviews.

Respectfully Submitted,

Kelley Brooks
Director of Special
Education



Date: August 9, 2022

To: Kelly Brooks
Christopher Kellan
Timberlane Regional School District

From: Tracy Keirns
Sean McKinley
UNH Survey Center

Re: Timberlane 2022 Special Education Survey

The Survey Center
9 Madbury Road, Suite 402
Durham, NH 03824-2541
V: 603.862.4367
F: 603.862.1488
TTY: 7.1.1 (Relay NH)
cola.unh.edu/survey-center

A cost estimates for conducting a survey of Timberlane Regional School District (Timberlane) Staff and parents may be found below. Please let us know if you have any questions about this estimate and how we can proceed.

Deliverables:

- A clean dataset of completed interviews in Excel or SPSS
- A report of major survey findings which includes charts and detailed tabular results
- Timberlane officials may request up to one public presentation of survey results by UNH Survey Center (UNHSC) staff

Web Survey Assumptions:

- One-time web survey of Timberlane staff, administrators, and parents of children involved in special education using Qualtrics
- UNHSC will send one invitation and up to three reminders via email to recipient list provided by Timberlane
- Questionnaire consisting of approximately 15 questions, 2 of which are open-ended (6 minutes)
- Questionnaire developed in collaboration between UNH Survey Center and Timberlane

Questionnaire design:	\$527.44
Programming:	\$212.19
Project management:	\$924.53
Analysis/Interactive dashboard:	\$1,535.69
SUBTOTAL:	\$3,199.85
F&A (10%):	\$319.98
TOTAL PROJECT COST	\$3,519.83



September 1st, 2022

EXECUTIVE SUMMARY

22-23 Updated Enrollment at the Learning Center at Sandown Central

Half day Kindergarten has exceeded the capacity of 20 students.

21 students have now been registered for AM Kindergarten at TLC. Per policy IIB, the Timberlane Regional School District requests a waiver on class size at this grade in this school.

Policy IIB Class Size states:

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

The district has a plan to cover the needs of this class at this time and so we do not seek approval to add a paraprofessional for one hour of the day.

Respectfully submitted,
Lucy Canotas, Director of Elementary Education

Job Postings

JobId	Category	Position Type	Additional Title	Location	Closing Date	Date Available	Filled by AppNo	Date Filled	For Fiscal Year	Time To Fill	AppCount	MinorityCount	FemaleCount	MaleCount	Creator_User_ID
High School Teaching															
4281	High School Teaching	English	Long Term Substitute - High School English Te	Timberlane Regional High School	open until filled	Sep-22			2022-2023	142	10	1	2	3	dhusson
4223	High School Teaching	Science - Physics	Physics and Engineering Teacher	Timberlane Regional High School	open until filled	Aug-22			2022-2023	154	2		1		lintonk
Middle School Teaching															
4358	Middle School Teaching	Mathematics	Anticipated Long Term Substitute - Mathemat	Timberlane Regional Middle School	open until filled	10/28/2022			2022-2023	68	2		1	1	dhusson
4408	Middle School Teaching	Foreign Language - French	Anticipated World Language Teacher - French	Timberlane Regional Middle School	open until filled	Aug-22			2022-2023	21	0				dhusson
4345	Middle School Teaching	Mathematics	Middle School Mathematics Teacher	Timberlane Regional Middle School	open until filled	Aug-22			2022-2023	83	7		2	1	dhusson
PAC TECHNOLOGY AND INSTRUCTORS															
School Board															
4401	School Board	Timberlane School Board Recording Secretary	Timberlane Regional School Board Recording	Timberlane Regional School District	open until filled	9/1/2022			2022-2023	21	0				dhusson
Special Education															
4363	Special Education	Special Education Teacher	Anticipated Long Term Substitute - Special Ed	Atkinson Academy	open until filled	Nov-22			2022-2023	62	4		2		dhusson
4330	Special Education	Behavior Specialist	BCBA/Behavior Specialist	Timberlane Regional School District	open until filled	Aug-22			2022-2023	99	12		6	2	dhusson
4403	Special Education	Speech and Language Pathologist	Long Term Substitute - Speech Language Path	Sandown North	open until filled	Oct-22			2022-2023	16	0				dhusson
4304	Special Education	Pre-K Teacher Early Childhood Spec Ed	Pre-K Classroom Teacher	Pollard School	open until filled	Aug-22			2022-2023	113	38	1	31		dhusson
4222	Special Education	Special Education Teacher	Reading Specialist /Special Education Teacher	Timberlane Regional High School	open until filled	Aug-22			2022-2023	154	4	1	2		lintonk
4316	Special Education	Special Education Teacher	Special Education Teacher	Sandown North	open until filled	9/24/2022			2022-2023	107	20	2	14	1	ogaradana
4332	Special Education	Special Education Teacher	Special Education Teacher	Timberlane Regional High School	open until filled	Aug-22			2022-2023	96	9	1	5	1	dhusson
4338	Special Education	Special Education Teacher	Special Education Teacher	Timberlane Regional Middle School	open until filled	Aug-22			2022-2023	91	15	2	9	1	dhusson
4348	Special Education	Special Education Teacher	Special Education Teacher	Timberlane Regional High School	open until filled	Aug-22			2022-2023	83	8		4	2	dhusson
4375	Special Education	Special Education Teacher	Special Education Teacher	Pollard School	open until filled	Aug-22			2022-2023	51	6	1	2	1	dhusson
4228	Special Education	Special Education Teacher	Special Education Teacher/Evaluator	Pollard School	open until filled	Aug-22			2022-2023	154	22	1	11	2	lintonk
4362	Special Education	Speech and Language Asst.	Speech Language Assistant	Pollard School	open until filled	Aug-22			2022-2023	63	7		6		dhusson
4226	Special Education	Special Education	Transition Facilitator	Timberlane Regional High School	open until filled	Aug-22			2022-2023	154	11		4		lintonk
Student Services															
4390	Student Services	School Counselor	Elementary School Guidance Counselor	Pollard School	open until filled	7/1/2022			2022-2023	30	9	1	7		dhusson
4287	Student Services	School Counselor	Long Term Substitute - Guidance	Timberlane Regional High School	open until filled	Anticipated August 2022			2022-2023	139	10	1	5	4	dhusson
4365	Student Services	School Nurse	School Nurse	Sandown North	open until filled	Aug-22			2022-2023	61	14	1	11	1	dhusson

Timberlane Regional School District	Policy Code: CBI
Adopted: 05-05-83 Revised: 12-06-90 Revised: 12-03-98 Revised: 02-18-21	Page 1 of 1

SUPERINTENDENT’S EVALUATION AND GOAL SETTING

The Board will annually evaluate the Superintendent based on written criteria as established by the Board. Co-extensive with the Superintendent evaluation, the Board and Superintendent will jointly establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the Superintendent’s annual evaluation.

The Superintendent is responsible for the services described in applicable statute and Department of Education rules. In addition to and related to those responsibilities, the following areas are representative of those in which objectives may be set and progress appraised:

1. Fiscal management
2. Curriculum
3. Pupil achievement and assessment
4. Delivery of instruction
5. Relationship with the school board
6. Administration of educational services
7. Administration of school facilities
8. Governance of pupils
9. Hiring and supervision of school district staff
10. Overall leadership on educational issues

The board may choose not to annually evaluate and review every area listed above.

The Board desires that the annual Superintendent evaluation and goal setting will clarify the Superintendent’s role within the school community, address areas for the Superintendent to improve, and address areas for which the Superintendent should be commended.

Legal References:

N.H. Code of Administrative Rules, Section Ed 303.01(k), Substantive Duties of School Boards, Superintendent Evaluation

See Procedure CBI-R

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18-21	Page 1 of 12

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.

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18/21	Page 2 of 12

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: _____

Timberlane Regional School District	Policy Code: CBI-R
Adopted: 02-18-21	Page 3 of 12

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

Superintendent's Goals 2021-22

ORGANIZATIONAL

- 1** Work with building administrators to create/review job responsibilities and descriptions, ensure alignment of professional development opportunities to the new job descriptions and evaluation processes.

→ *Deliverables: Job descriptions, evaluation processes and criteria, professional development plan for Administrators (differentiated by grade span as necessary).*
- 2** Evaluate and revise as appropriate the new SAU organizational structure, function, procedures, and workflow.

→ *Deliverables: Job descriptions and procedures/workflow documents.*
- 3** Special Education Audit: Work with Assistant Superintendent and Director of Special Education to perform a district wide audit of special education programs, services, and processes.

→ *Deliverables: Summary report to the SB with recommendations.*
- 4** Review, evaluate, and revise as necessary the School Building budget development processes.

→ *Deliverables: Calendar of dates for initial budget proposal, default budget proposal, description of budget drivers, recommendations for changes/elimination of the default budget.*
- 5** Work with the new Assistant Superintendent to develop his goals for the 2021-22 school year.

→ *Deliverables: Goals to communicate expectations associated with the new assignment.*

NEGOTIATIONS

- 6** Support the School Board negotiation teams in their work.

→ *Deliverables: Recommendations to School Board members on the negotiations team for CBAs. This may include evaluation processes, disciplinary process, and salary schedules.*

PLANNING

- 7** Review current Strategic Plan and begin work on developing a new plan.

→ *Deliverables: Timeline and action items to be completed for the new strategic plan.*

Superintendent's Goals 2021-22

- 8** Resume Capital Improvement Plan and revise CIP planning document.

→ *Deliverables: Updated CIP and revised CIP for next 5 years.*

COMMUNICATION

- 9** Cadence: Generate weekly or monthly communications.

Rationale: Regular communications to foster positive culture so that not every communication is perceived as urgent or bad news.

- 10** Accountability: All communication from the Superintendent's Office is signed by an individual with contact information.

- 11** Connection with Students: Communications offering student spotlights or congratulations