



Thursday, May 19, 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. 7:15 PM Last Day of School – INFORMATIONAL
 - b. 7:20 PM End of Year Calendar - INFORMATIONAL
 - c. 7:25 PM Budget Transfer Request - ACTION
 - d. 7:30 PM Superintendent Evaluation Process - INFORMATIONAL
 - e. 7:35 PM Plaistow Waterline - INFORMATIONAL
 - f. 7:40 PM Policies – ACTION
 - g. 7:45 PM Special Education Surveys - INFORMATIONAL
 - h. 7:55 PM School Board to Visit Schools - INFORMATIONAL
 - i. 8:00 PM NESDEC Enrollment Projections - INFORMATIONAL
7. 8:05 PM Administrator's Report
8. 8:10 PM Personnel Report
9. 8:15 PM Committee Reports/Reports of the School Board
10. Correspondence Folder
11. Vendor and Payroll Registers
12. 8:30 PM Other Business
13. Nonpublic Session
14. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
June 2	Regular Meeting	SAU Boardroom	7:00PM
June 16	Regular Meeting	SAU Boardroom	7:00PM



BUSINESS MEETING AGENDA

1-3. OPEN MEETING

4. **APPROVAL OF MINUTES** (2 set of public meeting minutes 4/21/22 & 5/5/22; 2 sets of nonpublic meeting minutes)

5. DELEGATES AND INDIVIDUALS

6. CURRENT BUSINESS

- a. Last Day of School - INFORMATIONAL
Presentation on the confirmed last day of school.
- b. End of Year Calendar – INFORMATIONAL
Presentation of the End of Year Activities.
- c. Budget Transfer Request – ACTION
Motion to act on transferring funds from the High School Private Tuition account to Middle School and Elementary Private Tuition accounts.
- d. Superintendent Evaluation Process - INFORMATIONAL
Discuss the Superintendent Evaluation Process.
- e. Waterline – INFORMATIONAL
Karl Ingolsby to present the waterline tie to Plaistow Public Works.
- f. Policies- ACTION
Motion to act on Policies ADC, GADA, and IHCA.
- g. Special Education Surveys – INFORMATIONAL
Review the Special Education Surveys to be sent to Administrators, Paraprofessionals and Families.
- h. School Board to Visit Schools - INFORMATIONAL
Finalize dates/times to visit each school in the TRSD.
- i. NEDSEC Enrollment Projections - INFORMATIONAL
Review the 2021-22 NESDEC Enrollment Projection Report.

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 YET 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/230714561?fbclid=IwAR0IPXg3RQc546WLty5Mf8FJDVVbBz7OJSiBYoqibCN87luZDIdl7q-EdYw>

Materials presented at the board meeting may be viewed at:

[03 17 22 School Board Meeting - All Documents \(timberlane.net\)](#)

TIMBERLANE REGIONAL SCHOOL BOARD MEETING MINUTES

Regular Business Meeting
April 21, 2022
7:03 PM

SAU 106 Boardroom
30 Greenough Rd.
Plaistow, NH 03865

Call to Order:

Chair Steven Finnegan called the April 21, 2022 meeting of the Timberlane Regional School Board to order at 7:03PM, took roll call and then led the assembly in the Pledge of Allegiance.

Board Members Present

Michael Boucher, Kimberly Farah, Steven Finnegan, Amy Gentile, Barbara Kiszka, Katie Knutsen, Kim McCormick, Kristin Savage (Mark Sherwood absent)

Seated at the Board Table

Mr. Christopher Kellan, Superintendent of Schools
Kaylie Sheffield, Student Representative to the TRSD School Board

00:00:55 APPROVAL OF MINUTES

MOTION: Mrs. Kiszka motioned to accept the TRSB organizational meeting minutes of April 7 2022; seconded by Mrs. Savage. The motion passed 7-0-1. Absent member abstained.

00:01:43

MOTION: Mrs. Kiszka motioned to accept the TRSB special meeting minutes of April 14, 2022; seconded by Mr. Boucher. The motion passed 5-0-3. Absent members abstained.

00:02:23 There are 3 sets of non-public minutes to approve. After a discussion, due to revisions needed, Kim Farah requested this be held to discuss in non-public for necessary revisions.

DRAFT - NOT YET APPROVED

00:04:59 DELEGATES & INDIVIDUALS

No speakers tonight

00:05:11 STUDENT REPRESENTATIVE

Kaylie Sheffield, Student Representative, provided a biweekly report on the student activities.

Pollard School:

In an effort to bring back some of Pollard school's traditions impacted by Covid, the second grade performed the play "How Does Your Garden Grow" at the PAC. It was a wonderful performance and enjoyed by all. The video is made available on the TRSD Vimeo. On April 16th, Pollard had their Spring Pancake Breakfast. With over 200 attendees it was the busiest ever! Pollard would like to thank everyone for attending and give a huge shout out to Nurse Kate for organizing this event.

Sandown Central

The students at Sandown Central School have been enjoying the Scholastic Book Fair for the past two weeks. Students were given the opportunity to preview the selection and create wish lists. This week, each class visited and made purchases. The students were so excited. Additionally, the school held extended hours on Wednesday, April 20 for families to come together.

Danville

This week, Danville elementary staff had the pleasure of meeting several new Danville Families at the Pre-K information night held at TLC. They look forward to welcoming their newest "Hawkes" next fall. Staff and students recently participated in a spirit week centered around Autism Awareness. Danville staff says "It was so nice to see our school community embrace the theme for the day and raise awareness for such an important purpose at the same time." Lastly, Danville Elementary was thrilled to offer the Mother/Son dodgeball event at Danville School again this year. Many of their K-5 students and families enjoyed a fun-filled evening with friendly competition.

Atkinson Academy

Students at Atkinson academy are diving into community service, and the community has been so incredibly giving. Atkinson Academy generously donated over 900 hundred socks for adults and children. The socks went to two charities: The Caring Closet and Cafe 1269 in Manchester. Additionally, Students had a wonderful couple of weeks preparing for Quaver Live!! Students at The Academy did such a great job during "Music in our Schools" Month's "Quaver Day". Mrs. Pellegrino sent Quaver himself a video of our students all dressed up as Quaver characters. He, in return, volunteered to do a LIVE Zoom with Atkinson students. He wrote the students a song, answered student questions, and told

DRAFT - NOT YET APPROVED

some lovely stories about how to work hard. It was an AMAZING day for many involved. On the steam side of things, First grade classes recently completed a marble maze project that touched on all 3 Makerspace big ideas: schema, creativity, and cooperation. After studying the features of a maze, they cooperated to design, build, and USE a marble maze. Second grade classes have all completed a Makerspace engineering task that is part of their life science unit about plants. After learning how animals help with the dispersion of seeds in order for new plants to grow, students planned, constructed, tested, and improved a seed dispersion device that operated like an animal. Third and fourth grade classes just completed a study of four STE(A)M-related picture books as part of this year's Cook Prize competition. Fifth grade classes are working on a Fluor Engineering Challenge - - designing a volley system to send a ping pong ball back and forth over a paper net.

Sandown North

April Humor month continues with students reading jokes each morning. The students have enjoyed learning to speak loudly, slowly and how to deliver the punchline over the intercom.

District wide, Honors Elementary Orchestra, Band, and Chorus Students had a combined concert with the all 4 schools on Tuesday, April 19th for the first time since 2019 which featured over 60 elementary musicians. They did a fantastic job! NH SAS science testing for grade 5 students district wide began last week. The reading, writing and math sections of NH SAS testing will continue when school resumes following April break.

TRHS

Spring sports are well underway and our teams are representing us very well. The boys and girls lacrosse teams held pre game ceremonies recognizing former TRHS student-athlete Michael Levitt. Michael's family attended the ceremonies and Coach Blaszkowski delivered very emotional reflections. The athletic department would like to say Thank you to the players, coaches, and families, as well as our opposing schools for helping to remember Michael. April 7, 8, and 9th Timberlane had 21 students participate in the New Hampshire Music Educators Association's All-State Music Festival. Students rehearsed Thursday evening, all day Friday, and performed on Saturday at the Capitol Center for the Arts. The Timberlane Music department also just completed Solo and Ensemble concerts with over 35 individual performances. Students and PAC staff are looking forward to presenting the musical Spamalat! May 5-7 - tickets are on sale currently. Juniors at the high school completed SAT testing last week, and applications for honors societies and student government (including a new student school board representative) are well underway. Seniors are headed straight on into a variety of senior events including cording ceremonies, and tickets are currently being sold for senior prom, which will be held at the Atkinson Country Club.

CURRENT BUSINESS

00:09:58

- a. School Reopening Plan - presentation by Mark Pederson, Director of Secondary Curriculum**

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Mark Pederson provided an executive summary of proposed updates to the return to school plan last approved on February 18, 2022. Two key points of these updates focus on permitting school building and office access to parties and others attending student-focused meetings and facility use will be permitted as long as organizations receive approval through the Facility Use Permission Process.

The Covid emails sent out district-wide were discussed. After discussion, it was decided that the Return to School Plan is a requirement for the ESSER Grant as the grant requires the RTSP to be active through 2024 and it needs to be reviewed and amended every six (6) months during this time. If any ESSER Grant requirements change and the RTSP is no longer required, this will be brought before the Board to discuss.

Kim Farah asked if according to the new state legislature, that local boards will no longer be handling mask mandates. While the Covid update emails are not required, it can be helpful to community members deciding if their children will attend in-person or remote and seeing they still need to compile the data, the emails will continue to be sent out for the time being. Kim Farah requested this be brought back to the Board every six (6) months to review and amend as needed.

Motion: Barbara Kiszka motions to accept the April 21, 2022 updated language for the School Reopening Plan; seconded by Kim Farah. Motion passed 8-0-0.

00:23:04

b. CHaD Fundraiser - Presentation of Atkinson Academy's donation to Children's Hospital at Dartmouth

Stephen HARRIS, Principal of Atkinson Academy showed a news clip of the efforts of the Kindergarten, first and second grade students who read 100 books in under 100 minutes for a 100th day challenge. The students were able to raise more than \$10,000 and donated all proceeds to the Children's Hospital at Dartmouth, Norris Cotton Cancer Center, and Friends of the Norris Cotton Cancer Center.

In addition, they also raised over \$3,000 for the Heart Association in the Jump Rope for Hearts Challenge.

00:25:59

c. Policies: First Read - Act on first read of Policy recommendations

- Policy BGF Waiving, Suspending and Revoking Policies - edited in January 2022. Kim Farah and Barbara Kiszka suggested minor edits to be made before Second Read.

- DAF Administration of Federal Grant Funds - Policy Committee will implement NHSBA's updated DAF policy with the following edits:

- Cross-reference our policies to the referenced policies in the text
- Edit the updated policy to be on TRSD's policy template
- Insert "Superintendent or designee" in areas where it is required/highlighted
- Remove footnotes/notes
- Remove line "e" on page 19

- GBEC Drug-Free Workplace - moved to adopt the changing of policy title "ADB" to GBEC/ADB - part of the audit findings was that GBEC is outdated and needs to be identical to the updated ADB language. This needs to be updated by May 8, 2022.

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Motion: Kim Farah motions to accept as First Read Policies BGF, DAF and GBEC.ADB; seconded by Kristin Savage. Motion passed 8-0-0.

00:35:36

- d. Fiscal Year 2023 General Assurances** - Requirement by NHDOE to act on General Assurances, Requirements and Definitions for Participation in Federal Programs.

Barbara Kiszka asked what has changed since last year as it states to read carefully as a side-by-side comparison. Kim Farah asks Maria Watkins to send out last years to the Board so they can do a side-by-side comparison prior to bringing this back to the Board for the next meeting.

00:39:24

- e. Digital Community Bulletin Board** - Presentation of the District's new digital community bulletin board on the district and school websites.

The Superintendent has final approval of everything posted on the bulletin board. Barbara Kiszka asked if there were expiration dates so they got cleaned up once over and was advised they will be taken down once expired.

00:49:51

- f. Enrollment Update** - Presentation of the District's enrollment report and updates

Lucy Canotas, Director of Elementary Curriculum presented a summary of the elementary enrollment projections for 2022-2023 for Grades 2-5. The Curriculum department will bring this back to the 2nd meeting in June to get ahead of hiring if needed. Kim Farah asked if she tracked this with NESDEC (New England School Development) projections to see what we are seeing in reality versus what the projections are and if we have lost any students because of Covid. She also asked for them to send to the Board when new projections come out so the new Board members can see what it is about. Kim Farah asked for a review of the October 1, 2021 NESDEC numbers to be put on the agenda for the next board meeting.

Academic RedShirting for Kindergarten level in the district is another concern. This is where the parents are requesting to keep their children back a grade or out another year as they do not feel their child is ready due to the pandemic. This follows specific procedures with the final decision being with the Superintendent. Most of the cases being presented to the Superintendent's office are for no education, or interrupted education due to the pandemic, developmental levels and where the child's birthday falls. Lucy mentioned it is not solely for Kindergarten. They are seeing it from PreK through Grade 2 as some of the older children were in private settings for Kindergarten and PreKindergarten. During the investigative process, they require parents to provide any data and assessments taken along with the curriculum followed if applicable to gauge what they have learned and what they have not to best place them. Another concern is if there are any developmental delays that need to be addressed.

DRAFT - NOT YET APPROVED

01:13:37

g. State Building Aid – Discussion of State Building Aid

Kim Farah asked for this to be put on the agenda as it came up during the CIP Committee meeting. Maria Watkins and Karl Ingoldsby provided details regarding the NH DOE Building Aid application process. As this is a very competitive award process, Maria suggested there needs to be a plan in place of what the money would be used for if we were approved for the award. This award program runs every two (2) years and the next run will be in January 2024. If we are approved, it would not be until the fall of 2025 we would be notified and the construction would commence in the summer of 2026. It was suggested to make a plan with multiple phases to account for the different stages. This award is only given one (1) time and only accounts for 32% of your strategic plan, the district needs to make sure it is the optimal time to apply and the strategic plan Maria Watkins and Karl Ingoldsby are working on will need to account for this. Kim Farah suggests creating a Building Aid Committee specifically for this process, separate from the Strategic Plan Committee or CIP Committee so this committee can research and poll other districts who have been funded by this award to structure a plan in that template/model to set our district for success in the award process. The Performance Plan being conducted by EEI can be used to expedite this data collection. Karl advised EEI is currently only focused on energy savings however they are willing to expand this to factor in the Award criteria. Kim Farah states this needs to be on a warrant article rather than included in the operating budget as it is a huge expense. Maria Watkins advises that the district needs to put in a letter of intent in January and write the warrant article contingent on if we are approved for the award.

Steven Finnegan asks Maria Watkins and Karl Ingoldsby to create an ad hoc committee to study this State Building Aid and tie it into the Facilities Committee. He suggests they next consider who they would like to be on this committee, along with numerous board members. Steven Finnegan, Kim Farah and Katie Knutsen volunteer to be on this Ad Hoc Facilities Committee which will focus solely on this project.

01:31:38

h. School Board Goals 2022-23 – Discuss the framework for creating goals for the School Board

Steven Finnegan will send the Board an updated proposed School Board Goals for 2022-2023. What he is looking for from the Board is for them to review and provide feedback on what they would like on the Goals for 2022-2023.

01:32:37

- i. Timberlane Football Booster Club –** The Timberlane Football Booster Club is seeking approval and acceptance of a \$4600 donation (to be paid in two installments - \$2300 in 2022/\$2300 in 2023) to the football program for the purchase of a new sideline communication system. This donation will be distributed over the next two (2) years. \$2300 in 2022 and \$2300 in 2023. There are no ongoing maintenance fees for this upgrade the district will incur.

Motion: Kristin Savage motions to accept the Football Booster Club donation for a new sideline communication system distributed over the next two (2) years; seconded by Katie Knutsen. Motion passed 8-0-0.

DRAFT - NOT YET APPROVED

01:34:27

- j. **Staples Donation** – Act on the Donation Agreement with Staples Connect

The district's attorney has reviewed and approved the donation contract.

Motion: Katie Knutsen motions to accept the Staples \$4500 donation of kits of school supplies; seconded by Barbara Kiszka. Motion passed 8-0-0.

01:35:35 ADMINISTRATOR'S REPORT

Superintendent Kellan reminds that it is hiring season and there are new candidates that are being presented tonight for approval.

He reminds parents to check your balances on MySchoolBucks and add additional funds for meals and tuition if needed.

Pre-pandemic events are back and if anyone is interested in volunteering at the schools, please reach out to Heather Greenfield for fingerprinting prior to volunteering.

01:38:04 PERSONNEL REPORT

Administrative Nominations

1. Justin Krieger, Assistant Superintendent, Timberlane Regional School District

Motion: Kim Farah motions to approve the nomination of Justin Krieger as the Assistant Superintendent; seconded by Barbara Kiszka. Motion passed 8-0-0.

2. Fran Decinto, Human Resource Director, Timberlane Regional School District

Fran will be starting May 21, 2022 and taking over fully July 1, 2022. She comes to Timberlane with previous experience in the Pelham/Windham School District.

Motion: Kim Farah motions to approve the nomination of Fran Decinto as the HR Director starting July 1, 2022; seconded by Barbara Kiszka. Motion passed 8-0-0.

3. Dr. Cornelius Campbell, Assistant Principal of Alternative Programs, TRHS

Dr. Campbell will be in charge of the evening and extended learning programs and will be available during the daytime hours as well.

DRAFT - NOT YET APPROVED

Motion: Kim Farah motions to approve the nomination of Dr. Cornelius Campbell as the Assistant Principal of Alternative Programs at TRHS; seconded by Barbara Kiszka. Motion passed 8-0-0.

4. Danielle Foley, Assistant Principal, TRHS

Motion: Kim Farah motions to approve the nomination of Danielle Foley, Assistant Principal, TRHS; seconded by Kristin Savage. Motion passed 8-0-0.

Professional Nominations

1. Karen Reinhold, Elementary Teacher, Pollard Elementary

Motion: Kim Farah motions to approve the nomination of Karen Reinhold, Elementary Teacher at Pollard Elementary; seconded by Katie Knutsen. Motion passed 8-0-0.

2. Dr. Allyna Ward, English Language Arts Teacher, Timberlane Regional High School

Motion: Kim Farah motions to approve the nomination of Dr. Allyna Ward, English Language Arts Teacher at TRHS; seconded by Katie Knutsen. Motion passed 8-0-0.

Professional Resignations

1. Ashley Haselton, Grade 1, Pollard Elementary
2. Kristen Seymour, School Psychologist, District Wide
3. Jennifer McDonough, Grade 1 Teacher, Sandown North Elementary
4. Brian Weigler, Special Education Teacher, Danville Elementary School

Motion: Kim Farah motions to accept the 4 resignations as stated; seconded by Kristin Savage. Motion passed 8-0-0.

Professional Renomination

1. Megan Palmieri, Art Teacher, TRHS

Motion: Kim Farah motions to approve Megan Palmieri, Art Teacher at TRHS renomination as stated; seconded by Kristin Savage. Motion passed 8-0-0.

01:47:29 COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD

DRAFT - NOT YET APPROVED

Kim McCormick - no updates

Amy Gentile - no updates

Kristin Savage - she was just nominated for Policy Committee so she does not have any updates for this. She wanted to thank everyone that came out and participated in the Run of the Savages and wanted to thank Kaylie Sheffield for singing the National Anthem amazingly at the event. They raised over \$7,000 this year with over \$70,000 total over the last 10 years it has been running. The next run will be on April 15, 2023.

Steven Finnegan - Policy Committee met again as they have lots of work to do. They will be meeting again in May and continuing to look at what is a priority according to the School Board Association. There will be First and Second Reads coming to the Board shortly.

Kim Farah - CIP Committee met last week and they are a little behind due to the change overs to the SAU administration and school principals. The plan moving forward is to ask the building principals what their priorities are moving forward. The Capital Improvement Plan is a 5-year plan and once they receive that information and feed in information from the Performance Contract evaluation currently underway, the CIP Committee will meet again on June 14, 2022 to rebuild and restructure the CIP given the new priorities for the district moving into the Fall as we move into the budget year and see what major equipments or potential warrant articles may be needed for capital improvements. Additionally, they changed the threshold for inclusion into the CIP from \$10,000 to anything over \$30,000.

Barbara Kiszka - no updates

Katie Knutsen - no updates

Michael Boucher - the Strategic Planning Committee was hoping to have their first planning meeting in May to review the current plan and then hopefully get started working on the next plan. They will be meeting on May 11th and hopefully again in June. Kim Farah asked if they have started the process of getting community members on the committee. Superintendent Kellan advised they have not yet but have plans to do so.

01:53:01 CORRESPONDENCE

All correspondence now forwarded to board members as it comes in. Kristin Savage mentioned previously having a correspondence folder that was passed around during the board meetings for members to review. After discussion, it was agreed upon that they would have this folder, along with the electronic correspondence sent to all board members when they are received.

01:55:10 VENDOR AND PAYROLL REGISTERS

Please be sure to review and electronically sign vendor and payroll registers that will be going to each board member's emails.

DRAFT - NOT YET APPROVED

01:55:15 OTHER BUSINESS

Michael Boucher wanted to follow up on the Community message that went out. Due to the vague wording, it confused parents on what it was about. Superintendent Kellan advised there was a standard operating procedure (SOP) for this and that he would be making sure everyone followed this process and that for emergency correspondence, they would have to go through him prior to sending out the correspondence. Kim Farah and Steven Finnegan advised this would be discussed in non-public.

Steven Finnegan requests that they enter into a non-public under 91-A:3, Paragraph II (c).

01:57:10

Motion: Kim McCormick motions to enter non-public under 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person; seconded by Kristin Savage. Motion passed 8-0-0.

The Board was polled:

Boucher -Yes	Farah - Yes	Finnegan - Yes	Gentile - Yes
Kiszka - Yes	Knutsen - Yes	McCormick - Yes	Savage - Yes

The motion carried an 8-0-0 to enter non-public at 9:04 PM and Steven 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: Barbara Kiszka motioned to exit the non-public session meeting; seconded by Katie Knutsen. The motion passed 8-0-0.

The Board was polled:

Boucher - Yes	Farah - Yes	Finnegan - Yes	Gentile - Yes
Kiszka - Yes	Knutsen - Yes	McCormick - Yes	Savage - Yes

The motion carried 8-0-0 and the Board entered public session at 9:49 PM.

Motion: Kim Farah motioned to approve the 2/17/22 non-public minutes as amended; seconded by Katie Knutsen. The motion passed 6-0-2.

Motion: Kim Farah motioned to approve the 4/7/22 non-public minutes as amended; seconded by

DRAFT - NOT YET APPROVED

Katie Knutsen. The motion passed 7-0-1.

Motion: Kim Farah motioned to approve the 3/17/22 non-public minutes as amended; seconded by Katie Knutsen. The motion passed 7-0-1.

Motion: Barbara Kiszka motioned to seal the non-public session minutes; seconded by Katie Knutsen. The motion passed 8-0-0.

The Board was polled:

Boucher -Yes	Farah - Yes	Finnegan - Yes	Gentile - Yes
Kiszka - Yes	Knutsen - Yes	McCormick - Yes	Savage - Yes

As there was no further business, this concluded the public portion of the meeting.

Respectfully submitted,

Cori Zeuli
Recording Secretary

Approved by the Board on _____.

DRAFT - NOT YET APPROVED

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Materials presented at the board meeting may be viewed at:

[03 17 22 School Board Meeting - All Documents \(timberlane.net\)](#)

TIMBERLANE REGIONAL SCHOOL BOARD MEETING MINUTES

Regular Business Meeting
May 5, 2022
7:03 PM

SAU 106 Boardroom
30 Greenough Rd.
Plaistow, NH 03865

Call to Order:

Chair Steven Finnegan called the May 5, 2022 meeting of the Timberlane Regional School Board to order at 7:03PM, took roll call, lead the assembly in the Pledge of Allegiance and started the meeting thanking all teachers, staff, administration and paraprofessionals for all their hard work and dedication to the district in recognition of Teacher Appreciation week.

Board Members Present

Michael Boucher, Kimberly Farah, Steven Finnegan, Amy Gentile, Barbara Kiszka (via Zoom), Katie Knutsen, Kim McCormick, Mark Sherwood, Kristin Savage (arrived at 7:47pm)

Seated at the Board Table

Mr. Christopher Kellan, Superintendent of Schools

00:02:00 APPROVAL OF MINUTES

After discussion, the April 21, 2022 public minutes and the April 21, 2022 non-public minutes were deferred to discuss in non-public the amendments needed.

00:04:59 DELEGATES & INDIVIDUALS

No speakers tonight

00:05:11 STUDENT REPRESENTATIVE

No Student Representative report on the student activities at this meeting.

DRAFT - NOT YET APPROVED

CURRENT BUSINESS

00:07:00

- a. **Fiscal Year 2023 General Assurances** - requirement by the NHDOE to act on the General Assurances, Requirements and Definitions for Participation in Federal Programs.

Michael Boucher gave the Board a brief overview of the differences based on his comparison.

- Page 1, Section A4 - updated the definition of the requirements of the Assistance Awarding Agency
- Page 4, Section 27 - they changed the date from March to December
- Page 4, Section 30 - this section was added
- Page 5 and Page 6 - they updated the written policies and procedures. Maria Watkins advised this was based on the audit.
- Page 8 - they added an email for the form of contact
- Page 8 - they changed the date from March to December for the single audit for certification

Motion: Kim Farah motions to authorize the Chair to sign the Fiscal Year 2023 General Assurances on behalf of the Board; seconded by Katie Knutsen. Motion passed 8-0-0.

00:10:00

- b. **Middle School Schedule Update** - Review of the proposed 2022-2023 Middle School Schedule presented by Dan Woodward and Mark Pederson

Dan Woodworth - Interim Assistant Principal, TRMS and Mark Pederson - Director of Secondary Curriculum provided the Board with an overview of the changes to be made for the upcoming school year for the Middle School where the students will have their core classes every day and they are changing them from the trimester model to a semester model.

00:26:00

- c. **Supply Chain Assistance Funds** - Motion to act on the funds awarded to TRSD from the NHDOE, Office of Nutrition Programs and Services

Maria Watkins presented to the Board the reasoning behind the funds awarded to TRSD from the NHDOE, Office of Nutrition Programs and Services to help offset the cost of food and supply challenges.

Motion: Kim Farah motions to accept the NHDOE award of \$58,862.29; seconded by Mark Sherwood. Motion passed 8-0-0.

00:28:00

- d. **Food Service RFP** - Motion to act on selecting a Food Service Provider

Maria Watkins presented the Board with an update on the two suppliers that placed bids and the logic behind which one they went with. This will be for a 3-year contract with a +1 option and a +1 option.

DRAFT - NOT YET APPROVED

Motion: Kim Farah motions to award Whitson Culinary Group the Food Service Provider contract; seconded by Katie Knutsen. Motion passed 8-0-0.

00:34:00

- e. Federal Fiscal Monitoring Final Report** - Motion to act on the Federal Fiscal Monitoring Final Report provided by the NHDOE, Bureau of Federal Compliance

Maria Watkins advised that the final report from the audit has been received. There are three findings on the report, which Maria advised this was due to changes the federal government has changed so the district has to change to be in compliance. The two policies presented to the Board last meeting and being voted on tonight are the policies in question. The four new procedures need to be adopted and Maria advised these are being worked on and they will have them ready by the 30 day deadline to submit the correction action plan instead of waiting till the August 30, 2022 deadline. Steven Finnegan advised on Sexual Abuse Policy GADA - this was sent to Legal to confirm language and has been sent back to Policy and will be prepared during the next policy committee meeting on May 12, 2022 and ready for the Board to vote on at the next Board meeting for a first read.

Kim Farah advised due to the tight deadline (30 days), that the Chair can announce that the Board will be doing a first read and a second read at the next meeting.

Maria Watkins provided an update on the regular audit which was submitted today and they will be onsite early July and the audit will be completed by September.

00:40:00

- f. Policies** - Second read and adoption of Policies ADB, BGF, DAF, and GBEC

- ADB Drug-Free Workplace and Drug/Free Schools - second read and adopt
- BGF Waiving, Suspending and Revoking Policies - second read and adopt
- DAF Administration of Federal Grant Funds - second read and adopt
- GBEC Drug-Free Workplace - second read and adopt

Motion: Kim Farah motions to accept Policies ADB, BGF, DAF and GBEC for second read; seconded by Barbara Kiszka. Motion passed 8-0-0.

00:42:00 Chair Finnegan announces that at the next Board meeting, they will be acting on the first and second read for Policy GADA.

01:13:37

- g. Special Education Compliance Audit** – Review the FFY 2021 Local Education Agency determination letters from the NHDOE, Bureau of Special Education Support.

Kelley Brooks, Director of Special Education presents to the Board the Special Education Compliance

DRAFT - NOT YET APPROVED

Audit findings and the areas the SAU is in need of intervention in. She notes this information was data from 2021 pulled from a database system which her department has already started working on this year so some of their findings have already been addressed, or are being currently worked on.

Superintendent Kellan stated this Special Education audit will be paired with an internal audit they will be bringing to the next Board meeting for review.

Kim Farah requested that after all current business is completed, that they go into non-public to discuss personnel for this report.

With these findings, the SAU has been assigned to attend a root cause analysis zoom meeting all Summer through the Fall and Winter until the next audit next March.

Chair Finnegan asked for them to come back in early Fall with the Special Education audit and any issues to the Board.

01:02:00 ADMINISTRATOR'S REPORT

Superintendent Kellan advised that the high school theater group is opening SPAMALOT tonight. Tickets can be purchased at the PAC at \$15/adult and \$10/student. Superintendent Kellan is making a cameo in the show each night as well.

The NH SAS testing has begun. The remaining testings are:

Grade 3 - ELA and Math the week of May 16

Grade 4 & 5 - ELA and Math the week of May 10

Grades 6-8 - Math on May 10

Grade 8 - Science on May 11

Grade 11 - Science the week of May 16

Drafts of the Special Education surveys will be coming to the Board next meeting for review prior to being sent out to the parents, administrators, teachers & related service providers and paraprofessionals. This will be a streamlined version of the survey they used back in Derry in 2004 and 2007. This is the format the state adopted and changed (extensively).

On May 16, 2022 at 6pm, the high school will host Jaime Ford, bestselling author of Hotel on the Corner of Bitter and Sweet which was awarded the Asian Pacific Award for Literature. He will discuss his literacy process and there will be a book signing afterwards.

01:07:00 PERSONNEL REPORT

Professional Nominations

1. Melissa Dixey, Special Education teacher, Sandown North Elementary
2. Taylor Kenney, Mathematics teacher, Timberlane Regional High School

DRAFT - NOT YET APPROVED

Motion: Kim Farah motions to approve the nominations of Melissa Dixey, Special Education teacher at Sandown North and Taylor Kenney, Mathematics teacher at Timberlane Regional High School; seconded by Kristin Savage. Motion passed 9-0-0.

Professional Resignations

1. Deborah Covino, Special Education Teacher/Case Manager, Danville
2. Stephanie Pomykato, Board Certified Behavioral Analyst, Timberlane School District

Motion: Kim Farah motions to accept the 2 resignations as stated; seconded by Kristin Savage. Motion passed 9-0-0.

Administrative Resignations

1. Michael Feeley, Facility and Custodial Supervisor, Timberlane Regional School District

Motion: Kim Farah motions to accept the resignation of Michael Feeley, Facility and Custodial Supervisor for TRSD; seconded by Kristin Savage. Motion passed 9-0-0.

01:09:00 COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD

Michael Boucher - no updates

Katie Knutsen - no updates

Kim Farah - She requested Superintendent Kellan to send out a notice to the town representatives to let us know, existing or new nominees who will be attending the CIP Committees representative by the beginning of June to be up to speed for the next CIP Committee meeting on June 14, 2022.

Superintendent Kellan asked if any other committees would need to have a town representative. Kim McCormick confirmed that this had been discussed for the Strategic Planning Committee.

Steven Finnegan - no updates

Kristin Savage - Kirsting apologized for being late as she was at a lacrosse game. She mentioned that Project Hope is raising awareness for lung cancer and throughout the month of May you may donate lightly-used shoes. There are pink decorated boxes around the high school. Project Hope is partnering with Funds2Orgs and high school alum Lauren Coy to collect shoes in an effort to raise funds and awareness for lung cancer as well as donating shoes to individuals in need in other countries. There is more information on the school website regarding this for anyone interested in donating.

Amy Gentile - Curriculum and Assessment met and talked about the summer learning policy that is headed back to the Policy Committee. They also had a great discussion regarding class size and are doing

DRAFT - NOT YET APPROVED

some research on that and hopefully will have some more information coming forward.

Mark Sherwood - no updates

Kim McCormick - no updates

01:12:00 CORRESPONDENCE

All correspondence now forwarded to board members as it comes in.

01:12:00 VENDOR AND PAYROLL REGISTERS

Please be sure to review and electronically sign vendor and payroll registers that will be going to each board member's emails.

Steven Finnegan requests that they enter into a non-public under 91-A:3, Paragraph II (c). Kim Farah suggests cutting the zoom link for Barbara and that Kim will call Barbara in for the non-public meeting.

01:13:00

Motion: Kristin Savage motions to enter non-public under 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person; seconded by Kim Farah. Motion passed 9-0-0.

The Board was polled:

Boucher -Yes	Farah - Yes	Finnegan - Yes	Gentile - Yes	Kiszka - Yes
Knutsen - Yes	McCormick - Yes	Sherwood - Yes	Savage - Yes	

The motion carried a 9-0-0 to enter non-public at 8:17 PM and Steven 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: Kristin Savage motioned to exit the non-public session meeting; seconded by Katie Knutsen. The motion passed 9-0-0.

The Board was polled:

Boucher -Yes	Farah - Yes	Finnegan - Yes	Gentile - Yes	Kiszka - Yes
Knutsen - Yes	McCormick - Yes	Sherwood - Yes	Savage - Yes	

DRAFT - NOT YET APPROVED

The motion carried 9-0-0 and the Board entered public session at 8:34 PM.

Motion: Kristin Savage motioned to seal the non-public session minutes; seconded by Katie Knutsen. The motion passed 9-0-0.

The Board was polled:

Boucher -Yes	Farah - Yes	Finnegan - Yes	Gentile - Yes	Kiszka - Yes
Knutsen - Yes	McCormick - Yes	Sherwood - Yes	Savage - Yes	

As there was no further business, this concluded the public portion of the meeting.

Respectfully submitted,

Cori Zeuli
Recording Secretary

Approved by the Board on _____.

TRHS Important Save the Dates

All dates are subject to change.

Date	Event	Where	Time
Thursday, May 19	Art Honor Society Ceremony	Library	5:00 pm
Friday, May 20	Prom	Atkinson Country Club	6:00 pm
Tuesday, May 24	National Honor Society Ceremony	PAC	5:00 pm
Thursday, May 26	Rho Kappa Honor Society Ceremony	PAC	6:00 pm
Friday, May 27	High School Drama Awards Night	PAC	7:00 pm
Wednesday, June 1	Science Honor Society Ceremony	Library	5:30 pm
Thursday, June 2	Senior Finals B DAY - Block 1 & 2	TRHS	Block 1 & 2
Friday, June 3	Senior Finals A DAY - Block 1 & 2	TRHS	Block 1 & 2
Saturday, June 4	Senior Breakfast - <i>Mandatory for all seniors</i> Cap/gown and yearbooks will be distributed	Cafeteria	9:00 am - 11:00 am
Sunday, June 5	Excellence in Academics Dinner - <i>By Invitation Only</i>	Atkinson Country Club	5:30 pm
Monday, June 6	Senior Finals - B DAY - Block 3 & 4	TRHS	Block 3 & 4
Monday, June 6	Senior Athlete Recognition Night	High School Gymnasium	6:30 pm
Tuesday, June 7	Senior Finals - A DAY - Block 3 & 4	TRHS	Block 3 & 4
Tuesday, June 7	Senior Scholarship Night - <i>By Invitation Only</i>	PAC	6:00 pm
Wednesday, June 8	Senior Finals Make-Up Day	TRHS	
Thursday, June 9	Mandatory graduation rehearsal	TRHS Campus	9:00 am - 11:00 am
Thursday, June 9	Senior Picnic	TRHS Campus	11:00 am
Thursday, June 9	Junior and Senior Awards Night - <i>By Invitation Only</i>	PAC	6:00 pm
Friday, June 10	Mandatory graduation rehearsal	TRHS Campus	9:00 am - 11:00 am
Saturday, June 11	Graduation - Class of 2022	TRHS Campus	10:00 am
Monday, June 13	Underclassmen Finals - A DAY - <i>Block 1 & 2</i>	TRHS	7:20 - 10:55 am
Tuesday, June 14	Underclassmen Finals - B DAY - <i>Block 1 & 2</i>	TRHS	7:20 - 10:55 am
Wednesday, June 15	Underclassmen Finals - A DAY - <i>Block 3 & 4</i>	TRHS	7:20 - 10:55 am
Thursday, June 16	Underclassmen Finals - B DAY - <i>Block 3 & 4</i>	TRHS	7:20 - 10:55 am
Friday, June 17	Underclassmen Finals Make-Up Day	TRHS	

If you have any questions, please email or call Patti Mangini, Patricia.Mangini@timberlane.net or 603.382.6541 x3900

5/19/2022 All dates are subject to change.

Danville Elementary

END-OF-YEAR PLANS 2022

Events in bold are confirmed.

May 9-13 - Teacher Appreciation Week

- PTA sponsors something different each day

Monday, May 23

- **5th Grade ADVENTURELORE Trip 11:00AM - 2:30PM (leave at 10:30AM)**

Wednesday, May 25

- **Incoming Kindergarten Screening**

Monday, June 13

- **5th Grade Move up Day to Middle School - 9:30-11:30AM- (leave at 9:00AM)**

- Kona Ice - 1:00-3:00PM (back-up date)

Tuesday, June 14

- **Grade 5 Field Day 9AM - 10AM**
- **Picnic - 12:30-1:00PM**
- Kona Ice - 1:00-3:00PM???
- **Kickball Game - 1:00-1:45PM**
- *Grade 5 Ice Cream - 1:45-2:00PM
- **Grade 5 Celebration - 5:00-6:00PM**

Wednesday, June 15

- **Grades 3 and 4 Field Day 10:00-11:30AM**
- **Grades 1 and 2 Field Day - 12:30-2:00 PM**
- Grade 5 Movie & Popcorn

Thursday, June 16

- Kindergarten Field Day 9:00 – 10:00 AM (Ice cream to follow)
- School Wide Ice Cream Social

Sandown Central/TLC
End of Year Events

5/26 Kindergarten Screening

6/1 McDonny's Farm Animals

6/2 Wildlife Encounters

6/9 Fun in the Sun with Kona Ice Truck

6/13 Move Up Day (Kindergarten students transitioning to Sandown North)

Pollard School
End of Year Events

5/25 4th Grade Rocket Launch

6/7 2nd Grade Picnic

6/10 Field Day

6/14 5th Grade Celebration

Sandown North Upcoming End of Year Activities 2022

May 20 – PTA Block Party, SC

May 21 – PTA Glow Dance, SN

June 1, 2, 4 and 6 – Elementary Instrumental trials

June 2 – Beginner Strings concert

June 6 – 11 AM Coffee and Conversation with Mrs. Stafford and Mrs. Guanci

June 6 thru 10 – Scholastic Book Fair

June 6 – PTA Meeting, SN

June 7 – Grade 5 Field Day, Sandlots (rain date June 9)

June 10 – Grade 5 Transition Day, 5th graders go to TRMS

June 13 – TLC Kindergarten Transition Day, Kindergarteners to Sandown North

June 13 – Grade 5 Chromebooks Distributed for Grade 6

June 15 – Year end celebration for whole school (rain date June 16)

June 16 – Grade 5 Breakfast Celebration

Middle School End of Year Events

5/26 – Scholar Leader award presentation (virtual)

6/7, 6/9, 6/10 & 6/13 – 5th Grade Transition day to 6th Grade

6/6 – 7C Field trip to Rocky Shores, New Castle NH

6/7 – 7A & 7B Field trip to Rocky Shores, New Castle NH

6/15 – 8th Grade Dance

5/16 – 8th Grade Celebration

Atkinson Academy

End of Year Activity List

Updated: 05/19/2022



See below for important dates and upcoming activities for Atkinson Academy

DATE	TIME	EVENT
Monday, May 23rd	ALL DAY	Kindergarten Screening Day
Tuesday, May 24th	ALL DAY	Grade 2 Field Trip - Exploring Our Community
Wednesday, May 25th	ALL DAY	Grade 2 Field Trip - Exploring Our Community
Thursday, May 26th	ALL DAY	Grade 2 Field Trip - Exploring Our Community
Friday, May 27th		Early Release
Tuesday, May 31st	11:20AM - 11:40AM	Grade 2 Strings Demo - Gym - Mrs. Helie
Tuesday, May 31st	12:30PM-1:30PM	Grade 4 Virtual Field Trip - NH State House/Visit from Senator Morse
Thursday, June 2nd	8:00AM-8:40AM & 3:30PM-4:30PM	Field Day Volunteer Sign Up
Friday, June 3rd	ALL DAY	Atkinson Academy Enrichment Day
Friday, June 3rd	6:00PM - 8:00PM	Night Owl's Ice Cream Social
Tuesday, June 7th	9:00AM - 11:30AM	Grade 5 Step-Up Day - Students visit Middle School
Wednesday, June 8th	4:00PM-6:00PM	Grade 3 Play - Plant and Animal Life Cycles
Thursday, June 9th	1:30PM - 2:30PM	Mrs. Eichen's Class Play - Unleash the Animal Inside of you
Thursday, June 9th	9:30AM-10:30AM	Kindergarten Play
Friday, June 10th	9:00AM-9:30AM	Middle School Student - Chromebook Distribution
Monday, June 13th	9:00AM - 10:30AM	Grade 5 Celebration Ceremony
Tuesday, June 14th	ALL DAY	Grade 5 Mt. Major Hike
Wednesday, June 15th	ALL DAY	Atkinson Academy Field Day
Thursday, June 16th		Tentative Last Day of School - Early Release



May 19, 2022

Budget Transfer Request

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

From account: 100.1200.564.60.17.3 (Private Tuition HS)
To account: 100.1200.564.60.16.2 (Private Tuition MS)
Amount: \$27,000

From account: 100.1200.564.60.17.3 (Private Tuition HS)
To account: 100.1200.564.60.15.1 (Private Tuition Elementary)
Amount: \$29,000

Reason: Due to higher enrollment at private institutions at the Elementary and Middle School level, we are requesting to reclass private tuition funds from the High School account.

If this transfer meets with your approval, kindly accept the same by Motion and Vote. Should it be easier, feel free to motion to accept "those budget transfers in the amounts and accounts specified in the CFO/BA's budget transfer request dated May 19, 2022".

I am happy to address any questions you may have.

Respectfully Submitted By:
Maria Watkins, CFO/Business Administrator

Timberlane Regional School District	Policy Code: DBJ
Adopted: 10-07-99 Revised: 04-16-09 Revised: 11-06-14	Page 1 of 1

TRANSFER OF APPROPRIATION (FUNDS)

Although it is the intent of the School Board to limit its spending to the amount specified for each account, in the event it becomes necessary to expend an amount greater than what was appropriated for a specific purpose, the Board is authorized to transfer funds from an unexpended balance of one appropriation to a different appropriation. All transfers of appropriations will be made consistent with the provisions of RSA 32.

The Board authorizes the Superintendent or Business Administrator to transfer funds between function object codes (7-digit code) up to \$25,000. Any transfer in excess of \$25,000 shall first require Board approval and authorization. Any transfer of funds between line items by the Superintendent shall be done so only to achieve purposes set forth the goals or aims to be accomplished through the expenditure of public funds.

Excess funds may not be transferred from the Unemployment Compensation line item.

The Superintendent is authorized to develop administrative rules or regulations to accompany this Policy.

Statutory Reference:

RSA 32

RSA 282-A:71, III

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
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- 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
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- 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
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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



May 19, 2022

Executive Summary – Pollard Elementary Water

Potable Water Hook Up:

- The Town of Plaistow will provide potable water through the Southern New Hampshire Regional Water project to the Pollard School through the existing town's fire suppression system.
- Underwood Engineering conducted a preliminary investigation but there was never any further action in March 2020. I have attached the draft from 3/22/20. This draft explored several options including connecting the Main Regional Campus as well as the Pollard Elementary School. Note: Estimates are from 2020 Underwood Engineering Report.
- Costs to hook up:
 - Cost to get from the connection to the building with 115 lf of 1-1/2" Copper Water Service: \$14,950 (2020 estimate).
 - Flow Meter: \$1,134.00 per year (current estimate from Plaistow)
 - Annual Backflow Testing \$75.00 (current fee)
 - Connection Fee 1.5" \$3,300 (current fee from Plaistow)
 - Cut and Cap Well Discharge \$5,000.00 (2020 estimate)
 - Connection to existing Plumbing: \$7,500 (2020 estimate)
 - Contingency (20%) \$6,392.00
 - Engineering to ensure we have the proper size and pressure for our needs (20%): \$6,392.00
 - Estimated cost for potable water hook up at Pollard: \$44,743.00
 - Water cost \$7.00 per 1000 gal. 570,533gal (2019) \$3,993.50
- Cost to Remain on well:
 - Filtration for PFOA's: Waiting for an estimate from Pennichuck Water
 - Annual testing: \$3,024.00 (Variable based on findings)
- There are grants available to assist with costs to hook up to the public water supply due to the increased rate of local PFOA levels.

Fire System:

- The Pollard School is currently hooked up to the public supply for fire systems which will be changing to a public potable water system.
- The current system needs to have engineering completed to ensure the fire system will be able to work correctly with the new water supply.
- The district also needs to install a backflow preventer that is designed for the new water supply into our fire system.
- Hampshire Fire Protection



NH School Administrative Unit 106 | Timberlane Regional School District

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

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- Came out 2 times to inspect. Still awaiting a formal quote. Initial, verbal, estimate in the \$20,000 range.
- They are still working on it and have engaged a Fire Protection Engineer.
- EEI is looking at this to provide engineering and installation of this upgrade to the system as an alternate to ensure I have options as they are currently evaluating our buildings as part of their upcoming ESSER and Performance Contracting projects. I have asked them to fast track this item.

Respectfully submitted by:

Karl Ingoldsby, Director of Plant Operations



25 Vaughan Mall
Portsmouth, NH, 03801-4012
Tel: 603-436-6192 Fax: 603-431-4733

Technical Memorandum

To: Geoffrey Dowd, CFO / Business Administrator – SAU 55
From: Eugene Forbes, P.E., Lucas Sundean, E.I.T.
Date: March 22, 2020
Subject: Timberlane Regional Campus Water Connection Evaluation

INTRODUCTION

Under ESR #1, dated December 3, 2019, the Timberlane Regional School District (SAU 55) has requested a conceptual study to evaluate options to connect the Timberlane Regional Middle and High Schools as well as the Pollard Elementary School to the water system proposed under the separate regional watermain extension project. The School District is taking a proactive approach in looking to connect to a more reliable water system in light of state wide contamination issues. This report will identify connection alternatives and costs and make a recommendation for future projects.

BACKGROUND

The Southern New Hampshire Regional Water Project is intended to provide municipal water from Manchester Water Works (MWW) through Derry, Windham, Salem, Hampstead Area Water Company (HAWC) and Plaistow. Upgrades are needed in each of the towns to distribute water successfully from Derry to Plaistow. The design intent of Plaistow's water system is to convert the existing fire suppression system (FSS) to potable water while maintaining existing fire suppression capacity. Water supply to Plaistow would come in from East Road connecting to the existing system in Atkinson, which is owned and operated by HAWC. A booster pump station on East Road and a water storage tank on Sweet Hill are additional proposed upgrades to Plaistow's water distribution system. See **Figure 1** for the proposed water system improvements under the regional project. For additional details regarding the regional project see September 16, 2019 report by Underwood Engineers titled "30% Preliminary Design Report".

EXISTING INFRASTRUCTURE

Underwood Engineers met onsite with Gary Paradis, Timberlane Facilities Director, on January 14th and March 3rd, 2020 to observe the existing infrastructure at the schools. The Timberlane Regional Campus includes the Middle School, High School, Performing Arts Center (PAC) and SAU 55 office. The Timberlane Campus is supplied water from three separate wells. One well provides water to the SAU 55 office building, another well serves the Middle School, and another well serves the High School and the PAC. The three systems are separate Non-Transient



Non-Community Public Water Systems (PWS) as registered with NHDES. Details of each system are summarized below:

The SAU 55 Regional office (PWS ID # 1936180) is located at 30 Greenough Road. Water is fed from a private well located adjacent to the building via a ____ - inch service connection.

The Timberlane Regional Middle School (PWS ID # 1935020) is located at 44 Greenough Road and receives water from a well located in front of the building via a 2-½-inch service connection.

The Timberlane Regional High School (PWS ID # 1935030), located at 36 Greenough Road, has a well that feeds both the High School and the Performing Arts Center (PAC). The well pumps into the school via a 2-½-inch service where it receives chemical feed and treatment (operated by Pennichuck Water Works), then back outside to fill the underground 10,000-gallon storage tank. The storage tank has two pumps that pressurize the school via a 4-inch service. Typical operating pressure is around 70 psi.

The Timberlane Campus has its own fire protection systems. The High School and the PAC has a 3,000-gallon underground storage tank on campus and a diesel pump that provides 150 psi to the fire suppression system. The 3,000-gallon tank is filled from the drinking water system. The campus is irrigated primarily from the Science Pond on campus. When the pond is low during dry months the 10,000-gallon storage tank provides water for irrigation. The Middle School and the SAU 55 Office both have separate wells for fire suppression.

The Pollard Elementary School, located at 120 Main Street, has its own well that feeds the school via a 1-½-inch service. This school is currently connected to the Towns existing fire suppression system.

SYSTEM DEMANDS

Demands for each building were provided by the system operators. Where flow ranges were provided the higher end of the range was used as the design demand.

Table 1: System Demands

Location	Average Day	Max Day	Peak Hour	Reported Peak Demands
Pollard Elementary School				3,700 gpd
SAU 55 Office Building				500 – 800 gpd
Timberlane Middle School				4,000 – 6,000 gpd

Timberlane High School				9,000 – 14,000 gpd
------------------------	--	--	--	-----------------------

CONNECTION ALTERNATIVES

Pollard Elementary School

Connecting the Pollard Elementary School to the proposed Town water system will require installing a service connection from the existing town fire suppression system (to be converted to potable water) that already runs past the school. The existing 12" ductile iron fire suppression main will be converted to a potable water main for the Town.

The existing well feeds the school through a 1-½-inch service connection. This service will be cut and capped prior to entering the school. The new water service will tee off of the existing fire suppression line and enter the school via a 1-½-inch service connection. Inside the school, after the connection is made a Town of Plaistow approved flow meter will be installed in accordance with their regulations. Isolation valves will be required on the domestic service line prior to entering the school. Backflow preventor will be required on the fire service. The district requested the well not be decommissioned so it can be used for irrigation. See **Figure 2**.

Timberlane Regional Campus

The Timberlane Regional Campus includes the Middle School, the High School and the SAU 55 Office located at 44, 36 and 30 Greenough Road, respectively. Alternative 1 and 2 include removing the existing wells from service to the buildings. The wells water supply pipe will be cut and capped outside the buildings. The wells will not be decommissioned and could be used for irrigation purposes if desired. See **Figure 3** for Timberlane Campus connection details.

Alternative 1 includes the following:

- Approximately 4,500 LF of new 12-inch ductile iron water main from the existing 12-inch plastic fire suppression main (to be converted to potable water) on Plaistow Road. Existing main is in southbound lane of Route 125 at the intersection of Danville Road.
- Transmission main is proposed to connect to existing 12-inch main on Route 125 and follow Danville Road to Greenough Road to the Campus. Note Route 125 is a DOT Road and may require directional drilling opposed to open cut construction to make this connection.
- Separate fire service with backflow preventor to SAU 55 Office. The Middle and High School will maintain their existing fire suppression systems which are supplied by separate wells (same for both alternatives).
- Separate water services with isolation valves to each building (same for both alternatives):
 - 1-inch PE to SAU 55 Office
 - 2-½-inch Copper to Middle School
 - 4-inch DI to High School

- The campus will be fed water from the proposed 0.4-million-gallon Sweet Hill Tank (HGL 286').
- Opportunity for additional water service connections to Plaistow residents and businesses along the route.
 - Approximately 20 +/- residential and commercial connections directly adjacent to the proposed route.
 - Opportunity for system expansion for additional connections (i.e. Cottonwood Road, Bryant Brook Estates)
- Opportunity for cost sharing with the Town of Plaistow.

Alternative 2 includes the following:

- Approximately 5,200 LF of new 12-inch ductile iron water main from proposed 12-inch water main from the discharge side of the proposed East Road Pumping Station and feeding the school from Greenough Road from the south.
- Connecting on the suction side of the proposed East Road Pumping Station is not feasible because the existing 8-inch main from Atkinson can only provide approximately 500 gpm. It is also not feasible for Timberlane to connect to the Atkinson water system.
- Connect to the discharge side of the proposed pump station for flow and metering.
- Separate fire services with backflow preventor to SAU 55 Office. The Middle and High School will maintain their existing fire suppression systems which are supplied by separate wells (same for both alternatives).
- Separate water service with isolation valves to each building (same for both alternatives):
 - 1-inch PE to SAU 55 Office
 - 2-½-inch Copper to Middle School
 - 4-inch DI to High School
- The campus will be fed water from the proposed 0.4-million-gallon Sweet Hill Tank (HGL 286').
- The proposed East Road Booster Pumping Station would need to be modified in order to provide fire flows to the Campus. In the Preliminary Design Report (UE, 9/2019) it was determined that the existing 8-inch main from Atkinson can only provide approximately 500 gpm.
- Opportunity for additional water service connection to Plaistow Residents along the route:
 - Approximately 9 +/- residential connections directly adjacent to the proposed route.
 - Opportunity for system expansion for additional connections (i.e. Cottonwood Road)
- Opportunity for cost sharing with the Town of Plaistow.

HYDRAULICS EVALUATION

The proposed alternatives were added to the Town water model to evaluate available pressures and flows as described below.

Table 2: Static Pressures

Location	Service Elevation (ft.)	Sweet Hill Tank HGL = 286'
		Static Head (PSI)
SAU 55 Office Building	112	75
Timberlane High School	117	73
Timberlane Middle School	107	77
Pollard Elementary School	96	82

Note: Alternative 1 assumes Sweet Hill Tank at overflow elevation for maximum static pressures.

Key Assumptions for fire flow analysis:

Alternative 1 was modeled with 4,500 LF of 8-inch, 10-inch and 12-inch DI water main to evaluate available fire flows (**Table 3**). 12-inch main was selected because it is able to provide comparable fire flows estimated at other locations in Town similar in distance from the proposed water storage tank on Sweet Hill based on Underwood Engineers Peer Review of the Plaistow Water System, dated November 16, 2018. 12-inch main will also provide the ability for future residential connections along the route.

The following key assumptions were made for the fire flow analysis:

- System Demand = 0.25 MGD (Phase 1 Demands)
- Sweet Hill Tank Initial Level = 281 ft. (5 ft. draw down)
- See **Attachment 1** for list of water model assumptions.

Table 3: Timberlane Campus Fire Flows

Location	Elevation (ft.)	Alt 1 (8-inch)	Alt 1 (10-inch)	Alt 1 (12-inch)
		Available Fire Flow at 20 psi Residual Pressure (gpm)		
SAU 55 Office Building	112	1,373	2,030	2,478
Timberlane High School	117	1,226	1,866	2,337
Timberlane Middle School	107	1,171	1,824	2,339

Alternative 2 was not modeled to the Timberlane Campus as it will not provide adequate fire flow to the campus based on the Preliminary Design Report (UE, 9/2019). The 8-inch main from Atkinson was field tested and modeled during that study and was found to only provide



approximately 500 gpm. In order for this alternative to provide adequate fire flow, the proposed pumping station design would need to be modified to include fire pumps to the campus.

Fire flows were modeled to the Pollard Elementary School with the same assumptions listed above. The available fire flow at 20 psi residual is 3,301 gpm.

Table 4: Pollard Campus Fire Flows

Location	Elevation (ft.)	Existing 12-inch
		Available fire Flow at 20 psi Residual Pressure (gpm)
Pollard Elementary School	96	3,301

PROJECT COST ESTIMATES

Table 5 shows the project costs for each alternative for connecting the Timberlane Campus and the Pollard Elementary School to the future Town water system. See **Attachment 2** for a more detailed cost breakdown of each connection alternative. The costs presented below include construction costs, engineering and contingency.

Costs have not been included for the connection of any potential residential or commercial connections as these would not be paid for by the School District.

Table 5: Estimated Project Costs

	Estimated Project Cost
Timberlane Campus – Alternative 1	
Timberlane Campus – Alternative 2	
Pollard Elementary School	

FUNDING AND OWNERSHIP

It is likely that the Timberlane School district will be required to pay for the construction of the water main, and upon completion will turn ownership over to the Town of Plaistow. Alternative 1 proposed water main in the Town of Plaistow only, while Alternative 2 proposes water main in both Atkinson and Plaistow. Alternative 2 proposes ownership issues of the main between the two Towns. There may be opportunities for cost sharing between the District and the Town for paying for the construction of the water main. The Town will benefit from the water main extension because they can charge additional users and increasing the demand of their new system. We recommend the District initiates discussion with the Town regarding opportunities for construction cost sharing.

A water use agreement will need to be developed. The District would likely be charged as a regular water customer and should be reimbursed by the Town when additional connections are made along the route.

ALTERNATIVE COMPARISON

Only one alternative for connecting the Pollard Elementary School to the Town water system has been identified and evaluated due to the proximity of the School to the existing system. **Table 6** below provides a comparison of Alternatives 1 and 2 for connecting the Timberlane Campus.

Table 6: Alternatives Comparison

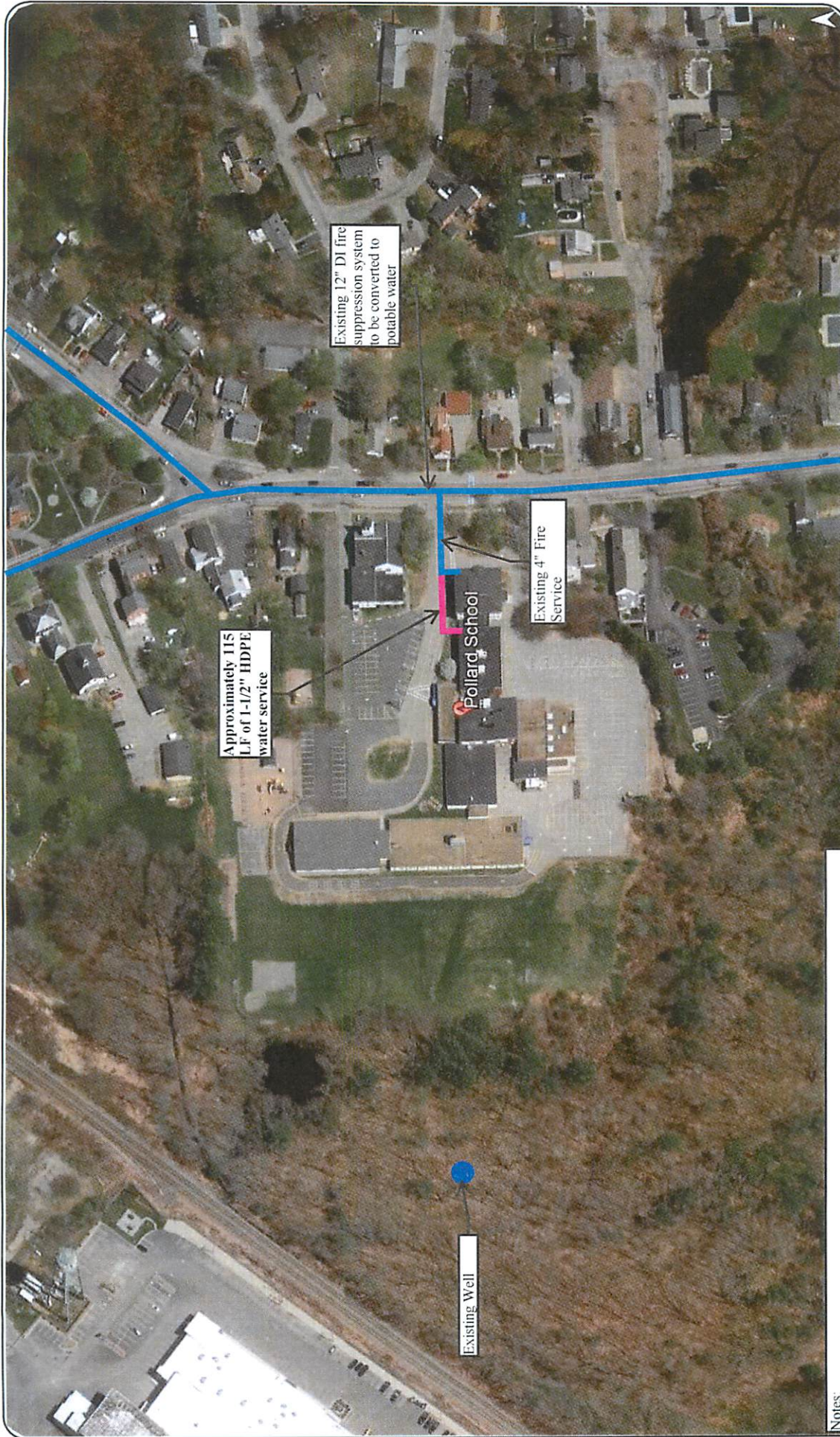
Alternative 1	Alternative 2
• 4,500 LF of 12-inch DI • No pump station modifications required • Opportunity for 20+ additional water services for Plaistow along the route • Lower capital and operational costs • No wetlands along proposed route based on available NHDES Wetlands Maps	• 5,200 LF of 12-inch DI • East Road Pump Station modifications required to provide additional fire flow and metering • Opportunity for 9+ additional water services for Plaistow along the route • Higher capital and operational costs due to additional pumping and metering • Ownership issues • Potential wetlands impact at the proposed pumping station on East Road.

RECOMMENDATIONS

We recommended SAU 55 pursues Alternative 1, connecting the Timberlane Campus to the proposed Plaistow water system via Greenough Road from the north. This alternative provides higher system pressures (closer to existing pressures at the Campus) as well as higher fire flows. Alternative 1 is estimated to cost approximately \$X,XXX,XX. We also recommend advancing the Pollard Elementary School connection, estimated to cost approximately \$XXX.

FUTURE WORK

Develop a water use agreement between Plaistow and Timberlane High School.



Notes:
 1. Existing water main locations are shown schematically and are approximately only. Actual locations to be confirmed in field.
 2. Existing well to be maintained for irrigation purposes.

DATE

PROJECT

UNDERWOOD
engineers

25 Vaughan Mill, Portsmouth, N.H. 03801
 Tel. 603-436-6192 Fax. 603-431-4733

FIG.

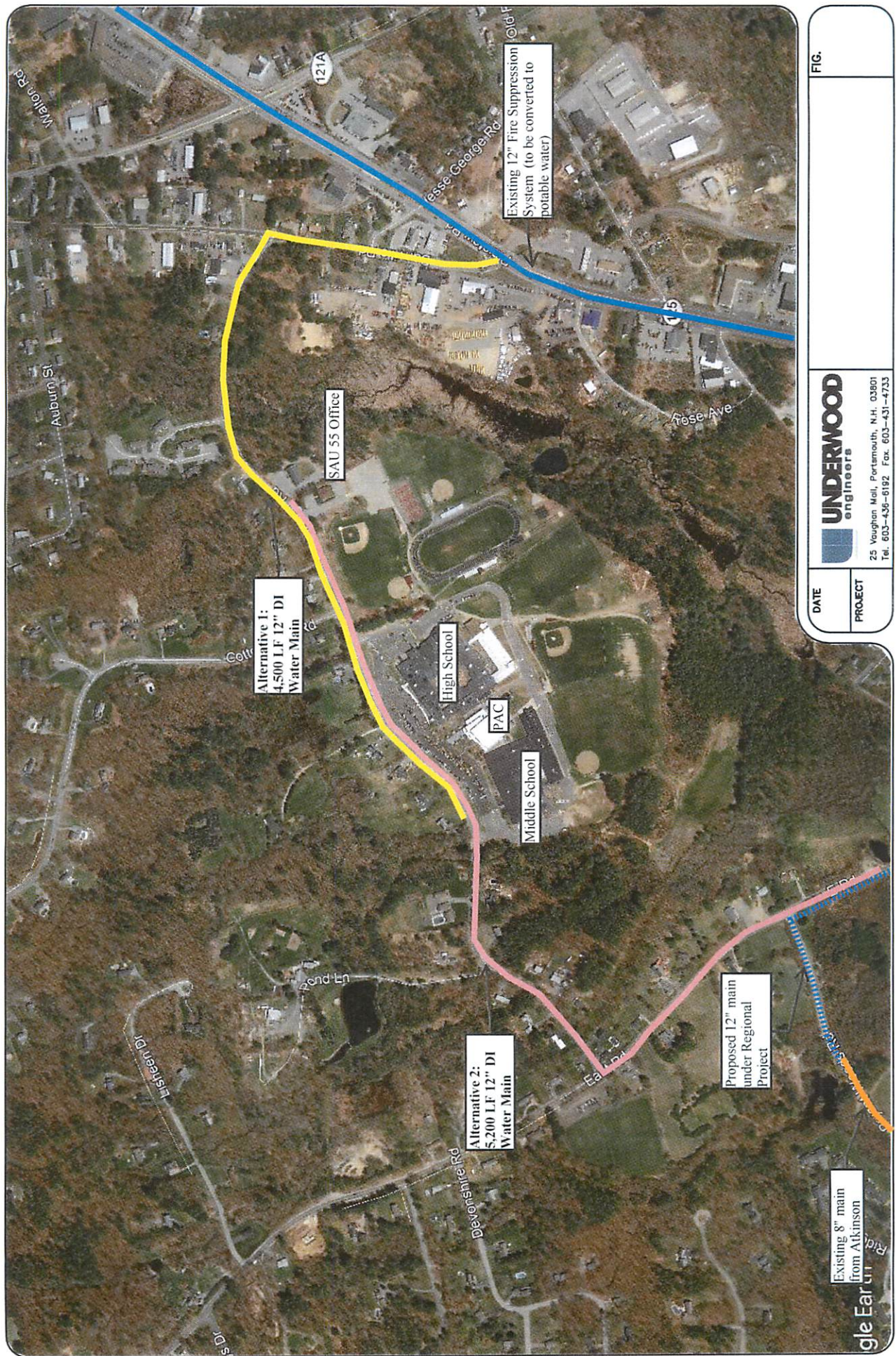


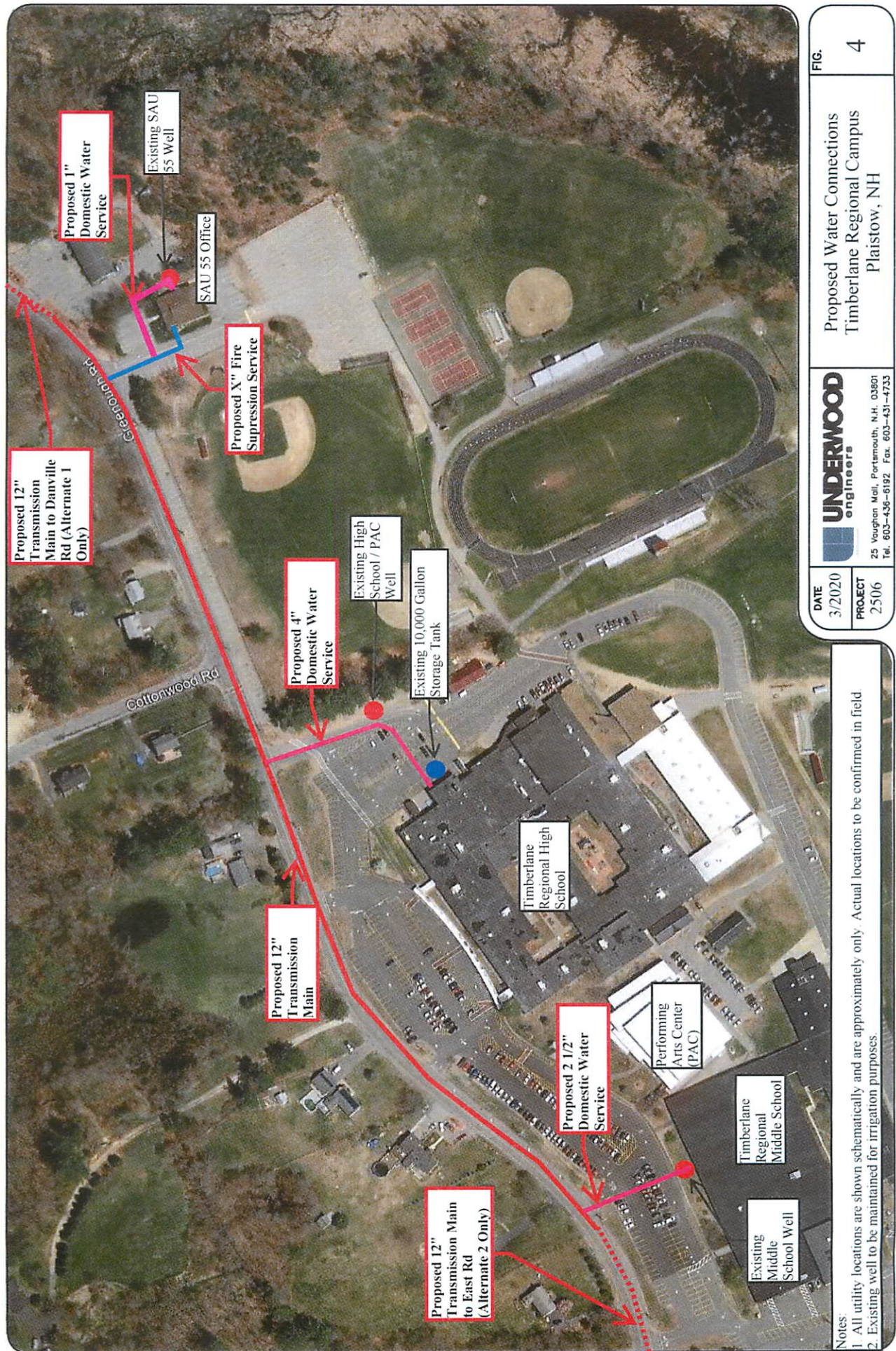
FIG.

UNDERWOOD
engineers

25 Vaughan Mall, Portsmouth, N.H. 03801
Tel. 603-436-8192 Fax. 603-431-4733

DATE

PROJECT



DATE
3/2020

PROJECT
2506

UNDERWOOD
engineers

25 Vaughan Mall, Portsmouth, N.H. 03801
Tel. 603-436-6192 Fax. 603-431-4733

Proposed Water Connections
Timberlane Regional Campus
Plaistow, NH

FIG.

4

Notes:
1. All utility locations are shown schematically and are approximately only. Actual locations to be confirmed in field.
2. Existing well to be maintained for irrigation purposes.

TIMBERLANE REGIONAL CAMPUS**ALTERNATIVE 1 (Danville Rd to Greenough Rd)**

ITEM	QTY	UNIT	UNIT COST	EXTENDED COST
12" Ductile Iron Transmission Main	4500	LF	\$ 200.00	\$ 900,000.00
1" Copper Water Service to SAU 55 Office Building	210	LF	\$ 120.00	\$ 25,200.00
2-1/2" Copper Water Service to Middle School	190	LF	\$ 130.00	\$ 24,700.00
4" DI Service to High School and PAC	350	LF	\$ 150.00	\$ 52,500.00
Cut and Cap Well Discharge	3	EA	\$ 5,000.00	\$ 15,000.00
Connection to Existing Plumbing	3	EA	\$ 7,500.00	\$ 22,500.00
Flow Meter	3	EA	\$ 3,000.00	\$ 9,000.00
Backflow Preventor (SAU 55)	1			
Subtotal				\$ 1,039,900.00
Contingency (20%)				\$ 207,980.00
Engineering (20%)				\$ 207,980.00
Total				\$ 1,455,860.00

ALTERNATIVE 2 (East Road to Linebrook/Greenough)

ITEM	QTY	UNIT	UNIT COST	EXTENDED COST
12" Ductile Iron Transmission Main	5200	LF	\$ 200.00	\$ 1,040,000.00
1" Copper Water Service to SAU 55 Office Building	210	LF	\$ 120.00	\$ 25,200.00
2-1/2" Copper Water Service to Middle School	190	LF	\$ 130.00	\$ 24,700.00
4" DI Service to High School and PAC	350	LF	\$ 150.00	\$ 52,500.00
Cut and Cap Well Discharge	3	EA	\$ 5,000.00	\$ 15,000.00
Connection to Existing Plumbing	3	EA	\$ 7,500.00	\$ 22,500.00
Flow Meter	3	EA	\$ 3,000.00	\$ 9,000.00
Subtotal				\$ 1,188,900.00
Contingency (20%)				\$ 237,780.00
Engineering (20%)				\$ 237,780.00
Total				\$ 1,664,460.00

Note: Excludes pumping station modifications**POLLARD ELEMENTARY SCHOOL**

ITEM	QTY	UNIT	UNIT COST	EXTENDED COST
1-1/2" Copper Water Service	115	LF	\$ 130.00	\$ 14,950.00
Cut and Cap Well Discharge	1	EA	\$ 5,000.00	\$ 5,000.00
Connection to Existing Plumbing	1	EA	\$ 7,500.00	\$ 7,500.00
Flow Meter	1	EA	\$ 3,000.00	\$ 3,000.00
Subtotal				\$ 30,450.00
Contingency (20%)				\$ 6,090.00
Engineering (20%)				\$ 6,090.00
Total				\$ 42,630.00

Pollard Elementary

Annual Station Flow

2019

Month	Total Flow (gallons)	Minimum Daily Flow (gallons)	Maximum Daily Flow (gallons)	Average Daily Flow (gallons)	Average Weekly Flow (gallons)
January	47,541	1,316	1,622	1,534	10,735
February	36,041	1,175	1,622	1,287	9,010
March	48,121	1,175	1,662	1,552	10,866
April	46,388	1,533	1,662	1,546	10,824
May	53,600	1,533	1,809	1,729	12,103
June	31,485	898	1,809	1,050	7,347
July	16,581	386	898	535	3,744
August	21,932	386	1,291	707	4,952
September	49,423	1,291	1,885	1,647	11,532
October	53,847	1,727	1,885	1,737	12,159
November	42,290	1,330	1,727	1,410	9,868
December	34,692	1,088	1,330	1,119	7,834
Annual	481,941 (Total)	386 (Minimum)	1,885 (Maximum)	1,321 (Average)	

Pollard Elementary

Annual Station Flow

2021

Month	Total Flow (gallons)	Minimum Daily Flow (gallons)	Maximum Daily Flow (gallons)	Average Daily Flow (gallons)	Average Weekly Flow (gallons)
January	36,314	1,139	1,387	1,171	8,200
February	46,036	1,139	1,705	1,644	11,509
March	52,846	1,705	1,705	1,705	11,933
April	69,598	1,705	2,474	2,320	16,240
May	57,716	1,771	2,474	1,862	13,033
June	34,929	1,143	1,771	1,164	8,150
July	17,012	406	1,143	549	3,841
August	25,536	406	869	824	5,766
September	52,076	869	2,051	1,736	12,151
October	68,027	2,051	2,216	2,194	15,361
November	66,469	2,216	2,216	2,216	15,509
December	43,994	1,393	2,216	1,419	9,934
Annual	570,553 (Total)	406 (Minimum)	2,474 (Maximum)	1,567 (Average)	

RATES FOR SERVICE - PLAISTOW WATER SYSTEM			
Service	Units	Charge	Notes
Consumption Charge	\$/100 cf	\$5.24	
	\$/1000 gal	\$7.00	
Quarterly Meter Charge			
3/4" Meter		\$63.00	
1" Meter		\$157.50	
1-1/2" Meter		\$283.50	
2" Meter		\$472.50	
3" Meter		\$756.00	
4" Meter		\$1,260.00	
6" Meter		\$2,520.00	
Service/Admin and Connection Fees			
Service Fees			
Turn Water On/Off		\$40	Including for non-payment
Final Reading		\$25	
Backflow Test		\$75	
Materials/Parts		At Cost	
General Service Fee	hr	\$60	+ materials
After Hours Service Fee	hr	\$70	3 hour minimum
Hydrant/Temporary Water Fee	ea	\$30	to intstall/remove adaptor during normal business hours, Consumption Charge + Adapter Deposits: 3/4" - \$50, 2.5" - \$150, hydrant meter - \$1,250
Bulk Water Purchase from Hydrant		15% above current rate	
Hydrant Flow Test		\$100	+ Cost of outside services
Fine - 1st Offense		\$100	+ Labor & Materials + 15%
Fine - 2nd Offense		\$500	+ Labor & Materials + 15%
Meter Test		\$40*	*Charge waived is fault found with meter
Frozen Meter		At Cost	\$170 minimum
Temporary Construction Meter		\$60 turn on/off	+ current consumption rate
Seasonal Meter Install & Turn On		\$60	
Seasonal Meter Remove & Turn Off		\$60	

Administrative Fees			
Ownership Change for			
Billing/Account Establishment Fee		\$25	
New Service Application Fee		\$50	
Late Payment		\$10	
Bad Check Fee		\$30	
On-Site Collection Fee for Non-Payment		\$40	
Interest on Unpaid Balance		per Town Tax Rate	
Plan Photocopies		\$3/Sheet	
Connection Fees (Including Meter)			
5/8 or 3/4		\$1,300	
1 inch		\$2,000	
1.5 inch		\$3,200	
2 inch		\$4,200	
3 inch		\$7,500	
4 inch		\$11,000	
>4 inch		per Town	
System Development Charge			
MSDC (current, shall match MWW)	\$/gpd	\$3.69	May be waived for MtBE Users for first 20,000 gallons
Plaistow SDC (Existing Assets)			
Domestic Use (3/4" service)		\$1,053	Waived for MtBE Users
Domestic Use (1" service and up)	\$/gpd	\$7.02	Waived for MtBE Users
Fire Suppression Only (<35,000 sf)		\$2,500	Applies only to new services
Fire Suppression Only (<70,000 sf)		\$5,000	
Fire Suppression Only (<105,000 sf)		\$7,500	
Fire Suppression Only (105,000 sf +)		\$10,000	
Private Hydrants	ea	\$500	



TRSD Policy Committee's Recommendations to the School Board

May 19, 2022

Policy	Recommendations
ADC Tobacco Products Ban	First Read-Adopt NHSBA's ADC Policy.
GADA Employment References and Verification	First and Second Reads- Adopt NHSBA's GADA Policy
IHCA Summer Learning	First Read- Adopt revised TRSD IHCA policy.

Timberlane Regional School District	Policy Code: ADC
Adopted: 07-21-83 Revised: 02-15-99 Revised: 09-11-02 Revised: 02-24-05 Reaffirmed: 11-15-12 Revised: 06-02-16 Revised:	Page 1 of 5

TOBACCO PRODUCTS BAN

USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

~~Use of Tobacco Products Strictly Prohibited in/on all School Facilities and/or Grounds~~

~~No person shall use any tobacco, e-cigarette, liquid nicotine or electronic smoking or vaping apparatus product in any facility maintained by the School District, nor on any of the grounds of the District. Additionally, no person shall use, charge or plug into any school district charging device, any e-cigarette or electronic smoking or vaping device while on school district property.~~

~~“Tobacco products” means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, e-cigarettes, or liquid nicotine, electronic smoking or vaping apparatus, and tobacco in any other form.~~

~~“Facility” is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.~~

~~Signs shall be placed by the District in all buildings, facilities and School vehicles stating that the use of tobacco products is prohibited.~~

~~It is the responsibility of the building Principal(s), or designee, to initially enforce this policy by requesting that any person who is violating this policy to immediately cease the use of tobacco products. After this request is made, if any person refuses to refrain from using tobacco products in violation of this policy, the Principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.~~

Students

~~No student shall purchase, attempt to purchase, possess or use any tobacco, e-cigarette, liquid nicotine or electronic smoking or vaping apparatus product in any facility, in any School vehicle or anywhere on School grounds maintained by the District. Additionally, no student shall use, charge or plug into any school district charging device, any e-cigarette or electronic smoking or vaping device while on school district property~~

Timberlane Regional School District	Policy Code: ADC
Adopted: 07-21-83 Revised: 02-15-99 Revised: 09-11-02 Revised: 02-24-05 Reaffirmed: 11-15-12 Revised: 06-02-16 Revised:	Page 2 of 5

~~Enforcement of this prohibition shall initially rest with building Principals, or their designees, who may report any violation to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.~~

~~The Principal will develop regulations, which cover disciplinary action to be taken for violations of this policy. These regulations will be communicated to students by means deemed appropriate by the Principal. In addition to disciplinary actions taken by the School, criminal penalties for fines may result from violations of this policy.~~

Employees

~~No employee shall use any tobacco, e-cigarette, liquid nicotine or electronic smoking or vaping apparatus product in any facility in any School vehicle or anywhere on School grounds maintained by the District. Additionally, no employee shall use, charge or plug into any school district charging device, any e-cigarette or electronic smoking or vaping device while on school district property.~~

~~Initial responsibility for enforcement of this prohibition shall rest with building Principals, or their designees. The Principal may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.~~

~~The Principal will develop and implement the appropriate means of notifying employees of the possible disciplinary consequences of violating this policy. Any employee(s) who violate this policy are subject to disciplinary action, which may include warning, suspension or dismissal. In addition, fines or other penalties may result from enforcement of these prohibitions by other law enforcement officials.~~

All Other Persons

~~No visitor shall at any time use tobacco, e-cigarette, liquid nicotine or electronic smoking or vaping apparatus products in any facility, in any School vehicle, or anywhere on School grounds maintained by the District. Additionally, no visitor shall use, charge or plug into any school district charging device, any e-cigarette or electronic smoking or vaping device while on school district property.~~

~~Responsibility for enforcement of this prohibition shall rest with all School District employees who may report violations to the local police department. In accordance with~~

Timberlane Regional School District	Policy Code: ADC
Adopted: 07-21-83 Revised: 02-15-99 Revised: 09-11-02 Revised: 02-24-05 Reaffirmed: 11-15-12 Revised: 06-02-16 Revised:	Page 3 of 5

~~state law, the police department shall be responsible for all proceedings and applicable fines and penalties.~~

Appendix ADC-R

Statutory References:

~~RSA 155:64—77, Indoor Smoking Act~~

~~RSA 126—K:6, Possession and Use of Tobacco Products by Minors~~

~~RSA 126 K:7, Use of Tobacco Products on Public Educational Grounds Prohibited~~

PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E-CIGARETTES AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

- A. Definitions.** *These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.*

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI.

"Device" means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that ***may or may not contain*** nicotine ***or e-liquid***. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-b.

"E-liquid" means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

ADC - TOBACCO PRODUCTS BAN

Timberlane Regional School District	Policy Code: ADC
Adopted: 07-21-83 Revised: 02-15-99 Revised: 09-11-02 Revised: 02-24-05 Reaffirmed: 11-15-12 Revised: 06-02-16 Revised:	Page 4 of 5

"**Facility**" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, **device**, E-cigarette, **E-liquid**, or liquid nicotine in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

No employee shall use any tobacco product, **device**, E-cigarette, **E-liquid**, or liquid nicotine, in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

D. All other persons

No visitor, contractor, vendor or other member of the public, shall use any tobacco product, **device**, E-cigarette, **E-liquid**, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may call contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

Timberlane Regional School District	Policy Code: ADC
Adopted: 07-21-83 Revised: 02-15-99 Revised: 09-11-02 Revised: 02-24-05 Reaffirmed: 11-15-12 Revised: 06-02-16 Revised:	Page 5 of 5

E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

Timberlane Regional School District	Policy Code: GADA
Adopted:	Page 1 of 1

EMPLOYMENT REFERENCES AND VERIFICATION (PROHIBITING AIDING AND ABETTING OF SEXUAL ABUSE)

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

The School District, and its employees, contractors, and agents, are prohibited from providing a recommendation of employment, and/or from otherwise assisting any school employee, contractor, or agent in obtaining a new position or other employment if he/she or the District has knowledge of, or probable cause to believe that the other employee, contractor, or agent ("alleged perpetrator") engaged in illegal sexual misconduct with a minor or student. This prohibition does not include the routine transmission of administrative and personnel files.

In addition, this prohibition does not apply if:

1. The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction;
2. The information giving rise to probable cause has been reported to any other authorities as required by local, state or federal law (for instance New Hampshire Division of Children, Youth and Families "DCYF"), and
3. At least one of the following conditions applies:
 - a. The matter has been officially closed;
 - b. The District officials have been notified by the prosecutor or police after an investigation that there is insufficient information for them to proceed;
 - c. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated; or
 - d. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency.

Timberlane Regional School District	Policy Code: IHCA
Adopted: 07-21-99 Revised: 04-03-08 Revised: 05-02-13 Revised: 12-19-13 Revised: 06-07-18 Revised:	Page 1 of 1

SUMMER LEARNING

~~The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Students will be expected to complete summer activities that support student learning. There will be required summer work.~~

~~Students may take credit bearing courses, either at the high school or in an alternative setting, as defined by Policy IMBC—Alternative Credit Options for High School Graduation. These credits will carry the same value as those earned during the school year. Students who intend to complete course work for credit must obtain prior approval from the high school building principal or designee.~~

~~Legal Reference:~~

~~NH Code of Administrative Rules Section Ed. 306:141(a)(7), Summer Activities That Support Student Learning~~

~~The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages students to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities, or other activities that support student learning.~~

Timberlane Regional School District	Policy Code: IHCA-R
Adopted:	Page 1 of 1

In accordance with Policy IHCA, the Timberlane Regional School District recognizes the importance of ongoing learning outside of the school year and encourages students and families to develop a plan for summer activities that support student learning.

Each year, the district will identify, promote, and provide access to a variety of grade-level and/or content specific learning activities that will help students to maintain a learning mindset, remain academically connected, build home-school connections, establish life-long learning patterns, promote personal growth, and support transitions between grade levels. These summer learning activities may include, but are not limited to, online learning platforms that provide opportunities for ongoing practice and targeted skill development in mathematics and English Language Arts (ELA); lists of grade-level book titles and reading activities; a list of Extended / Alternative Learning Opportunities, lists of learning activities and events in the greater community, and other level-specific summer learning ideas and resources.

All summer learning activities will be posted to the school and district websites and advertised through all district social media outlets and the district messaging system.

When selecting summer learning options and developing a summer learning plan, students and families are encouraged to refer to student-specific feedback from teachers and/or information in assessment reports or report cards to identify specific skills and competencies in need of further practice and development. Families may then access the district-sponsored and district-promoted summer learning opportunities to best meet individual student needs for summer learning.

Special Education Paraprofessional Survey

Please answer the following questions based on your experiences.

* Required

1. What grade level do you currently serve as a Paraprofessional? *

Mark only one oval.

- ☐ Preschool
- ☐ Elementary School
- ☐ Middle School
- ☐ High School

2. How many years have you been a Paraprofessional? *

Mark only one oval.

- ☐ 0-2
- ☐ 3-5
- ☐ 6-9
- ☐ 10-14
- ☐ 15-19
- ☐ 20 or more

3. What is your education background?

Mark only one oval.

- ☐ High School Diploma
- ☐ Associates
- ☐ Bachelors
- ☐ Masters
- ☐ Other

4. I feel welcome and a part of the Special Education Team.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

5. My input is respected and valued by IEP Team Members.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

6. Information provided to me (regarding the IEP, it's components and process) was explained to my satisfaction.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

7. I have time to collaborate with other staff members on an as needed basis (including Special Education Staff, Teachers, and Related Service Providers).

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

8. I have a clear understanding of the disabilities and the needs of the students with whom I work.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

9. I receive clearly stated information, on an ongoing basis and in a timely manner, to effectively work with students to which I am assigned.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

10. I am aware of other support services including the following:

Check all that apply.

- ☐ Community Crossroads
- ☐ Center for Life Management (CLM)
- ☐ Parent Information Center (PIC)
- ☐ The Upper Room
- ☐ Disabilities Rights Center (DRC)
- ☐ NH Council of Developmental Disabilities
- ☐ Other

11. I receive sufficient training to support my work with students in need of special education.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

12. I feel comfortable providing support to students while in the classroom setting.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

13. I would participate in workshops and training to learn about supporting students in need of special education.

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Maybe

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Special Education Survey for Administrators

Please answer the following questions based on your experiences.

* Required

1. My current position is: *

Mark only one oval.

- ☐ Principal
- ☐ Assistant Principal
- ☐ Director
- ☐ Coordinator
- ☐ Other: _____

2. Have you ever taught in a class with or provided services to students identified for special education?

Mark only one oval.

- ☐ Yes
- ☐ No

3. What is your degree status?

Mark only one oval.

- ☐ Bachelors
- ☐ Masters
- ☐ C.A.G.S./Ed.S.
- ☐ Doctorate

4. Do you have significant coursework in special education?

Mark only one oval.

☐ Yes

☐ No

5. Prior to working in the Timberlane Regional School District, have you ever served as the Local Education Agency Representative (LEA Representative)?

Mark only one oval.

☐ Yes

☐ No

6. I currently hold a certification in special education.

Mark only one oval.

☐ Yes

☐ No

7. All members of the Special Education Team are welcomed and their input is respected and valued.

Mark only one oval.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

8. Parents have sufficient access to administration, teachers and service providers (Paraprofessionals, Related Service Providers, Special Education Teacher, etc.).

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

9. There is sufficient cooperation and communication between all staff who provide services to children with special needs.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

10. All Teachers including Special Education Teachers and Related Service Providers have sufficient time to prepare and plan for children with special needs (curriculum modification, collaboration, etc.).

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

11. IEP Meetings impact instructional time.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

12. Staff members who provide services to children have a clear understanding of that child's disabilities and needs.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

13. Staff Members and Parents receive information (IEP's, modifications, evaluation reports, progress updates, etc.) in a timely manner.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

14. Do you feel you have the appropriate knowledge of special education federal and state laws and rules (i.e. IDEA, FAPE, LRE, etc.)?

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

15. The general classroom environment is beneficial to ALL children.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

16. I am satisfied with the transition planning, from grade to grade and/or school to school, for children with special needs.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

17. I am interested in attending forum(s) to discuss special education in our schools.

Mark only one oval.

☐ School Forum(s) (Staff)

☐ District Forum(s) (Staff)

☐ Community Forum(s)

18. I am aware of other support services including the following:

Mark only one oval.

☐ Community Crossroads

☐ Center for Life Management (CLM)

☐ Parent Information Center (PIC)

☐ The Upper Room

☐ Disabilities Rights Center (DRC)

☐ NH Council of Developmental Disabilities

☐ Other

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Special Education Family Survey

Please answer questions based on your experiences as a family member of a child identified as in need of special education. Please complete one survey for each child if you have more than one child who is identified.

* Required

1. How long have you lived in the Timberlane Regional School District?

Mark only one oval.

- ☐ 0-2 years
- ☐ 3-5 years
- ☐ 6-9 years
- ☐ 10-14 years
- ☐ 15 or more years

2. My child is currently in:

Mark only one oval.

- ☐ Preschool
- ☐ Half-Day Kindergarten
- ☐ Full-Day Kindergarten
- ☐ Elementary School
- ☐ Middle School
- ☐ High School

3. I feel welcomed and part of the IEP Team.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

4. Any information provided to me (regarding the IEP and the special education process) was explained to my satisfaction.

*

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

5. On a scale of 1-5, 1 being complete understanding and 5 being no understanding, my understanding of the special education process is best described as:

Mark only one oval.

	1	2	3	4	5	
Complete Understanding	☐	☐	☐	☐	☐	No Understanding

Complete Understanding ☐ ☐ ☐ ☐ ☐ No Understanding

6. I feel my child's academic needs are being met.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

7. I feel my child's non-academic needs are being met.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

8. I feel my child's social and emotional needs are being met.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

9. I feel I have a clear understanding of my child's disabilities and needs.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

10. I feel my child's IEP is being fully implemented in the way that I understand it to be intended.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

11. I am satisfied with the communication I receive from my child's Special Education Teacher/Case Manager.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

12. I am satisfied with the communication I receive from my child's Classroom Teacher(s).

Mark only one oval.

- ☐ Agree
- ☐ Strongly Agree
- ☐ Disagree
- ☐ Strongly Disagree

13. I feel I receive timely and sufficient information regarding my child's progress.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

14. I am satisfied with the special education services my child receives.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

15. I am satisfied with the transitions my child has made from grade to grade and/or school to school.

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

16. I am aware of the process to consider Extended School Year (ESY) as part of the IEP.

Mark only one oval.

- ☐ Yes
- ☐ No

17. I am aware of other support services including the following:

Check all that apply.

- ☐ Community Crossroads
- ☐ Center for Life Management (CLM)
- ☐ Parent Information Center (PIC)
- ☐ The Upper Room
- ☐ Disabilities Rights Center (DRC)
- ☐ NH Council of Developmental Disabilities
- ☐ Other: _____

18. I am interested in attending the following regarding special education and children with disabilities.

Check all that apply.

- ☐ Parent Support Group(s)
- ☐ Parenting Education and Workshops
- ☐ Community Forums (By School)
- ☐ Community Forums (District)
- ☐ Online Learning Tools & Supports

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SAU #106 - Timberlane RSD
Plaistow, NH

2021-22 Enrollment Projection Report

Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments.

In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

We have added two new graphs, Combined Historical Enrollment and Combined Projected Enrollment, which are color-coded by town.

The NESEEC enrollment projection for fall was within 29 students of the K-12 total (3,155 projected vs. 3,184 enrolled). Over the next three years, Grades K-12 enrollments are projected to increase by a total of +74 students.

Historical Enrollment

School District: Timberlane RSD, NH

12/15/2021

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2006	240	2011-12	95	209	246	274	292	310	295	340	334	344	353	335	368	356	0	4056	4151
2007	245	2012-13	96	238	241	252	273	290	312	290	334	334	329	354	332	386	0	3965	4061
2008	200	2013-14	117	205	265	241	258	267	294	316	286	329	302	331	354	348	0	3796	3913
2009	183	2014-15	99	212	248	264	244	258	262	291	307	283	310	297	334	356	0	3666	3765
2010	191	2015-16	100	196	226	258	271	246	261	266	293	311	277	310	304	347	0	3566	3666
2011	169	2016-17	112	210	216	229	256	277	244	273	265	293	301	274	301	315	0	3454	3566
2012	185	2017-18	137	220	248	220	239	259	286	253	270	266	280	301	274	301	0	3417	3554
2013	201	2018-19	132	217	233	250	225	244	255	289	252	268	249	283	296	273	0	3334	3466
2014	221	2019-20	123	249	231	227	261	235	251	264	296	252	271	248	276	301	0	3362	3485
2015	214	2020-21	92	187	247	215	222	259	224	229	260	285	241	268	255	284	0	3176	3268
2016	223	2021-22	101	234	241	244	224	234	263	226	236	254	257	238	262	271	0	3184	3285

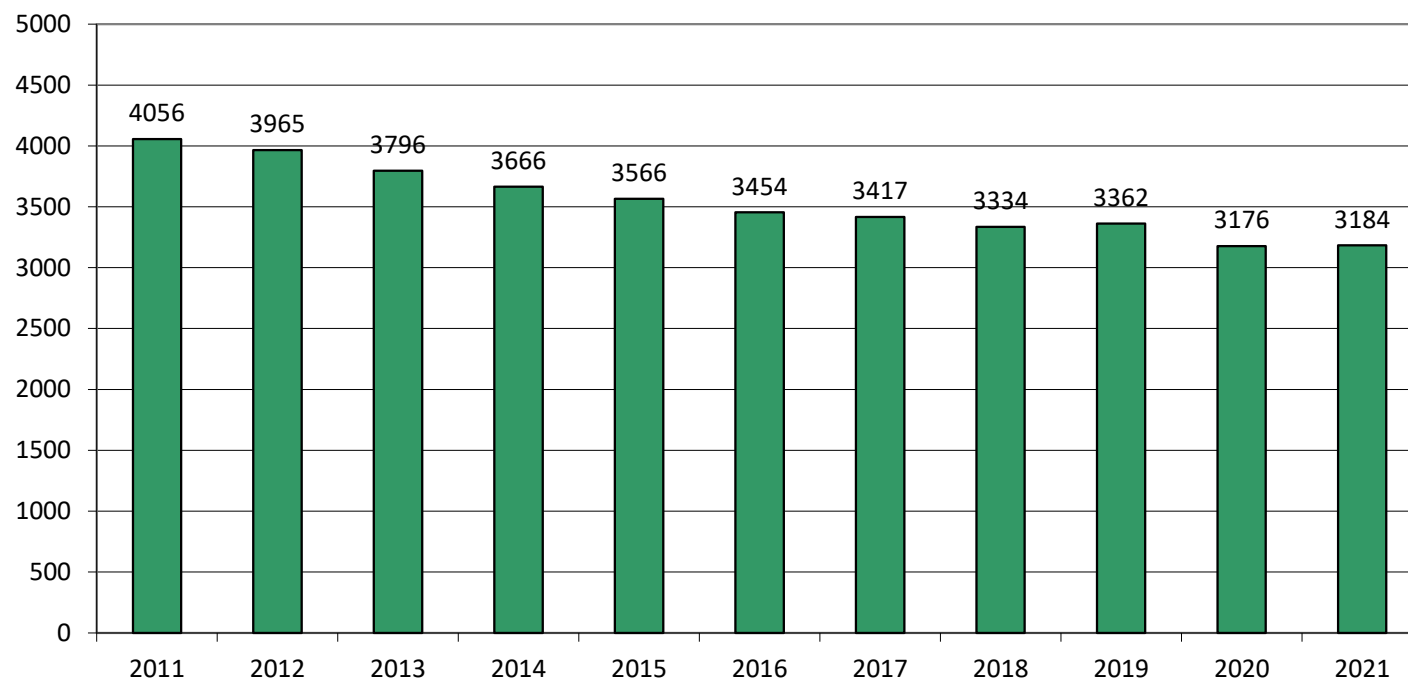
*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	7-12	9-12
2011-12	1721	1626	2739	2644	1313	1018	678	2090	1412
2012-13	1702	1606	2660	2564	1270	958	668	2069	1401
2013-14	1647	1530	2578	2461	1225	931	615	1950	1335
2014-15	1587	1488	2468	2369	1143	881	590	1887	1297
2015-16	1558	1458	2428	2328	1131	870	604	1842	1238
2016-17	1544	1432	2375	2263	1075	831	558	1749	1191
2017-18	1609	1472	2398	2261	1075	789	536	1692	1156
2018-19	1556	1424	2365	2233	1064	809	520	1621	1101
2019-20	1577	1454	2389	2266	1063	812	548	1644	1096
2020-21	1446	1354	2220	2128	998	774	545	1593	1048
2021-22	1541	1440	2257	2156	979	716	490	1518	1028

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	4056	0	0.0%
2012-13	3965	-91	-2.2%
2013-14	3796	-169	-4.3%
2014-15	3666	-130	-3.4%
2015-16	3566	-100	-2.7%
2016-17	3454	-112	-3.1%
2017-18	3417	-37	-1.1%
2018-19	3334	-83	-2.4%
2019-20	3362	28	0.8%
2020-21	3176	-186	-5.5%
2021-22	3184	8	0.3%
Change	-872		-21.5%

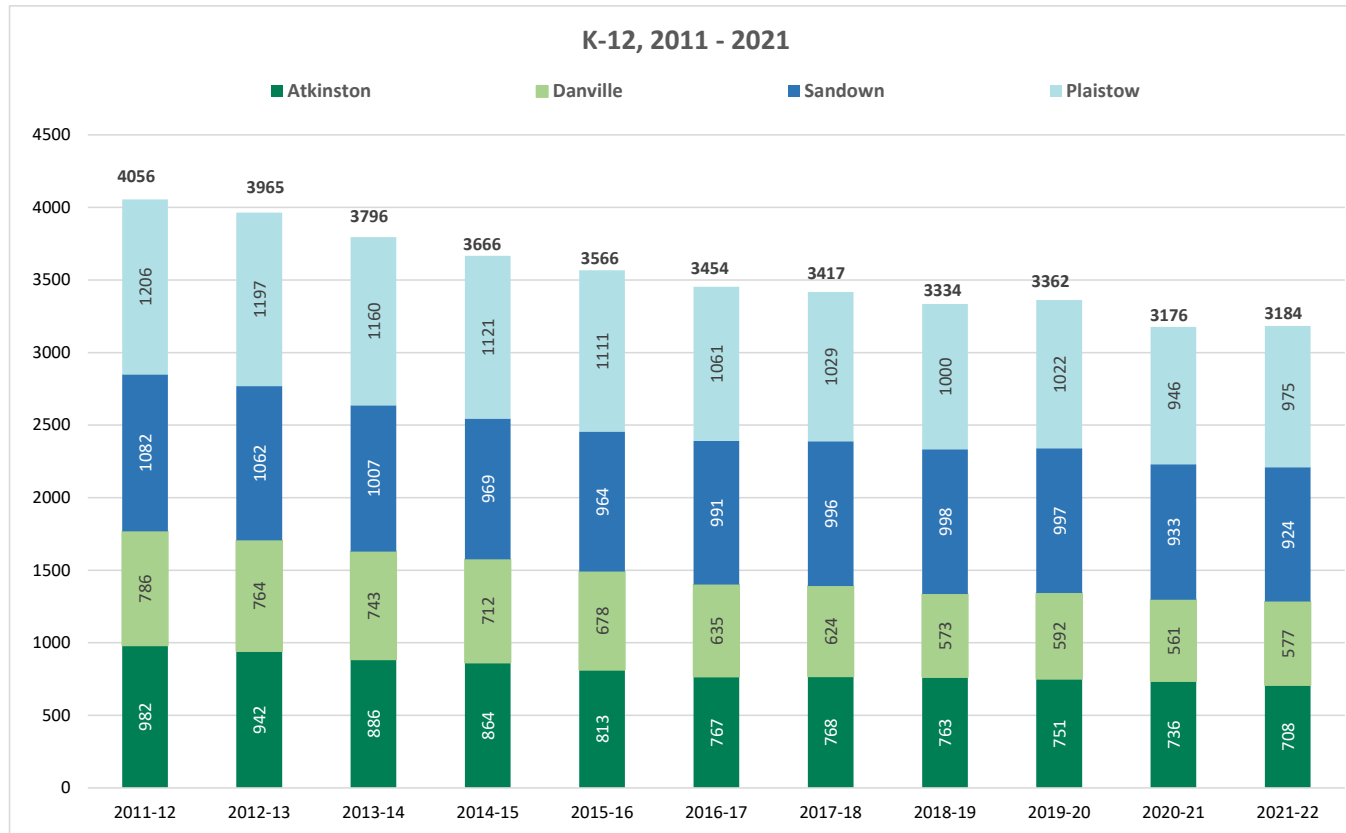
Historical Enrollment

K-12, 2011-2021



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Combined Historical Enrollment



Town	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Atkinson	24%	24%	23%	24%	23%	22%	22%	23%	22%	23%	22%
Danville	19%	19%	20%	19%	19%	18%	18%	17%	18%	18%	18%
Plaistow	30%	30%	31%	31%	31%	31%	30%	30%	30%	30%	31%
Sandown	27%	27%	27%	26%	27%	29%	29%	30%	30%	29%	29%

* percentages rounded

Projected Enrollment

School District: **Timberlane RSD, NH**

12/15/2021

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	223		2021-22	101	234	241	244	224	234	263	226	236	254	257	238	262	271	0	3184	3285
2017	223		2022-23	105	242	257	240	249	230	234	269	226	232	244	257	238	269	0	3187	3292
2018	258		2023-24	109	277	268	257	244	257	231	239	270	223	224	243	256	242	0	3231	3340
2019	214		2024-25	113	232	304	268	262	251	257	236	240	267	213	224	243	261	0	3258	3371
2020	227	0	2025-26	117	247	256	303	273	269	251	263	236	237	258	212	223	249	0	3277	3394
2021	229	(est.)	2026-27	121	249	271	256	308	281	269	256	262	233	228	258	212	226	0	3309	3430
2022	230	(est.)	2027-28	125	250	274	270	261	316	282	275	257	258	223	228	255	216	0	3365	3490
2023	232	(est.)	2028-29	129	251	275	274	274	269	315	287	276	255	247	223	227	260	0	3433	3562
2024	226	(est.)	2029-30	133	245	276	275	279	282	269	322	287	273	245	247	223	232	0	3455	3588
2025	229	(est.)	2030-31	137	248	270	276	280	287	283	275	322	284	263	245	246	227	0	3506	3643
2026	229	(est.)	2031-32	141	247	273	270	281	288	287	287	274	319	273	263	245	249	0	3556	3697

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

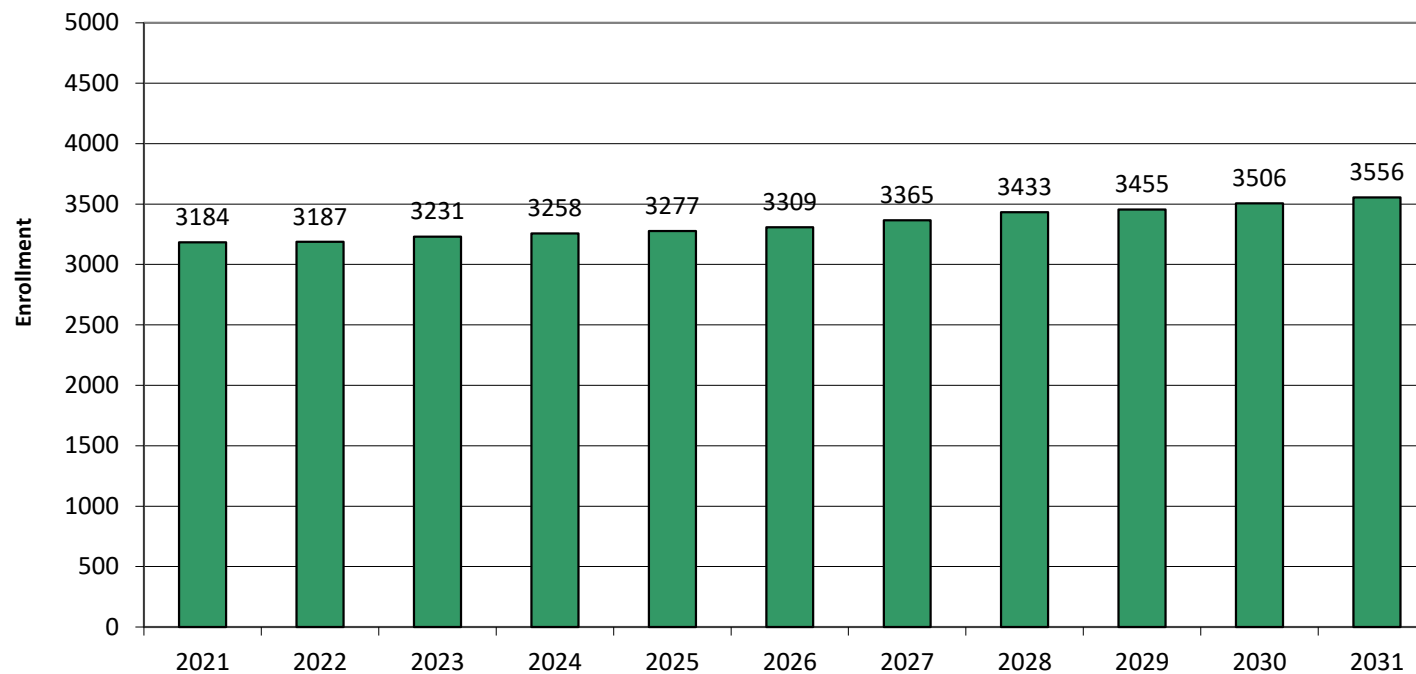
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	7-12	9-12
2021-22	1541	1440	2257	2156	979	716	490	1518	1028
2022-23	1557	1452	2284	2179	961	727	458	1466	1008
2023-24	1643	1534	2375	2266	963	732	493	1458	965
2024-25	1687	1574	2430	2317	1000	743	507	1448	941
2025-26	1716	1599	2452	2335	987	736	473	1415	942
2026-27	1755	1634	2506	2385	1020	751	495	1419	924
2027-28	1778	1653	2568	2443	1072	790	515	1437	922
2028-29	1787	1658	2605	2476	1133	818	531	1488	957
2029-30	1759	1626	2641	2508	1151	882	560	1507	947
2030-31	1781	1644	2662	2525	1164	881	606	1587	981
2031-32	1787	1646	2667	2526	1167	880	593	1623	1030

Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	3184	0	0.0%
2022-23	3187	3	0.1%
2023-24	3231	44	1.4%
2024-25	3258	27	0.8%
2025-26	3277	19	0.6%
2026-27	3309	32	1.0%
2027-28	3365	56	1.7%
2028-29	3433	68	2.0%
2029-30	3455	22	0.6%
2030-31	3506	51	1.5%
2031-32	3556	50	1.4%
Change	372		11.7%

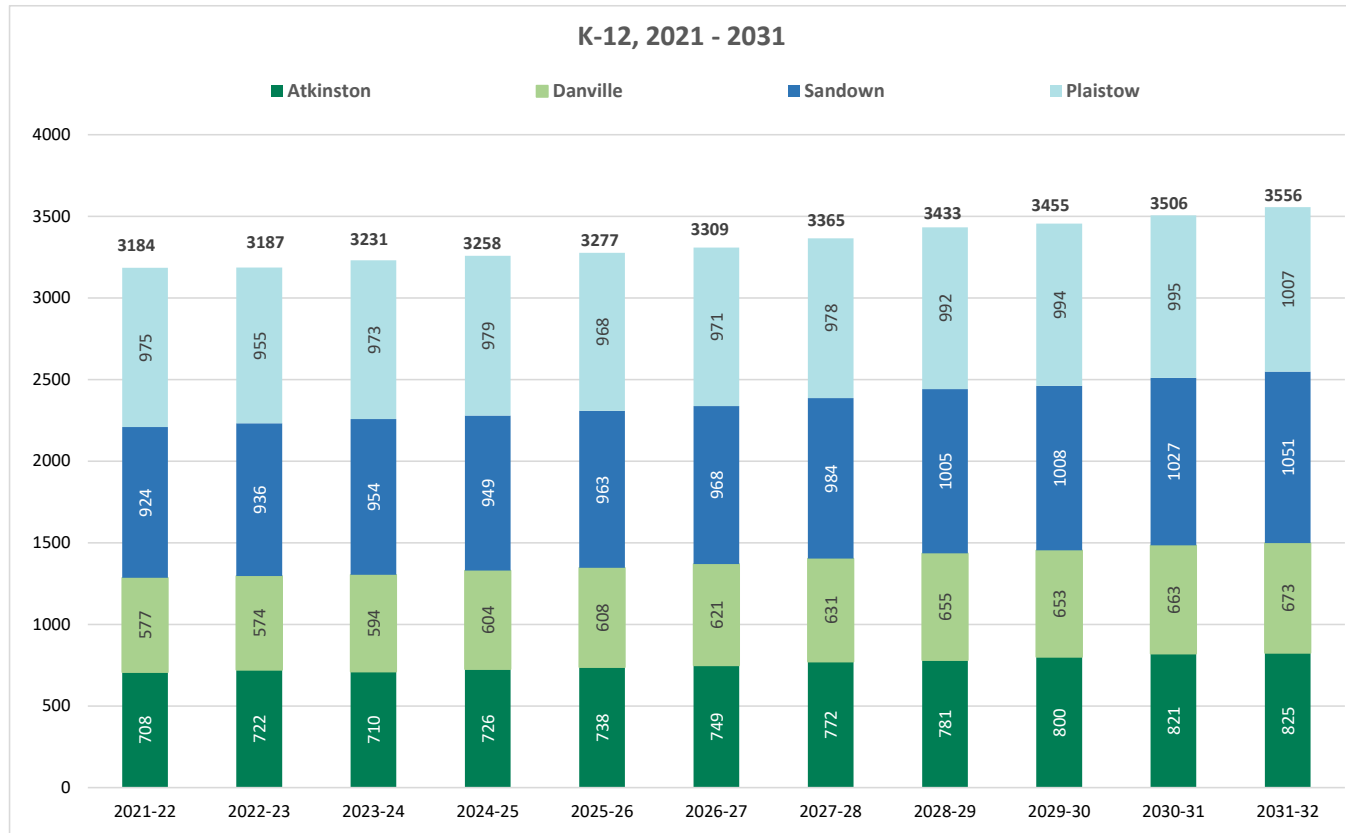
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Projected Enrollment

K-12 To 2031 Based On Data Through School Year 2021-22



Combined Projected Enrollment

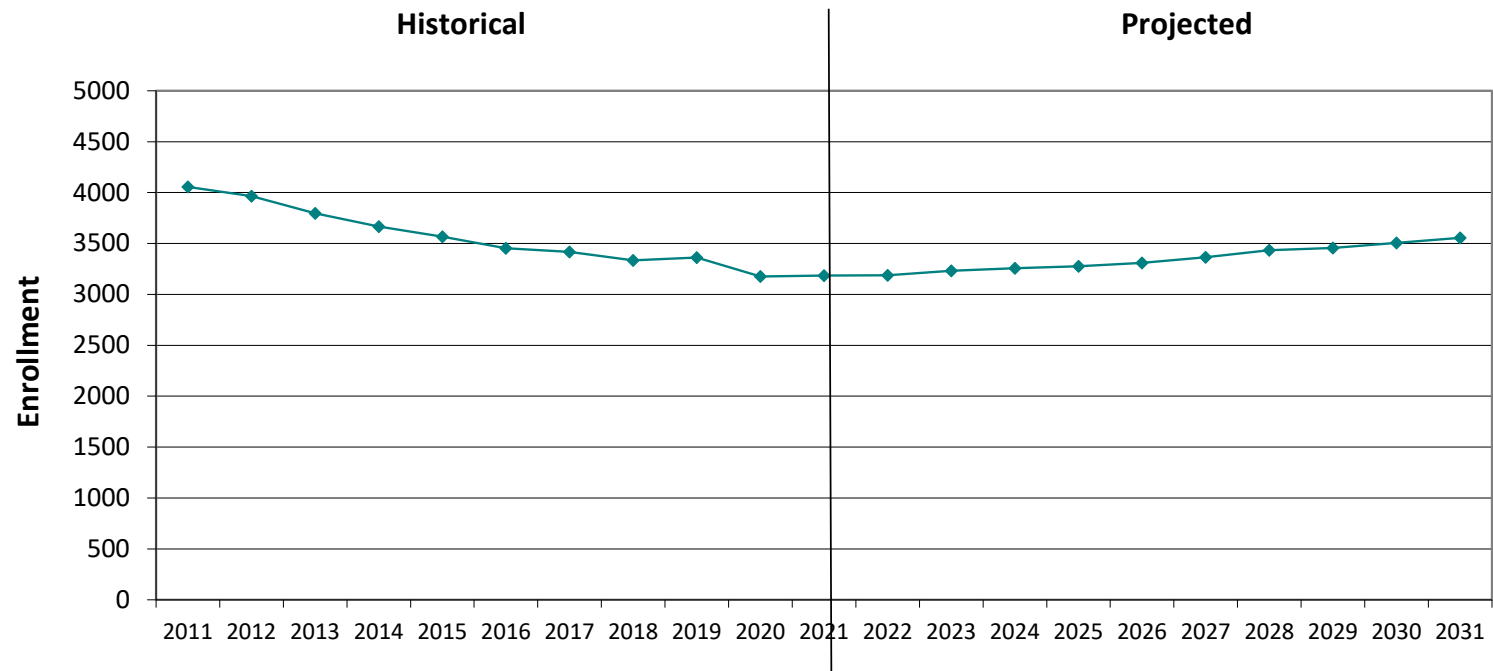


* percentages rounded

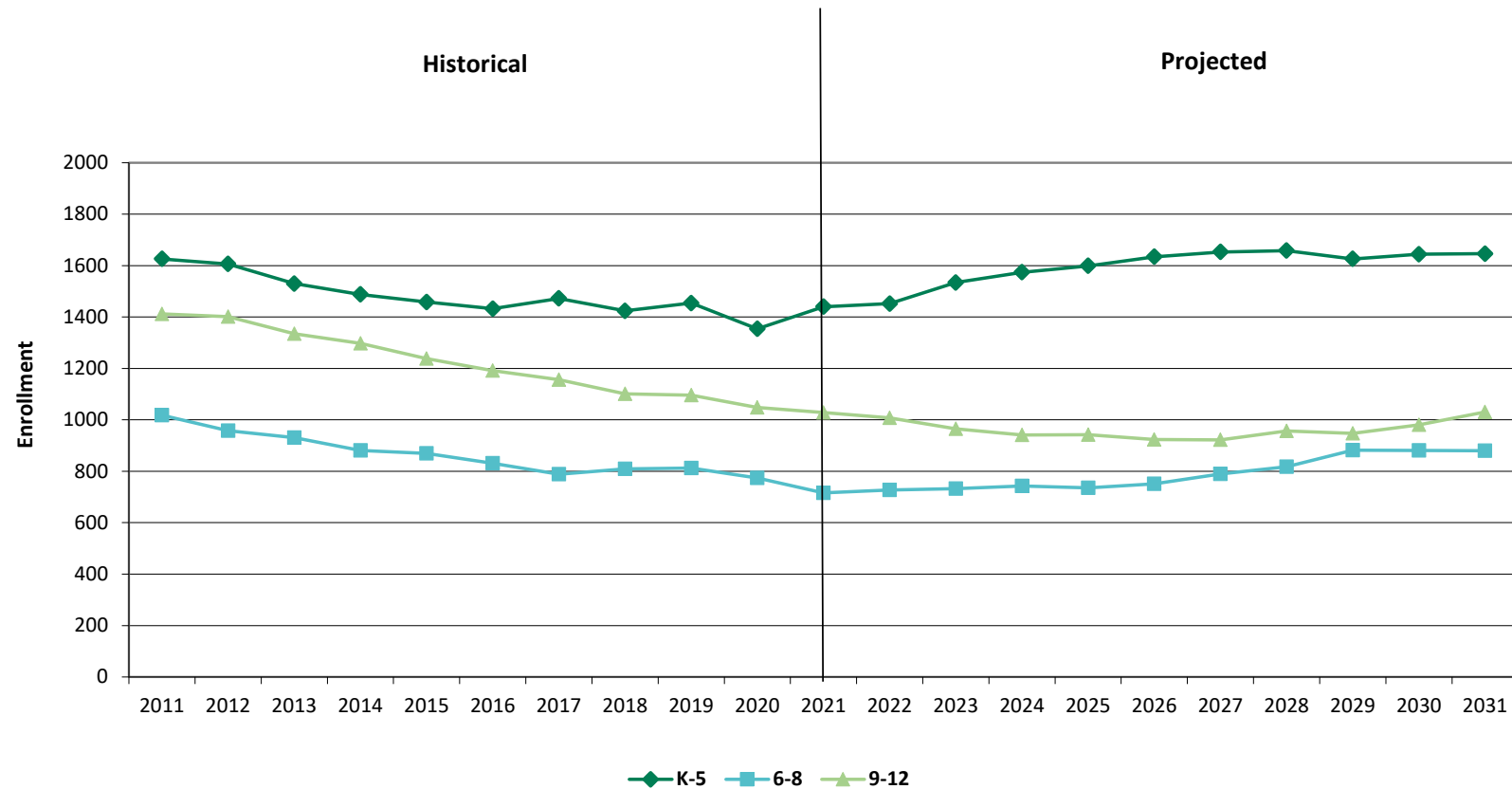
Town	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Atkinson	22%	23%	22%	22%	23%	23%	23%	23%	23%	23%	23%
Danville	18%	18%	18%	19%	19%	19%	19%	19%	19%	19%	19%
Plaistow	31%	30%	30%	30%	30%	29%	29%	29%	29%	28%	28%
Sandown	29%	29%	30%	29%	29%	29%	29%	29%	29%	29%	30%

Historical & Projected Enrollment

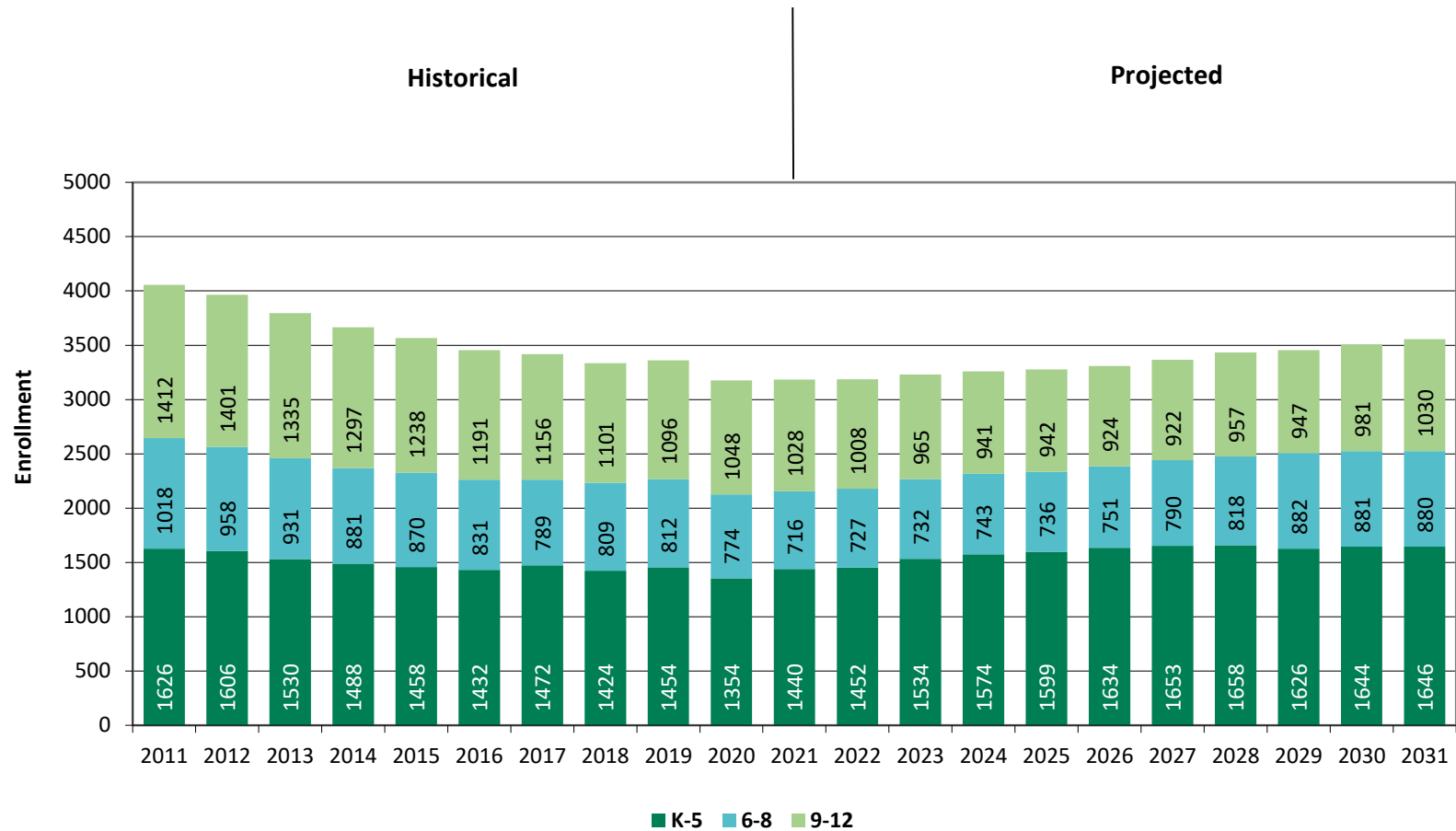
K-12, 2011-2031



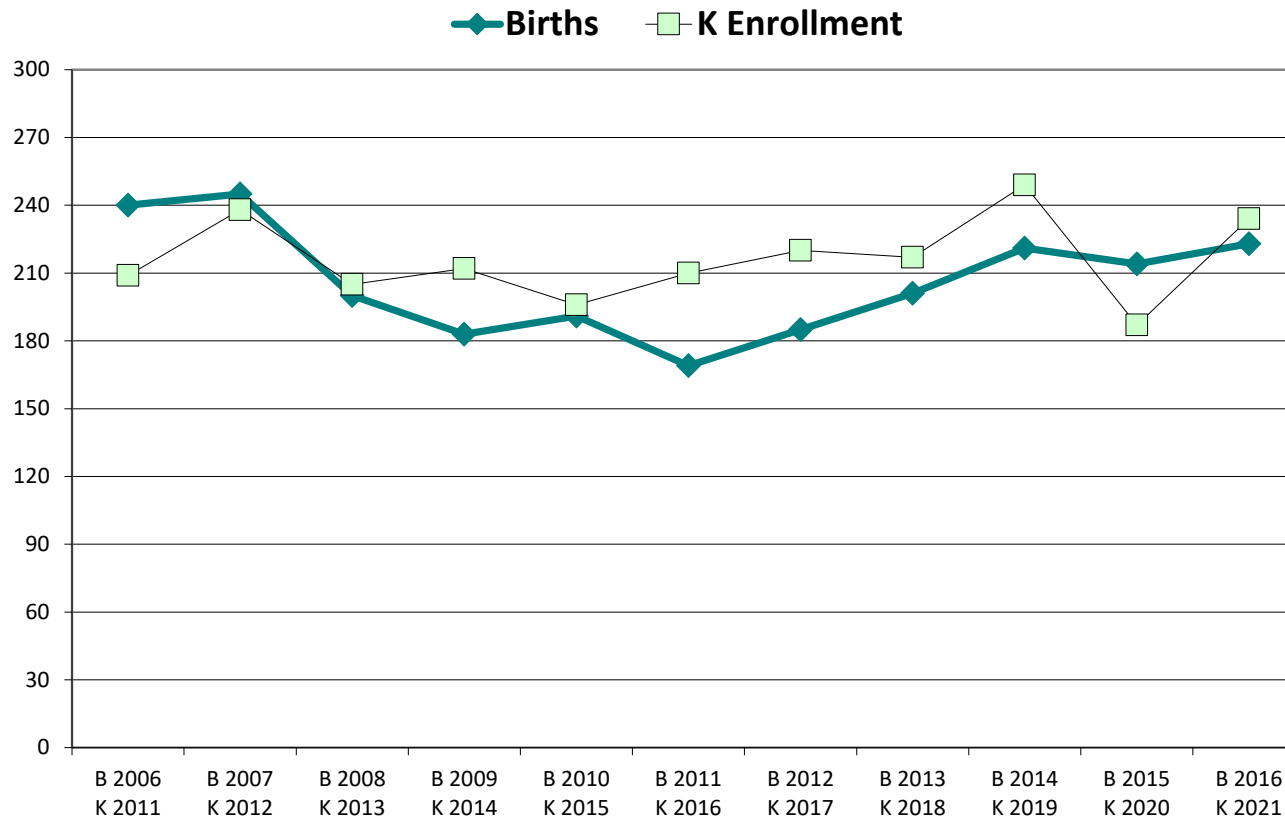
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



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From 2018 to 2029, the U.S. Department of Education anticipates changes in PK-12 enrollment of +3.3% in the South; +0.9% in the West, -1.8% in the Midwest; and -2.6% in the Northeast.

State	Fall 2018 PK - 12	Fall 2029 Projected	PK-12 Decline	% Change, 2018-2029
CT	526,634	478,000	-48,634	-9.2%
ME	180,461	174,500	-5,961	-3.3%
MA	962,297	945,400	-16,897	-1.8%
NH	178,515	166,100	-12,415	-6.9%
RI	143,436	139,900	-3,536	-2.5%
VT	87,074	82,000	-5,074	-5.8%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Table 203.20, August 2020

Note: Data collected prior to 2020 Coronavirus pandemic.

Although most New England districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from one district to the next. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other districts remaining stable.

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After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

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Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

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Sandown, NH
Timberlane Regional School District
2021-22 Enrollment Projection Report

Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments.

In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within 11 students of the Grades K-12 total, 935 students projected vs. 924 enrolled. Births increased by +10 from a previous ten-year average of 60 to a projected average of 70. Over the next three years, Grades K-12 enrollments are projected to increase by a total of +25 students.

Historical Enrollment

School District: Sandown, NH

12/15/2021

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2006	73	2011-12	0	64	73	73	70	84	87	87	102	78	84	90	102	88	0	1082	1082
2007	72	2012-13	0	58	73	72	72	71	84	90	83	97	76	85	93	108	0	1062	1062
2008	58	2013-14	17	55	69	74	74	68	70	88	89	78	88	78	84	92	0	1007	1024
2009	41	2014-15	17	47	60	71	74	73	66	66	89	90	75	85	84	89	0	969	986
2010	59	2015-16	52	67	58	63	72	72	77	60	67	85	93	73	87	90	0	964	1016
2011	48	2016-17	42	55	78	58	67	80	78	84	68	79	86	95	72	91	0	991	1033
2012	55	2017-18	94	67	67	75	62	67	83	79	86	73	80	87	94	76	0	996	1090
2013	61	2018-19	46	68	67	68	75	67	74	83	84	83	72	79	87	91	0	998	1044
2014	59	2019-20	85	70	63	62	71	72	68	80	92	86	86	74	81	92	0	997	1082
2015	73	2020-21	41	60	61	52	61	74	66	68	83	88	79	84	74	83	0	933	974
2016	71	2021-22	40	68	72	59	55	66	75	66	71	83	80	74	80	75	0	924	964

*Birth data provided by Public Health Vital Records Departments in each state.

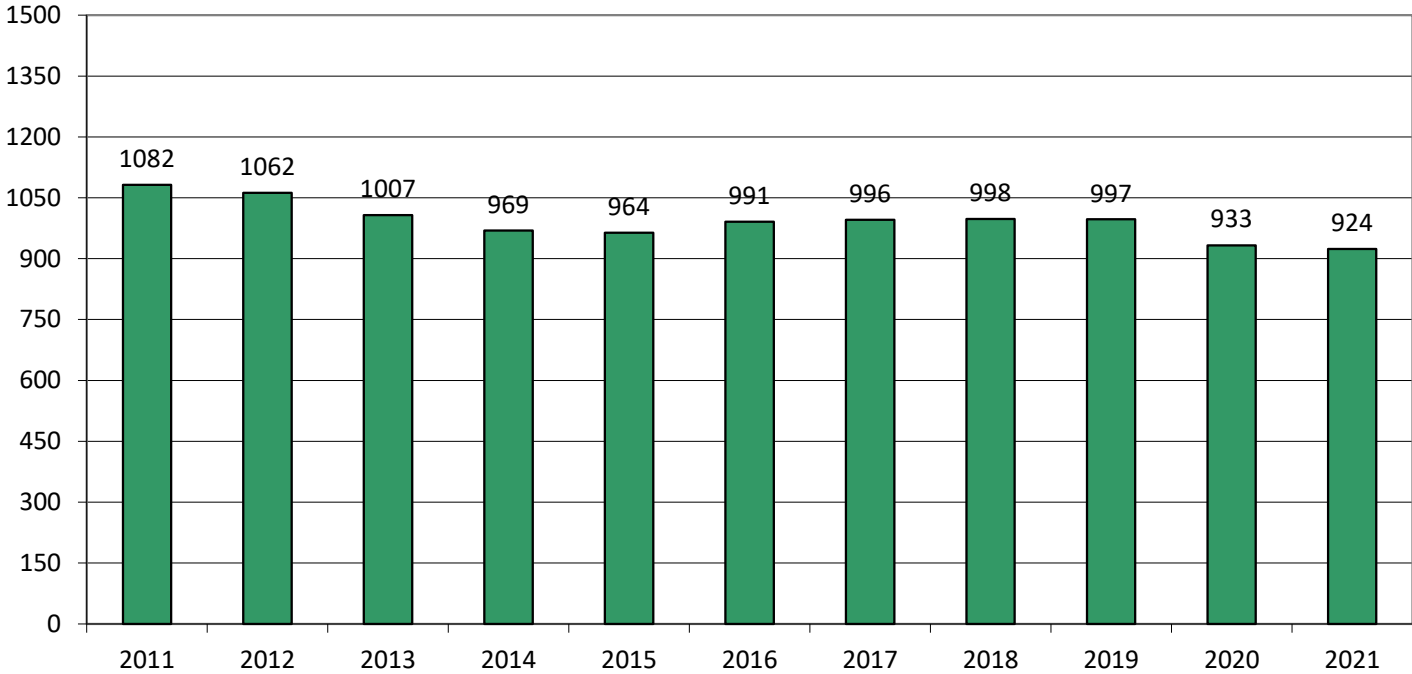
Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2011-12	451	451	718	718	354	267	180	631	364
2012-13	430	430	700	700	354	270	180	632	362
2013-14	427	410	682	665	325	255	167	597	342
2014-15	408	391	653	636	311	245	179	578	333
2015-16	461	409	673	621	289	212	152	555	343
2016-17	458	416	689	647	309	231	147	575	344
2017-18	515	421	753	659	321	238	159	575	337
2018-19	465	419	715	669	324	250	167	579	329
2019-20	491	406	749	664	326	258	178	591	333
2020-21	415	374	654	613	305	239	171	559	320
2021-22	435	395	655	615	295	220	154	529	309

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	1082	0	0.0%
2012-13	1062	-20	-1.8%
2013-14	1007	-55	-5.2%
2014-15	969	-38	-3.8%
2015-16	964	-5	-0.5%
2016-17	991	27	2.8%
2017-18	996	5	0.5%
2018-19	998	2	0.2%
2019-20	997	-1	-0.1%
2020-21	933	-64	-6.4%
2021-22	924	-9	-1.0%
Change		-158	-14.6%

NESDEC

Historical Enrollment

K-12, 2011-2021



Projected Enrollment

School District: Sandown, NH

12/15/2021

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	71		2021-22	40	68	72	59	55	66	75	66	71	83	80	74	80	75	0	924	964
2017	68		2022-23	41	73	71	70	61	57	67	77	70	72	82	79	74	83	0	936	977
2018	81		2023-24	42	87	76	69	72	63	58	69	82	71	71	81	79	76	0	954	996
2019	52		2024-25	43	56	90	74	71	74	64	60	73	84	70	70	81	82	0	949	992
2020	78	0	2025-26	44	84	58	87	76	73	75	66	64	74	83	69	70	84	0	963	1007
2021	70	(est.)	2026-27	45	76	87	56	89	78	74	77	70	65	73	82	69	72	0	968	1013
2022	70	(est.)	2027-28	46	75	79	84	58	91	79	76	82	71	64	72	82	71	0	984	1030
2023	70	(est.)	2028-29	47	76	78	77	86	60	92	81	81	84	70	63	72	85	0	1005	1052
2024	68	(est.)	2029-30	48	73	79	76	79	88	61	94	86	83	83	69	63	74	0	1008	1056
2025	71	(est.)	2030-31	49	77	76	77	78	81	89	63	100	88	82	82	69	65	0	1027	1076
2026	70	(est.)	2031-32	50	75	80	74	79	80	82	91	67	102	87	81	82	71	0	1051	1101

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

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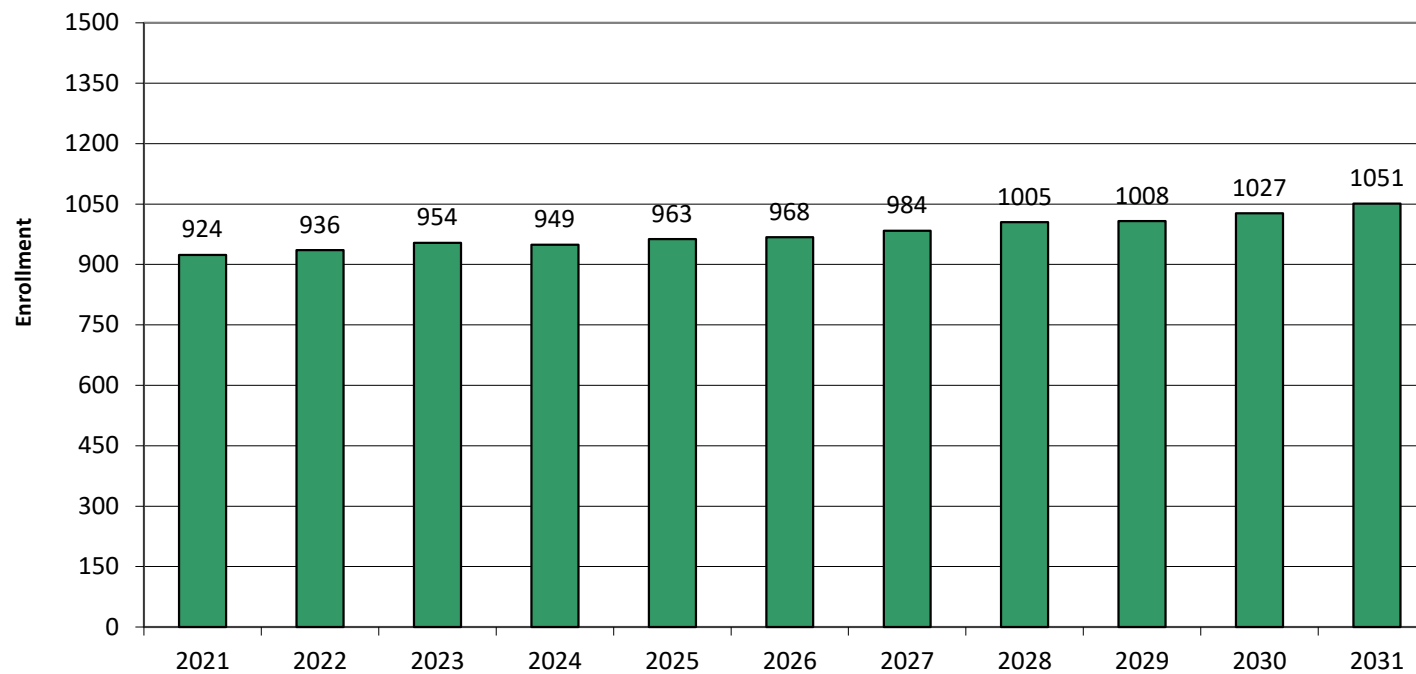
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2021-22	435	395	655	615	295	220	154	529	309
2022-23	440	399	659	618	286	219	142	537	318
2023-24	467	425	689	647	280	222	153	529	307
2024-25	472	429	689	646	281	217	157	520	303
2025-26	497	453	701	657	279	204	138	510	306
2026-27	505	460	717	672	286	212	135	508	296
2027-28	512	466	741	695	308	229	153	518	289
2028-29	516	469	762	715	338	246	165	536	290
2029-30	504	456	767	719	324	263	169	552	289
2030-31	527	478	778	729	340	251	188	549	298
2031-32	520	470	780	730	342	260	169	581	321

Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	924	0	0.0%
2022-23	936	12	1.3%
2023-24	954	18	1.9%
2024-25	949	-5	-0.5%
2025-26	963	14	1.5%
2026-27	968	5	0.5%
2027-28	984	16	1.7%
2028-29	1005	21	2.1%
2029-30	1008	3	0.3%
2030-31	1027	19	1.9%
2031-32	1051	24	2.3%
Change	127		13.7%

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

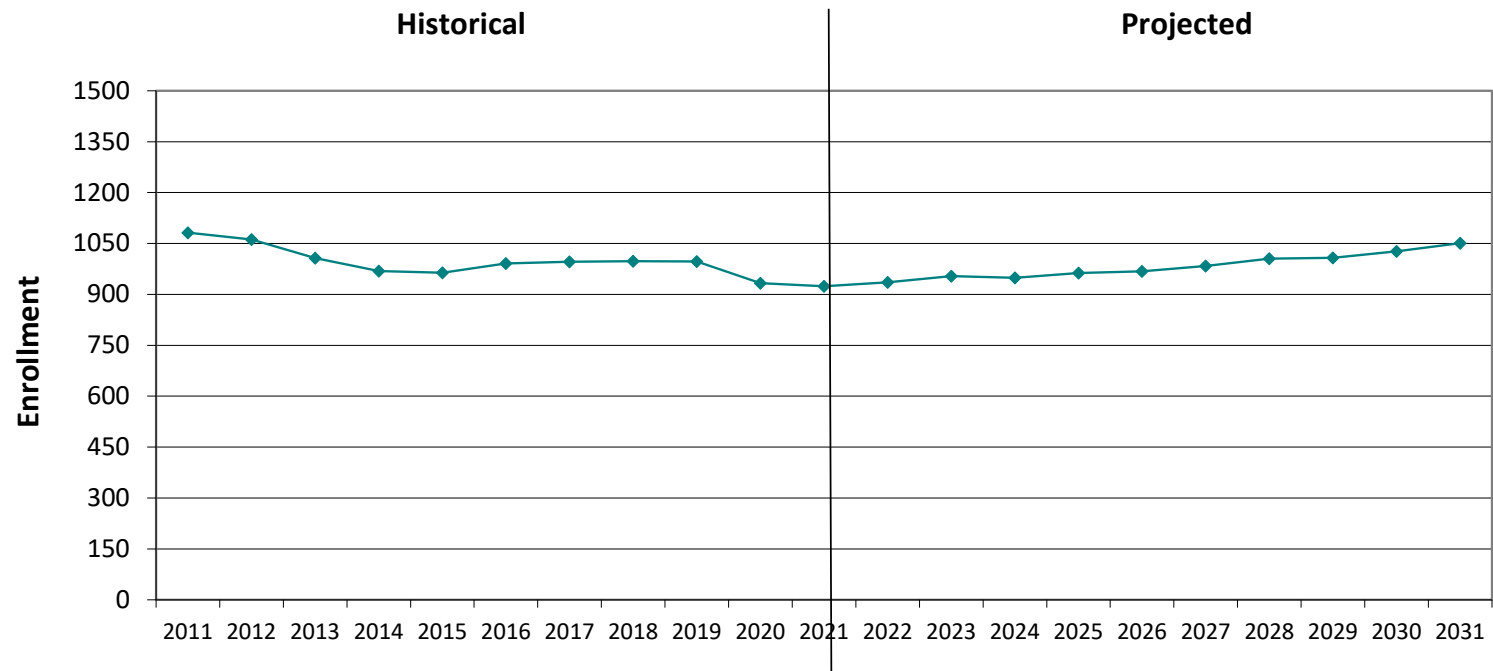
Projected Enrollment

K-12 To 2031 Based On Data Through School Year 2021-22

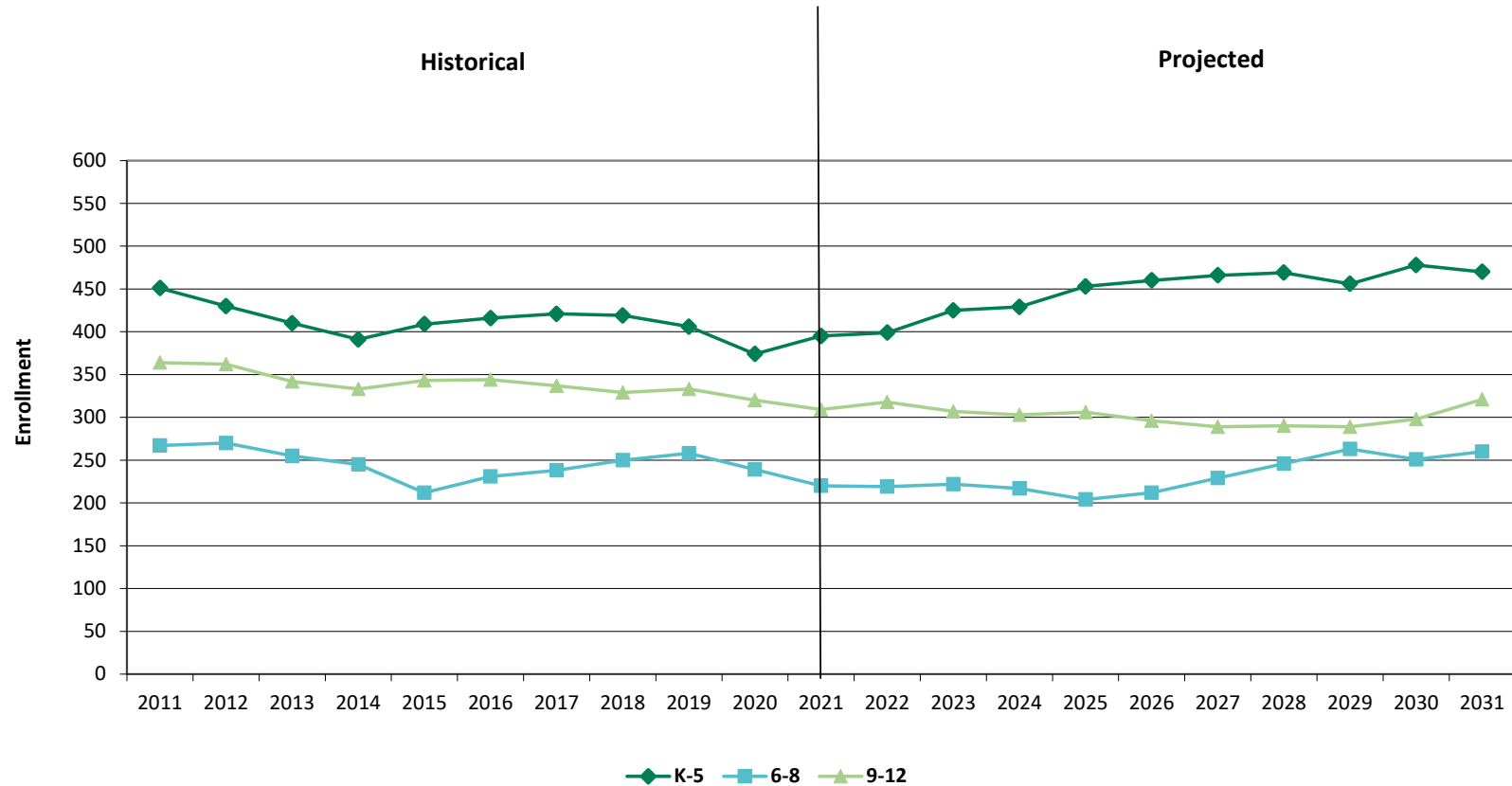


Historical & Projected Enrollment

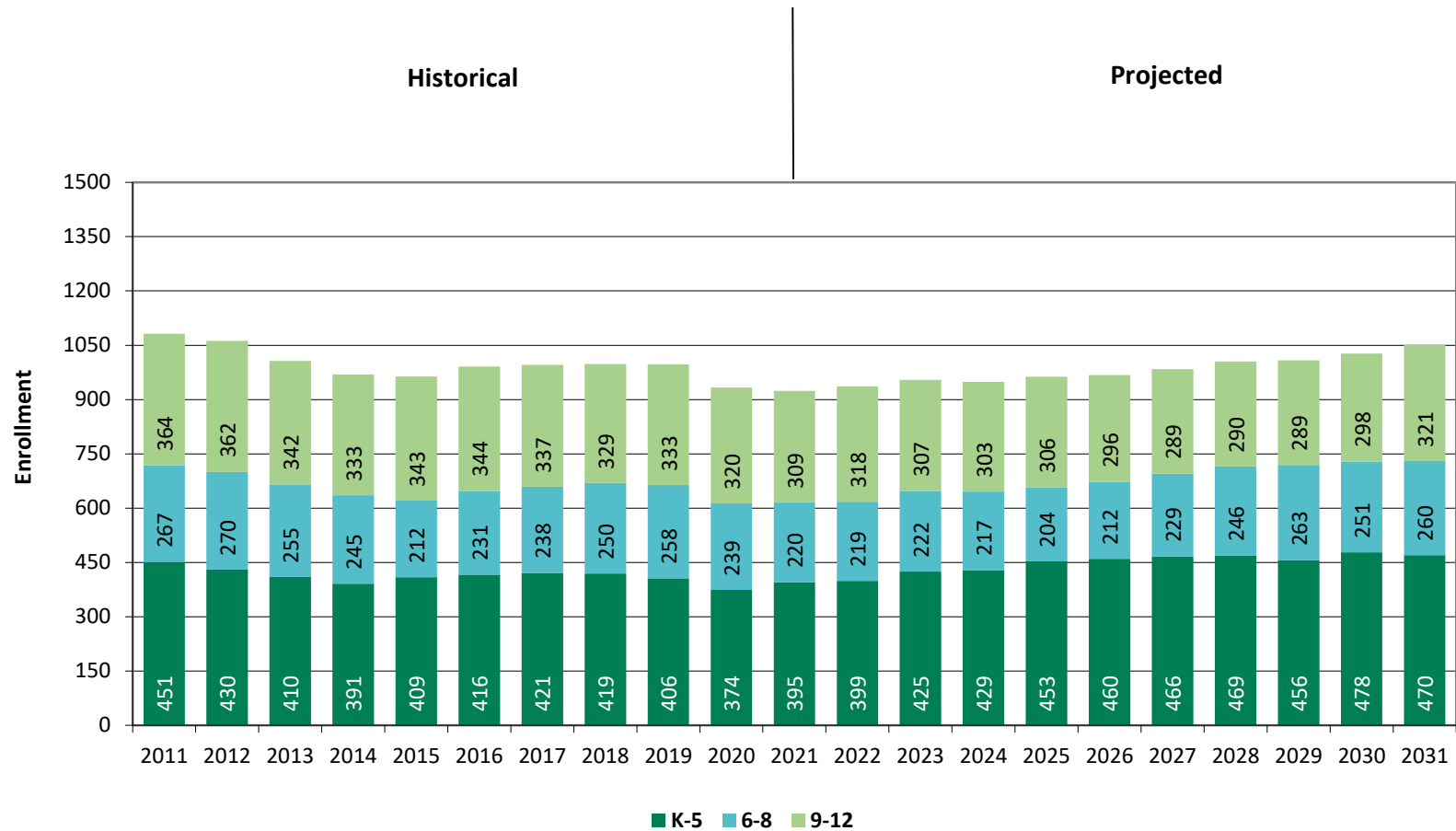
K-12, 2011-2031



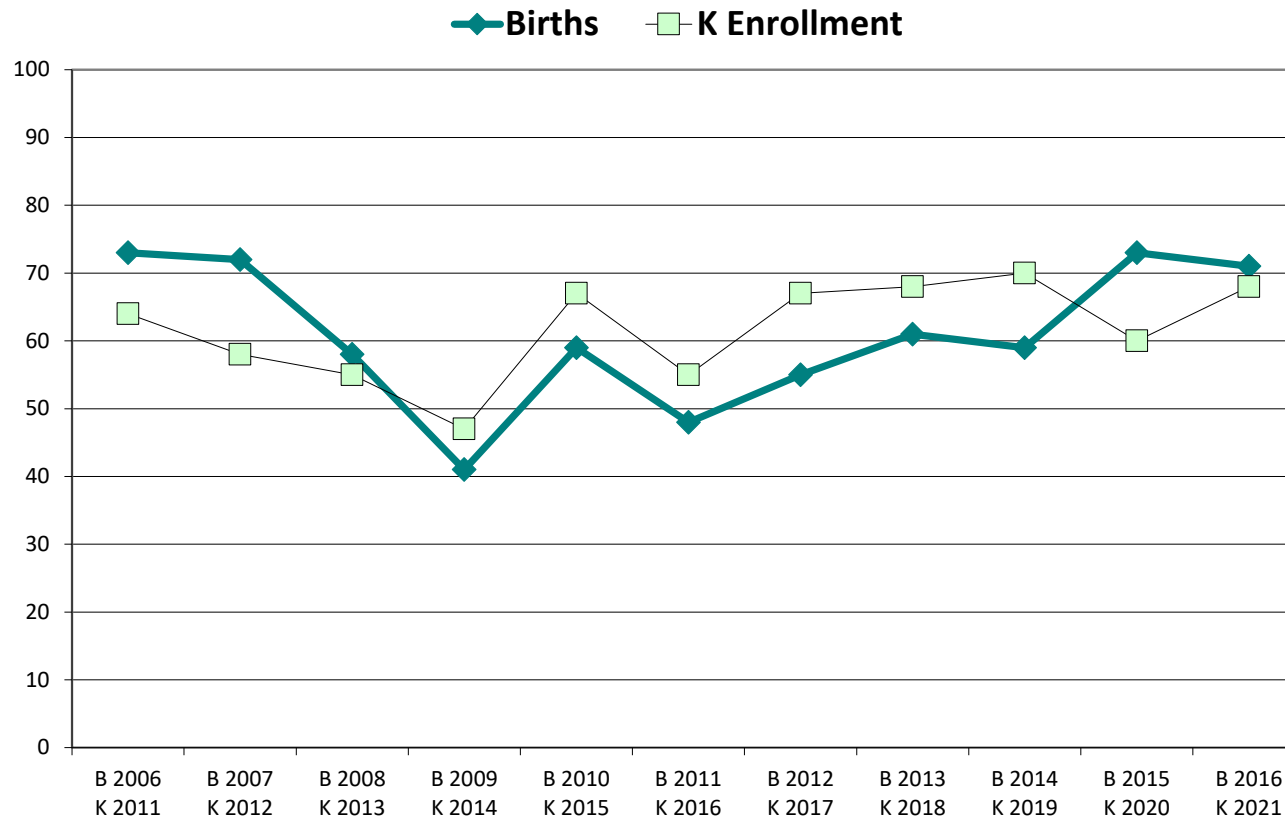
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



Additional Data

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2011	20	0
2017	16	0
2018	14	44
2019	11	0
2020	11	0
2021	14 to date	8 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2011-12	n/a	n/a
2017	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a
2021-22	29	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students*	
2021	11

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2021	n/a

K-12 Special Education Outplaced Students*	
2021	6

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2021	n/a

*The above data were provided by the district, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

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Enrollment Summary

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We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments.

In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within 41 students of the Grades K-12 total, 934 students projected vs. 975 enrolled. Births increased by +3 from a previous ten-year average of 70 to a projected average of 73. Over the next three years, Grades K-12 enrollments are projected to increase by a total of +4 students.

Historical Enrollment

School District: **Plaistow, NH**

12/15/2021

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2006	77	2011-12	63	68	73	87	91	78	75	91	88	109	116	95	115	120	0	1206	1269
2007	88	2012-13	65	82	76	73	89	87	80	73	93	95	113	119	94	123	0	1197	1262
2008	64	2013-14	69	70	82	74	78	86	90	87	72	94	90	114	122	101	0	1160	1229
2009	71	2014-15	65	78	81	79	69	75	85	92	82	72	90	89	109	120	0	1121	1186
2010	66	2015-16	16	62	79	87	78	77	75	96	97	90	75	91	91	113	0	1111	1127
2011	63	2016-17	28	74	62	80	88	73	73	81	88	93	90	74	88	97	0	1061	1089
2012	67	2017-18	17	67	80	58	85	86	74	79	76	87	88	89	73	87	0	1029	1046
2013	72	2018-19	37	64	70	79	60	79	81	75	78	80	83	90	84	77	0	1000	1037
2014	65	2019-20	13	66	74	75	86	71	86	84	77	73	77	85	88	80	0	1022	1035
2015	72	2020-21	26	47	68	67	71	79	69	71	75	79	72	74	87	87	0	946	972
2016	73	2021-22	24	80	66	68	66	74	78	71	73	76	80	75	74	94	0	975	999

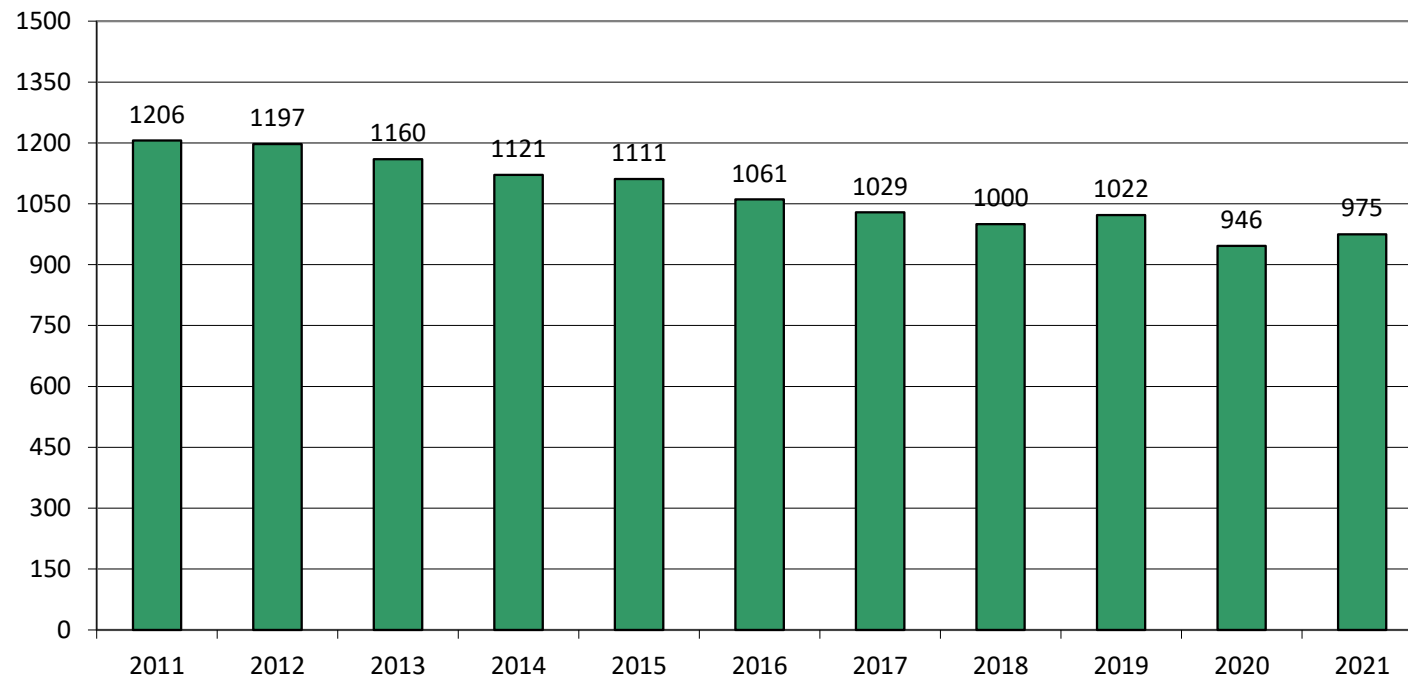
*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2011-12	535	472	823	760	363	288	197	734	446
2012-13	552	487	813	748	341	261	188	710	449
2013-14	549	480	802	733	343	253	166	680	427
2014-15	532	467	778	713	331	246	154	654	408
2015-16	474	458	757	741	358	283	187	653	370
2016-17	478	450	740	712	335	262	181	611	349
2017-18	467	450	709	692	316	242	163	579	337
2018-19	470	433	703	666	314	233	158	567	334
2019-20	471	458	705	692	320	234	150	564	330
2020-21	427	401	652	626	294	225	154	545	320
2021-22	456	432	676	652	298	220	149	543	323

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	1206	0	0.0%
2012-13	1197	-9	-0.7%
2013-14	1160	-37	-3.1%
2014-15	1121	-39	-3.4%
2015-16	1111	-10	-0.9%
2016-17	1061	-50	-4.5%
2017-18	1029	-32	-3.0%
2018-19	1000	-29	-2.8%
2019-20	1022	22	2.2%
2020-21	946	-76	-7.4%
2021-22	975	29	3.1%
Change		-231	-19.2%

Historical Enrollment

K-12, 2011-2021



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Projected Enrollment

School District: Plaistow, NH

12/15/2021

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	73		2021-22	24	80	66	68	66	74	78	71	73	76	80	75	74	94	0	975	999
2017	67		2022-23	25	65	88	65	70	67	74	81	69	72	74	81	74	75	0	955	980
2018	89		2023-24	26	86	72	87	67	71	67	77	79	68	70	75	79	75	0	973	999
2019	73		2024-25	27	71	95	71	89	68	71	70	75	78	66	71	74	80	0	979	1006
2020	63	0	2025-26	28	61	78	94	73	90	68	74	68	74	76	67	70	75	0	968	996
2021	73	(est.)	2026-27	29	71	67	77	96	74	90	71	72	67	72	77	66	71	0	971	1000
2022	73	(est.)	2027-28	30	71	78	66	79	97	74	94	69	71	65	73	75	66	0	978	1008
2023	74	(est.)	2028-29	31	72	78	77	68	80	97	77	92	68	69	66	72	76	0	992	1023
2024	71	(est.)	2029-30	32	69	79	77	79	69	80	101	75	91	66	70	65	73	0	994	1026
2025	71	(est.)	2030-31	33	69	76	78	79	80	69	83	98	74	88	67	69	65	0	995	1028
2026	72	(est.)	2031-32	34	70	76	75	80	80	80	72	81	97	72	89	66	69	0	1007	1041

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

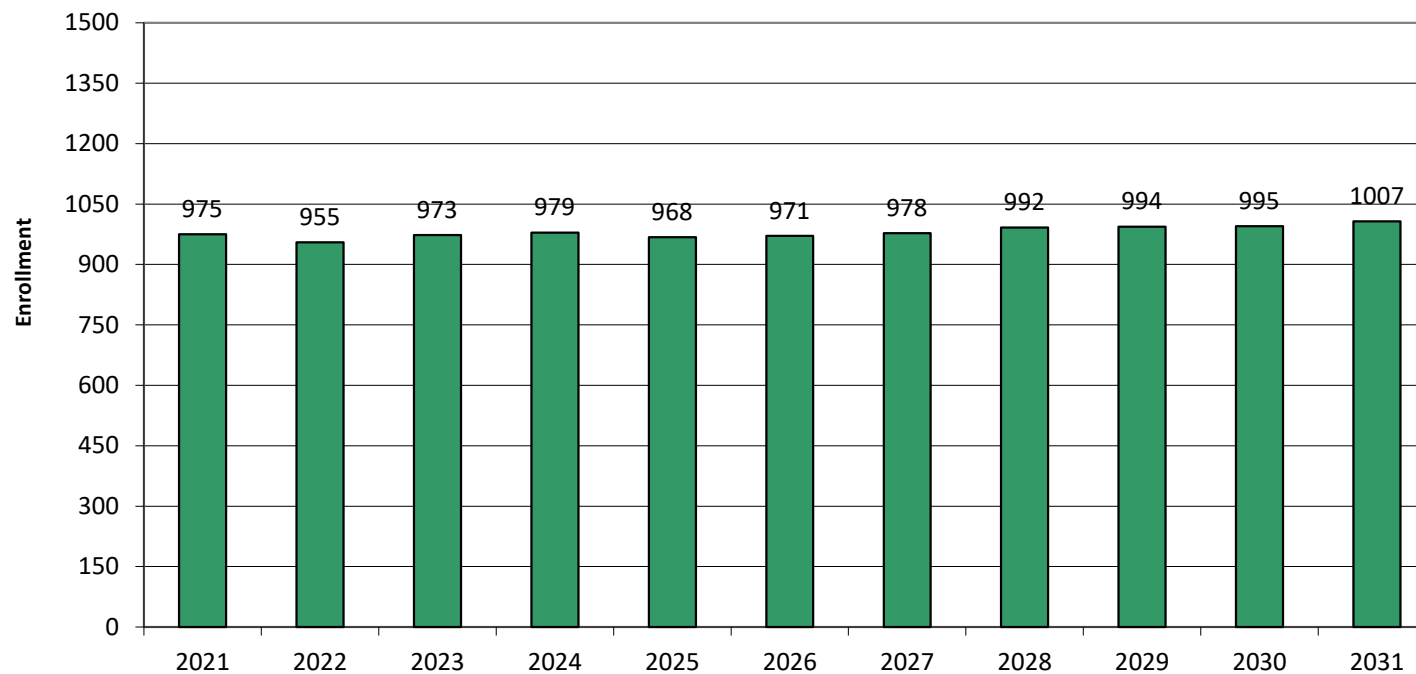
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2021-22	456	432	676	652	298	220	149	543	323
2022-23	454	429	676	651	296	222	141	526	304
2023-24	476	450	700	674	291	224	147	523	299
2024-25	492	465	715	688	294	223	153	514	291
2025-26	492	464	708	680	284	216	142	504	288
2026-27	504	475	714	685	300	210	139	496	286
2027-28	495	465	729	699	308	234	140	513	279
2028-29	503	472	740	709	334	237	160	520	283
2029-30	485	453	752	720	347	267	166	541	274
2030-31	484	451	739	706	324	255	172	544	289
2031-32	495	461	745	711	330	250	178	546	296

Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	975	0	0.0%
2022-23	955	-20	-2.1%
2023-24	973	18	1.9%
2024-25	979	6	0.6%
2025-26	968	-11	-1.1%
2026-27	971	3	0.3%
2027-28	978	7	0.7%
2028-29	992	14	1.4%
2029-30	994	2	0.2%
2030-31	995	1	0.1%
2031-32	1007	12	1.2%
Change	32		3.3%

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

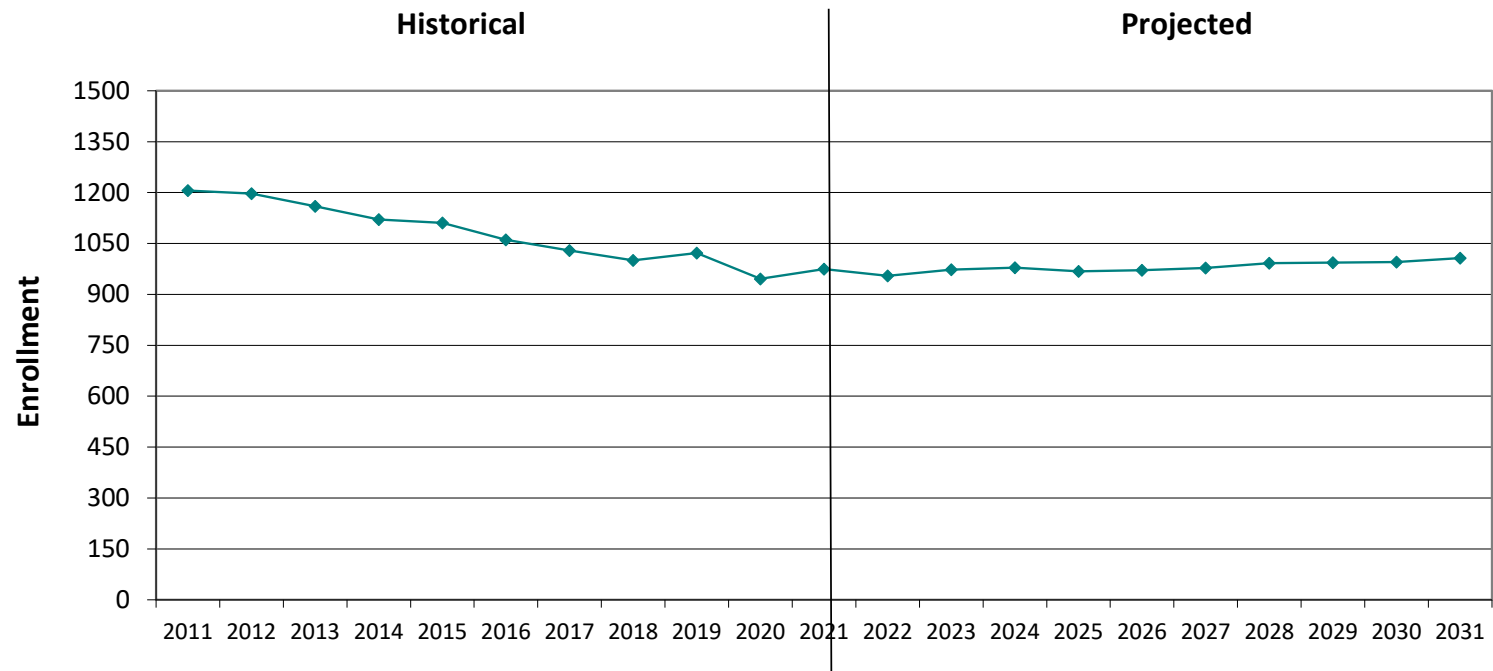
Projected Enrollment

K-12 To 2031 Based On Data Through School Year 2021-22

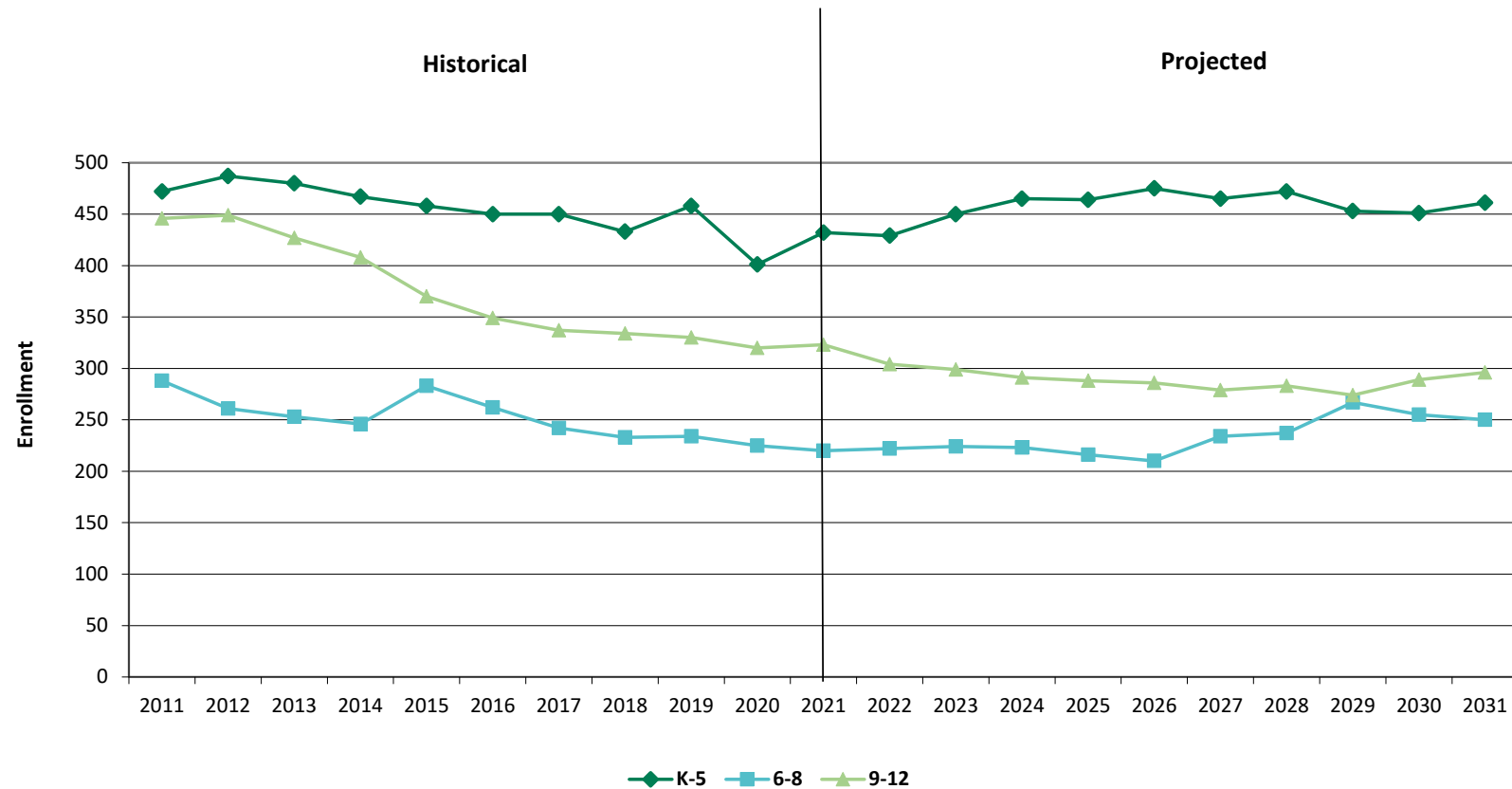


Historical & Projected Enrollment

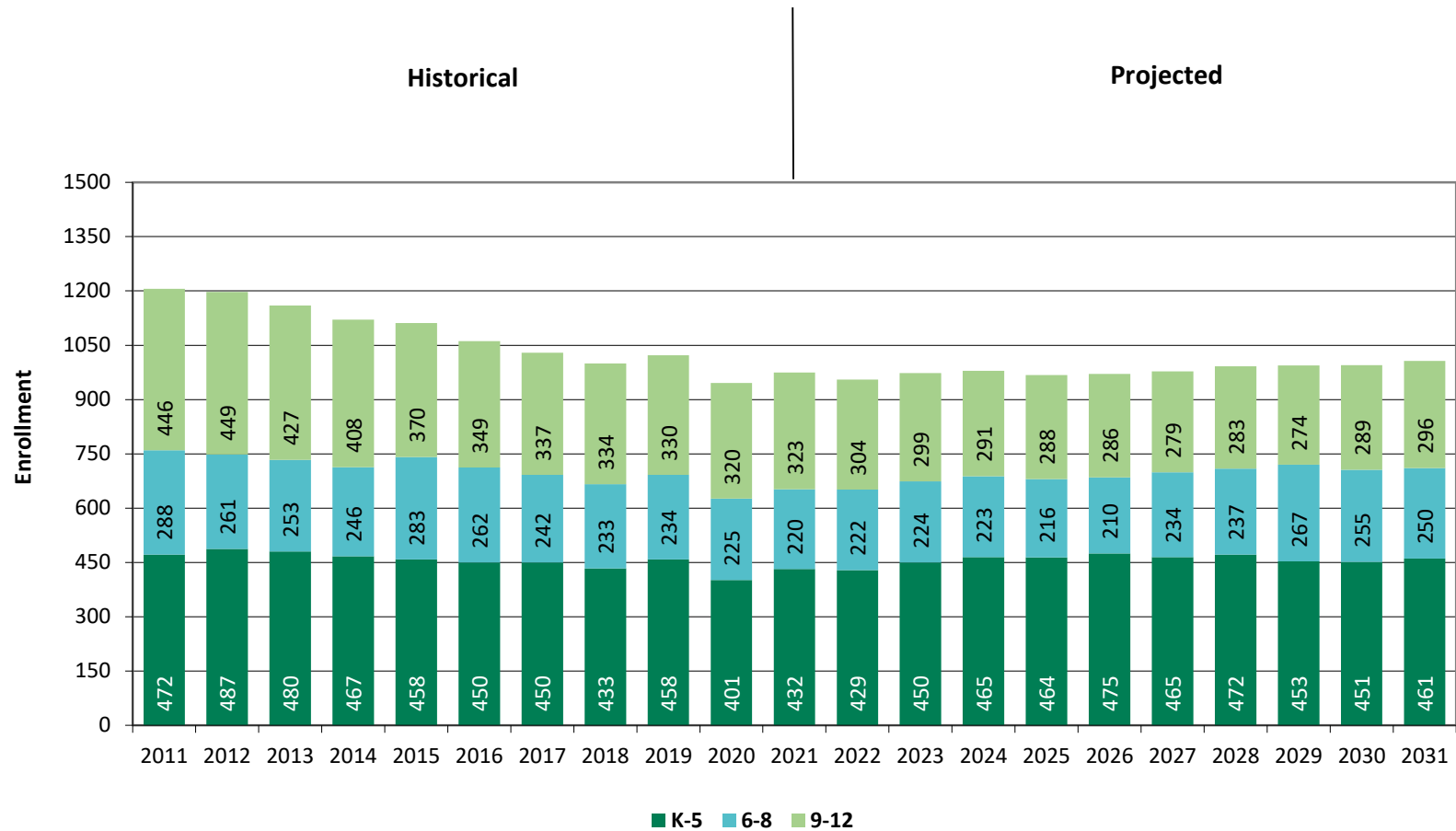
K-12, 2011-2031



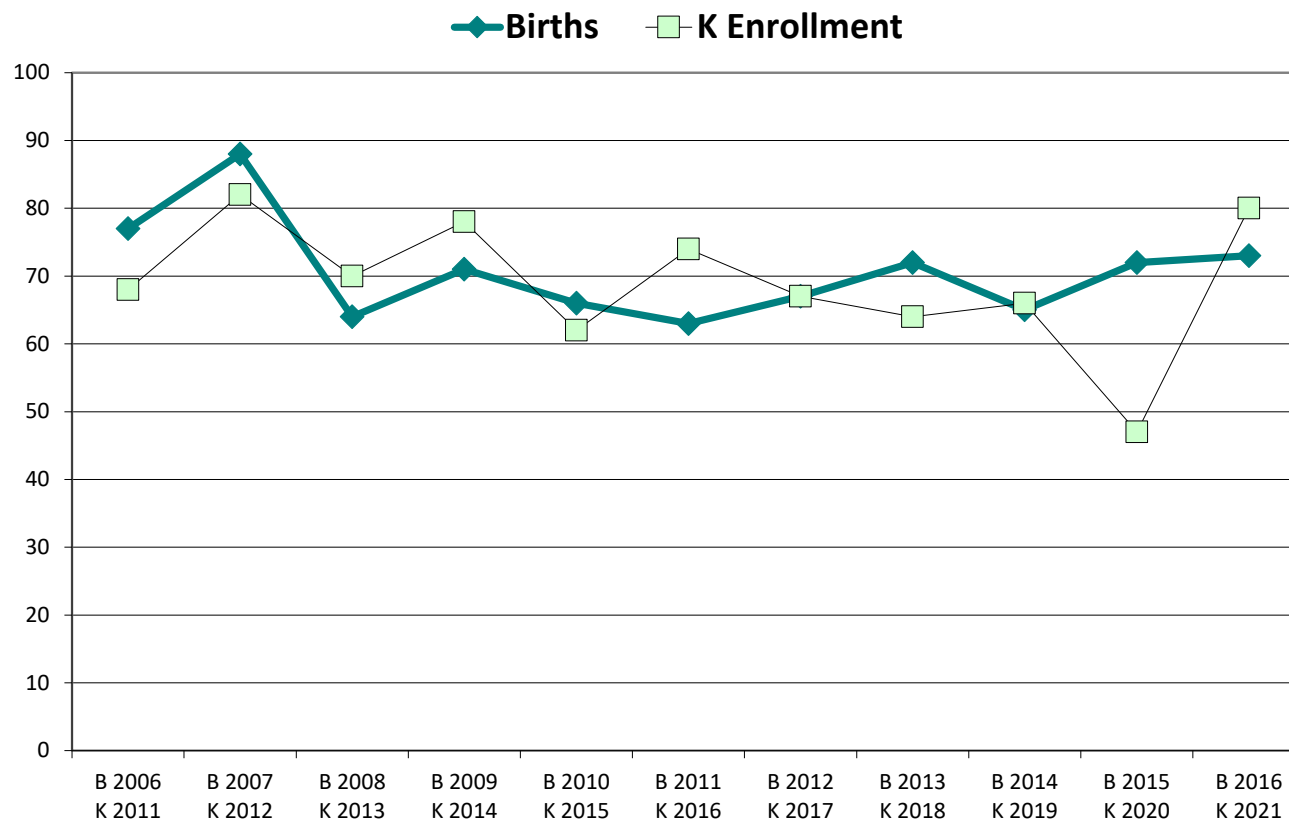
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



Additional Data

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2011	1	0
2017	7	0
2018	10	0
2019	8	14
2020	10	2
2021	7 to date	0 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2011-12	n/a	n/a
2017	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a
2021-22	21	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students*	
2021	19

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
0	n/a

K-12 Special Education Outplaced Students*	
0	19

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
0	2

*The above data were provided by the district, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

New England's PK-12 Enrollments The "Big Picture"

From 2018 to 2029, the U.S. Department of Education anticipates changes in PK-12 enrollment of +3.3% in the South; +0.9% in the West, -1.8% in the Midwest; and -2.6% in the Northeast.

State	Fall 2018 PK - 12	Fall 2029 Projected	PK-12 Decline	% Change, 2018-2029
CT	526,634	478,000	-48,634	-9.2%
ME	180,461	174,500	-5,961	-3.3%
MA	962,297	945,400	-16,897	-1.8%
NH	178,515	166,100	-12,415	-6.9%
RI	143,436	139,900	-3,536	-2.5%
VT	87,074	82,000	-5,074	-5.8%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Table 203.20, August 2020

Note: Data collected prior to 2020 Coronavirus pandemic.

Although most New England districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from one district to the next. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other districts remaining stable.

Reliability and Use of this Document

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Projections are generally most reliable when they are closest in time to the current year, and the more stable the variables noted above, the easier and more reliable the projections. Projections six to ten years out may serve as a guide to future enrollments and are useful for facility planning purposes, but they should be viewed as subject to change, given the likelihood of changes in the underlying assumptions/trends.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the “Projected Enrollment” slide/page.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email (ep@nesdec.org).



Danville, NH
Timberlane Regional School District
2021-22 Enrollment Projection Report

Danville NH Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments.

In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within 16 students of the K-12 total, 561 students projected vs. 577 enrolled. Births increased by 6 from a previous ten-year average of 34 to a projected average of 40. Over the next three years, K-12 enrollments are projected to increase by a total of +27 students.

Historical Enrollment

School District: Danville, NH

12/15/2021

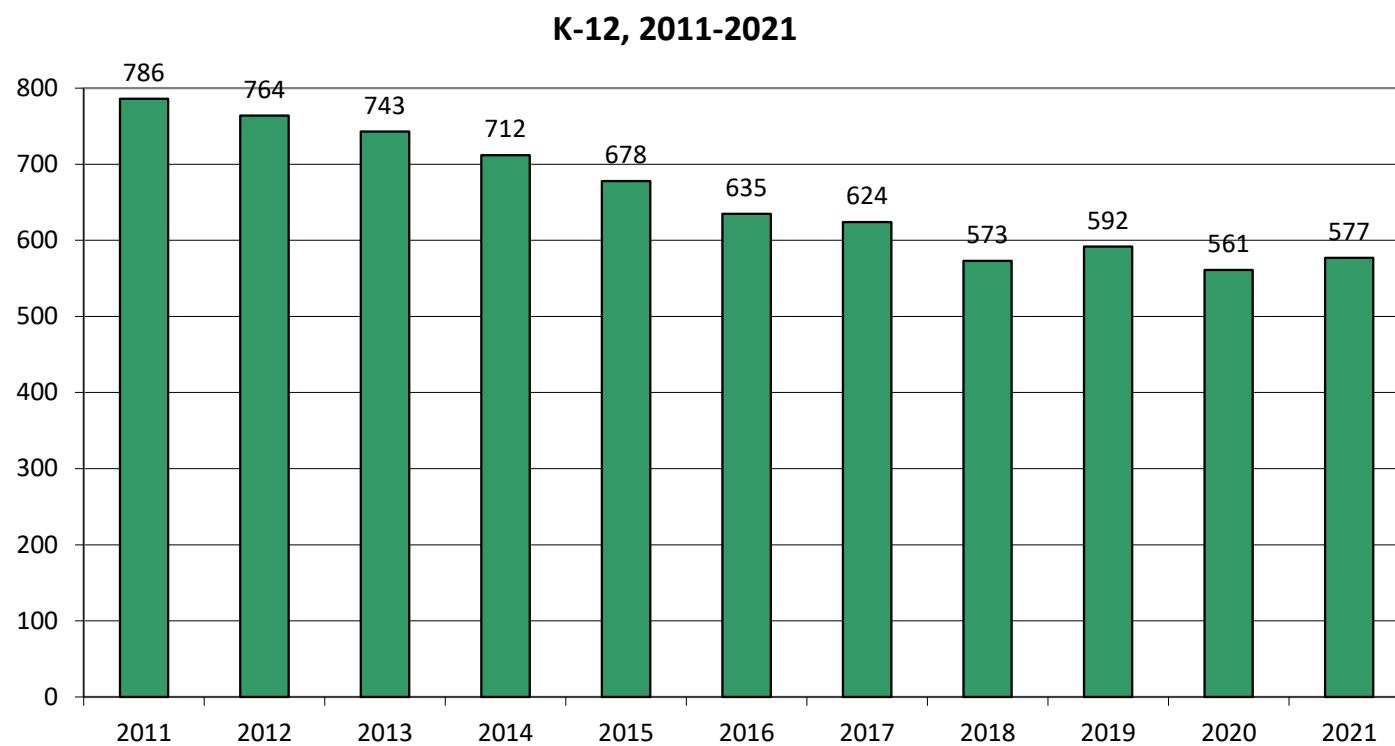
Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2006	38	2011-12	0	45	23	62	53	56	63	80	67	67	68	71	64	67	0	786	786
2007	40	2012-13	13	46	54	26	59	54	54	62	79	65	66	67	69	63	0	764	777
2008	34	2013-14	14	41	54	49	27	60	56	53	62	79	56	63	67	76	0	743	757
2009	35	2014-15	5	38	49	51	54	28	60	57	51	61	73	57	65	68	0	712	717
2010	29	2015-16	15	27	39	52	56	51	28	59	57	52	59	74	59	65	0	678	693
2011	33	2016-17	22	43	28	43	43	55	48	30	59	52	49	57	68	60	0	635	657
2012	25	2017-18	7	40	52	33	44	47	56	48	30	55	48	52	53	66	0	624	631
2013	33	2018-19	25	30	44	51	32	46	36	59	45	28	51	50	51	50	0	573	598
2014	45	2019-20	10	60	32	42	59	33	48	40	58	45	32	50	45	48	0	592	602
2015	29	2020-21	11	29	53	34	41	59	29	45	39	53	48	33	51	47	0	561	572
2016	40	2021-22	20	42	42	53	42	44	58	32	46	39	45	46	35	53	0	577	597

*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2011-12	302	302	516	516	277	214	134	484	270
2012-13	306	293	512	499	260	206	144	471	265
2013-14	301	287	495	481	250	194	141	456	262
2014-15	285	280	454	449	229	169	112	432	263
2015-16	268	253	436	421	196	168	109	425	257
2016-17	282	260	423	401	189	141	111	375	234
2017-18	279	272	412	405	189	133	85	352	219
2018-19	264	239	396	371	168	132	73	334	202
2019-20	284	274	427	417	191	143	103	318	175
2020-21	256	245	393	382	166	137	92	316	179
2021-22	301	281	418	398	175	117	85	296	179

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	786	0	0.0%
2012-13	764	-22	-2.8%
2013-14	743	-21	-2.7%
2014-15	712	-31	-4.2%
2015-16	678	-34	-4.8%
2016-17	635	-43	-6.3%
2017-18	624	-11	-1.7%
2018-19	573	-51	-8.2%
2019-20	592	19	3.3%
2020-21	561	-31	-5.2%
2021-22	577	16	2.9%
Change		-209	-26.6%

Historical Enrollment



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Projected Enrollment

School District: Danville, NH

12/15/2021

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	40		2021-22	20	42	42	53	42	44	58	32	46	39	45	46	35	53	0	577	597
2017	40		2022-23	21	46	46	43	55	43	41	61	31	43	39	46	45	35	0	574	595
2018	44		2023-24	22	51	51	48	44	57	41	43	59	29	43	39	45	44	0	594	616
2019	42		2024-25	23	49	56	53	50	46	54	43	42	56	29	44	38	44	0	604	627
2020	35	0	2025-26	24	41	54	58	55	52	43	57	42	40	56	29	43	38	0	608	632
2021	40	(est.)	2026-27	25	47	45	56	60	57	49	45	55	40	40	57	28	42	0	621	646
2022	40	(est.)	2027-28	26	47	52	47	58	62	54	51	44	52	40	41	55	28	0	631	657
2023	40	(est.)	2028-29	27	47	52	54	48	60	58	57	50	42	52	41	40	54	0	655	682
2024	40	(est.)	2029-30	28	46	52	54	56	50	57	61	55	47	42	53	40	40	0	653	681
2025	39	(est.)	2030-31	29	45	51	54	56	58	47	60	59	52	47	43	51	40	0	663	692
2026	40	(est.)	2031-32	30	46	50	53	56	58	55	49	58	56	52	48	42	50	0	673	703

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

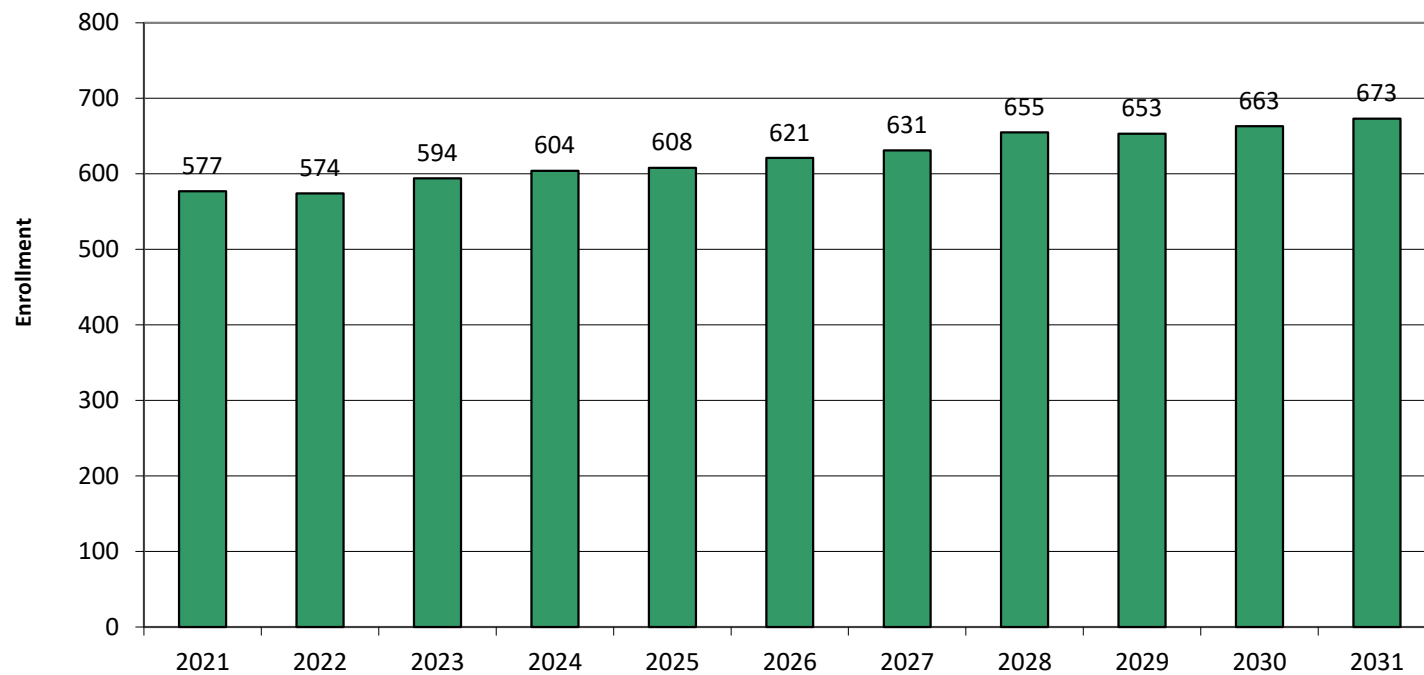
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2021-22	301	281	418	398	175	117	85	296	179
2022-23	295	274	430	409	176	135	74	300	165
2023-24	314	292	445	423	172	131	88	302	171
2024-25	331	308	472	449	195	141	98	296	155
2025-26	327	303	466	442	182	139	82	305	166
2026-27	339	314	479	454	189	140	95	307	167
2027-28	346	320	493	467	201	147	96	311	164
2028-29	346	319	495	468	207	149	92	336	187
2029-30	343	315	506	478	220	163	102	338	175
2030-31	340	311	511	482	218	171	111	352	181
2031-32	348	318	511	481	218	163	114	355	192

Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	577	0	0.0%
2022-23	574	-3	-0.5%
2023-24	594	20	3.5%
2024-25	604	10	1.7%
2025-26	608	4	0.7%
2026-27	621	13	2.1%
2027-28	631	10	1.6%
2028-29	655	24	3.8%
2029-30	653	-2	-0.3%
2030-31	663	10	1.5%
2031-32	673	10	1.5%
Change	96	16.6%	

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

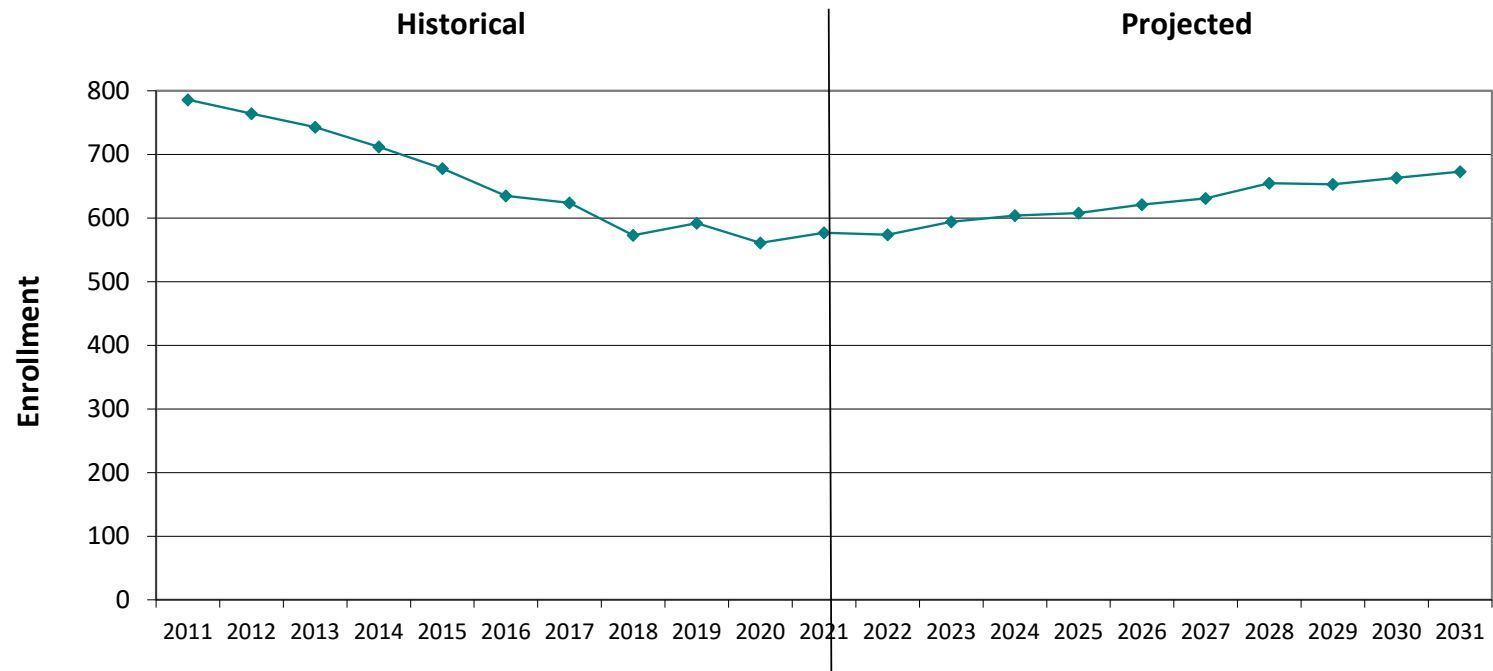
Projected Enrollment

K-12 To 2031 Based On Data Through School Year 2021-22

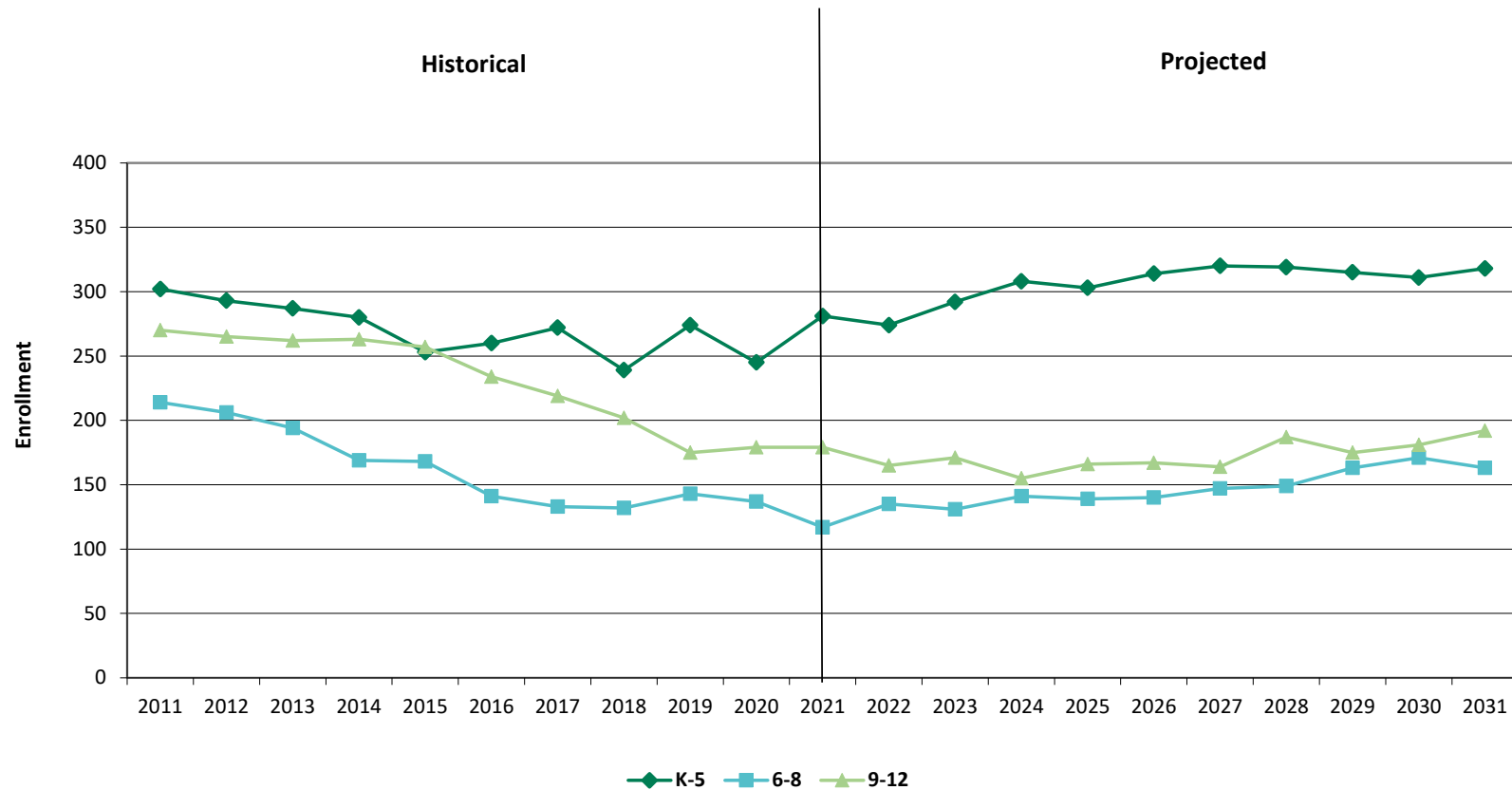


Historical & Projected Enrollment

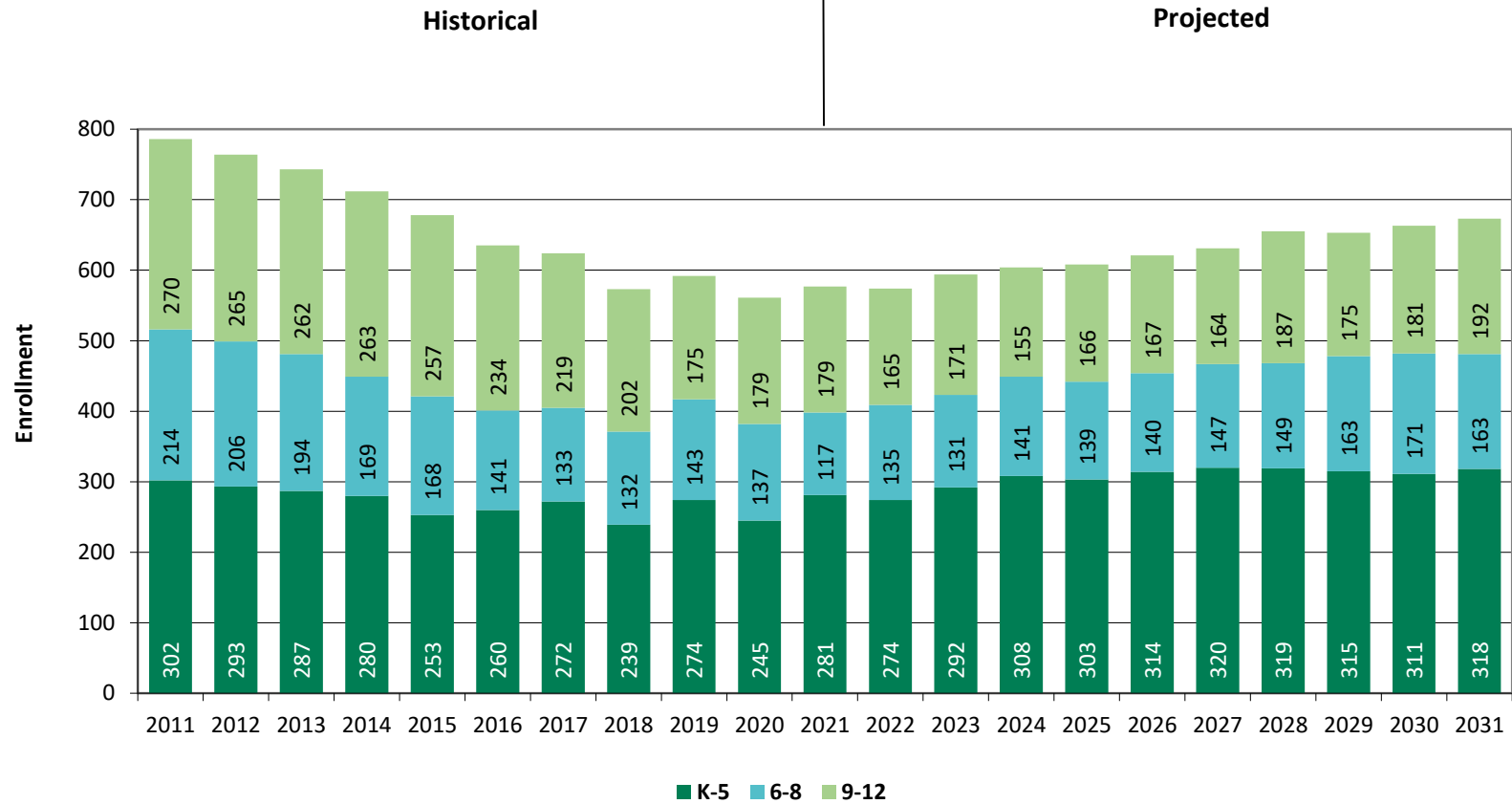
K-12, 2011-2031



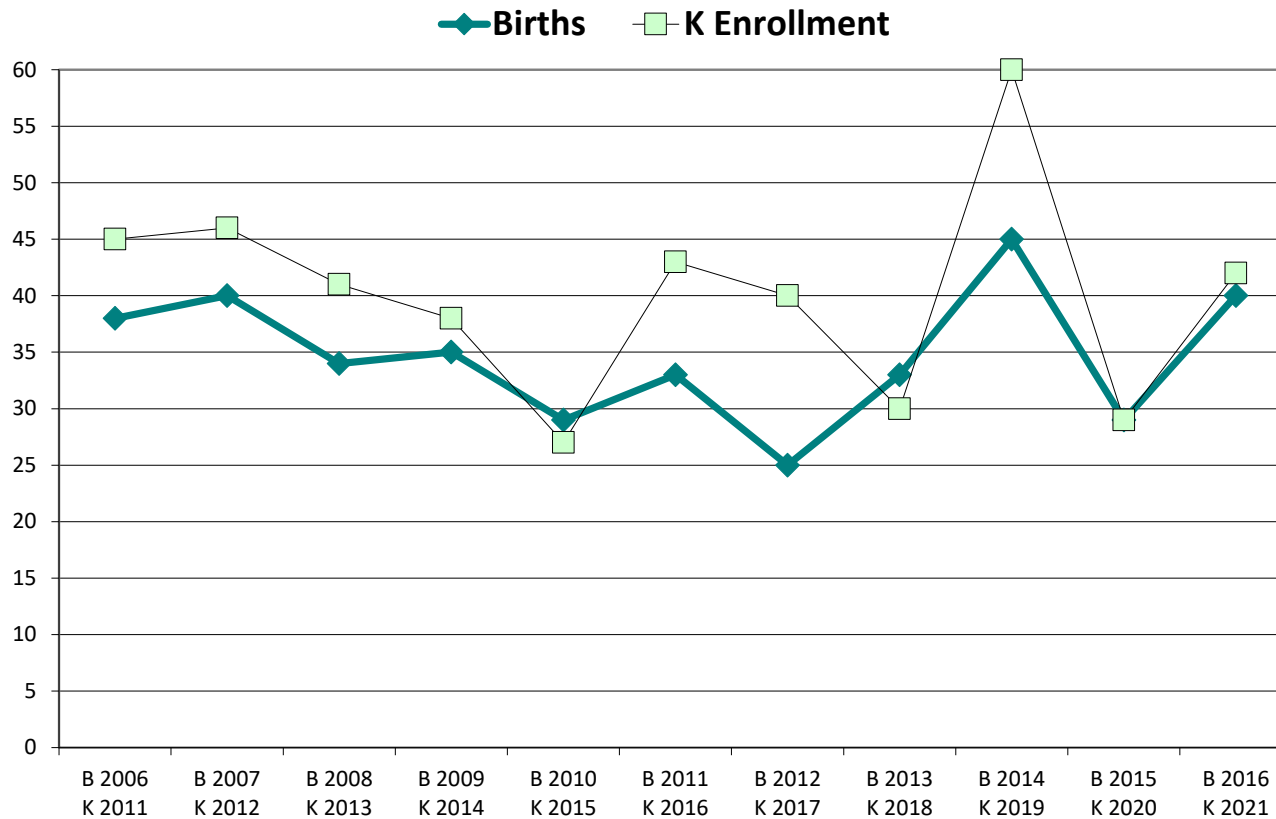
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



Additional Data

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2011	7	12
2017	8	0
2018	14	0
2019	24	0
2020	40	0
2021	28 to date	0 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2011-12	n/a	n/a
2017	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a
2021-22	18	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students*	
2021	14

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2021	n/a

K-12 Special Education Outplaced Students*	
2021	5

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2021	1

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NH	178,515	166,100	-12,415	-6.9%
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Atkinson, NH
Timberlane Regional School District
2021-22 Enrollment Projection Report

Atkinson NH Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments.

In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within 17 students of the K-12 total, 725 students projected vs. 708 enrolled. Births increased by +5 from a previous ten-year average of 40 to a projected average of 45. Over the next three years, K-12 enrollments are projected to increase by a total of +18 students.

Historical Enrollment

School District: Atkinson, NH

12/15/2021

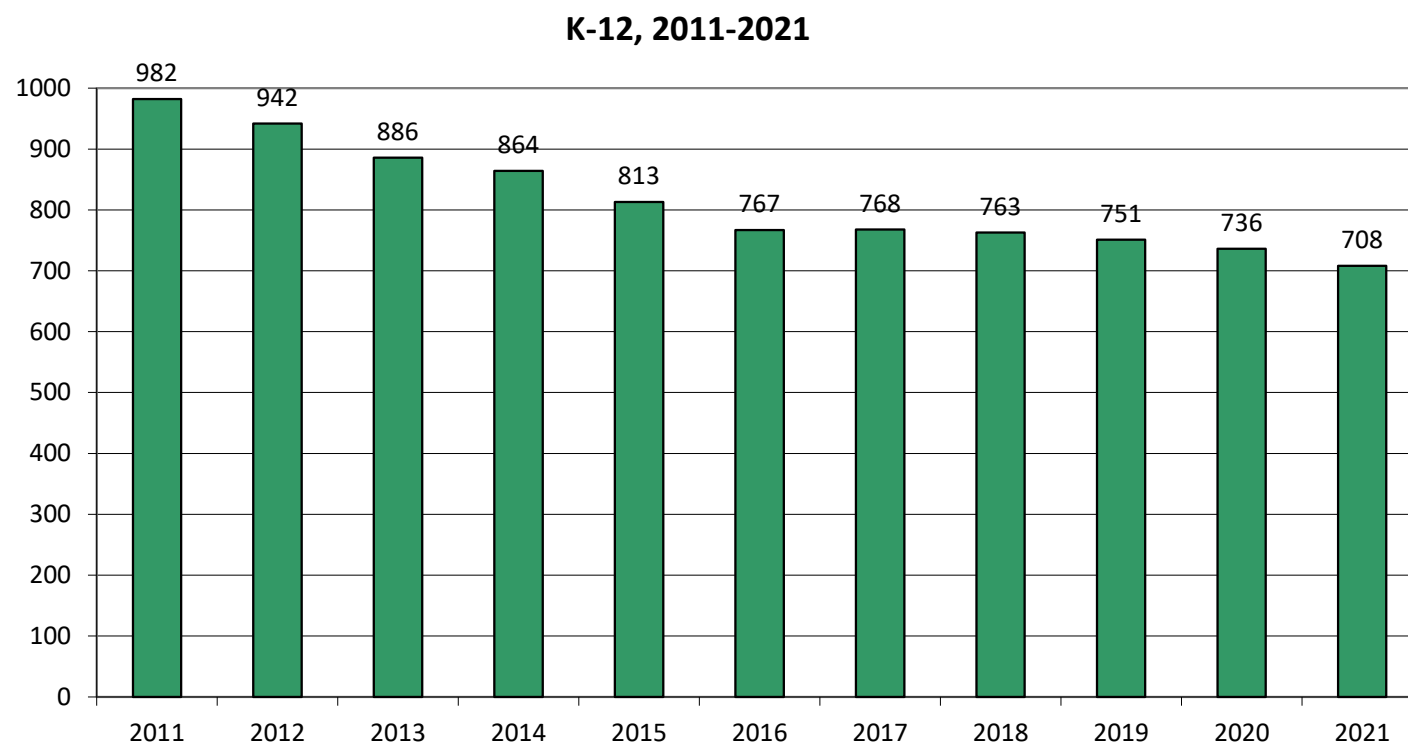
Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2006	52	2011-12	32	32	77	52	78	92	70	82	77	90	85	79	87	81	0	982	1014
2007	45	2012-13	18	52	38	81	53	78	94	65	79	77	74	83	76	92	0	942	960
2008	44	2013-14	17	39	60	44	79	53	78	88	63	78	68	76	81	79	0	886	903
2009	36	2014-15	12	49	58	63	47	82	51	76	85	60	72	66	76	79	0	864	876
2010	37	2015-16	17	40	50	56	65	46	81	51	72	84	50	72	67	79	0	813	830
2011	25	2016-17	20	38	48	48	58	69	45	78	50	69	76	48	73	67	0	767	787
2012	38	2017-18	19	46	49	54	48	59	73	47	78	51	64	73	54	72	0	768	787
2013	35	2018-19	24	55	52	52	58	52	64	72	45	77	43	64	74	55	0	763	787
2014	52	2019-20	15	53	62	48	45	59	49	60	69	48	76	39	62	81	0	751	766
2015	40	2020-21	14	51	65	62	49	47	60	45	63	65	42	77	43	67	0	736	750
2016	39	2021-22	17	44	61	64	61	50	52	57	46	56	52	43	73	49	0	708	725

*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2011-12	433	401	682	650	319	249	167	581	332
2012-13	414	396	635	617	315	221	156	546	325
2013-14	370	353	599	582	307	229	141	533	304
2014-15	362	350	583	571	272	221	145	514	293
2015-16	355	338	562	545	288	207	156	475	268
2016-17	326	306	523	503	242	197	119	461	264
2017-18	348	329	524	505	249	176	129	439	263
2018-19	357	333	551	527	258	194	122	430	236
2019-20	331	316	508	493	226	177	117	435	258
2020-21	348	334	521	507	233	173	128	402	229
2021-22	349	332	508	491	211	159	102	376	217

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	982	0	0.0%
2012-13	942	-40	-4.1%
2013-14	886	-56	-5.9%
2014-15	864	-22	-2.5%
2015-16	813	-51	-5.9%
2016-17	767	-46	-5.7%
2017-18	768	1	0.1%
2018-19	763	-5	-0.7%
2019-20	751	-12	-1.6%
2020-21	736	-15	-2.0%
2021-22	708	-28	-3.8%
Change	-274		-27.9%

Historical Enrollment



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Projected Enrollment

School District: Atkinson, NH

12/15/2021

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	39		2021-22	17	44	61	64	61	50	52	57	46	56	52	43	73	49	0	708	725
2017	48		2022-23	18	58	52	62	63	63	52	50	56	45	49	51	45	76	0	722	740
2018	44		2023-24	19	53	69	53	61	66	65	50	50	55	40	48	53	47	0	710	729
2019	47		2024-25	20	56	63	70	52	63	68	63	50	49	48	39	50	55	0	726	746
2020	51	0	2025-26	21	61	66	64	69	54	65	66	62	49	43	47	40	52	0	738	759
2021	46	(est.)	2026-27	22	55	72	67	63	72	56	63	65	61	43	42	49	41	0	749	771
2022	47	(est.)	2027-28	23	57	65	73	66	66	75	54	62	64	54	42	43	51	0	772	795
2023	47	(est.)	2028-29	24	56	67	66	72	69	68	72	53	61	56	53	43	45	0	781	805
2024	48	(est.)	2029-30	25	57	66	68	65	75	71	66	71	52	54	55	55	45	0	800	825
2025	48	(est.)	2030-31	26	57	67	67	67	68	78	69	65	70	46	53	57	57	0	821	847
2026	47	(est.)	2031-32	27	56	67	68	66	70	70	75	68	64	62	45	55	59	0	825	852

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

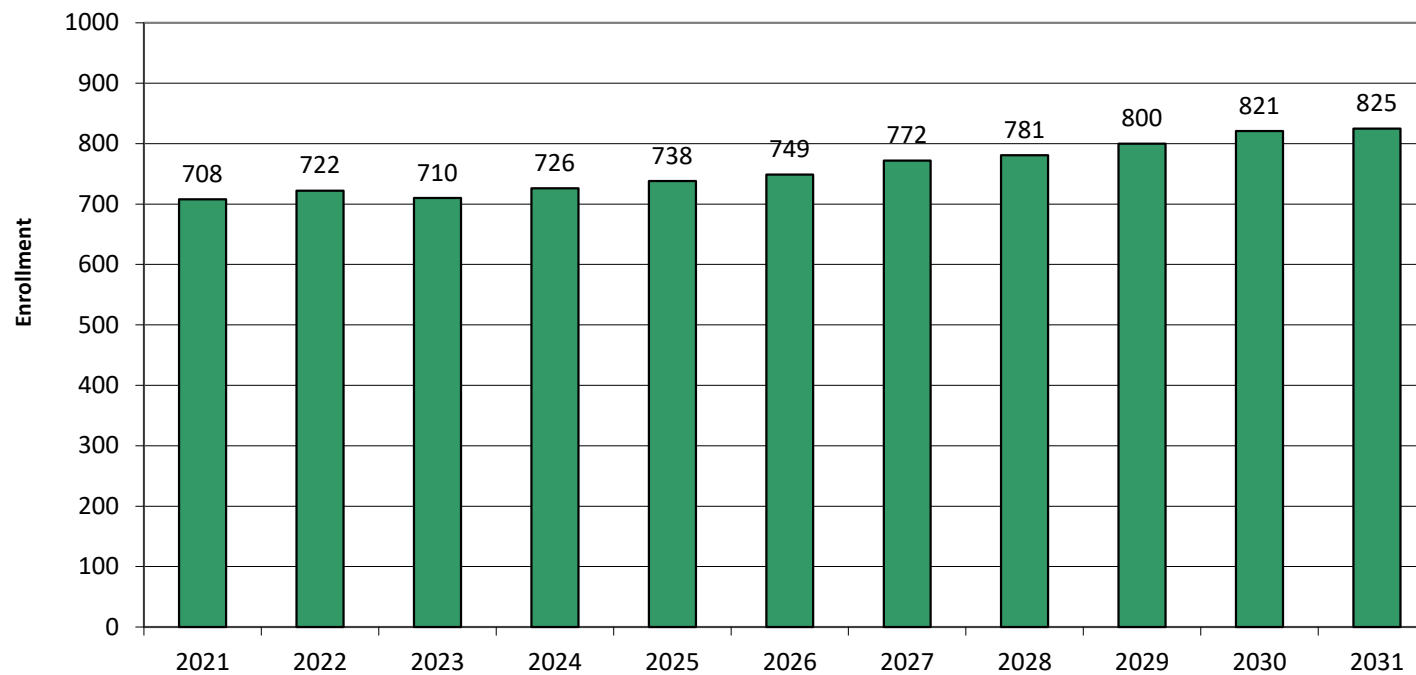
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2021-22	349	332	508	491	211	159	102	376	217
2022-23	368	350	519	501	203	151	101	372	221
2023-24	386	367	541	522	220	155	105	343	188
2024-25	392	372	554	534	230	162	99	354	192
2025-26	400	379	577	556	242	177	111	359	182
2026-27	407	385	596	574	245	189	126	364	175
2027-28	425	402	605	582	255	180	126	370	190
2028-29	422	398	608	584	254	186	114	383	197
2029-30	427	402	616	591	260	189	123	398	209
2030-31	430	404	634	608	282	204	135	417	213
2031-32	424	397	631	604	277	207	132	428	221

Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	708	0	0.0%
2022-23	722	14	2.0%
2023-24	710	-12	-1.7%
2024-25	726	16	2.3%
2025-26	738	12	1.7%
2026-27	749	11	1.5%
2027-28	772	23	3.1%
2028-29	781	9	1.2%
2029-30	800	19	2.4%
2030-31	821	21	2.6%
2031-32	825	4	0.5%
Change	117		16.5%

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

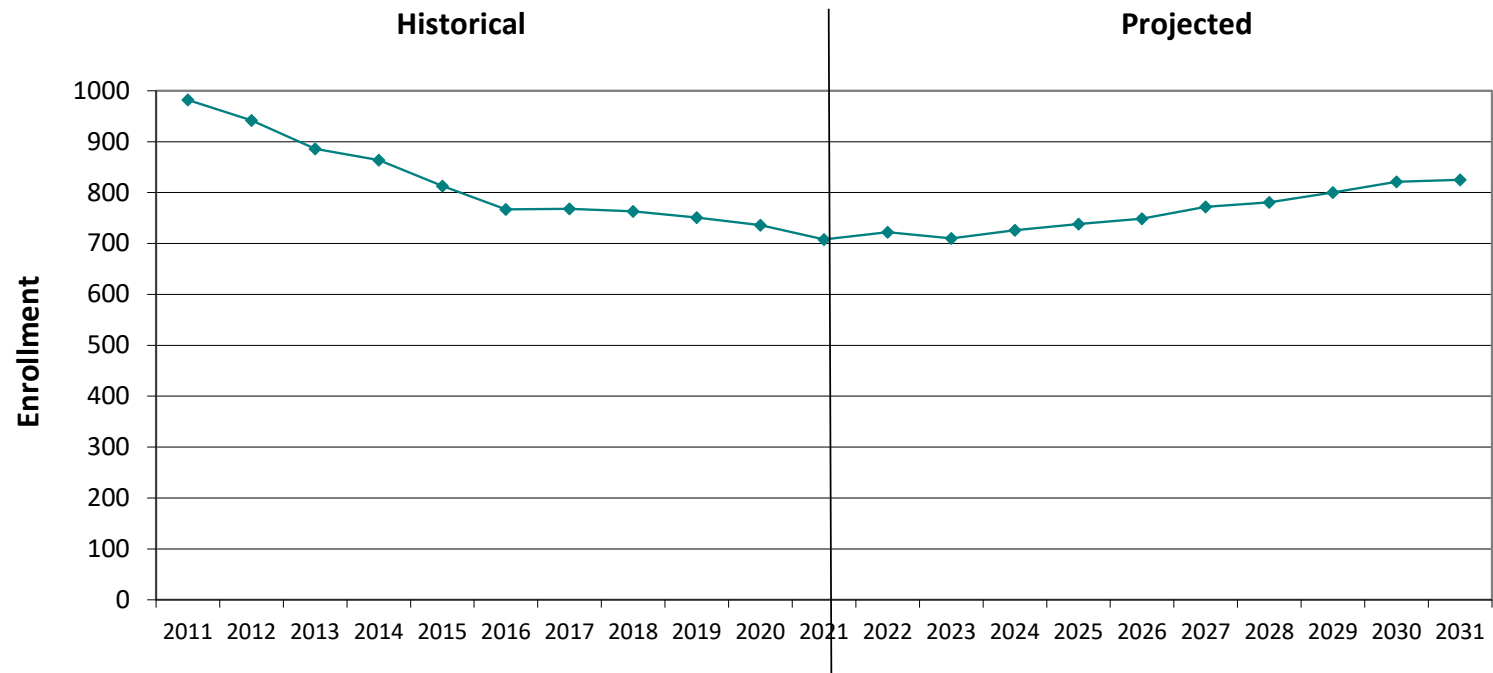
Projected Enrollment

K-12 To 2031 Based On Data Through School Year 2021-22

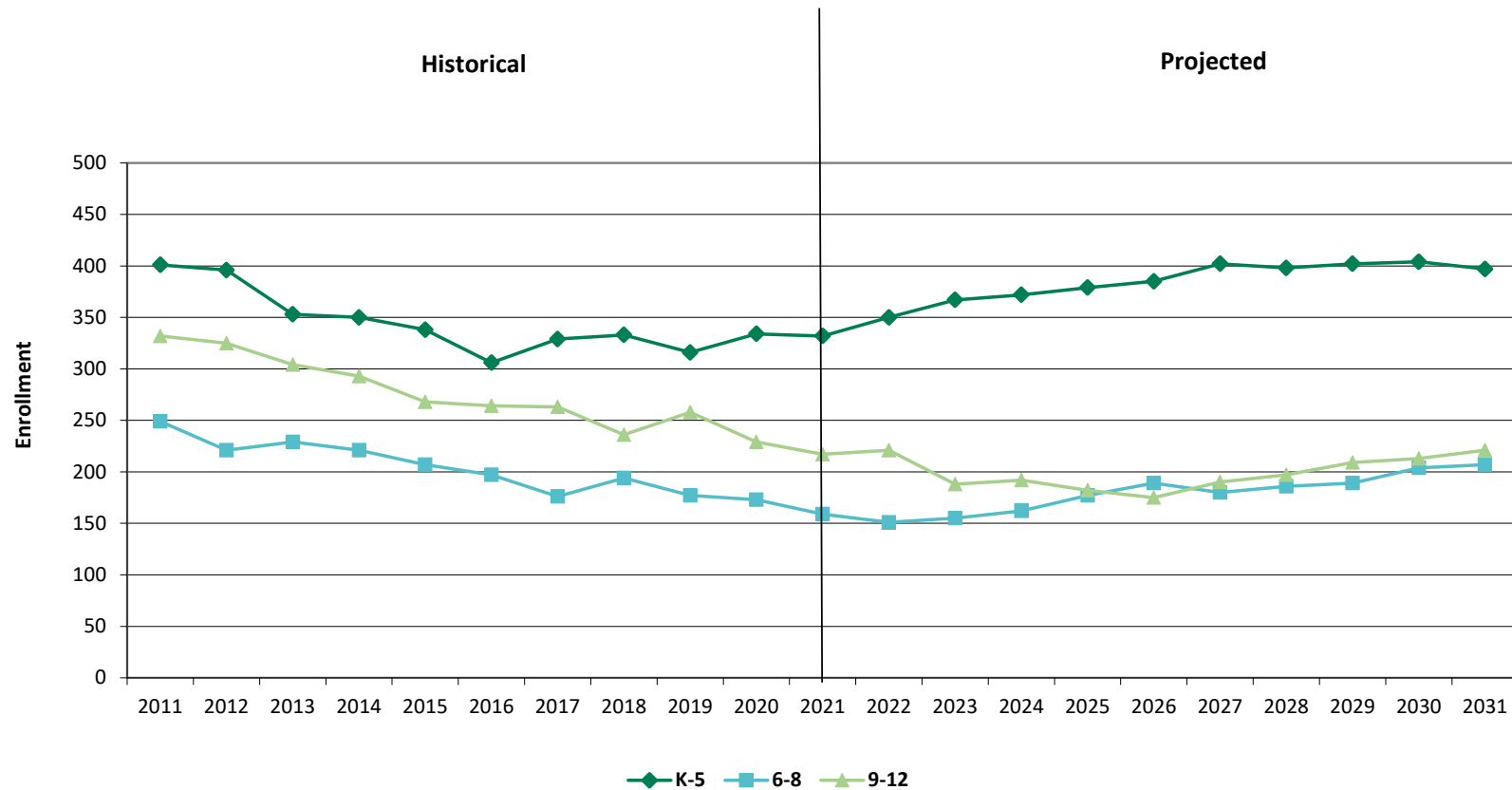


Historical & Projected Enrollment

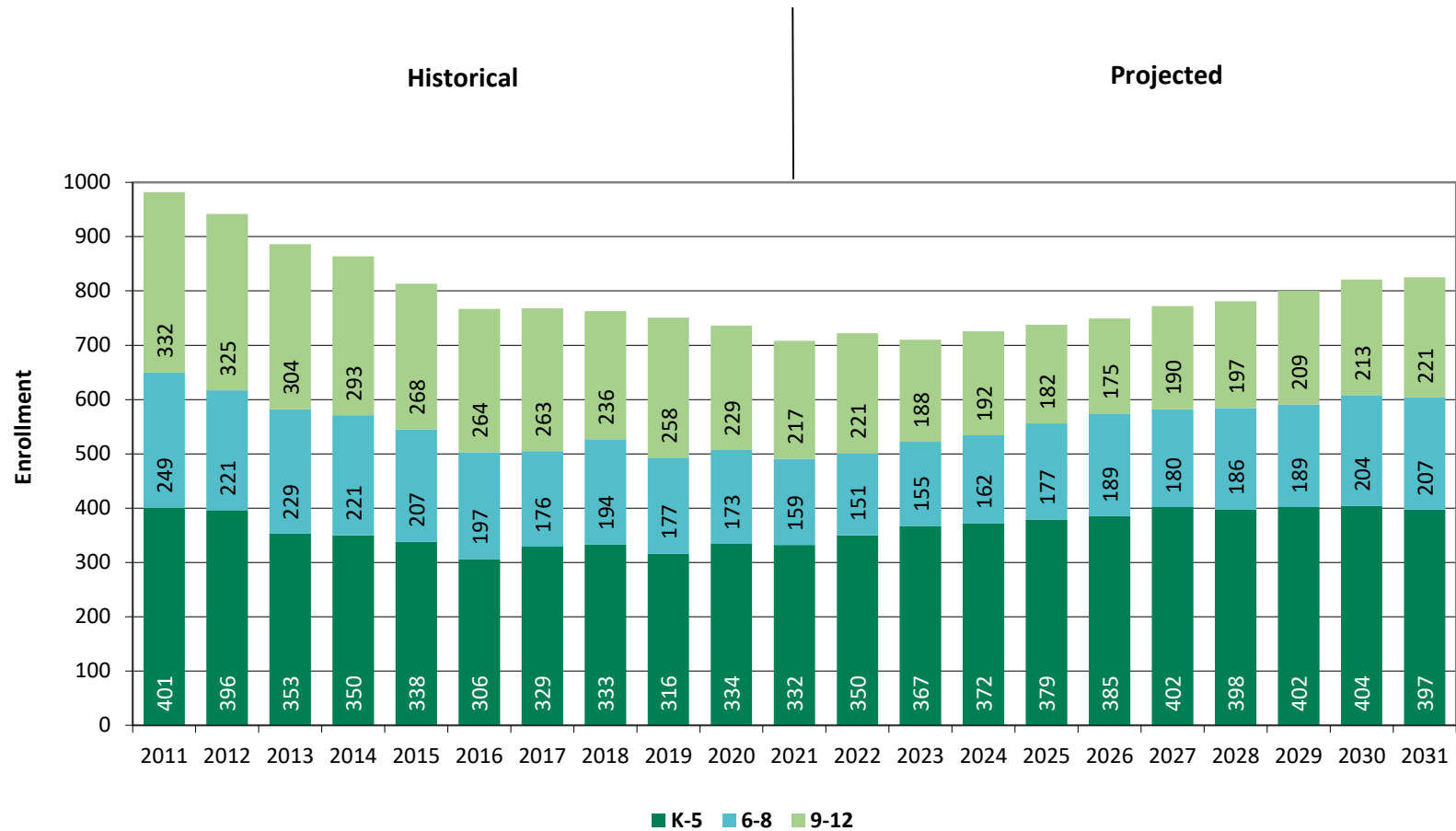
K-12, 2011-2031



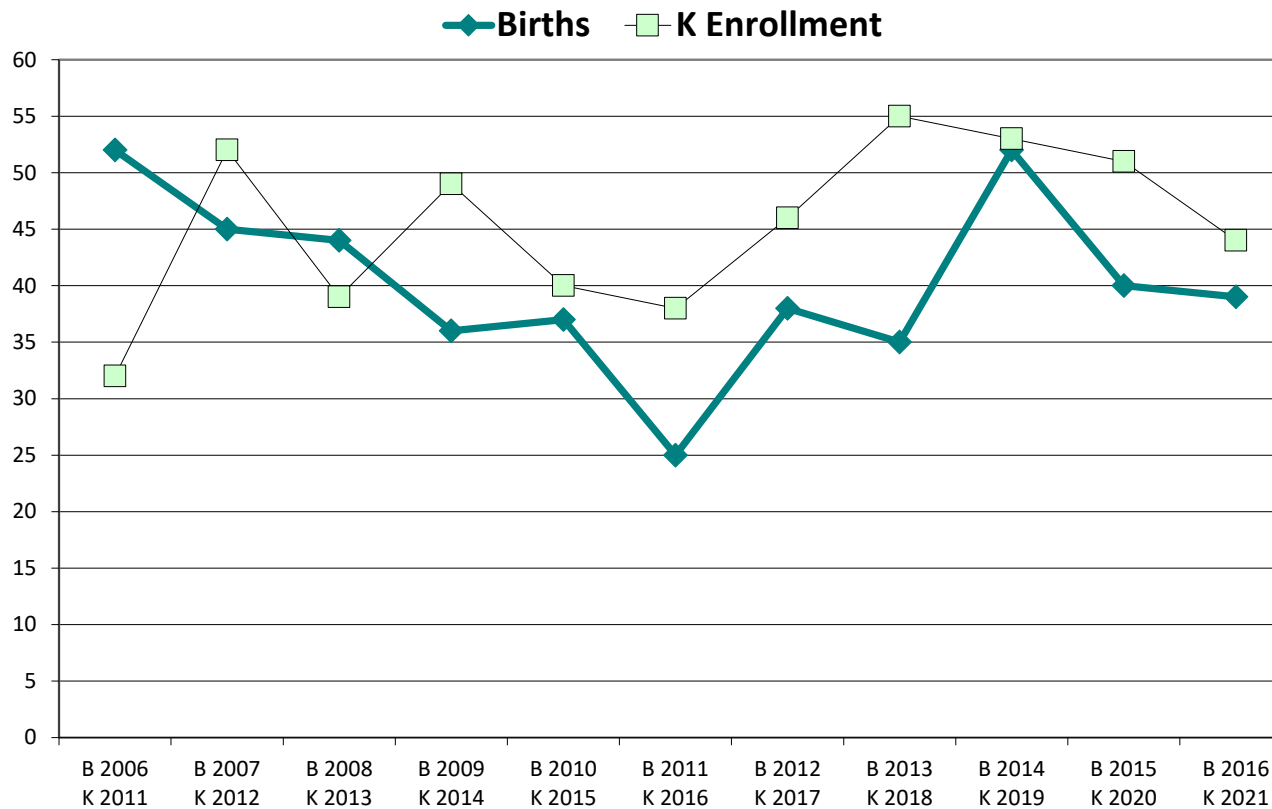
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



Additional Data

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2011	9	0
2017	4	40
2018	28	46
2019	22	0
2020	28	32
2021	11 to date	32 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2011-12	n/a	2
2017	n/a	n/a
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2019	n/a	n/a
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Residents in Non-Public Independent and Parochial Schools (General Education)*														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students*	
2021	2

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2021	n/a

K-12 Special Education Outplaced Students*	
2021	6

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2021	n/a

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