



Thursday, April 7, 2022

AGENDA

Regular Business Meeting – 7:00 PM

SAU 106 Boardroom
30 Greenough Rd. Plaistow, NH 03865

Steven Finnegan, Chair
Kristin Savage, Vice Chair
Christopher K. Kellan, Superintendent

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. **Student Representative**
7. **Current Business**
 - a. **7:35 PM** Strategic Plan Update - INFORMATIONAL
 - b. **7:45 PM** TRSB Committee Assignments - ACTION
 - c. **7:55 PM** Revised School Board Calendar - ACTION
 - d. **8:00 PM** School Board Training - INFORMATIONAL
 - e. **8:05 PM** School Board Goals Setting Process - INFORMATIONAL
 - f. **8:10 PM** Summer Hiring Process - ACTION
 - g. **8:15 PM** Bright Future Survey - INFORMATIONAL
 - h. **8:20 PM** Recognition of Former School Board Member - INFORMATIONAL
 - i. **8:25 PM** Staples Donation - ACTION
 - j. **8:30 PM** Safe Work Procedures- INFORMATIONAL
 - k. **8:45 PM** 2023 Fiscal Final Voted Budget - INFORMATIONAL
 - l. **8:50 PM** Budget Transfer - ACTION
 - m. **8:55 PM** MS-22R DRA Reviewed Appropriations - INFORMATIONAL
 - n. **9:00 PM** SAU55 Final Payment to SAU106 - INFORMATIONAL
8. **9:05 PM Administrator’s Report**
9. **9:10 PM Personnel Report**
10. **9:15 PM Committee Reports/Reports of the School Board**
11. **Correspondence Folder**
12. **Vendor and Payroll Registers**
13. **9:20 PM Other Business**
14. **Nonpublic Session**
15. **Future Dates**

Date	Meeting Type	Location	Time
April 21	Regular Business	Boardroom	7:00 PM
May 5	Regular Business	Boardroom	7:00 PM
June 2	Regular Business	Boardroom	7:00 PM



BUSINESS MEETING AGENDA

- 1-3. **OPEN MEETING**
4. **APPROVAL OF MINUTES** (2 Sets of Public Meeting Minutes: Regular Business Meeting March 17, 2022 and Organizational Meeting March 17, 2022; 2 Sets of Non-Public Meeting Minutes)
5. **DELEGATES AND INDIVIDUALS**
6. **STUDENT REPRESENTATIVE** (Introduction of Kaylie Sheffield)
7. **CURRENT BUSINESS**
 - a. **Strategic Plan Update - INFORMATIONAL**
Review 2018-2023 Strategic Plan.
 - b. **TRSB Committee Assignments - ACTION**
Review TRSB Committee Assignments.
 - c. **Revised School Board Calendar - ACTION**
Act to remove July 21st meeting date.
 - d. **School Board Training - INFORMATIONAL**
Policy BIB: training opportunities for TRSB. Review upcoming School Board trainings available through NHSBA.
 - e. **School Board Goals Setting Process – INFORMATIONAL**
Review Policy BA: Evaluation of Board Operational Procedures.
 - f. **Summer Hiring Process - ACTION**
Act on Policy GCF: Professional Staffing.
 - g. **Bright Future Survey – INFORMATIONAL**
District survey sent to families, school staff and the community.
 - h. **Recognition of Former School Board Member – INFORMATIONAL**
Recognition of Shawn O’Neil’s School Board service and his donation to the Engineering Department.
 - i. **Staples Donation – ACTION**
Act on the Donation Agreement with Staples Connect.
 - j. **Safe Work Procedures – INFORMATIONAL**
Review the Safe Work Procedures.
 - k. **2023 Fiscal Final Voted Budget – INFORMATIONAL**
Review the Fiscal Final Voted Budget for 2023.
 - l. **Budget Transfer – ACTION**
Act on Requested Budget Transfer – Policy DBJ.
 - m. **MS-22R DRA Reviewed Appropriations – INFORMATIONAL**
Review 2022 MS-22-R DRA Revised/Reviewed Appropriations.
 - n. **SAU55 Final Payment to SAU106 – INFORMATIONAL**
SAU106 has received final payment from SAU55.
8. **ADMINISTRATOR’S REPORT**
Christopher K. Kellan to present.
9. **PERSONNEL REPORT**
10. **COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD**
11. **CORRESPONDENCE** – *All correspondence is now forwarded to board members as it comes in.*
12. **VENDOR AND PAYROLL REGISTERS** – *please be sure to review and sign electronically vendor and payroll registers.*
13. **OTHER BUSINESS** – *Board members to provide agenda items for future meeting consideration.*
14. **NONPUBLIC SESSION** – *If needed.*
15. **FUTURE DATES** – *As indicated.*

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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/229979741?fbclid=IwAR0IPXg3RQc546WLy5Mf8FJDVVbBz7OJSiBYoqibCN87luZDldl7q-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
March 17, 2022
7:01 PM

Performing Arts Center
40 Greenough Road
Plaistow, NH

Call to Order:

Chair Steven Finnegan called the March 17, 2022 meeting of the Timberlane Regional School Board to order at 7:18PM (roll call and Pledge of Allegiance completed at organizational meeting).

Board Members Present

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

Seated at the Board Table

Mr. Christopher Kellan, Superintendent of Schools

Kaylie Sheffield, Student Representative to the TRSD School Board (arrived during the brief recess around 7:30 PM)

APPROVAL OF MINUTES (00:17:16)

MOTION: Dr. Farah motioned to accept the TRSB deliberative meeting minutes of February 10 2022; seconded by Mrs. Kiszka. The motion passed 5-0-3. New members abstained.

(00:18:05)

MOTION: Mrs. Kiszka motioned to accept the TRSB deliberative meeting minutes of March 3 2022; seconded by Dr. Farah. The motion passed 2-0-6. New members and absent members abstained.

(00:19:00) Kim Farah mentioned there are 7 sets of non-public minutes to approve. After discussion, Chair Finnegan called for a brief recess from 7:22 PM till 7:30 PM for all existing members to review in order to vote on each set after returning from the recess. Any discussions needed would need to be discussed in a non-public meeting. Superintendent Kellan handed out the non-public minutes for review.

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Once returned, they will all be destroyed except for one copy that will be stored at the SAU.

(00:29:06) Upon return from brief recess, Chair Finnegan welcomed members back and proceeded to vote on each individual non-public minute. Steven Finnegan requested an amendment to the October 7, 2021 non-public minutes as he was marked as not present however he was present.

MOTION: Mrs. Kiszka motioned to accept the TRSB non-public meeting minutes as amended of October 10, 2021; seconded by Dr. Farah. The motion passed 5-0-3. New members abstained.

MOTION: Dr. Farah motioned to accept the TRSB non-public meeting minutes of November 9, 2021; seconded by Mrs. Kiszka. The motion passed 5-0-3. New members abstained.

MOTION: Dr. Farah motioned to accept the TRSB non-public meeting minutes of November 18, 2021; seconded by Mrs. Kiszka. The motion passed 5-0-3. New members abstained.

MOTION: Dr. Farah motioned to accept the TRSB non-public meeting minutes of December 2, 2021; seconded by Mrs. Kiszka. The motion passed 4-0-4. New members and absent members abstained.

MOTION: Mrs. Kiszka motioned to accept the TRSB non-public meeting minutes of December 16, 2021; seconded by Mrs. Knutsen. The motion passed 3-0-5. New members and absent members abstained.

MOTION: Dr. Farah motioned to accept the TRSB non-public meeting minutes of January 6, 2022; seconded by Mrs. Kiszka. The motion passed 5-0-3. New members abstained.

MOTION: Dr. Farah motioned to accept the TRSB non-public meeting minutes of February 3, 2022; seconded by Mrs. Kiszka. The motion passed 5-0-3. New members abstained.

(00:32:05) all non-public minutes returned to Superintendent Kellan for destruction.

DELEGATES & INDIVIDUALS (00:33:25)

Coral Hampe, Vice President of the Timberlane Teachers Association, Danville, came to welcome the new members and stated the teachers association was excited to work with the new and returning members.

STUDENT REPRESENTATIVE (00:34:03)

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

Pollard Elementary: Pollard is currently hosting a Book Fair. This event raises money to support Pollard's library by buying materials and paying for programming. 3/14 was Pi Day! Staff and students ate pie and participated in learning activities. They had lots of fun celebrating the most famous transcendental number! The Pollard chorus joined the Atkinson chorus as part of the Advisory/District choral concert. It was a wonderful night of live music that celebrated the vocal talents of many of Pollard's penguins.

Danville: Danville School was happy to welcome several new families to incoming Kindergarten information night on March 7th. Staff says that they are excited to meet several new families and look forward to welcoming their newest Danville Hawkes in the fall. Many 4th and 5th graders joined with students from Sandown North for the spring chorus concert on March 14th. They did an excellent job performing on the stage for the first time together as one group.

TLC: If you want to know how to catch a Leprechaun, stop by Sandown Central school and ask any kindergarten student. As part of their science unit, Pushes and Pulls, kindergarteners have been busy designing Leprechaun Traps! During Play this week, you will find the preschool students visiting the local flower shop, and Pre-K students venturing into space. They have so many stories to tell and write about. Last Thursday, the kindergarten staff held TLC's Kindergarten Parent Information Night.

Atkinson Academy: This week, Mrs. Galligher from Atkinson Academy was kind enough to send in a full newsletter about what academy students are up to. This letter will be emailed to the board following my report tonight. In art with Mrs. Alexander, Kindergarten students are learning about the color wheel. Our First grade students are learning to weave on a paper loom. Third graders are printing radial symmetrical designs. Fourth grade is practicing clay construction techniques and Fifth graders are making Chinese New Year Dragons. On the music side of things, Atkinson is additionally participating in Music in our School's Month. The purpose of MIOSM is to raise awareness of the importance of music education for all children – and to remind citizens that school is where all children should have access to music. Led by the National Association for Music Education (NAfME), music educators and students throughout the United States and overseas are demonstrating this March the powerful role a quality music program plays in the lives of young people. This year's theme is "Pre-Modern Music History" There are many events and activities that have been planned at the Academy.

1. The morning announcements will include a short music blurb each day.
2. The vote for best instrumental will take place each day during morning- meeting as a part of Music Instrument Madness.
3. The school is holding a Music Spirit Week

More information about other areas of study at the Academy can be found in the emailed newsletter.

TRHS and TRMS: Up at the High School, Spring sports are getting ready to begin. Tryouts for High School Sports including track, tennis, lacrosse, baseball, and softball start Monday 3/21. Boys' Volleyball will start on 3/28. Middle School tryouts will also start on 3/28. **Timberlane athletics would additionally like to say a huge congratulations to TRHS Gymnast, Jenna Mermet. Jenna qualified for**

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Nationals after a strong performance at the New England Championship Meet on Saturday, March 12th. In the Recital Hall the Timberlane Players are having opening night for their student and faculty written one act comedies all about the subject of metatheatre—plays about plays. The Spanish and French honors societies are continuing their elementary school outreach program and this is going very well. Yesterday, the Spanish honors society traveled to Pollard to teach fourth and fifth graders about spring celebrations in Spain. Project Hope had an immense success this past weekend in their annual “Strut for a Cure” event. Over 10,000 dollars were raised for local families battling cancer. TRHS would like to thank everyone who volunteered, attended, and donated, and especially issue a huge thanks to Ms. Bird and Ms. Treanor for coordinating this event. Student council members have been hard at work preparing for upcoming events such as the annual Big Buddy Little Buddy mentorship program with 3rd graders at Sandown North. These students have received pen pal letters from high school sophomores through seniors, and will get to come up to the high school to spend the day with their “big buddy” this spring. In addition, the student council is planning their annual “Egg My House” Easter fundraiser. More information about this can be found on both the Timberlane High School and Student Council Facebook and Instagram pages. Student council members are also currently in the works of planning a charity coin drive for those affected by current events in Ukraine. More information will be made available about this early on next week.

CURRENT BUSINESS (00:38:34)

Facilities Update, Karl Ingoldsby, Director of Plant Operations

Chair Finnegan invited Karl Ingoldsby up for the facilities update.

- Energy Rebate - the first round of rebate checks have been received.
- ESSER Funds project - meeting on March 4th to go over final details of the plan being put together for the ESSER funds and HVAC upgrades for middle school.
- Performance Contracting audits are continuing with preliminary budgetary numbers to be ready for the fall.
- SN Room Partition- scheduled for April vacation. Supply issues have held up the project several times.
- SN Arsenic Filtration - has been completed.
- SN Fire Panel - scheduled for April vacation. Supply issues have held up the project several times.
- MS Guidance and Technology Office carpet replacement - has been completed.
- New SAU 106 sign has come in and is being installed.
- HS/MS batting cages have been properly installed. Due to weather, the final ground’s work is put off until Spring.
- PE Boiler room repairs and upgrades - contacted Bosch to come to look at the boilers and

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recommission them.

- Personnel update - currently interviewing for multiple positions (maintenance, custodial, groundskeeper)

(00:42:34) Mark Sherwood asks about the SN Fire Panel fees, specifically what the cost of the fire panel is and what is included. Karl advised the cost includes the panel and installation. There is an additional \$4,000 cost for troubleshooting inside the buildings to make sure all the wires are set up correctly. Michael Boucher asked about the boilers functionality and Karl advised a pump has been replaced and they are awaiting Bosch's visit as 2 out of the 6 are not working to full capacity. Barbara Kiszka asked how many are in trouble and what are the plans to repair them and Karl advised the high school panel is in trouble, the Sandown North panel is constantly in trouble and the PAC panel is in trouble. All the panels are old. Their Fire Panel Inspection company offered to replace them for approximately \$30,000 which he is trying to not do as it is intermittently causing issues at this time.

(00:47:39) REQUEST TO WAIVE SCHOOL BOARD DJE BID POLICY

Michael Boucher asked if this waiver would be ongoing on a one-time waiver. He was advised it was a one-time waiver. Barbara Kiszka asked for an amendment to not exceed the budgeted amount. Kim Farah advised you cannot bid on an estimate and Maria Watkins stated she would appreciate some flexibility in order for them to get the best deals for the vehicles due to the current shortage due to microchips. Mark Sherwood asked if there had been any research done and Karl Ingoldsby stated as it is a tough market, he only received one bidder. He stated what he is seeing is still within the budget and the issue is that there are no vehicles available so they would have to buy the vehicles prior to getting the vehicles.

Motion: Dr. Farah motions to waive Policy DJE and to authorize Superintendent Kellan to write a letter of commitment for needed maintenance vehicles; seconded by Mrs. Kiszka. Motion approved 8-0-0.

(00:56:53) TRSD SUMMER LEARNING 2022 UPDATE

Sandra Allaire provided a brief update for the Board as there are some new members, which she welcomed to the Board.

Summer learning opportunities that run every summer are Extended School Year (ESY) and Title One Summer and TRHS Summer School Credit Recovery. ESY and Title One are through invitation only and the high school offers credit recovery and/or athletic eligibility for students.

In addition to these annual summer programs, TRSD is actively planning for new summer learning opportunities funded through the American Rescue Plan Elementary and Secondary Relief III (ARP ESSER III) grant. Morning sessions will be focused on academic intervention in Math and ELA (by invitation only.) Afternoon enrichment opportunities are planned for all TRSD students. They are actively surveying staff for interest to participate and are going through the data as it comes in.

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Amy Gentile asked if Sandra sees any staffing issues which Sandra confirmed they are seeing. They have a total of 29 internally interested and may have to post externally if they are short. Kim Farah broached the concern on parents, especially single parents being able to get the students to the programs and asked if they considered reaching out to parents of students in the greatest need to see if transportation/childcare is an issue. Sandra advised these students would be dropped off in the mornings and they could stay for the afternoon enrichment sessions and that there are discussions underway with potential transportation and childcare collaborations with surrounding programs. Superintendent Kellan advised the first step is to make sure they have enough staffing. Michael Boucher asked for data on the amount of students invited versus how many attended. Sandra advised she could look at this and provide an update on the data. Superintendent Kellan advised that for students with IEPs, about 50% attended and that they will be tracking this moving forward.

(01:12:45) TRHS END OF YEAR EVENTS

Board discussed end of year dates for the high school.

(01:14:30) LUMENOS HEALTH INSURANCE COVERAGE FOR UNDER 65 RETIREES

Retirees under 65 that live outside New England did not have insurance options with HMO or POS and the only way to meet the requirements under NHRS-state rules is the Lumenous Health Plan. Amy Gentile asked about HMO and Dana O’Gara advised the only way to meet this requirement for outside New England is the Lumenous Health Plan. HMO will only cover emergencies outside of New England. POS will always be as if you are paying out of network. Insurance is a state-specific plan.

Motion: Dr. Farah motions to approve the Lumenos health insurance coverage for under 65 retirees that live outside of New England; seconded by Ms. Gentile. Motion approved 8-0-0.

(01:19:53) SCHOOL BOARD COMMITTEE ASSIGNMENTS

Chair Finnegan asked if it was good to wait till the next meeting for assignments. Look at the assignments and what committee(s) you would like to participate in. Upon Mark Sherwood’s request, Kim Farah summarized what each committee entailed. Amy Gentile asks who decides who is on the district's placements and why there are no teacher representatives. Superintendent Kellan and Kim Farah advised that there should be a discussion between the Superintendent and the Board. They discussed the possibility of subcommittees, especially for Curriculum and Policy Committees and to keep the Committee attendees to a manageable size. Kim Farah suggests that the Personnel Committee should have more members as there are now 6 unions to be negotiated. Kim Farah asks for confirmation that they are at the end of the Strategic Plan and Superintendent Kellan confirmed and stated he would share the Strategic Planning with the Board this week.

Michael Boucher asks regarding creating new committees. Sandra Allaire shared the process to create committees and subcommittees. Category BDE and BDF which identifies how to create Board Committees and Advisory Committees. These would need to go through Policy to approve. DEIJ Committee (Diversity, Equity, Inclusion and Justice) is the committee Michael Boucher would like to go

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through Policy.

(01:39:29) LEADERSHIP RETREAT

Superintendent Kellan gave a brief summary of the Leadership Retreat scheduled for June 28-29, 2022 for Principals, Assistant Principals, Directors, all Administrators at Mills Falls in Meredith, NH for team building and laying out a plan for a number of activities and work they need to do around moving forward with their vision and their mission as a school district with their plans to engage the community and to move forward the way they want, and need to, in order to benefit the students and the community as a whole. Kim Farah stated that she did not believe this needed action to be taken on this as there is money in the budget for professional development.

(01:26:51) IRS PENALTY UPDATE

The pending penalty with the IRS in the amount of \$131,000 has been resolved. All documentation and forms have been submitted to the IRS. Confirmation has been received from the IRS.

(01:28:14) ADMINISTRATOR'S REPORT

Superintendent Kellan congratulated the new board members and thanked them in advance for their sacrifices and support on behalf of our students and community.

Atkinson Academy (K-2) for the 100th day celebration read-a-thon challenge read 100 books within 10 minutes and raised over \$10,000. The funds, books, learning materials and supplies are to be donated to Children's Hospital at Dartmouth Hitchcock Hospital. Project Hope participants selflessly donated their time as well for the benefit of others.

There are resignations and retirements coming up with many open positions. They are looking to fill positions in all areas. Superintendent Kellan asked anyone interested to go to the school district's website to apply. Anyone that needs assistance with the application process, please reach out to the school district's office and they will be able to help you.

He would also like to thank all the custodians and maintenance staff, who although they have been very short-staffed, they continue to do a remarkable job at the schools and facilities.

He would also like to thank Kelly and Kerry from his office for stepping up due to the sudden resignation of the Executive Administrative Assistant this week.

01:32:32 PERSONNEL REPORT

Susan Basso, Social Studies Teacher at TRHS is seeking to submit for professional request to submit for retirement under extra-ordinary circumstances. TTA Article 13.2 seeking to submit for retirement incentive after January 1, 2022.

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Kim Farah explained that this late request would typically warrant a waiver from the Board however due to a teacher coming out of retirement at the last Board meeting, this does not need a waiver in order to receive the retirement incentive.

Motion: Kim Farah motions to accept Ms. Basso's resignation; second by Barbara Kiszka. Motion passed 8-0-0.

Michelle Azulay, Executive Assistant to the Superintendent, submitted her professional resignation. Ronald Turcotte, Computer Science Teacher at TRHS, submitted his professional resignation. Steven Finnegan asks if there is a motion to accept Ms. Azulay and Mr. Turcotte's resignations.

Motion: Kim Farah motions to accept Ms. Azulay and Mr. Turcotte's resignations; seconded by Katie Knutsen. Motion passed 7-0-1.

01:35:17 SUPERINTENDENT'S EVALUATION AND GOAL SETTING

Kim Farah had asked for Policy CBI and CBI-R to be added as it was adopted on 2/18/2021. When they moved out of SAU 55, some of the SAU policies had to be changed to Timberlane policies. This was one that was reformatted. The superintendent needs to be evaluated yearly. She suggests Chairman Finnegan meets with Superintendent Kellan to come up with some timeline for the Superintendent's Goals. Maybe have goals by August 1st each year and the Board can do an informal evaluation each January and then a formal evaluation in March or April each year. The Board should also be setting their goals, which the Superintendent uses for his goals, by the Spring as well. If the Strategic Plan needs to be done, that will be a big goal the Board will need to have done. Barbara Kiszka asked about the modified goals the Board already had for the superintendent and Kim Farah advised she had asked him to create short-term goals through the end of the academic year. Steven Finnegan asked for new goals for the coming year to be brought for evaluation. Steven Finnegan stated he would compile it and bring it back to the Board to move forward with that.

(01:39:11) COMMITTEE REPORTS

Kim Farah - no updates

Katie Knutsen - no updates

Barbara Kiszka provided an update on the Energy Committee meeting where Carl provided the information regarding the rebate which will result in a great return on our LED project. Regarding the construction, they will be doing the middle school this summer and the rest of the elementary schools will be almost all during the following summer. There is a \$25,000 cap on spending limits and her concern is that because this is happening in the summer where there are only two school board meetings, it may hold up the construction which Carl felt possibly creating a Construction Committee or identify people on the school board that could make the decisions in between the school board meetings. Kim Farah asked what policy states there require the School Board to authorize for anything over \$25,000.

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After discussion, it was discovered the \$25,000 cap was for budget transfers and thus was not applicable. As long as they do not make a budget transfer, the Board does not need to approve. Due to this, Kim Farah felt a Construction Committee was not needed. Superintendent Kellan advised they could set up a team to discuss these construction needs.

Amy Gentile - no updates

Steven Finnegan - no updates

(01:43:53) CORRESPONDENCE

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

(01:44:01) 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.

(01:44:16) OTHER BUSINESS

In the past, Kim Farah was great at sending emails to all board members asking if they had any items to discuss. Steve will continue this practice to reach out to each board member to provide agenda items for future meeting consideration.

The next regular meeting will be held Thursday, April 7, 2022.

With no further discussion, Steven Finnegan requests that they enter into a non-public under 91-A:3, Paragraph II (c).

(01:45:18)

Motion: Kim Farah 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 Barbara Kiszka. Motion passed 8-0-0.

The Board was polled:

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

The motion carried an 8-0-0 to enter non-public at 9:01 PM and Steven Finnegan advised this will conclude the public portion of the meeting and they only come out to seal the minutes so we will not come back again.

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Motion: Katie Knutsen motioned to exit the non-public session meeting; seconded by Kim Farah. The motion passed 8-0-0.

The Board was polled:

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

The motion carried 8-0-0 and the Board entered public session at 9:24 PM.

Respectfully submitted,

Cori Zeuli
Recording Secretary

Approved by the Board on _____.

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Materials presented at the board meeting may be viewed at:

https://trsdpublic.timberlane.net/_layouts/15/qr.aspx#qrCodeData=https%3A%2F%2Ftrsdpublic.timberlane.net%2Ftrsb%2FShared%2520Documents%2FSCHOOL%2520BOARD%2520MEETING%2520AGENDA%2520MATERIALS%2F2021-22%2F03%252017%252022%2520School%2520Board%2520Meeting

TIMBERLANE REGIONAL SCHOOL BOARD ORGANIZATIONAL MEETING MINUTES

Organizational Meeting
March 17, 2022
7:01 PM

Performing Arts Center
40 Greenough Road
Plaistow, NH

Call to Order:

Chair Kim Farah called the March 17, 2022 meeting of the Timberlane Regional School Board to order at 7:01PM, 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 and Mark Sherwood (Kristin Savage absent)

Seated at the Board Table

Mr. Christopher Kellan, Superintendent of Schools

Kim Farah called the organizational meeting to order and thanked Kelly and Kerry from the SAU for taking care of creating the agendas for tonight's meetings with the unexpected resignation of the SAU employee handling these tasks.

(00:02:30) ELECTION RESULTS AND ELECTION OF OFFICERS

Kim Farah reported the election results renewed appointment for Katie Knutsen of Plaistow and new appointments of Michael Boucher of Atkinson, Kim McCormick of Danville and Mark Sherwood of Sandown. Kim Farah called for the appointment of the new chairperson.

MOTION: Mrs. Kiszka motioned to appoint Steven Finnegan as Chair; seconded by Mrs. Knutsen. The motion passed 7-0-1.

(00:04:02) Chair Finnegan called for the appointment of the new vice chairperson. Barbara Kiszka motioned to appoint Kristin Savage. Kim Farah stated as a point of order that, while this is not a typical

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procedure with the nominee being absent, Kristin Savage made it known to all Board members she would like to continue in her role as Vice Chairwoman so it was allowed.

MOTION: Mrs. Kiszka motioned to appoint Kristin Savage as Vice Chairperson; seconded by Mrs. Knutsen. The motion passed 8-0-0.

(00:05:05) APPOINTMENTS

MOTION: Mrs. Knutsen motioned to accept the reappointment of Kat Lancaster as the School District Clerk; seconded by Dr. Farah. The motion passed 8-0-0.

MOTION: Dr. Farah motioned to accept the reappointment of Cori Zeuli as the School Board Recording Secretary; seconded by Mrs. Kiszka. The motion passed 8-0-0.

MOTION: Dr. Farah motioned to accept the reappointment of Kathleen Beattie as the Treasurer; seconded by Mrs. Knutsen. The motion passed 8-0-0.

MOTION: Dr. Farah motioned to accept the reappointment of Gloria Dodge as the Assistant Treasurer; seconded by Mrs. Knutsen. The motion passed 8-0-0.

(00:07:50) SCHOOL COUNSEL - seeking recommendation from the Board/Superintendent. The Board agreed to table this for now. DrummondWoodsum is currently serving in this capacity. Superintendent Kellan stated he would like to continue to assess this moving forward.

(00:08:58) BONDING - recommendation to bond the treasurer and assistant treasurer as required by statute and Department of Revenue Administration (Policy DH).

MOTION: Dr. Farah motioned to bond the treasurer and assistant treasurer as required by statute and Department of Revenue Administration (Policy DH); seconded by Mrs. Kiszka. The motion passed 8-0-0.

(00:09:27) DESIGNATING BANKS - Bank Depository - recommendation to appoint TD Bank as the District Bank. Michael Boucher asked if this was the only bank that had been considered. Superintendent Kellan was open to put this out for bid. Chair Finnegan asked for a summary of the banking options and Superintendent Kellan agreed to the 2 week time limit proposed by Barbara Kiszka.

(00:11:37)

MOTION: Dr. Farah motioned to designating TD Bank for bank depository; seconded by Mrs.

DRAFT - NOT YET APPROVED

Knutsen. The motion passed 8-0-0.

(00:11:50) REVIEW AND ADOPT POLICIES

- a. Review and adopt Policy DFA regarding investment is to be reviewed on an annual basis per district auditors and RSA's. No changes proposed.

(00:13:20)

MOTION: Mrs. Kiszka motioned to reaffirm acceptance of Policy DFA; seconded by Dr. Farah. The motion passed 8-0-0.

- b. Policy EI Risk Management requires an annual review and adoption. No changes are proposed.

(00:13:50)

MOTION: Dr. Farah motioned to reaffirm acceptance of Policy EI Risk Management; seconded by Mrs. Kiszka. The motion passed 8-0-0.

- c. School Board Ethics Statement (BCA-R) - to be reviewed and signed by all members on an annual basis in accordance with Board Policy BCA.

(00:14:07) Kim Farah advised Board members to review and sign and return them next meeting to Superintendent Kellan to be stored at the SAU.

(00:15:20) MEETING DATES, TIMES AND PLACE FOR 2022-2023

Recommendation to hold school board meetings on the first and third Thursdays of the month at 7:00 PM at the Performing Arts Center, waive the first Thursday meetings in July and August, and to reserve the right to amend the meeting schedule as needed.

MOTION: Dr. Farah motioned to accept the meeting dates, times and place; seconded by Mrs. Knutsen. The motion passed 8-0-0.

With no other organizational meeting business before the Board, Chair Finnegan closed the organization meeting and called the regular business meeting to session at 7:18 PM.

Respectfully submitted,

Cori Zeuli
Recording Secretary

Approved by the Board on _____.

Timberlane Regional School District

Strategic Plan 2018-2023

TRSD Strategic Planning Committee



September 20, 2018

Timberlane Regional School District: Strategic Plan 2018-2023

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Timberlane Regional School District: Strategic Plan 2018-2023

I. Introduction

Strategic Planning Process

The Timberlane Regional School District has developed a strategic plan for 2018-2023. This plan involves input from the communities of Atkinson, Danville, Plaistow and Sandown.

A Strategic Planning Committee was established and acted as the steering committee for the work during the 2017-18 school year.

During the summer of 2017, a community survey was created and 750 results were received. A qualitative analysis provided the committee valuable feedback about the mission, vision, and goals of the previous five-year plan. A summary is included in the appendix.

During the Fall of 2017, two community forums were held: one in the town of Plaistow and one in the town of Sandown. Additionally, open forums for staff were held in Atkinson and Plaistow. The input from the community and staff forums yielded a lot of good ideas and information.

The Strategic Planning Committee analyzed feedback from the forums and identified three overarching themes: 1) Academics, 2) Facilities, and 3) Culture and Climate. The Strategic Planning Committee requested that subcommittees establish the goals and objectives in these three priority areas. Three subcommittees were formed and met through the winter months. These goals and objectives are the substance to this Strategic Plan.

The Strategic Planning Committee would like to thank all the community members, parents, students, and staff who participated in the development of this Strategic Plan. It will help guide the district as we move forward in the next five years.

Sincerely,

The TRSD Strategic Planning Committee:

Brian Boyle, Chair of the School Board: *April 2017- March 2018*
Eileen Dube, Budget Committee Member and Community Member
Dr. Kim Farah, Vice Chair of the School Board: *April 2017- March 2018*
Thomas Geary, Business Operations Coordinator
Ken Henderson, Director of Technology
Christi Michaud, Director of Data, Assessment and Accountability
Jim Paul, Community Member and Budget Committee Representative
Dr. Roxanne Wilson, Assistant Superintendent

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Other contributors in the beginning stage of planning during 2016-17 include:

Debra Armfield, Director of Curriculum and Professional Development
Peter Bealo, School Board Member
Susan Sherman, School Board Member
Gregory Spero, School Board Member

Strategic Planning Subcommittees:

Sustaining a Focus on Academics and Rigor and 21st Century Skills

Terry Bolduc, Sandown North Teacher
Lucy Canotas, Danville Asst. Principal/Curriculum Coordinator
Rebecca Carlson, Academic Dean of Mathematics
Christine Desrochers, TRMS Curriculum Coordinator
Eileen Dube, Budcom and Strategic Planning Committee Rep
Dr. Kim Farah, School Board and Strategic Planning Committee Rep
Lisa Furman, Danville Teacher
Ken Henderson, Director of Technology
Maegan Koelker, TRMS Teacher
Jennifer Marino, Sandown Central Principal
Christi Michaud, Director of Data, Assessment, and Accountability
Jeanmarie Ward, Atkinson Community Member. Parent
Mary Widman, TRHS Asst. Principal

Improving Facilities

Brian Boyle, School Board Chair
Barry Chooljian, Director of Guidance
Rob Collins, Danville Community Member
Angelo Fantasia, Athletic Director
Thomas Geary, Business Operations Coordinator
Rodney Mills, District Maintenance Supervisor
Mark Pedersen, Academic Dean of Science
Heather Roy, TRHS Assistant Principal
Jennifer Silva, Atkinson Community Member, Parent
Susan Takesian, TRHS Business Teacher
Don Woodworth, TRHS Principal

Promoting a Positive School Culture and Climate

Susan Rasicot, Director of Student Services
Susan Sherman, School Board Member
Kayla Jones, TRSD School Psychologist
Barbara Gallant, Atkinson Academy Guidance Counselor
Elizabeth Kosta, Plaistow Community Member, Parent
Meaghan Guanci, TRHS Teacher
Scott Strainge, TRHS Assistant Principal
Cathleen Ryan, Sandown Central Pre-K Teacher

Jay Vogt: Peoplesworth consultant assisted the team during the initial planning stages and in the Community and staff forums.

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II. Demographics

The Timberlane Regional School District (TRSD) is a cooperative school district comprised of four towns: Atkinson, Danville, Plaistow, and Sandown. Together the towns contain approximately 47.5 square miles, according to Community Profiles Reports at NH Employment Security.

NH Department of Education: Department of Education Reports include the following data: As of October 1, 2017: <https://www.education.nh.gov/data/attendance.htm>

- The enrollment for TRSD was 3,556 from preschool through grade 12, according to the District Fall enrollment report of 2017. This ranked TRSD as the 9th biggest school district in the state according to enrollment numbers.
- TRSD ranks 121 out of 162 school districts for students eligible for free and reduced lunch with a 12.57%
- TRSD is 3rd in the State for preschool enrollments of 116, following Manchester and Nashua.
- TRSD has more students scoring in the proficient range than the State average.

Enrollment by Grade Level: October 1, 2017:

2017 TRSD Enrollment	Total 3,556
Preschool	137
Kindergarten	220
Elementary	1,252
Middle	789
High	1,158
<i>Department of Education : www.education.nh.gov</i>	

Enrollments by Town: October 1, 2017

2017 Enrollment by Town	Total 3,556
Atkinson	787
Danville	631
Plaistow	1,046
Sandown	1,090
Tuitioned	2
<i>SAU 55 Central Office Report: October 1, 2017</i>	

TRSD Free and Reduced Lunch rates: 2017-18

https://www.education.nh.gov/data/attendance.htm#free_reduced_district

2017 Free & Reduced Lunch	Enrollment 10/01/2017	Free/Reduced Eligible	% Eligible
Timberlane Regional	3,199	402	12.57%
	<i>Grades 1-12 only</i>		

Timberlane Regional School District: Strategic Plan 2018-2023

Preschool Enrollments

Of the largest districts in the State, TRSD ranks 3rd in the number of preschool enrollments in 2017. The State had 3,876 in total in 2017.

<https://www.education.nh.gov/data/attendance.htm>

Preschool Enrollments: October 1 2017	
Manchester	351
Nashua	276
Timberlane Regional School District	137
Merrimack	135
Londonderry	121

State Level Assessment Information

<https://www.education.nh.gov/news/2017/assessment-results.htm>

According to the NH School and District Profiles the 2017 Smarter Balanced Assessment Consortium Grades 3-8 Percent proficient

Achievement Level (%)	English Language Arts		Mathematics	
	TRSD	State	TRSD	State
Proficient: Levels 3 + 4	68%	58%	54%	49%

SAT Grade 11: percent proficient

	TRSD N	TRSD %	State N	State %
Reading	283	67%	12,677	66%
Mathematics	283	45%	12,702	44%

Distinguished Awards:

2014 NH Secondary School of Excellence: Timberlane Regional High School
 2013 Distinguished Music Teacher of the Year: Anthony DiBartolomeo, TRSD

III. Strengths, Weakness, Opportunities and Threats

Each Department identified its relative strengths, weaknesses, opportunities, and threats. While strengths and weaknesses are viewed as internal to the school system, opportunities and threats are those items or forces that exist outside the organization that may impact our system.

A. Academic Rigor (Curriculum, Instruction, Assessment)

The Timberlane Regional School District has developed a fully aligned PreK-12 competency based curricula in all content areas developed through the collaborative work of teachers, academic deans, and administrators. Instructional programs, enrichment opportunities, and quality assessment measures have allowed Timberlane educators to begin personalizing instruction and to better meet the varied needs of learners. Data-informed decision making through district and school data teams, professional learning communities, and student support teams allow educators to develop greater understandings of student and program needs, monitor curriculum implementation and pacing, evaluate resources and the effectiveness of various instructional strategies, and identify professional learning needs.

State and district level assessment results have demonstrated consistent gains in achievement as illustrated in the 2015-2016 District Report Card and as shared through various press releases throughout each school year. Maximum class sizes established by school board policy are beneficial, however, meeting the broad range of learners and their individual needs within a classroom is often challenging. Federal grant funding to support effective response to intervention programs, enrichment programs, and staff professional development decreases annually. This loss of revenue results in an increase in school district budgets in order to provide adequate instructional resources and staffing support.

Strengths

- Educator commitment to goal setting and increased achievement.
- Fully aligned preschool through grade 12 curricula in all content areas
- STAR Universal Screening and Benchmarking assessment to monitor student growth
- Data teams-informed decision making
- Effective instructional tools and programs
- Middle School STEAM classes (science, technology, engineering, arts, math)
- World Language opportunities at all schools
- Intervention and Enrichment Blocks to support all learners
- Online learning communities and communication (Google Classroom, PowerSchool, School Messenger)
- Instructional teams working collaboratively to meet student needs

Weaknesses

- Limited number of interventionists to offer additional support to regular education students in small, focused groups
- Need for more math intervention support materials and math coaches
- Few opportunities for collaborative team time to study and develop curriculum

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- Too many standardized state-level tests and local assessments administered in the Spring
- Limited 21st century learning spaces and programs for STEAM, Technical Education, Computer Science, Vocational skills, and Creative Arts
- Limited number of integrated units, project based learning opportunities, and performance based tasks/assessments
- Lack of math instructional coaches to support teachers, similar to the Literacy Specialists/Coaches supporting the teachers in the schools

Opportunities

- Training of educators in Tier 2 and 3 interventions to support various learners
- Building the capacity of elementary educators to teach Science content and skills
- Systems needed for competency recovery
- Less reliance on standardized testing practices
- Further develop a competency-based learning system that incorporates more project-based learning and performance task assessment
- Expand online and blended learning opportunities for student to engage in learning
- Development of programs including STEAM, Computer Science, and Technical Education to meet the diverse interests and needs of students preparing for post-secondary careers or education
- Data literacy and use for instructional decision making at all levels
- Development of integrated curriculum units to support learning across content areas and learning opportunities enhanced with technology tools

Threats

- Annual decreases in federal funding based on census poverty count
- Few accountability measures and responses for students who are chronically absent
- Space constraints and aging facilities
- Community perceptions about the challenges faced in education and need for changes in curriculum, assessment, and instructional methods
- Collective Bargaining Agreements and restrictive school schedules limit flexibility to allow time for teachers to engage in professional and collaborative work
- Lack of substitute teachers when teachers need to participate in professional learning and curriculum development work
- Bus driver shortage is impacting getting students to and from school on a routine basis
- Nursing shortage impacts having a qualified sub when needed

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B. Facilities

The Timberlane Regional School District facilities are comprised of nine buildings located on six properties throughout the towns of Plaistow, Atkinson, Danville, and Sandown. The main campus for the District includes the Regional High School, Regional Middle School, Performing Arts Center, and the office building occupied by both SAU 55 staff and Timberlane District staff. Each town in the school district hosts its own elementary school, owned by the district, with the exception of Sandown that has two elementary school buildings.

Timberlane Regional High School –

Originally constructed in 1966, the building is situated on an approximate 90-acre site shared by an office building, the Performing Arts Center, and the Middle School. Major renovations were completed in 1975, 1987, 1995, and 2001. The single-story building currently serves students in grades 9-12. The finished building square footage is approximately 125,000 square feet. Of the approximately 90 acres of land, roughly 30 acres are used for athletic fields for both High School and Middle School activities. The building is heated using natural gas fuel and has a three-phase electrical feed that serves the current demand.

Timberlane Regional Middle School –

Originally constructed in 1975, the building is situated on an approximate 90-acre site shared by an office building, the Performing Arts Center, and the High School. Major renovations were completed in 1975, 1987, 1996, and 2000. The building serves grades 6-8 from all four towns. The finished building area is approximately 135,000 square feet. Of the approximately 90 acres of land, roughly 30 acres are used for athletic fields for both High School and Middle School activities. The building is heated using natural gas fuel from Unitil and has a three-phase electrical feed from Unitil.

Performing Arts Center –

Originally constructed in 2001, the Timberlane PAC is approximately 30,000 square feet. The building houses a large auditorium that seats 900+ people. Approximately 240 seats are on a unique “turntable” which allows the seating to rotate and view the recital hall. Also included in the building are practice rooms for instruction of music and drama classes. The building’s heat is provided from the boiler plant at the High School. Electrical service is a three-phase service.

Pollard Elementary School (Plaistow) –

Originally constructed in 1912, the approximate 73,000 square foot building is situated on an approximate 30-acre site on Main Street in town. The location of this school is approximately two miles from the Timberlane campus. Major renovations were completed in 1965, 1987, 1995, and 2000. The building is heated using natural gas fuel from Unitil and has a 30 amp three-phase electrical feed from Unitil.

Atkinson Academy –

Originally constructed in 1803, it is claimed to be the oldest co-ed school in the country. Major renovations were completed in 1964, 1980, 1987, 2000, and 2007. Total size of the finished building is approximately 65,000 square feet, situated on approximately 10 acres. The building is heated using oil and has a 30 amp, three-phased electrical feed from Unitil.

Danville Elementary –

Originally constructed in 1960, the 46,000 square foot building sits on an approximately fifteen acre site. Major renovations were completed in 1987 and 2000. The location is approximately six

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miles away from the Timberlane campus. The building is heated using oil and has a 30 amp three-phase electrical feed from Unitil. A back-up generator was recently installed.

Sandown North Elementary –

Originally constructed in 2000, the 55,000 square foot building sits on an approximately 28-acre site. The building currently serves children from grades one to five. Preschool and Kindergarten attend the Sandown Central School. The Sandown North School is approximately eleven miles from the Timberlane campus. The building is heated using oil, and has a 30 amp three-phase electrical feed provided by NH Electric Co-op.

Sandown Central (TLC) –

Originally constructed in 1954, the approximate 38,000 square foot building sits on a site that is approximately 5 acres. Sandown Central School has received major renovations in 1965, 1972, 1977, 1987, 2000, and 2001. The building currently serves the District-wide Preschool TLC program, Sandown Preschool, and also serves the children in Kindergarten from Sandown. Currently, the kitchen at the Sandown Central School is not in service and meals need to be prepared at Sandown North School and transported to Central School. The building is heated using oil, and has a 30 amp, three- phase electrical service provided by Eversource.

District Facilities

Strengths

- Effective day-to-day operations of facilities and In-house skilled trades
- Focus on security and safety and liaison with town police departments
- Strong preventive maintenance program - infrastructure in relatively good repair
- Room for expansion on our properties
- Effective process for capital improvement planning

Opportunities

- Add learning space to the main campus
- Construction of an artificial turf field for multi-sport use at main campus
- Future expansion possibilities of Sandown North School was built into the planning and construction of the school
- Construct new parking, redesign of traffic flow at main campus (bus/parent-pick up)
- Consider moving TLC to the main campus - tie it into the HS curriculum
- Current Bond interest rates are below 2%

Weaknesses

- Lack of modern STEM (science, technology, engineering, math) facilities at HS and MS.
- Use of “temporary classrooms” at the HS campus
- Proximity of schools geographic location to one another
- Shortage of field space to institute a proper “resting” program and athletic scheduling demands
- Lack of available parking at the main campus
- Lack of State/Federal funding for school construction
- Lack of modern communication wiring linking all buildings owned by TRSD
- Many spaces throughout the district do not meet current sizing guidelines set by state standards

Threats

- Sandown North and Danville Elementary - no fire suppression systems - wood framed
- Possibility of not meeting NEASC accreditation standards due to outdated facilities
- Increased Homeland Security school safety requirements requiring increased funding

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C. Culture and Climate

The Timberlane Regional School District, students, and families work together to foster a positive culture and climate through the demonstration of core values, a shared vision, responsiveness to individual student needs, an awareness of diversity, planning for successful student transitions, and collaborative and supportive teams in each of our schools. The regular collection of data including Tripod Student Perceptions, Positive Behavior Intervention Supports and other systems for monitoring student behavior allow schools to design effective school-wide and individual interventions. The school district has recognized increasing numbers of students with social/emotional and behavioral challenges; however, supportive programs, community and family outreach are important elements of a positive and strong culture as a critical factor for ensuring student success.

Strengths

- Core values recognized by students and staff (ex: Respect, Responsibility, Right Choices)
- Transition planning for students between grade levels/schools
- Collaborative teaching teams and dedicated, professional staff
- Social-emotional skill development groups
- Advisory programs
- Building culture-based teams (ABC, Universal teams)
- Behavioral data collection and decision making
- Cleaner Greener Committee
- Teachers use the TRIPOD survey for feedback and planning
- Responsive Classroom and PBIS implemented practices
- School-wide efforts and student learning of work-study practices
- Supportive parents and community members
- Community outreach and relation

Weaknesses

- Space constraints in some schools for the delivery of instruction and services
- Not enough trained personnel to respond to the needs of students with social/emotional and behavioral challenges
- Inconsistent practices in some schools

Opportunities

- Further development and implementation of models of systematic supports such as PBIS (Positive Behavioral Intervention and Supports) and Responsive Classroom programs
- Team building for professionals
- Renew the focus of the Advisory program
- Further implement the Second Step school counseling curriculum
- Keep the focus on diversity awareness

Threats

- Increased intensive behavioral needs of some students impacting staff resources
- Increasing number of students and families with substance abuse challenges impacting staff and community resources
- Reduction of State resources for family supports

IV. System Trends

The Strategic Planning Committee identified some internal and external trends that currently affect our school system. These trends can be considered threats or opportunities, but will continue to have an impact on our schools in the next five years.

System trends include:

- Declining enrollments since the last strategic plan
- Reduced State and Federal aid to the schools
- Increased family stress due to economic hardships and some families impacted with drug, opioid, and alcohol issues
- Increase in young children entering school with significant needs, such as health needs and/or incidence of autism, and/or anxiety
- More experienced teachers and staff who are nearing retirement age
- More emphasis on personalized learning to meet everyone's needs
- More emphasis on competencies and outcomes for learning in addition to grades
- More emphasis on equity and diversity issues as we prepare students for a global culture
- Ever-evolving technology used as an everyday tool by staff, students, and parents to interact with their work, home and social environments
- Escalating costs for benefits, retirement, and insurance
- Aging facilities impacting the delivery of the curriculum and specialized services

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V. Mission, Vision, and Beliefs

Parents, staff, and the community continue to support the current mission, vision, and beliefs of the Timberlane Regional School District. This was documented by the results of the community survey and community forums. There were no changes or updates made from the previous strategic plan.

Mission:

The results showed there was an overwhelming sense that our School District Mission was clear and understandable and a majority of respondents felt TRSD was achieving its mission.

The mission statement answers the question, “What is the purpose of our schools?”

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

Vision:

There is agreement that our schools are meeting the District vision.

Vision answers the question, “What will the desired schools look like?”

The vision of the Timberlane Regional School District states that the Timberlane Regional School District in partnership with the communities of Atkinson, Danville, Plaistow and Sandown will provide resources and programs designed to support students' diverse academic, social, and emotional needs. Effective and dedicated professional educators, administrators and support staff will challenge students with a rigorous curriculum that considers individual learning styles. We will be a school district of excellence that exemplifies best practices in academics, student services, facilities, safety and security. Timberlane graduates will be prepared to assume leadership roles as students in colleges and universities, as professionals in their chosen careers and as citizens in this rapidly changing world.

Beliefs:

There was overwhelming agreement that the nine belief statements were still important.

The statement of beliefs answers the question, “What are our deeply held convictions?”

- 1. We believe that education for the 21st century includes rigorous and relevant academic, technical and problem-solving skills that prepare students for the next level of education.*
- 2. We believe that strong instructional leadership and highly qualified personnel work as colleagues to deepen knowledge and improve instructional practice, creating a rich academic environment.*
- 3. We believe that a learning organization practices the sharing of knowledge, the adoption of new principles, and continuous growth.*

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4. *We believe effective communication connects parents, teachers, students and the community, fostering trust and interdependence.*
5. *We believe that all members of the learning community must promote respect for self, respect for others, and respect for community.*
6. *We believe creative expression and the appreciation of the arts are essential to quality of life.*
7. *We believe all students can achieve high standards and are entitled to demonstrate their knowledge and skills in ways which recognize their individual abilities, talents, and learning styles.*
8. *We believe in modeling democracy by giving voice to all who are directly affected by the school, including students, and addressing all forms of unfairness and injustice.*
9. *We believe quality facilities matter.*

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VI. Themes

Community feedback included agreement that the School District should continue to focus on the goal areas from the previous strategic plan. Through the community forums and surveys, three themes emerged, and they included a focus on Academic Rigor and 21st Century Skills, Facilities, and School Culture and Climate.

A. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

- Quality of teaching and teachers
- College and career readiness including dual enrollment
- Academic opportunities
- Enrichment, advanced opportunities, extended learning opportunities
- Personalized learning, online learning
- Technology

B. Improving Facilities

- Capital and infrastructure improvements across the district
- Safety and security
- Class size
- Athletic/Sports needs
- Space and program needs for quality teaching

C. Promoting a Positive School Culture and Climate

- Student supports
- Student discipline and expectations
- Respect, diversity, equity
- Sense of community

VII. Goals

A. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

Goal 1: The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21st century knowledge and skills needed to be successful in school, work, and life.

Objective 1 *Personalize learning opportunities for students in environments that are flexible and learner-centered.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Advance the work of the district focused on providing students with career pathways, extended learning opportunities, vocational experiences, dual enrollment, and non-traditional courses.		X	X	X	
b) Train educators and implement school-wide flexible approaches that personalize learning for students, including designing lessons that provide students with multiple ways to engage in and represent their learning.	X	X	X		
c) Increase student use of technology to create, analyze, synthesize, and evaluate while learning.	X	X	X		
d) Increase support for students using systematic approaches and proven effective interventions in the areas of Social-Emotional Learning, Mathematics, and Literacy for learning with varying needs.		X	X	X	
e) Explore the development of a district funded full-day Kindergarten program.			X	X	X

Objective 2 *Create PreK-12 STEAM opportunities that promote collaboration, problem solving, creativity, and the confidence needed for the 21st century learning and careers.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Create STEAM labs and Makerspaces in schools for all students to participate in.		X	X	X	
b) Engage students PreK-12 hands-on experiences with coding, computing, and other Computer Science standards as well as greater access to CS courses credit at the secondary level for students interested in in-	X	X	X		

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depth study for career and college preparation.					
c) Train teachers in cross-disciplinary instructional practices necessary for facilitating classrooms where students create, think analytically and logically, integrate technology literacy and fluency, and problem solve collaboratively with peers.	X	X	X	X	
d) Provide classrooms with STEAM resources, materials, and project ideas.	X	X	X	X	X
e) Explore adding and implementing courses at TRHS that focus on vocational skills, trades, and career development.			X	X	

Objective 3 *Implement competency-based education, PreK-12, providing students with project based learning opportunities, performance based assessments, and accurate systems of reporting focused on increasing levels of rigor, achievement, and soft skills acquisition.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Train educators in project-based learning practices.	X	X	X		
b) Design performance based assessments and rubrics, and reduce the number of standardized assessments.	X	X	X		
c) Focus instruction on deeper understanding of topics and the application of learning to new tasks.	X	X	X	X	X
d) Build in greater accountability measures for students who do not meet competency standards, including competency recovery procedures.		X	X	X	
e) Design and implement reporting tools for secondary schools that reflect a traditional grade and supplemental information on competency acquisition.	X	X	X	X	
f) Collect data on preparedness for college, workplace, and career, and on success post college via survey for TRSD graduates 2 -6 years post-graduation.			X	X	X
g) Re-evaluate the model and description of a “Timberlane Graduate” and use it to guide the vision district-wide and in the community.		X	X		
h) Identify performance benchmarks and exemplars so students can strive for mastery.		X	X	X	X

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A. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

Goal 2: The Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff who can effectively engage students in rigorous curriculum and 21st century learning.

Objective 1 *Develop and provide a systemic program of job-embedded, on-going, training that supports collaborative practices and educator empowerment.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Develop a district-wide structure of Professional Development that allows teacher input into the New Teacher Induction and Mentoring program, ongoing PD offerings, needs assessments, and goal setting.	X	X			
b) Promote learning environments that allow educators to take risks, and explore and evaluate creative approaches which can be used to inform instruction		X	X		
c) Work together with TTA to incentivize educators and to develop collaborative professional learning communities (PLCs) that provide time for educators to work across content areas, to share integrated lessons and new practices, engage in data review cycles, and support the curriculum.		X	X	X	

Objective 2 *Develop common beliefs, understandings, and practices to inform the implementation of STEAM and competency based education.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Develop an action plan that articulates common beliefs and goals around personalized, competency based learning that will be shared district-wide and monitored for implementation and progress.		X	X	X	
b) Develop an action plan that articulates common beliefs and goals around STEAM education that will be shared district-wide and monitored for implementation and progress.		X	X	X	
c) Train teachers in specific practices and approaches to personalize learning and effectively teach learners of varied abilities.	X	X	X	X	X

Timberlane Regional School District: Strategic Plan 2018-2023

Objective 3 *Re-evaluate the mentoring programs for professional and support staff within their first years in the district, and revise the program as needed.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Survey teachers to understand mentoring program strengths and opportunities for improvement		X			
b) Establish a mentoring and induction committee to analyze and propose changes to the current program.			X	X	

Objective 4 *Motivate and incentivize educators to be career educators in TRSD and life-long learners.*

Action steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Encourage teachers to self-reflect, set goals, and engage in personalized and self-initiated professional learning.	X	X	X		
b) Encourage teachers to apply for SIM project funds via TTA contract to work on projects that are intrinsically motivating, to explore creative programs/activities, or find solutions to problems.	X	X	X	X	X

Timberlane Regional School District: Strategic Plan 2018-2023

B. Improving Facilities

Goal 3: Timberlane schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21st century learning.

Objective 1 *Develop a comprehensive Facilities Master Plan that will serve the Timberlane community for the next twenty years. This plan shall include major renovation and construction projects.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) The District will create a long-term facilities steering committee	X				
b) The Committee will complete a comprehensive needs assessment on current facilities and building components with the assistance of a design professional.	X				
c) The Committee will establish a multi-year renovation and building plan which will include schematic design and cost estimates with the assistance of a design professional.	X				
d) Each year, the steering committee will obtain approval from the TRSB to continue the planning of renovating and building 21st century learning environments.	X	X	X		
e) The plan shall satisfy disparities in instructional needs for Science, Technology, Engineering, and Math, as well as, CTE and Athletics.			X		

Objective 2 *Obtain community support for the Facilities Master Plan through effective communication about the process.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) The Steering Committee will seek approval of Facilities Master Plan from the School Board	X	X			
b) The District and Board will keep the public and voters informed of the progress of the Facilities Master Plan by updating content on a regular basis.	X	X	X		

Timberlane Regional School District: Strategic Plan 2018-2023

c) The District will create marketing materials and messages		X	X		
d) The Board and District will host informational nights		X	X		
e) The District will reach out to towns and constituents on starting a new Strategic Plan for 2023-2028					X

Objective 3 *Prioritize short and long term projects and build the projects into the budget process.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) The Superintendent’s Leadership Team, CIP Committee, and the School Board shall collaboratively prioritize projects through a predefined process based on safety, educational need, and life cycle.	X	X	X	X	X
b) The TRSD Budget Committee and the School Board shall make a commitment to budget and fund, on an annual basis, the projects put forward.	X	X	X	X	X

Timberlane Regional School District: Strategic Plan 2018-2023

C. Promoting a Positive School Culture and Climate

Goal 4: TRSD Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.

Objective 1 *Create a 5-year action plan that includes interventions and supports that align with the District core values for climate and culture.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) Create a stakeholder group that includes students, school staff, paras, parents, students’ families, and community members within the Timberlane Regional School District to give feedback and guidance to the 5 year action plan.	X				
b) Establish and adopt “District Core Values for Climate and Culture” through discussions with stakeholders.	X				
c) Create a 5 -year action plan with a focus on implementing consistent strategies and interventions aligned to the Core Values.		X			
d) Implement strategies and identify programs that promote the Core Values for Climate and Culture in each school.		X	X	X	X
e) Annually evaluate the implementation of the action plan and reflect to modify the plan.		X	X	X	X

Timberlane Regional School District: Strategic Plan 2018-2023

Goal 5: TRSD Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.

Objective 1 *Create and implement a District-wide response system that will offer interventions and supports to children and families in crisis.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) Identify and adopt school strategies that will promote parent and family involvement.	X				
b) Partner and communicate with community resources in order to support parents and families.	X				
c) Create a “System of Care”* that includes specific strategies and responses to students and families in crisis or needing social and emotional supports.	X	X	X		
d) Establish a communication plan with families and the community to increase awareness, provide supports, and develop solutions.		X	X	X	X
e) Provide diversity awareness training to students and staff and implement corresponding strategies that are incorporated into the schools’ culture.		X		X	

* A “System of Care” is a behavioral health care approach that relies on a coordinated network of effective community-based services and supports with a broad array of individualized services which help children and youth to function better at home, in school, in the community, and throughout life.

See: NH Children’s Behavioral Health Collaborative at <http://nh4youth.org/about/system-care-law>

Timberlane Regional School District: Strategic Plan 2018-2023

VIII. Next Steps

The Strategic Planning Committee would like to thank all the community members, parents, staff, and administrators who participated in the development of this Strategic Plan. A wealth of information was gathered and used as the basis for the three priority areas and the five goals that emerged from the year of study.

Sustaining a Focus on Academics and Rigor and 21st Century Skills

1. Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21st century knowledge and skills needed to be successful in school, work, and life.
2. Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff that can effectively engage students in rigorous curriculum and 21st century learning.

Improving Facilities

3. Timberlane Schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21st Century learning.

Promoting a Positive School Culture and Climate

4. Timberlane Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.
5. Timberlane Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.

Each of the goals has objectives and action steps associated with the five-year plan. These action steps are a roadmap for the School District to follow, and as such, they will need to be flexible as the real work begins. There will need to be annual evaluations of the goals and action steps based on the actual results. The ultimate outcome is to have these goals drive the work of the School Board and schools, and to assist in making decisions about School District resource allocations.

The next steps include:

1. Creating Action Teams for each of the three priority areas by October 2018.
2. Developing Action Plans for each goal which include who will be responsible, specific outcomes or benchmarks to show progress, and how the goals will be measured by January 2019.
3. Providing the Action Teams the financial support and resources needed to accomplish the goals and action plans throughout each year.
4. Adding money into the yearly budget process in order to accomplish the priority goals as needed.
5. Reporting progress on the Strategic Plan on an annual basis.

Appendix

Timberlane Regional School District Strategic Plan

Community Survey Results

8/21/2017

The Strategic Planning Committee conducted a survey in order to get feedback about our District mission, beliefs, vision, and goals from the previous Strategic Plan of 2009-15. Seventy-six percent of the 780 respondents indicated they were parents of children in the School District. Here are the results at a high level analysis.

Rank order of five priorities:

Using a scale of one through five, the results were: Academics at 4.5, Facilities at 3.1, Technology at 3, The Arts at 2.4 and Athletics/Sports at 2.

Mission:

The results showed there was an overwhelming sense that our School District Mission was clear and understandable and a majority of respondents felt TRSD was achieving its mission.

Beliefs:

There was overwhelming agreement that our nine belief statements were still important. There was an average ranking of 71% in the “very important” scale, and an average ranking of 28% in the “important” scale. The top three statements that received the highest rating in the “very important” scale were: 1) all students achieving high standards at 91%, 2) promoting respect for self and the community at 85%, and 3) effective communication at 84%.

Vision:

There is agreement that our schools are meeting the District vision with an average of 72% of the responses being “yes” or “for the most part”. The statement about staff challenging students was ranked the highest with 79% of the responses being “yes” or “for the most part.”

Goals:

The seven priority goals from the last strategic plan received very high levels of agreement that the School District should continue to focus on these areas. The top three goals were 1) increasing achievement at 98%, 2) applying 21st century skills at 96%, and 3) producing proficient technology users at 96%. All of these were ranked as “very important” or “important.”

Comments:

There were three questions that allowed respondents to add comments. All the comments were read and categorized into various topics. These were the top three results in rank order for each question:

Timberlane Regional School District: Strategic Plan 2018-2023

Question 5: other high priorities

- 1) Students supports/Student discipline/Safety and security
 - 2) Academics/Instruction/Vocational programs
 - 3) Quality of teaching and teachers
- *Facility improvements, Budget and Resources were also mentioned

Question 18: other beliefs statements

- 1) Students supports/Student discipline/Safety and security/Culture
 - 2) Academics/Instruction/Vocational programs/College and career ready
 - 3) Quality of teaching and teachers
- *Budget and Athletics were also mentioned

Question 23: other vision statements

- 1) Academics/Instruction/Vocational programs/College and career ready
 - 2) Facilities
 - 3) Culture and climate
- *Quality of staff and student supports were also mentioned

Summary:

Based on the analysis of all the survey data, the Strategic Planning Committee identified three overarching themes that emerged through the 780 responses to the survey. The broad categories are: Academic Rigor and 21st Century Skills, Facilities, and School Culture and Climate.

1. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

- Quality of teaching and teachers
- College and career readiness including dual enrollment
- Academic opportunities
- Enrichment, advanced opportunities, extended learning opportunities
- Personalized learning, online learning
- Technology

2. Improving Facilities

- Capital and infrastructure improvements across the district
- Safety and security
- Class size
- Athletic/Sports needs
- Space and program needs for quality teaching

3. Promoting a Positive School Culture and Climate

- Student supports
- Student discipline and expectations
- Respect, diversity, equity
- Sense of community

Timberlane Regional School District: Strategic Plan 2018-2023

Community Profiles <https://www.nhes.nh.gov/elmi/products/cp/index.htm>

Atkinson

Population Trends: Population change for Atkinson totaled 5,779 over 55 years, from 1,017 in 1960 to 6,796 in 2015. The largest decennial percent change was a 125 percent increase between 1960 and 1970, followed by a 92 percent increase between 1970 and 1980. The 2015 Census estimate for Atkinson was **6,796** residents, which ranked 48th among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 607.9 persons per square mile of land area. Atkinson contains 11.2 square miles of land area and 0.2 square miles of inland water area.

Income, Inflation Adjusted \$ (ACS 2011-2015)	
Per capita income	\$43,938
Median family income	\$111,383
Median household income	\$102,018
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$82,570
Female	\$54,335
Individuals below the poverty level	3.2%

Danville

Population Trends: Population change for Danville totaled 3,841 over 55 years, from 605 in 1960 to 4,446 in 2015. Danville had the 12th highest 55-year percent increase, with the largest decennial percent change, an 88 percent increase, between 1980 and 1990. The 2015 Census estimate for Danville was **4,446** residents, which ranked 82nd among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 381.6 persons per square mile of land area. Danville contains 11.7 square miles of land area and 0.2 square miles of inland water area.

Income, Inflation Adjusted \$ (ACS 2011-2015)	
Per capita income	\$33,448
Median family income	\$101,352
Median household income	\$91,250
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$61,797
Female	\$51,393
Individuals below the poverty level	3.1%

Plaistow

Population Trends: Population change for Plaistow totaled 4,686 over 55 years, from 2,915 in 1960 to 7,601 in 2015. The largest decennial percent change was a 62 percent increase between 1960 and 1970; the smallest, a seven percent increase between 1990 and 2000. The 2015 Census estimate for Plaistow was **7,601** residents, which ranked 40th among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 716.4 persons per square mile of land area. Plaistow contains 10.6 square miles of land area and 0 square miles of inland water area.

Income, Inflation Adjusted \$ (ACS 2011-2015)	
Per capita income	\$32,956
Median family income	\$79,524
Median household income	\$78,191
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$64,896
Female	\$50,098
Individuals below the poverty level	3.4%

Timberlane Regional School District: Strategic Plan 2018-2023

Sandown

Population Trends: Sandown had the second largest percent change, with the largest decennial percent change of 178 percent between 1970 and 1980; the population doubled between 1960 and 1970. Population change for Sandown was 5,810 over 55 years, from 366 in 1960 to 6,176 in 2015. The 2015 Census estimate for Sandown was **6,176** residents, which ranked 54th among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 441.5 persons per square mile of land area. Sandown contains 14.0 square miles of land area and 0.4 square miles of inland water area.

Income, Inflation Adjusted \$	(ACS 2011-2015)
Per capita income	\$37,429
Median family income	\$97,388
Median household income	\$83,281
Median Earnings, full-time, year-round workers, 16 years ad over	
Male	\$62,030
Female	\$39,620
Individuals below the poverty level	6.5%

Timberlane Regional School District: Plaistow, NH

Strategic Plan at a Glance



1

One Mission: What is the purpose of our schools?

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



1

One Vision: What will the desired schools look like?

Timberlane Regional School District in partnership with the communities of Atkinson, Danville, Plaistow, and Sandown, will provide resources and programs designed to support students' diverse academic, social, and emotional needs. Effective and dedicated professional educators, administrators and support staff will challenge students with a rigorous curriculum that considers individual learning styles. We will be a school district of excellence that exemplifies best practices in academics, student services, facilities, safety and security. Timberlane graduates will be prepared to assume leadership roles as students in colleges and universities, as professionals in their chosen careers and as citizens in this rapidly changing world.



5

Five Goals:

1. The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21st century knowledge and skills needed to be successful in school, work, and life.
2. The Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff who can effectively engage students in rigorous curriculum and 21st century learning.
3. Timberlane Schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21st Century learning.
4. Timberlane Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.
5. Timberlane Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.



9

Nine Beliefs: What are our deeply held convictions?

- *We believe that education for the 21st century includes rigorous and relevant academic, technical and problem-solving skills that prepare students for the next level of education.*
- *We believe that strong instructional leadership and highly qualified personnel work as colleagues to deepen knowledge and improve instructional practice, creating a rich academic environment.*
- *We believe that a learning organization practices the sharing of knowledge, the adoption of new principles, and continuous growth.*
- *We believe effective communication connects parents, teachers, students and the community, fostering trust and interdependence.*
- *We believe that all members of the learning community must promote respect for self, respect for others, and respect for community.*
- *We believe creative expression and the appreciation of the arts are essential to quality of life.*
- *We believe all students can achieve high standards and are entitled to demonstrate their knowledge and skills in ways which recognize their individual abilities, talents, and learning styles.*
- *We believe in modeling democracy by giving voice to all who are directly affected by the school, including students, and addressing all forms of unfairness and injustice.*
- *We believe quality facilities matter.*

Timberlane Regional School Board Committee Assignments

Budget Committee

Mark Sherwood

CIP Committee

Michael Boucher
Kim Farah
Barbara Kiszka
Mark Sherwood

Curriculum & Assessment Committee

Amy Gentile
Kim McCormick
Mark Sherwood

Energy Committee

Kim Farah
Barbara Kiszka

Policy Committee

Steve Finnegan
Mark Sherwood

Personnel Committee - TTA

Amy Gentile
Kim Farah
Steve Finnegan

Personnel Committee Administration

Steve Finnegan
Kristin Savage
Mark Sherwood

Strategic Planning Committee

Michael Boucher
Kim McCormick

Check Registers

Barbara Kiszka

Safety Committee

Katie Knutsen
Kristin Savage

Personnel Committee - TSSU

Amy Gentile
Kim McCormick
Steve Finnegan

Personnel Committee Admin Assistant

Michael Boucher
Katie Knutsen
Kim McCormick

Wellness Committee

Amy Gentile
Kim McCormick



TIMBERLANE REGIONAL SCHOOL BOARD MEETING DATES FOR 2022-23

Christopher K. Kellan, Superintendent

JULY	AUGUST 18	SEPTEMBER 1 15	OCTOBER 6 20
NOVEMBER 3 17	DECEMBER 1 15	JANUARY 5 19	FEBRUARY 2 16
MARCH 16	APRIL 6 20	MAY 4 18	JUNE 1 15

Meetings will convene at 7:00 PM at the SAU Boardroom, 30 Greenough Road, Plaistow, NH (unless otherwise indicated in individual meeting postings).

The Timberlane Regional School Board reserves the right to amend these dates, location, or times as necessary. Log on to www.timberlane.net for more information.

Approved by the Timberlane Regional School Board on _____

Timberlane Regional School Board	Policy Code: BIB
Adopted: 04-21-83 Reaffirmed: 11-01-90 Revised: 09-20-01 Revised: 04-15-21	Page 1 of 2

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Related Policies: BDB, BDC, BIBA, BID

The School Board places a high priority on the importance of a planned and continuing program of in-service education for its members. The Board will attempt to plan specific in-service activities designed to assist Board members in their efforts to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of our schools and to deepen their insights into the nature of leadership in a modern democratic society.

Funds shall be budgeted annually to support the program. The public shall be kept informed through the news media about the Board's continuing in-service education and about the programs anticipated for short and long-range benefits to our schools.

The Board regards the following as the kinds of activities and services appropriate for implementing this policy:

1. Participation in School Board conferences, workshops, and conventions held by the State and National School Board Association.
2. District-sponsored training sessions for Board members.
3. Subscriptions to publications addressed to the concerns of Board members.

In order to control both the investment of time and funds necessary to implement this policy, the board establishes these principles and procedures;

1. A calendar of school board conferences, conventions, and workshops shall be maintained by the superintendent. The board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the board will designate which of its members would be the most appropriate to participate at a given meeting.
3. Board members shall be reimbursed their expenses in attending approved development opportunities.
4. When a conference, convention, or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

Timberlane Regional School Board	Policy Code: BIB
Adopted: 04-21-83 Reaffirmed: 11-01-90 Revised: 09-20-01 Revised: 04-15-21	Page 2 of 2

School board members are encouraged to attend workshops presented by the state and national school boards associations.



School Board Training

<https://nhsba.org/training-events/webinars/>

Topic: Right to Know Law: Digital Communications, E-mail & Social Media

Date: April 11, 2022 12:00-1:30 PM

Description: Email, social media, and instant text messaging have made it easier for the world to communicate. Many board members run for election with the idea that a former board did not communicate enough. But school board members must address legal limitations and practical considerations relative to communications with each other and the public outside public meetings. This webinar will identify those issues and present some best practices for board member digital communications.

Topic: Effective School Board Meetings

Time: Apr 19, 2022 06:00 PM in Eastern Time (US and Canada)

Description: Meetings too long? Unruly? Disorganized debate? An effective public meeting requires planning, knowledge of the Right-to-Know Law, an appreciation for the First Amendment, simple rules of order, and a healthy dose of patience. This session will cover all those topics and more.

Topic: Annual New Board Member Orientation

Time: May 2nd or May 5th 6:00-8:00 PM

Description: NHSBA's annual New Board Member Orientation webinar will provide an overview of the legal framework of school district operations, with a focus on what NH laws say about the role of the school board, the role of the superintendent, and how best practices can lead to good governance.

Timberlane Regional School Board	Policy Code: BA
Adopted: 04-21-83 Reaffirmed: 11-01-90 Revised: 12-03-98 Revised: 02-17-11 Revised: 11-07-19	Page 1 of 1

EVALUATION OF BOARD OPERATIONAL PROCEDURES

The Board will attempt to conduct an annual self-evaluation. Co-extensive with the Board's self-evaluation, the Board will attempt to establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the annual self-evaluation.

The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Board meetings.
2. Policy development.
3. Fiscal management.
4. Board role in educational program development.
5. Board member orientation.
6. Board member development.
7. Board officer performance.
8. Board-Superintendent relationship.
9. Board-staff relationships.
10. Board-community relationships.
11. Legislative and government relationships.
12. Risk management.
13. Other areas the Board determines should be evaluated

While the board may decide to do so, it is not expected that every area listed above will necessarily be annually reviewed.

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

Legal Reference:

NH Code of Administrative Rules, Section ED. 303.01 (g), Substantive Duties of School Boards

TIMBERLANE REGIONAL SCHOOL BOARD GOALS FOR 2021-22

ACADEMICS /ADMINISTRATION

1. Implement organizational structure for new SAU incorporating current Timberlane staff.
2. The board will continue to support the SLT and instructional staff in the pursuit of academic excellence by timely approval of curriculum changes, supporting recommendations for educational tools and support of resources including those needed for remote learning.
3. Advance the work of the district focused on providing students with career pathways, extended learning opportunities, vocational experiences, dual enrollment, and non-traditional courses.
4. Identify needs for PreK-12 resulting from remote learning and support district personnel in addressing those needs.
5. Identify needs for PreK-12 STEAM opportunities to be expanded in the district prior to budget development.
6. Review data on preparedness for college, workplace, and career, and on success post college gathered via survey for TRSD line of STEAM resources and materials available in classrooms with an explanation of utilization by staff.
7. Develop job descriptions for all positions and organizational charts for each department/section etc.
8. Identify a comparison group of New Hampshire School districts and use the individual district and aggregate data as metrics to gauge TRSD's student academic achievement and academic growth patterns.
9. Support curriculum work done K-5 to align instruction, assessment, and reporting and to build consistency between elementary buildings.
10. Identify opportunities and pathways for staff to receive professional development aligned with their professional goals and individual choice.
11. Advance the work within the district to organize and implement an evaluation system for administrators.

FINANCIAL

1. Review impact of COVID-19 pandemic on 2020-2021 budget year including possible encumbrances that must be made prior to the end of the budget year no later than June 1, 2021.
2. Evaluate the current budget and look at how to best allocate funds to address any concerns/gaps identified in above academic goal.
3. Audit for TRSD to be free of significant deficiencies and material weaknesses, and to the Board no later than February 2022.

FACILITIES

1. Remove modular classes from behind PAC, convert to storage containers, and increase parking.
2. Develop a comprehensive Preventative Maintenance Schedule for district equipment.
3. The Superintendent's Leadership Team, CIP Committee, and the School Board shall collaboratively prioritize projects through a predefined process based on safety, educational need, and life cycle.
4. Develop a 5-year Facilities Plan with a spend rate of \$2 million per year for facilities improvements.
5. Create a proposal for solar engineering on district buildings.

BUDGET – FIRST BOARD MEETING IN OCTOBER

1. Receive first draft of CFO's proposed/recommended Operating Budget for FY 21-22 with an executive summary for

TIMBERLANE REGIONAL SCHOOL BOARD GOALS FOR 2021-22

any major budget drivers by October 1, 2021.

2. Receive first draft of CFO's proposed Default Budget for FY 21-22 and be provided explanations of justifications for any increases or decreases by line item as is required by statute.

CULTURE CLIMATE – JANUARY 1, 2022

1. Work with superintendent to incorporate aspects of the strategic plan related to culture and climate into district schools.
2. Evaluate the prior implementation of the No Bullying initiative and determine if it should be reinstated.
3. Continue to ensure timely and clear communication to communities regarding district decisions and situations.
4. Support a consistent initiative for collegial feedback and inter building collaboration throughout the district.

Adopted by the School Board on May 20, 2021
Dr. Kimberly Farah, Chair
Kristin Savage, Vice Chair
Timberlane Regional School Board

Timberlane Regional School District	Policy Code: GCF
Adopted: 03-07-85 Revised: 04-04-91 Revised: 02-24-05 Revised: 11-06-14 Revised: 10-04-18	Page 1 of 1

PROFESSIONAL STAFF HIRING

In accordance with RSA 189:39 and Item 1, *Powers and Duties of School Boards, Regulations of the State Board of Education*, the Superintendent is directed to present to the School Board, prior to, April 15, a listing of teacher nominations for re-employment for the coming year. The Board will act to elect teachers from the list of nominations without violating RSA 189:14 (a & b).

In hiring staff at other times during the year, the School Board shall consider and elect only those candidates nominated by the Superintendent of Schools. Should any candidate be rejected by the Board, it is the duty of the Superintendent to make another nomination. Appointments to the staff shall be made at a meeting of the School Board by a majority vote of the Board present and voting.

From June 15, through September 1 when the board is not meeting, any three members of the School Board, shall be empowered to act on personnel matters as presented before them during the summer months and to bring recommendations forward to the Board for approval at subsequent Board meetings; and that valid contracts would be issued upon the recommendation of any three members; and that the Chair be authorized to sign them or, in his/her absence, his/her designee. The board may also opt, by majority vote, to authorize any one board member to make recommendation in lieu of the three board members provision for hiring professional staff during the summer months while the board is not in session.

Every professional employee must meet the certification requirements of the New Hampshire State Board of Education and have, or qualify for, within ninety (90) days or less, a valid certificate for the position he/she holds. It is the duty of the Superintendent of Schools to ascertain that every professional employee has, and continues to hold, a valid certificate from the State Board of Education. Cancellation of certification by the State Board of Education is sufficient reason for the dismissal of the employee.

Further, it is the policy of the Timberlane Regional School Board to both post and advertise all professional vacancies.

Legal References:

- RSA 189:39, How Chosen*
- RSA 189:14, Liability of District*
- RSA 189:14(a), Failure to be Renominated or Re-elected*
- RSA 189:14(b), Review by State Board*

603
Bright Futures
SURVEY
 for Parents, Educators and Community

YOUR FEEDBACK MATTERS!

The Indicator 8 section of the 603 Bright Futures K-12 and Preschool Family Surveys is for parents of students currently on an Individual Education Program (IEP). Your responses will guide efforts to improve services and results for students with disabilities, so we value your voice! Click on the appropriate survey to get started:

- [Family-Survey](#)
- [School Staff-Survey](#)
- [Community-Survey](#)

**Just 20 minutes
 of your time**

**A phone, computer,
 or tablet**

Honest feedback

**That's all it takes to
 make a difference.**

DONATION AGREEMENT

This agreement (the "Agreement"), dated as of _____ (the "Effective Date") sets forth the terms and conditions pertaining to a promotional program (the "Promotion") to be conducted by Staples the Office Superstore, LLC (collectively, "Company") for the beneficiary listed below, with offices at _____,

_____, ("Beneficiary"). For good and valuable consideration (the receipt and sufficiency of which are hereby acknowledged), the parties agree as follows:

1. Between _____ and _____, customers who visit the Company's store located at _____, will have the opportunity to purchase a _____ ("Kit") that will be donated to Beneficiary, while supplies of kits last ("Promotion"). Company will collect and deliver customers' donations to Beneficiary. It is anticipated that each Kit will be sold for \$5, plus tax, but the price is subject to change, in Company's discretion. Each Kit will contain _____.

2. Unless otherwise agreed to by the parties, within sixty (60) days of the last day of the Promotion (or every sixty (60) days if the Promotion exceeds sixty (60) days), Company will provide Beneficiary with (a) the Kits purchased by Consumers during the Promotion, or the applicable sixty (60) day period, and (b) upon written request, an accounting of purchased Kits for the same period. Upon receipt of the Kits from Company, Beneficiary shall sign a form provided by Company acknowledging receipt of the Kits. The Kits will be used by Beneficiary for its charitable purposes.

3. For at least three (3) years following the termination of this Agreement, or such longer period as required by applicable law, Company shall (a) maintain accurate and current books and records of all activities conducted pursuant to this Agreement, including, without limitation, maintaining in its possession a true and correct copy of this Agreement, (b) keeping such books and records available for inspection, examination and copying by Beneficiary and applicable governmental authorities, and (c) upon written request, providing copies of such books and records to Beneficiary.

4. The Promotion will be subject to all applicable laws, including, but not limited to, for a Promotion taking place in one of these states: Georgia Statutes, Title 43, Chapter 17, New Jersey Statutes 45:17A-29, and New Hampshire Statutes, Chapter 7. Each party shall be responsible for complying, at its own expense, with all requirements imposed by law or regulation on each of them individually as a result of their respective roles in the Promotion, including but not limited to any obligation to register, obtain permits or licenses, post bonds, make filings or take other actions under state law as a charity or commercial co-venturer. Without limiting the foregoing, Beneficiary represents, warrants, and agrees that it has complied (and that it will comply at all times during the Promotion) with all applicable laws and requirements of governmental agencies (including, without limitation, the charitable solicitation laws of the applicable state) in connection with this Agreement and the Promotion.

5. Beneficiary hereby grants to Company a limited license to use its name, trademark and logo, and any other materials supplied by Beneficiary to Company (collectively, the "Beneficiary Property") for promotional and marketing purposes associated with the Promotion in any and all media. Beneficiary represents and warrants that it has the power and authority to license the Beneficiary Property on the terms and conditions of this Agreement and that the exercise of the rights granted herein will not violate the rights of any third party. All uses of the Beneficiary Property shall be subject to Beneficiary's prior written approval (such approval not to be unreasonably withheld or delayed). This grant of authority shall extend throughout the term of this Agreement and through the conclusion of all Promotion. Company's rights under the license granted hereunder shall be limited to the use of the Beneficiary Property in connection with promotional materials in any medium, including but not limited to scripts, print, point-of-sale, product hang-tags, flyers, billboards, store catalogs, Internet and/or television, film, radio, social media web pages, direct mail and web site materials (hereinafter collectively "Promotional Materials") used to promote the Promotion.

6. If Beneficiary wishes to use Company's trademarks (including its logos, word marks and/or service marks) in connection with advertising and marketing for the Promotion or otherwise, Beneficiary shall obtain Company's prior written approval in each instance.

7. For Promotions taking place in the state of New York, Beneficiary shall have the one-time right to terminate this Agreement without cost or penalty for any reason within fifteen (15) days of Beneficiary's filing

this Agreement with the applicable state Attorneys General. In the event Beneficiary cancels this Agreement pursuant to this Section 7 hereof, a duplicate of such notice of cancellation shall be sent to the Charities Bureau of the New York Attorney General at Charities Bureau, Office of the Attorney General, Department of Law - The Capitol, 2nd Floor, Albany, NY 12224-0341 and to the Charities Bureau of any other state where notice of cancellation is required to be filed.

8. Company shall defend, indemnify and hold harmless Beneficiary and its affiliates, and their respective successors, licensees, assigns, agents, officers, directors, and employees, from and against any and all demands, claims, suits, judgments, damages, costs or other liability (including, without limitation, all reasonable legal fees) arising out of any alleged or actual breach of any of Company's representations, warranties or agreements contained in this Agreement or any use, in a manner approved by Company, of Company's trademarks. Beneficiary shall defend, indemnify and hold harmless Company, and its parent, affiliates, and subsidiaries, and their respective successors, licensees, assigns, agents, officers, directors, and employees, from and against any and all demands, claims, suits, judgments, damages, costs or other liability (including, without limitation, all reasonable legal fees) arising out of any alleged or actual breach of any of Beneficiary's representations, warranties or agreements contained in this Agreement or any use, in a manner approved by Beneficiary, of Beneficiary Property. The provisions of this paragraph shall survive termination or expiration of this Agreement.

9. This Agreement sets forth the entire agreement between the parties and supersedes any prior understandings or oral and/or written agreements, with respect to the subject hereof. This Agreement shall be governed by the laws of the Commonwealth of Massachusetts, applicable to contracts executed and to be fully performed therein. Facsimile or electronic signatures (including, without limitation, signature pages delivered electronically in a PDF or other electronic format) will be deemed originals. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

By signature of their duly authorized representatives, the parties have executed this Agreement as of the Effective Date. Beneficiary agrees that any of its authorized representatives listed below may be listed as a representative of Beneficiary on applicable state registration forms.

NAME OF BENEFICIARY: _____

By: _____

Name (Print): _____

Title: _____

Email Address: _____

Phone Number: _____

By: _____

Name (Print): _____

Title: _____

Email Address: _____

Phone Number: _____

STAPLES THE OFFICE SUPERSTORE, LLC

By: _____

Name (Print): _____

Title: _____

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETICS EMERGENCY ACTION PLAN

POLICIES AND PROCEDURES

FOR THE SAFETY OF ATHLETES, STAFF, AND SPECTATORS



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TRSD Athletic Training Mission Statement

The mission of the Timberlane Athletic Training staff is to deliver the highest quality patient care by utilizing an interdisciplinary team. We strive to reach our goals of injury prevention, recognition, and return to sport through continuing education, evidence based information, and effective communication with coaches, parents, and school staff. Furthermore, the Athletic Training staff serves as an advocate for student athletes when such health issues arise, and are available to ensure the athlete reaches and maintains his or her optimum health.

A Message to Parents from the Athletic Director

Many of life's lessons can be learned through athletic participation. As an Education-Based Program, the Timberlane Athletic Department provides opportunities for student-athletes to strive for excellence academically, athletically, and socially. Athletic participation allows our students to enhance characteristics such as dedication, teamwork, integrity, and self-esteem while representing their families and communities here at Timberlane. *Sportsmanship, respect, and integrity are the cornerstones of success in Timberlane High School Athletics.*

Feel free to call the Athletic Office at 382-6541 ext. 3940 for any information regarding our athletic programs or visit our website at <http://www.timberlane.net/hs/> and click on Athletics. You can also follow us on twitter! # TRHSOwls #GoOwls

Angelo Fantasia
District Director of Athletics
(603) 382-6541 ext. 3940

James Dionne
Middle School Athletic Coordinator



Welcome to Timberlane Athletics

The Timberlane Regional School District Athletic Department welcomes you to become a part of our athletic program. Listed below are the known NHIAA start dates for season specific sports and all NHIAA recognized sports programs offered at TRSD. Please note that start dates may vary for different sports and seasons.

HIGH SCHOOL

FALL 08/2021	WINTER 11/2021	SPRING 3/2021
Bass Fishing	Basketball (Girls)	Baseball
Cross Country (Girls)	Basketball (Boys)	Lacrosse (Girls)
Cross Country (Boys)	Gymnastics	Lacrosse (Boys)
Field Hockey	Ice Hockey (Co-Ed)	Outdoor Track (Girls)
Football	Indoor Track (Girls)	Outdoor Track (Boys)
Golf	Indoor Track (Boys)	Softball
Soccer (Girls)	Ski Team (Girls)	Tennis (Girls)
Soccer (Boys)	Swimming (Girls)	Volleyball (Boys)
Fall Spirit (Co-Ed)	Swimming (Boys)	
Volleyball (Girls)	Winter Spirit	
	Wrestling	

MIDDLE SCHOOL

FALL 08/2021	WINTER 11/2021	SPRING 3/2022
Cross Country (Girls)	Basketball (Girls)	Baseball
Cross Country (Boys)	Basketball (Boys)	Softball
Field Hockey	Winter Spirit	Outdoor Track (Girls)
Soccer (Girls)	Wrestling (Co-Ed)	Outdoor Track (Boys)
Soccer (Boys)		
Volleyball (Girls)		

Athletic Health Care Team

- Director of Athletics: Angelo Fantasia, CMAA.
angelo.fantasia@timberlane.net
603-382-6541 Ext 3941
- Athletics Administrative Assistant: Jessica Soucy, MBA, NHLAT, ATC.
jessica.soucy@timberlane.net
603-382-6541 Ext 3940
- Athletic Trainer: Noah Davis, NHLAT, ATC.
Noah.davis@timberlane.net
- Athletic Trainer: Gina Carbone, NHLAT, ATC.
gicarbone@ehr.org
- School Nurse: Bobbi Matuszak, RN, ADN, BSW.
bobbi.matuszak@timberlane.net
603-382-6541 Ext 3912

The Athletic Training staff is supervised by the physicians at Exeter Hospital and Core Physicians in Exeter.

3 Alumni Dr | Exeter, NH | 03833 | 1-800-439-3837



Health Care Team Role Delineation:

- **Athletic Director:** Responsible for the coordination of sporting events, approving eligibility for student-athletes, securing Athletic Training medical documents, maintaining the End of Season Report each year, and handling any athletic issues that may arise throughout the school year.
- **Athletic Trainer:** The ATC is responsible for providing appropriate emergency medical care, first aid, injury prevention, and injury management to the school's athletic population. This individual is the first point of contact for parents, school staff, and administrators in the event of an injury after school hours. The ATC works in conjunction with the Athletic Director and the Health Office to ensure the best outcome for the student-athlete.
- **Health Office:** The nursing staff is responsible for administering first aid care, following-up with submitted injury reports, keeping contact open with parents/guardians, and keeping a thorough record of physical examinations. The health office is the first point of contact for student-athletes during the school day. The nursing staff meets with the Athletic Trainer one hour a week to review and verify injury reports to maintain accuracy.



Athletics’ Medical Clearance Policy

Pre-Participation Physical Examinations

A TRSD student-athlete must successfully pass a physical examination and complete the physical examination form provided by the Timberlane Regional High School Athletic Department or the issued physical exam form provided by the Doctor’s Office. This must be done prior to playing or practicing a sport at Timberlane Regional High School. The exam may be valid for two (2) years, unless specified yearly by the Physician or Practitioner.

Prior to the start of each season, the Athletic Director or designee will send out notifications to those who need an updated physical examination and/or ImPACT test.

ImPACT Testing

All TRSD student-athletes are required to pass the ImPACT test during 8th grade, freshman year, and junior year. The test is an online concussion baseline test taken prior to trying out, playing, or practicing any sport. The Athletic Trainer shall hold and proctor ImPACT baseline testing days for all student-athletes prior to the start of each sport season. Each passing exam will be valid for two (2) years. ImPACT is a research-based, 20-minute, comprehensive computer test developed to help medical professionals determine an athlete’s readiness to return to play after sustaining a concussion. ImPACT testing is recognized as one tool in a concussion management protocol.

Practice and Competition Fields/Facilities



Timberlane's Athletic Field Locations

36 Greenough Rd., Plaistow, NH 03865

1. Athletic Wing of High School
 - a. Athletic Training Room
 - b. Gymnasium
 - c. Mini Gymnasium
 - d. Weight Room
 - e. Boys/Girls Locker Rooms
2. JV Softball Field
3. JV Soccer Field
4. Varsity Baseball Field
5. Tennis Courts
6. Varsity Softball Field
7. Varsity/JV Field Hockey Field
8. Football/Boys Lacrosse Field/Track
9. Pole Vault/Long Jump/High Jump/Throwing Circle
10. Varsity Soccer/Girls Lacrosse Field
11. JV/Freshman/Middle School Baseball Field
12. Football Practice Field
13. Middle School Soccer Fields
14. Middle School Softball Field
15. Athletic Wing of Middle School
 - a. Athletic Training Room
 - b. Gymnasium
 - c. Boys/Girls Locker Rooms
16. Middle School Field Hockey Field

Athletic Equipment

Football Equipment

After each fall season, the football pads and helmets are sent out to Riddell Sports for reconditioning and inspection. They are returned to the school to be disbursed once more prior to the beginning of the next fall season. Equipment is properly fitted and inspected by Timberlane coaching staff and the Athletic Trainer.

Uniforms

The Timberlane Regional School District provides its student-athletes with uniforms and some necessary equipment. The athlete shall be responsible for the uniforms and/or the equipment issued. All uniforms and equipment issued to the student-athletes shall be collected at the end of the respective season. It is the responsibility of the student-athlete to ensure that uniforms are returned clean, and in good condition. A student-athlete will not receive any other equipment/uniform until the previous equipment is returned or reimbursed.

Locker Use

Lockers must be cleaned out at the conclusion of each season. The Athletic Department will not be responsible for any lost equipment. Any student-athlete who fails to complete the season is responsible for returning his or her uniform and equipment immediately upon leaving the tea

Athletic Training Room

Schedule

The Athletic Training room is open and staffed beginning at 2:10pm each school day. There is a board outside the door stating the Athletic Trainer's location when outside. After the treatment window is over, the door will be locked and the individual is responsible for seeking the Athletic Trainer at their designated location.

Illness Prevention Strategies

NFHS Guidelines

The National Federation of State High School Association states that “Proper precautions are needed to minimize the potential risk of the spread of communicable disease and skin infections during athletic competition. These conditions include skin infections that occur due to skin contact with competitors and equipment. The transmission of infections such as Methicillin-resistant Staphylococcus aureus (MRSA) and Herpes Gladiatorum, blood-borne pathogens such as HIV and Hepatitis B, and other infectious diseases such as Influenza can often be greatly reduced through proper hygiene.”

The Timberlane Regional Athletics Department encourages adherence to the guidelines outlined below to ensure that our athletes care for themselves and their teammates overall health.

Universal Hygiene Protocol for All Sports:

- Shower immediately after every competition and practice.
- Wash all workout clothing after each practice.
- Wash personal gear (knee pads and braces) weekly.
- Do not share towels or personal hygiene products (razors) with others.
- Refrain from full body (chest, arms, and abdomen) cosmetic shaving.

Strategies for reducing the potential exposure to these infectious agents include:

- Athletes shall be required to notify a parent or guardian, Athletic Trainer and coach of any skin lesion prior to any competition or practice. An appropriate health-care professional should evaluate any skin lesion before returning to competition.
- If an outbreak occurs on a team, especially in a contact sport, all team members should be evaluated to help prevent the potential spread of the infection.
- Coaches, officials, and appropriate health-care professionals must follow NFHS or state/local guidelines on “time until return to competition.”

Participation with a covered lesion may be considered if in accordance with NFHS, state or local guidelines and the lesion is no longer contagious.

Blood-borne Infectious Diseases

Strategies for reducing the potential exposure to these agents include following Universal Precautions such as:

- An athlete who is bleeding, has an open wound, has any amount of blood on his/her uniform, or has blood on his/her person, shall be directed to leave the activity (game or practice) until the bleeding is stopped, the wound is covered, the uniform and/or body is appropriately cleaned, and/or the uniform is changed before returning to activity.
- Athletic trainers or other caregivers need to wear gloves and take other precautions to prevent blood or body fluid-splash from contaminating themselves or others.
- In the event of a blood or body fluid-splash, immediately wash contaminated skin or mucous membranes with soap and water.
- Clean all contaminated surfaces and equipment with disinfectant before returning to competition. Be sure to use gloves when cleaning.
- Any blood exposure or bites to the skin that break the surface must be reported and immediately evaluated by an appropriate health-care professional.

Other Communicable Diseases

Means of reducing the potential exposure to these agents include:

- Appropriate vaccination of athletes, coaches and staff as recommended by the Centers for Disease Control (CDC).

During times of outbreak, follow the guidelines set forth by the CDC as well as State and local Health Departments. For more detailed information, refer to the "Infectious Disease and Blood-borne Pathogens" and "Skin Disorders" sections contained in the NFHS Sports Medicine Handbook.

Environmental Conditions



Lightning/Thunder

According to the New Hampshire Sports Medicine By-Law Sect. 10 per NHIAA, “Lightning is the most consistent and significant weather hazard that may affect outdoor activities...The existence of blue sky and the absence of rain are not protection from lightning. See it, flee it. Hear it, clear it.”

In the event of impending weather, the following safety precautions shall be followed.

- All athletic department staff and game personnel are to monitor threatening weather. The Athletic Trainer will monitor via the WeatherBug Spark Lightning application. This provides real time radar and alerts to active lightning strikes in the area.
- If lightning is detected within a 10 mile radius, coaches will be notified of impending weather.
- When a double blast from an air horn is heard, all athletes, coaches, and spectators are to evacuate the fields and seek shelter.

The high school is our designated safe zone. In the event that an individual cannot reach the high school in time, they are to seek shelter in a nearby vehicle.

- Do not lie down. Do not stay in an open field. Do not stay in a standing pool of water or under a single tall tree.
- Officials and coaches must wait 30 minutes after the last observed lightning or thunder boom before being able to resume activity. A timer will be utilized by the Athletic Trainer, Athletic Director, or Officials, who will in turn notify coaches about resuming activity.

The Athletic Trainer or Athletic Director have final say over the determination of game/practice play regarding weather conditions.



According to the NHIAA Sports Medicine By-Law Sect. 10, knowing both the temperature and humidity is important. The greater the humidity, the more difficult it is for the body to cool itself. Timberlane Regional High School's Athletic Trainer will test the air quality using a Wet Bulb Globe Thermometer (WBGT) prior to practices and/or games. The WBGT takes into account air temperature, relative humidity, radiant heat, and air movement. The NHIAA also has a simpler chart that involves knowing the temperature and relative humidity. The chart, below, describes what humidity levels are dangerous and critical based on the concurrent temperature, while utilizing a wet bulb device.

AIR TEMPERATURE	DANGER ZONE	CRITICAL ZONE
70 degrees	80% relative humidity	100% relative humidity
75 degrees	70% relative humidity	100% relative humidity
80 degrees	50% relative humidity	80% relative humidity
85 degrees	40% relative humidity	68% relative humidity
90 degrees	30% relative humidity	55% relative humidity
95 degrees	20% relative humidity	40% relative humidity
100 degrees	10% relative humidity	30% relative humidity

Heat Acclimatization

Heat acclimatization is a gradual increase in an athlete's exposure to the duration and intensity of physical activity in the heat and is necessary to minimize the risk of exertional heat-illness.



Snow/Cold

To prevent cold related injuries, such as frostbite, hypothermia, chilblain, and trench foot, the Athletic Trainer and/or Athletic Director will make decisions about practice and game participation due to cold, wet, and windy temperatures. They will access the temperature and wind chill through the Weather channel and/or WeatherBug applications. They will also check for wind chill advisories, wind chill warnings, and wind chill factor, which will be factored in to the “real feel” temperature chart seen below. In the event of school closure, practice/game times are cancelled as well.

From the NHIAA:

Cold Weather Policy: If the temperature is below –4 degrees F, for cross country, and –10 degrees F, for alpine and jumping, measured at the coldest point of the course, a competition will be modified, postponed or cancelled by the Jury. With difficult weather conditions (e.g., strong wind, high air humidity, heavy snowfall, or high temperature) the Jury may, in consultation with the coaches of the participating teams, modify, postpone or cancel the competition.

30 degrees and below	Be aware of the potential for cold injury and notify the appropriate personnel of the potential.	Coaches will be notified of the possibility of modified practice times.
25 degrees and below	Provide additional protective clothing, cover as much exposed skin as practical. Provide opportunities and facilities for rewarming.	TRSD recommends no more than 1 hour of outdoor practice. Must have hats, gloves, and jackets. *Frostbite can occur in 30 mins or less*
15 degrees and below	Consider modifying activity to limit exposure or to allow more frequent chances to rewarm.	TRSD recommends no outdoor practice.
0 degrees and below	Consider terminating or rescheduling activities.	TRSD recommends no outdoor practice.

Injury Intervention

The TRSD Athletic Training staff is the first point of contact when an injury occurs. When an injury is reported, a comprehensive evaluation is completed and documented. If the parent/guardian is not present during the time of injury, they will be promptly notified. The Athletic Trainer will then make the recommendation for further treatment if necessary. Same game, return to play decisions are made solely by the Athletic Trainer and cannot be overridden by a coach or parent/guardian. In the event that the athlete needs further medical attention, they must provide documentation from a physician before beginning the return to play protocol.

Each member of our coaching staff is required to complete training courses in first aid/CPR, AED, concussion in sport, and heat illness. They are required to report any injuries to the Athletic Trainer and to fill out an injury report if it occurs at an away event.

Concussion

Concussion in sport can be a very serious injury and often requires a longer healing time. In the event that a student-athlete is believed to have sustained a concussion, the Athletic Trainer will complete a comprehensive evaluation and neuro exam. The Sport Concussion Assessment Tool (SCAT5) is utilized to interpret overall signs and symptoms. It is not a diagnostic tool, but does help the healthcare provider gauge the individual's overall concussion signs and symptoms. If a concussion is diagnosed, the student-athlete will not return to play, the parent/guardian will be notified and provided with educational material on concussion protocol. The student-athlete will then need to be further evaluated by a physician to provide documentation. The Timberlane Regional nursing staff requires that the Acute Concussion Evaluation (ACE) form be completed by a physician and returned. The physician's documentation will be delivered to the Health Office, which in return notifies the student-athlete's teachers and coaches. The Timberlane Regional School District also has an Academic Protocol that is followed in order to ensure that the student-athlete is allowed ample time to catch up on school work in the event that a modified schedule is deemed necessary.

When the student-athlete is completely symptom-free, the Health Office will then provide the student-athlete with the Timberlane Regional Medical/Parental Clearance form to be signed by the overseeing physician and the parent/guardian. After this is returned to the Health Office, the Athletic Trainer is notified, and return to play progression begins. The progression is a five step process to ensure that physical activity does not exacerbate concussion symptoms once more. The student-athlete is brought through this progression under the supervision of the Athletic Trainer and each step is documented. The progression is sport specific, with each step being completed on consecutive days. In the event that concussion symptoms occur, the student-athlete will be required to complete the previous step before progressing to the next day.

For more information on sport related concussion, please visit the NHIAA website (NHIAA.org) and click the drop down menu titled "Sports Medicine". From there you select "concussion" and can browse multiple educational sites.

Emergency Action Plan (EAP)

Emergency Team Roles (Athletic Trainer, School Administration, Coaches):

- A. Acute care is provided by the most qualified individual at the scene
- B. Emergency equipment retrieval
- C. Activation of EMS
- D. Meet and direct EMS to the scene (unlock all doors and gates)
- E. Head Coaches make sure there is at least one cell phone accessible at all times

Emergency Phone Numbers:

- A. Emergency: 911
- B. High School Athletic Trainer: Noah Davis
- C. Middle School Athletic Trainer: Gina Carbone
- D. Plaistow Fire: (603) 382-5012
- E. Plaistow Police: (603) 382-1200
- F. Athletic Training Room: (603) 382-6541, ext. 3346
- G. Athletic Director: Angelo Fantasia – (603) 401-8972

Emergency Care of an Athlete:

- A. Athletic Trainer IS present at game or practice
 1. Emergency equipment is retrieved by coach or athlete
 2. Athletic Trainer will designate an adult to contact EMS.
 - If Athletic Trainer is not present, the Head Coach will designate an individual to call EMS
 3. Information provided to EMS
 - Name and phone number of caller
 - Name, age, condition and number of athlete(s) in need of help
 - Treatment given
 - Specific directions to the scene of the injury
 - Any other information requested by the dispatcher
 4. Coordinate EMS arrival
 - The AD, Assistant AD, or coach will be responsible for meeting and directing EMS to the site of emergency and will provide direct access. This includes traffic coordination, and opening locked gates or doors.
- B. Athletic Trainer IS NOT immediately available or present
 - a. The coach will respond to the athlete and provide immediate, life sustaining care
 - i. If the Athletic Trainer is not present, a responsible adult will activate EMS and follow the directions as outlined above in sections A-c and A-d.
- C. Immediately following the activation of EMS, the athletic trainer, athletic director, or coach will contact the athlete's parents using the phone number(s) provided on their emergency card.

D. After arrival of EMS, care of the injured athlete will be turned over to the qualified persons. The athletic trainer or immediate care provider will inform EMS the details involved with the injury/incident.

E. A parent/guardian or a member of the coaching staff should accompany the injured athlete(s) to the hospital.

F. The athlete's emergency card should be sent with them to the hospital.



Medical Equipment Needs for Coaches

- ✓ Medical Kit
- ✓ Athlete Emergency Cards
- ✓ Supplementary Masks
- ✓ Hand Sanitizer

AED Locations

1. Outside the cafeteria- Fixed AED
2. Athletic Dept. 300 Hall near Senior Photos Board- Fixed AED
3. Health Office- Portable AED
4. With the Athletic Trainer- Portable AED

Emergency Phone Locations (Large gray box with phone inside)

Gymnasium: located on the wall inside the gym from the right side school entrance

Mini Gym: located on the wall to the right side of the mini gym entrance

Local Hospitals and Clinics

A. Hospitals:

- Lawrence General Hospital
(978) 683-4000
1 General St. Lawrence, MD 01841
- Exeter Hospital
(603) 778-7311
5 Alumni Dr. Exeter, NH 03833
- Merrimack Valley Hospital
(978) 374-2000
140 Lincoln Ave Haverhill, MA 01830

B. Urgent Care Centers:

- ClearChoiceMD Urgent Care
(603) 797-9289
127 Plaistow Rd. Plaistow, NH 03865

Nutrition and Mental Health

Counseling/Education

Athletes, parents, and coaches are encouraged to reach out to the Athletic Trainer or Health Office in regards to nutrition and mental health. The Athletic Trainer and Health Office have a strong background in proper nutrition and mental health implementation. These individuals are able to provide us with nutritional programs to follow for optimal performance and guidance on maintaining a healthy mind, body, and soul. Coaches are strongly encouraged to reach out to the Athletic Trainer if they would like to stage a discussion with their team regarding proper nutrition or mental health.

In the event that you see, hear, or witness someone struggling with their overall health and nutrition, individuals are encouraged to reach out to the school's Health Office, the Athletic Trainer, or school administration. All information is kept confidential, unless deemed life threatening or dangerous to oneself or others.

The National Federation of High School Sports also offers courses and handouts for parents on both of these topics.

Please go to: <http://www.nhcaa.org/sports-medicine> for more information

The Multi-Disciplinary Athlete: Playing Multiple Sports

Timberlane Regional School District encourages student-athletes to pursue participation in multiple sports due to the increasing positive research suggesting that this helps to create a well-rounded individual and to prevent wear/tear on their bodies.

According to an article written by Dr. Thomas John, published by the NFHS, "Sport specific overtraining can lead to negative health outcomes such as chronic joint issues, constant fatigue, and/or an increase in injuries overall." He also states that athletes who specialize in one sport were twice as likely to report a lower extremity injury as compared to those who played multiple sports. According to the American Medical Society for Sports Medicine, "88 percent of NCAA Division I male and female athletes participated in an average of at least two or three sports when they were young."

Benefits and Risks of Sport Participation

Assumption of Risk

Student-athletes, coaches, and spectators knowingly accept the risk of injury and/or physical harm and/or property damage at practices and events. Per the Federal Rules of Civil Procedure, “Assumption of risk refers to a legal doctrine under which an individual is barred from recovering damages for an injury sustained when he or she voluntarily exposed him or herself to a known danger.”

Benefits of Sport Participation

Academic, social, career, and physical benefits are the four major benefits of competing in sports. According to the Office of Disease Prevention and Health Promotion, “that athletes have higher grade point averages, higher standardized test scores, better attendance, lower dropout rates, and a better chance of going to college; that students who played sports were less likely to have smoked cigarettes or used drugs and were more likely to disapprove of others using them; that the leadership skills and development of teamwork, hard work, and determination might help prepare students to be leaders at work and in their communities later in life; and most importantly lower rates of diabetes and high blood pressure, as well as improved cardiovascular and pulmonary function.”

Closing Remarks

The Timberlane Athletic Department views education-based athletics as an extension of the learning experience for student-athletes. The safety and well-being of our students, coaches, and community members is paramount at all our events. We continue to work in conjunction with Administration, nursing staff, athletic trainers, the NHIAA, and local authorities to create safe and rewarding experiences for student-athletes.

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Disinfectant ionized spray Electric hazard 	<ul style="list-style-type: none"> Gloves Eye protection Mask (Depending on chemicals) 	<ul style="list-style-type: none"> SDS for chemical being used Victory manual

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

- Read entire equipment manual before use
- Read Safety Data Sheet for product being used
- Sign out victory Sprayer from Facilities Director's office
- Remove the battery prior to adjusting nozzle or filling sprayer
- Only use water-based chemicals, never oil based chemicals
- Never carry the unit with your finger on the trigger
- Aim unit at object(s) to be disinfected, hold sprayer approximately 24" from item and spray product
- When done using the item, fill tank with water and run through the sprayer to clear any product from gun
- Remove battery and place on charge

REGULATORY REQUIREMENTS

- SDS for Vital Oxide, Bioesque, or for chemical being used
- Equipment manual

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Buildings	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	ADDITIONAL RECOMENDATIONS
<ul style="list-style-type: none"> Awkward Postures- twisting, reaching, Forceful exertions- lifting, pushing of snow Extreme temperatures Slips and trips due to icy conditions Working alone Heat Strain Dehydration Exposure to traffic Exposure to plow trucks <p>Note: This task may expose workers to musculoskeletal injury risks. Signs and symptoms include pain, burning, numbness, tingling, swelling, loss of movement or strength in a body part.</p>	<ul style="list-style-type: none"> Equipment orientation Appropriate winter clothing Appropriate non-slip winter footwear High Visibility Vest (Mandatory) Gloves – to reduce skin chaffing and frost bite Hat and or balaclava- to protect your head and face to reduce the risk of frostbite Never leave machine running unattended Use tools only for their intended purpose Read and understand general safety procedures in the user manual

SAFE WORK PROCEDURE

PRE-OPERATIONAL SAFETY CHECKS:

- Inspect required personal protective equipment and replace if required.
- Faulty equipment must not be used. Immediately report suspect machinery.
- Locate and ensure you are familiar with the operation of the snow removal equipment.
- Do not modify the equipment in any way.
- DO NOT leave any equipment running while unattended.
- Do not use equipment if it is damaged. Immediately report any damages to your supervisor.
- Ensure that you have access to water before, during and after the snow shoveling.
- Dress in layers where possible and be aware of the wind chill!
- Stretch your muscles focusing on your upper body.
- Select the proper shovel for your size. Ideally the shovel should come up to your chest. A shovel with a curved handle is best. Remember that a push style shovel is not intended for lifting.
- Notify someone that you will be doing snow removal.
- Be aware of carbon monoxide risk of running a snow blower in an enclosed area
- Add fuel outdoors, before starting, and never add fuel when a machine is running.
- If a blower jams, turn it off and be aware of stored energy, never reach an appendage into the chute or mechanism.
- Know the signs of a Heart attack (<https://heart.org/en/health-topics/heart-attack/warning-signs-of-a-heart-attack>) and stop immediately and call 911 if your experiencing any of them; every minute counts.
- Know the symptoms of Cold Stress:
 - Mild symptoms:
 - An exposed worker is alert.
 - He or she may begin to shiver and stomp the feet to generate heat.
 - Moderate to Severe symptoms:

- As the body temperature continues to fall, symptoms will worsen, and shivering will stop.
- The worker may lose coordination and fumble with items in the hand, become confused and disoriented
- He or she may be unable to walk or stand, pupils become dilated, pulse and breathing become slowed, and loss of consciousness can occur. A person could die if help is not received immediately.
- Call 911 immediately in an emergency; otherwise seek medical assistance as soon as possible.
- Move the person to a warm, dry area.

PROCEDURE:

1. Inspect and don all personal protective equipment and warm winter clothing.
2. Use the snow blower to remove all snow from the entrance ways, sidewalks, and paths first.
3. Use light weight shovel, appropriate to the task, ensuring handle is long enough so you don't have to stoop.
4. Push snow with appropriate shovel designed for this if practical, rather than lifting the snow.
5. If needing to throw snow, push close to area. Take smaller amounts that you can easily lift and turn your feet to the direction you're throwing - don't twist at the waist.
6. Try to use safe body mechanics. For shoveling, these include:
 - a wide stance, a wide grip on the shovel, and trying to keep your back straight and upright.
 - bending the knees and hips when lifting rather than rounding your back forward.
 - take small steps to turn to avoid twisting your back especially when carrying loads.
 - forcefully twisting with a load greatly increases the stress on your back and shoulders.
 - don't try to throw snow or other material great distances. Forcefully twisting with a load greatly increases the stress on your back and shoulders
7. Alternate your hands periodically to break up the same movement.
8. Be extremely cautious throughout this procedure, it is very easy to slip on the snow and ice. Take small steps and walk slowly.
9. Pace yourself. Take frequent micro breaks to stretch your back if you are shoveling for long periods. Caution: DO NOT shovel for several hours straight. Stop every 30-60 minutes to stretch and warm up. The colder the weather the more breaks that are required. Shoveling for long periods of time can cause back injuries, muscle strains, frost bite and hypothermia.
10. Take breaks as required and replace fluids lost due to dehydration, maintain an easy pace in order not to become fatigued and experience energy loss. Do not work to the point of exhaustion.
11. Once snow has been cleared, use a small container and sprinkle sand or other de-icing agent on the area, where appropriate.

Pushing the snow:

- Push the snow from the center to the sides and then lift it.
- Push the snow with a wide blade shovel and lift and throw with a smaller blade shovel.

Snow scoops:

- Push the scoop, pulling it will cause strain to the back and neck.
- Do not lift the scoop, pushing it forward quickly and stopping, or tilting it gently will allow the snow to slide out. Do not use your knees to help push and lift the scoop.
- Keep your arms at a 90-degree angle to the handle.
- If the snow is wet or packed, do not fill the scoop as this will make it harder to handle.

Lifting the snow:

- Do not reach- always move your feet. Keep your feet at hip width apart and the shovel close to your body. The throw height should not exceed 4 feet or 3 feet. Avoid awkward throwing

postures.

- Squat with your legs apart, knees bent and back straight.
- Lift with your legs...do not bend at your waist.
- Scoop small amounts of snow into the shovel and walk to where you want to dump it.
- Do not hold a shovelful of snow with your arms outstretched - it puts too much weight on your spine.

Shoveling stairs:

- Avoid twisting to access the snow or throwing it to the side or over the shoulder
- Stand lower than the step that you are shoveling and pull the snow towards you. Repeat this until you reach the bottom step
- Scoop and lift the snow or push the snow to the disposal area.

Roof rakes:

- Pulling snow, shaft length and the awkward design of the rake can cause excessive strain while working overhead. Remove snow as soon as possible from the roof. Do not let it pile up along the edges.
- Take frequent breaks, and stretch the arms, neck, and shoulders during and after this activity.
- DO NOT use a roof rake from a ladder.

Clean Up:

1. Clean off all equipment and return it to the appropriate storage area.
2. Close bag of salt, lava rock or deicer, and return to storage.

If an emergency occurs while conducting this task or there is an equipment malfunction, stop and turn off the equipment and notify your supervisor.

REPORT ANY HAZARDOUS SITUATION TO YOUR SUPERVISOR IMMEDIATELY.

Note: There is no OSHA requirement for employers to provide workers with ordinary clothing, skin creams, or other items, used solely for protection from weather, such as winter coats, jackets, gloves, parkas, rubber boots, hats, raincoats, ordinary sunglasses, and sunscreen 29CFR 1910.132(h)(4)

If you are hurt in any way, you must report it to the Facilities Director and fill out an Accident Report, no matter how insignificant the injury or accident.

REGULATORY REQUIREMENTS

- National Safety Council (<https://www.nsc.org/home-safety/tools-resources/seasonal-safety/winter/snow-shoveling>)
- Manufacturer's instruction manual
- Timberlane Regional School District Custodial Handbook
- SAU-106 Timberlane Regional School District Custodian Facilities Department Job Descriptions
- USDOL, OSHA 29CFR 1910,132(h)(4)

- <https://www.osha.gov/SLTC/emergencypreparedness/guides/cold.html>

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward postures- lifting, reaching Forceful exertions – lifting wood Sharp points / edges – saw blade / wood Materials falling Moving machinery – saw blade Chemicals – wood dust Electrical Noise Other – clothing getting caught in machinery 	<ul style="list-style-type: none"> Eye Protection Hearing protection Disposable respirator – if dusty Dust Collection system 	<ul style="list-style-type: none"> Tuck in clothing Control hair Do not wear loose or dangling clothing or jewelry In-house training Operator’s manual

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

- Ensure any loose-fitting clothing or hair is tucked in or contained
- Pre inspect saw for possible defects before using. Check electrical cords, switches, blade guards, end plates secured. Ensure dust collection system is engaged
- Obtain wood and inspect it for defects and foreign objects, discard defective pieces. When lifting materials, try to keep your back straight and keep the load close to reduce stress on your back. Bend hips and knees rather than bending at the waist. Avoid twisting your back by instead taking small steps to turn
- Place wood on platform. Ensure there is additional support for long lengths of material
- Put on eye and hearing protection
- Turn on saw. Hold wood firmly on platform and against fence. Keep hand in safe zone. To rip narrow stock, use the manufacturer’s support system. Do not try to force the saw while cutting
- Never try to pick up or move wood next to the blade with your hands**
- When task is complete, shut off saw and remove wood. Never leave a running saw unattended
- De-energize and lock out machine before changing the blade or performing maintenance
- If there is a large amount of saw dust, wear eye protection and a disposable respirator (N95) while cleaning

REGULATORY REQUIREMENTS

- 29 CFR 1910.213(c)(1) and (h)(1), Woodworking Machinery Guarding Requirements
- https://www.osha.gov/SLTC/etools/machineguarding/saws/radialsaws_ww.html

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward / sustained postures-forward lean Forceful exertions – thick grass, uneven terrain Vibrations – hands and arms Sharp points / edges – spinning mower blades Noise Other- Debris thrown from blades 	<ul style="list-style-type: none"> Hearing protection 	<ul style="list-style-type: none"> Closed toe shoes Operators’ manual In-house training

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

1. Ensure all shields and guards such as rear drag shield including discharge deflector are in place and working properly
2. Avoid unnecessary engine idling in enclosed spaces such as sheds or garages
3. Avoid mowing areas close to where people are present
4. Make best efforts to clear the area to be mowed of any debris which could be thrown from the blades. Watch for hidden hazards such as holes, roots, drainpipes, or insect nests. Use caution around low hanging branches and shrubs
5. Mow with chute pointing away from buildings or people
6. Only reach under the machine when the machine is turned off. Disconnect the spark plug wire before performing maintenance
7. Do not touch hot motor parts or spray cold water on a hot engine
8. Do not make wheel height adjustments, unclog chute, remove grass catcher, or refuel while the engine is running
9. Do not leave a running mower unattended
10. Refuel in a well ventilated, level area and allow engine to cool at least 10 minutes or as per operating manual prior to refueling

When leaving the machine:

1. Disengage power to the blade
2. Stop the engine
3. Remove key and return it to the designated area

REGULATORY REQUIREMENTS

- https://www.osha.gov/sites/default/files/2019-03/mowing-trimming_safety_manual.pdf

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward postures – slouched sitting Vibration Moving Machinery – Blades/belts Noise Rotating blades, debris thrown from blades 	<ul style="list-style-type: none"> Hearing protection Closed toe footwear No passengers permitted Never modify safety features 	<ul style="list-style-type: none"> In-house training Operator’s manual

SAFE WORK PROCEDURE
<ol style="list-style-type: none"> 1. Ensure all shields and guards including discharge deflector are in place and working properly. Ensure the mower’s safety reflector is in place on the tractor 2. Avoid unnecessary engine idling in enclosed spaces such as sheds or garages 3. Avoid mowing areas close to where people are present 4. Disengage the blades if you must drive over surfaces such as gravel 5. Make best efforts to clear the area to be mowed of any debris which could be thrown from the blades. Watch for hidden hazards such as holes, roots, drainpipes, or insect nests. Use caution around low hanging branches and shrubs 6. Drive up and down slopes steep slopes rather than across them to reduce the risk for tipping 7. Only reach under the machine when the machine is turned off. Disconnect the spark plug wire before performing maintenance 8. Do not touch hot motor parts or spray cold water on a hot engine 9. Do not make wheel height adjustments, unclog chute, remove grass catcher, or refuel while the engine is running 10. Do not leave a running mower unattended 11. Refuel in a well-ventilated area 12. When leaving the machine: <ol style="list-style-type: none"> a. Disengage power to the blade b. Stop the engine c. Set park brake

d. Remove key and return it to the designated area

REGULATORY REQUIREMENTS

ISO 21299:2009 "Powered ride-on turf care equipment - Roll-over protective structures (ROPS) - Test procedures and acceptance criteria." International Organization for Standardization (ISO), http://www.iso.org/iso/home/store/catalogue_tc/catalogue_detail.htm?csnumber=40135. Accessed March 12, 2013.

<https://ag-safety.extension.org/riding-lawnmower-safety/>

https://www.osha.gov/sites/default/files/2019-03/mowing-trimming_safety_manual.pdf

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	Personal Protective Equipment (PPE)	ADDITIONAL REQUIREMENTS
<ul style="list-style-type: none"> Mercury Cuts from broken glass 	<ul style="list-style-type: none"> Rubber or nitrile gloves Safety glasses Protective clothing 	<ul style="list-style-type: none"> None

SAFE WORK PROCEDURE

PRE-JOB STEPS:

Equipment you will need:

Any items used to clean up a mercury spill must be properly disposed of afterward)

1. Eyedropper
2. Hazardous waste bags – see the caretaker
3. Large tray or box
4. Plastic bags with a zipper seal
5. Paper towels, facial tissues, or toilet paper
6. Rags
7. Tape - duct, masking or packing
8. Stiff paper
9. Plastic dustpan
10. Wide-mouth containers with tight fitting lids
11. Flashlight
12. Powdered sulfur (optional)
13. Commercially available mercury spill kit (optional)

PROCEDURE:

Step 1: Determine the Extent of the Spill

1. If the spill is small and on a non-porous area such as linoleum or hardwood flooring, or on a porous item that you can throw away (like a small rug or mat), you can attempt to clean it up yourself.
2. If the spill is large, or on a rug that cannot be discarded, on upholstery or in cracks or crevices, it will be necessary to hire a professional. Large spills involving more than the amount of mercury found in a typical school product should be reported to local environmental health authorities.
3. If a fluorescent light bulb or mercury thermometer is broken, it is not likely that any mercury will be visible. However, the broken glass should be treated as a hazard and the procedures below should still be followed. **SAFE WORK PROCEDURE Mercury Spill Clean-up**

Step 2: Contain the Spill

1. Check to see if anyone or their apparel has been splashed with mercury. If so, contaminated items should be removed and double or triple wrapped in a plastic or sealable bag and sealed before leaving the spill site. Mercury on the skin should be wiped off gently and placed in the plastic bag.
2. Evacuate the area and ensure that students are kept well away from the spill.
3. Seek additional assistance with the clean-up of the spill, contact the Facility Director (603-926-4935)
4. Open windows and exterior doors to ventilate the area - the danger of mercury exposure is much greater in poorly ventilated areas.

Step 3: Clean-Up

1. Remove jewelry because it can form bonds with the mercury (amalgamate)
2. Put on rubber gloves and safety glasses
3. **DO NOT**
 - Do Not Put Contaminated Items in the Washing Machine - mercury may contaminate the machine and pollute the sewage system. See Step 5 for disposal instructions.
 - Do Not Vacuum - vacuuming a mercury spill may increase the mercury vapor in the air and increase the risk of inhalation. If used, vacuums may become contaminated and therefore may need to be discarded.
 - Do Not Use a Broom or Brush - sweeping or brushing up a spill will scatter mercury droplets, making them harder to find and clean up.
 - Do Not Pour Mercury Down the Drain - mercury may settle in the S-trap of your drain and may pollute the sewage system or your septic tank.
 - Do Not Throw Mercury or Contaminated Items in the Garbage - mercury may be emitted as a vapor from landfill sites or from waste incinerators
 - Do Not Walk Around if your shoes may be contaminated with Mercury. Contaminated clothing can also spread mercury around.
4. Follow the instructions on a mercury spill kit if you have one.
5. Stop the spread of the spill by blocking it off with rags. Mercury droplets should be prevented from entering cracks in the floor, crevices, and drains.
6. Carefully clean up any broken glass. Wear rubber gloves to avoid contact with mercury and to prevent cuts. Place the glass in a rigid, wide mouth container that can be sealed with a lid.
7. Work from the outside of the spill area towards the center. Using stiff paper slide any droplets of liquid mercury onto a plastic dustpan, and away from any carpet or other porous material.
8. Use a flashlight to illuminate the mercury spill and to help spot small droplets. An eyedropper or an

adhesive strip can be used to pick up small droplets.

9. Pour collected mercury into a large mouth container slowly and carefully. This should be done over a box or tray lined with plastic to prevent spillage. Close the container with an airtight lid, and seal with tape. Place inside a sealable bag and seal.
10. Residual mercury can be removed by wiping with a vinegar-soaked swab followed by peroxide. The swabs should then be placed in an airtight container or sealable bag. Sulphur powder can be sprinkled onto the spill area after cleaning to determine if more clean-up is required - a color change from yellow to brown indicates that mercury is still present. Sprinkle zinc flakes or copper flakes to amalgamate any small amounts of mercury which remain.
11. After you remove larger beads, put shaving cream on top of small paint brush and gently "dot" the affected area to pick up smaller hard-to-see beads. Alternatively, use sticky tape, such as duct tape, to pick up any remaining small glass fragments. (Peel the tape very slowly from the floor to keep the mercury beads stuck to the tape.) Place the paint brush or duct tape in a zip locking bag and secure. Make sure to label the bag as directed by your local health or fire department.
12. Remove clothing worn during clean up and all other items that may have come into contact with mercury such as shoes, carpeting and clean-up materials. Double or triple wrap all the above using plastic or sealable bags.
13. Thoroughly wash and rinse any body parts that came into contact with the mercury with an alkaline soap. Note: If you are on a city sewer, your local wastewater treatment plant can handle small amounts of mercury from rinsing the skin.
14. Ventilate the spill area for 24 hours prior to allowing students / staff back into the room. Note: Mercury may have seeped into porous surfaces and be impossible to remove. If this is the case, seal with epoxy paint or another sealing agent.

Step 5: Disposal

1. Dispose of all items that came in contact with the mercury. Items such as the tray or box,
2. Make sure that all Biohazard bags with contaminated items and mercury are double or triple wrapped. Label the bags with a hazardous waste label stating: "Elemental Mercury"
3. Label any containers with contaminated washing water in the same fashion.
4. Contact Tradebe Environmental (888-276-0887) for further disposal instructions.

REGULATORY REQUIREMENTS

- Manufacturer's instruction manual
- EPA.Gov/mercury/What-to-do-if-mercury-thermometer-beaks

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/20	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> • Awkward sustained postures • Forceful exertions –forcing the tool • Repetitive movements • Vibration • Sharp points / edges • Chemicals – dust • Electrical • Noise 	<ul style="list-style-type: none"> • Gloves if using blades or sharp objects • Closed toe footwear • Eye protection • Hearing protection • Secure loose clothing, hair, drawstrings 	<ul style="list-style-type: none"> • Proper tool for the job

SAFE WORK PROCEDURE
<p>Note: the instructions below are relevant for handheld power tools including but not limited to drills, circular saws, jig saws, reciprocating saws, hand sanders, belt sanders and grinders</p> <ol style="list-style-type: none"> 1. Only use power tools in a manner specified by the operational instructions and in dry environments 2. Do not use broken power tools, ones that have cracks or splits in them, or tools that have had guards removed 3. Do not force the power tool. This can make the tool less effective, damage it, or could make the tool slip. Ensure the cutting blade, disc/belt, bit, etc. is correct for the application and is in good condition 4. For repetitive or long-lasting tasks, take micro breaks or change tasks or positions to reduce stress on the same muscles 5. Try to work in neutral positions as often as possible (wrists and back straight, elbows in, reduce back twisting by instead taking small steps to reposition, etc.) and try to avoid overreaching 6. Use both hands to use the power tool if it has been designed this way 7. Keep work areas free of loose tools which could be tripped over and after use, return tools to designated areas and keep them unplugged 8. Wear eye protection when cutting with power saws, drilling, or grinding. Direct sparks, chips etc. away from you and others 9. Always keep your second hand (for one handed tools) and other body parts clear of the cutting, drilling, or grinding path of the power tool 10. Try to use power tools where there is adequate ventilation to remove dust. If this is not possible, use a dust mask 11. Use clamps or other practical way to secure and support piece(s) to a stable platform before working on it. Holding pieces or items with only your hand or against your body leaves it unstable and may lead to loss of control and serious injury. 12. De-energize the tool once you are finished using it and before changing, bits, blades, discs, belts etc. Let the tool

cool before touching the blade, bit etc. to change it

REGULATORY REQUIREMENTS

- Equipment manuals

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

POTENTIAL HAZARDS	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward postures - twisting Repetitive movements Vibration Noise Combustibles / flammables – refueling Flying Debris can hit user 	<ul style="list-style-type: none"> Eye protection Hearing protection Work Gloves Disposable Respirator (N95) if dusty conditions 	<ul style="list-style-type: none"> Closed tip footwear Operators’ manual In house training Shoulder strap

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

1. Consult operator’s manual for starting, storing and maintenance information
2. Wear PPE and shoulder strap before beginning to work with the weed trimmer
3. When using the weed trimmer, move your feet to turn with the machine rather than repetitively twisting your back
4. Try to angle the trimmer head slightly into the area being cut
5. Always use the machine for its appropriate use. Do not try attempt to cut down items larger than is specified in the operator’s manual
6. If area being worked is causing excessive dust, wear a dusk mask
7. Take extra care when working in areas where hard debris could be picked up and thrown. Ensure that no one is near enough to be struck by debris
8. Let machine cool according to manufacturer guidelines before refilling it with fuel. Always use an appropriate funnel when refilling. Refuel in an area that is level and has adequate ventilation

REGULATORY REQUIREMENTS

- Lab 1403.41 Noise exposure
- Lab 1403.43 Personal Protective Equipment
- Lab 1403.50 Respiratory Protection
- Equipment Safety Manual

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

POTENTIAL HAZARDS	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> • Surfaces causing falls, wet floors • Chemicals – mixing, pouring • Explosion if near flammable material / vapors 	<ul style="list-style-type: none"> • Gloves, chemical goggles, or face shield when handling chemicals as per supplier or material labels 	<ul style="list-style-type: none"> • In house training • Closed toe shoes, non-slip • Slip and Fall prevention training

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

- Note:** This procedure is for self-propelled or ride on floor scrubbers
- A. Check equipment for any obvious defects or damage. Do not use a damaged machine and notify your supervisor.
 - B. Place out caution signs and barricades required in work area(s)
 - C. Get help to move large or heavy objects or furniture. Remember to try to keep your back straight and use your weight to help slide objects rather than using only your arms. If lifting, bend and push through your legs. Communicate the timing for the lift if lifting with another worker
 - D. For stripping / cleaning floors:
 - E. Mix chemical with water slowly in a bucket according to label or put hose into tank to fill and then add cleaning product. If using a bucket, only fill it ¾ full to reduce spills. Pour mixture into the machine's tank slowly to avoid spilling. Know where to find the MSDS sheets in the event of a chemical accident or spill.
 - F. Before starting a ride on machine, stand on the pedal platform
 - G. When operating the floor machine, be cautious of any grades as this can increase the risks for tipping or having the machine become stuck or travelling too fast. Do not operate scrubber mechanisms on grades over 2% and do not travel with scrubber on grades over 10% or as per manufacturer guidelines
 - H. Be cautious when stepping from machine onto floor, as the floors may be slippery from the fluid
 - I. Before leaving, servicing, or charging, stop the machine on a level surface, turn it off, apply parking brake and remove the key

REGULATORY REQUIREMENTS

Equipment Manual
Slips, Trips, and Falls training
SDS

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/2022	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward / sustained postures- sustained stand Sharp points / edges – spinning drill bit Extreme heat- due to drill friction Other- Debris thrown from bit 	<ul style="list-style-type: none"> Gloves to retrieve sharp jagged, hot material Eye protection 	<ul style="list-style-type: none"> Closed toe shoes Anti-fatigue matting Secure loose clothing, hair, drawstrings etc. that could become entangled Operators manual In-house training

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

- Only use the drill press in a manner specified by the operational instructions and always ensure any manufacturer guards are in place. Ensure you can reach the emergency stop button or other kill switches
- Pre inspect drill press to ensure switches, cords are in good working order. If there is damage or excessive wear and tear, do not use the machine and inform a supervisor
 - Before installing cutting tools or jigs:
 - make sure the mounting surface is in good condition, free of burrs or nicks
 - make sure you have all the components and clamps, threads etc are not damaged
 - check that the drill bushings are not damaged
 - Inspect the cutting tools for:
 - Wear, damage, chipped edges, burrs on the shank
 - sharp cutting edges
 - Make sure when setting up a job that there is adequate clearance for the cutting tool
 - Make sure the cutting tool is properly aligned, centered on the drill table and if possible, securely clamped
 - Keep your hands away from the cutting tool unless the part has been dimpled or center drilled and it is not possible for the part to turn or be lifted by the rotating bit. For drill jigs that are designed to be hand held and moved around while the twist drill is turning, provisions must be made so the part cannot turn by the rotation of the twist drill. All base plates must be securely fastened
 - Use adequate coolant or cutting fluid in accordance with manufacturer's specs
 - Hold onto drill head and table vertical adjustments lever before releasing clamps. Some heads and tables will drop and this could hurt you
 - Make sure cutting tools are completely stopped before removing drill chips or removing / inserting a part. Parts may be hot due to friction
 - Keep the work area clean by cleaning up drill chips or excess coolant or cutting fluid from the floor
 - Always turn off the drill press and unplug it / lock it out before performing adjustments, maintenance or repairs

REGULATORY REQUIREMENTS

- OSHA 29 CFR 1910.212(a)(1)

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

POTENTIAL HAZARDS	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> ✓ Repetitive movements – repeated finger pushing ✓ Chemicals- paint and fumes ✓ Combustibles / flammables 	<ul style="list-style-type: none"> • Eye protection • Ventilation ensuring fumes not exposed to operator. Organic vapor cartridge mask if ventilation not adequate. Refer to product label for safe use 	<ul style="list-style-type: none"> • Tight fitting gloves and long clothing will keep contact off skin

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

1. The work area should be free of debris / clutter to reduce risk for slips, trips or falls
2. Contents are extremely flammable and under pressure. Do not store or do not spray paint near sources of heat flames, or sparks. Do not store at temperatures above 50 degrees C.
3. Ensure the environment is well ventilated so fumes are not exposed to operator. A fume hood, fan or organic vapor cartridge may be necessary. Refer to safe use of product instructions
4. Keep lights or any other electrical appliances away from the spray. For tight areas, use a shield behind the item to block paint overspray
5. Paint with steady, even movements one coat at a time to reduce paint running off the item
6. -Dispose of empty cans following hazardous waste guidelines. Never crush, puncture, or incinerate the container

REGULATORY REQUIREMENTS

- SDS for product
- Manufacturer’s instruction manual

SAU-106 Timberlane Regional School District	SAFE WORK PROCEDURE	Snow Blower Page 1 of 3
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LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	Personal Protective Equipment (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> ✓ Discharge of objects ✓ Slip / trip hazards / falls ✓ Fire ✓ Muscle strains ✓ Carbon monoxide (if started indoors) ✓ Equipment failure (snow overload) 	<ul style="list-style-type: none"> ✓ Safety glasses ✓ Hearing protection ✓ High vis. vest 	<ul style="list-style-type: none"> ✓ Equipment orientation ✓ Footwear with good traction ✓ Warm gloves ✓ Adequate winter garments ✓ See Snow Removal Procedures

SAFE WORK PROCEDURE

CHECK THE GENERAL CONDITION OF THE SNOW BLOWER:

1. Look around and underneath the snow blower for signs of oil or gasoline leaks. Notify your supervisor if leaks are found.
2. Look for signs of damage and excessive wear.
3. Check the impeller to be sure it is not frozen by removing the spark plug wire, engaging attachment clutch and pulling the rewind starter. If it is frozen, move to a heated area to thaw.
4. Check each control for proper operation.
 - a. check the function of the clutches – they should engage and disengage properly
 - b. check the dual handle interlock
 - c. remote wheel lock – squeeze and release the interlock control, wheel should lock or unlock properly.
 - d. axle lock pins – lock both wheels to increase traction; unlock one wheel to allow for easier turning of the unit.
 - e. Adjust runners to suit conditions.
 - f. Position the chute deflector at the desired height.
5. Check the impeller for wear.
6. Check that all nuts, bolts, screws are tightened.
7. Ensure that all safety devices are in place.
8. Check that the engine crankcase oil is full using the dipstick.
9. Check the fuel level and fill if necessary. Follow established procedures; never add fuel until the snow blower engine has cooled. Starting with a full tank will help to eliminate or reduce operating interruptions for refueling.

SAFETY & PRE – USE INSTRUCTIONS:

1. Check overhead and side clearances carefully before operation
2. Be aware of traffic when operating along the streets or curbs.
3. Keep children and people out of the work area and under watchful care.
4. Do not operate near drop-offs, ditches, or embankments. The unit can suddenly turn over.
5. Falling snow can reduce vision and can cause an accident.
6. Never place your hands or any part of your body or clothing inside or near any moving part while the

unit is running.

7. Keep hands away from all pinch points
8. Never direct discharge towards persons or property that may be injured or damaged by thrown objects. Use extreme caution on gravel surfaces. Adjust the skid shoes so the scraper blade does not contact the gravel.
9. Do not throw snow any higher than necessary.
10. Fumes from the engine can cause injury or death (CO poisoning). DO NOT run the engine in an enclosed area. Always provide good ventilation.
11. Always disengage the attachment, stop the unit and engine, remove the key, and allow all moving parts to stop before leaving the operator's position
12. The rotating auger can cause serious injury, never attempt to unclog, or clean the unit while the engine is running.
13. Do not overload the machine capacity by attempting to operate or to clear snow at too fast a rate.
14. Disengage the attachment drive when traveling from one work area to another.
15. Never fill the fuel tank when the engine is running or fill or drain the fuel tank indoors.
16. Inspect the work area and remove objects which might be picked up and thrown. Do not operate near glass enclosures, automobiles, make sure area is free from people or animals.

STARTING THE ENGINE: MANUAL START

1. Disengage the traction clutch and attachment drive clutch levers fully.
2. Push the primer bulb 2 or 3 times for a cold engine. Apply choke if engine is cold.
3. Set throttle to proper starting position, part throttle position for cold weather starts and at fast position for normal starts.
4. Insert the key into the ignition switch and turn it to the "RUN" position.
5. Stand to the right of the unit and grasp starter handle and pull rope out slowly until it pulls harder, this is the compression stroke, let rope rewind slowly. Then pull rope with a rapid continuous full arm stroke. Let rope rewind slowly. Repeat until the engine starts.
6. If unit is equipped with an electric starter: connect an extension cord to the starter. Follow steps 1 through 3 above. Turn the engine shut off switch "ON" position. Press the starter button until the engine starts. Adjust choke as needed. Disconnect the extension cord.
7. After engine has started, set throttle to fast position.
8. Position the speed selector in the notch for the desired speed. Moving the speed selector forward increases the forward speed, moving the selector backward increases the reverse speed.
9. Press down on the right clutch lever to engage the attachment clutch to throw snow.
10. Press down on the left-hand lever to engage the traction drive clutch to drive the unit.
11. When transporting unit to area to be cleared, set the throttle to slow or part throttle. Press down on the handlebars enough to raise the front of the snow blower slightly off the surface and engage wheel drive clutch without engaging the attachment drive clutch.
12. Clear snow by running machine in an overlapping series of paths.
13. Run for a few minutes after throwing snow to prevent freeze-up of impeller.
14. To stop the machine: Release the traction drive clutch lever and allow the unit to come to a complete stop. Release attachment clutch and wait for all moving parts to come to a complete stop. Throttle down and turn key to "OFF" position.

REGULATORY REQUIREMENTS

- Manufacturer's instruction manual

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee		New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward postures- lifting, reaching, bending, twisting Forceful exertions – lifting wood Sharp points / edges – saw blade / wood Materials falling Moving machinery – saw blade Chemicals – wood dust Electrical Noise Other – clothing getting caught in machine 	<ul style="list-style-type: none"> Eye Protection Hearing protection Disposable respirator – if dusty Dust Collection system 	<ul style="list-style-type: none"> Tuck in clothing Control hair Do not wear loose or dangling clothing or jewelry In-house training Operator’s manual

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

- Ensure any loose-fitting clothing or hair is tucked in or contained
- Pre inspect saw for possible defects before using. Check electrical cords, switches, blade guards, end plates secured. Ensure dust collection system is engaged
- Obtain wood and inspect it for defects and foreign objects, discard defective pieces. When lifting materials, try to keep your back straight and keep the load close to reduce stress on your back. Bend hips and knees rather than bending at the waist. Avoid twisting your back by instead taking small steps to turn
- Place wood on platform. Ensure there is additional support for long lengths of material
- Put on eye and hearing protection
- Turn on saw. Hold wood firmly on platform and against fence. Keep hand in safe zone. To rip narrow stock, use the manufacturer’s support system. Do not try to force the saw while cutting

Never try to pick up or move wood next to the blade with your hands when the blade is turning and never try to freehand wood into the blade

- When task is complete, shut off saw and remove wood. Never leave a running saw unattended
- De-energize and lock out machine before changing the blade or performing maintenance
- If there is a large amount of saw dust, wear eye protection and a disposable respirator (N95) while cleaning

REGULATORY REQUIREMENTS

- 29 CFR 1910.213(c)(1) and (h)(1), Woodworking Machinery Guarding Requirements
- https://www.osha.gov/SLTC/etools/machineguarding/saws/radialsaws_ww.html

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
Atkinson Academy, Danville, Pollard, Sandown North, and Sandown Central	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Fall Hazards Foreign debris Damaged equipment 	<ul style="list-style-type: none"> Playground Equipment Daily Inspection NH DOE Periodic Inspection In-house training

SAFE WORK PROCEDURE

To ensure playgrounds are safe, it is mandated that the custodians conduct a daily Playground Equipment Daily Inspection and file a report that states any items that need to be addressed and open work orders for these items.

In addition, the playground should be inspected monthly using the NH DOE Playground Checklist.

All checklists, when complete, shall be handed in to the Facilities Director.

In addition, it is recommended to call NH Primex to ask for a courtesy inspection.

According to the Consumer Product Safety Commission, each year, more than 200,000 children ages 14 and younger go to U.S. hospital emergency departments with injuries associated with playground equipment. More than 20,000 of these children are treated for a traumatic brain injury, including concussion.

As the weather warms up and trips to the park become frequent, take a moment to familiarize yourself with the risks on playgrounds and how you can prevent injuries.

Check for Playground Hazards

- Nearly 80% of playground injuries are caused by falls. Watch out for these potential hazards and report any hazards observed.
- Improper ground surfaces:** Surfaces around playground equipment should have at least 12 inches of wood chips, mulch, sand or pea gravel, or mats made of safety-tested rubber or rubber-like materials. Playgrounds should be free of exposed concrete footings, rocks, or tree stumps.
 - Overcrowded play areas:** The area under and around play equipment should be a minimum of 6 feet in all directions while swing set areas should be twice the height of the suspending bar both in back and front of the swings. Structures more than 30 inches high should be at least 9 feet apart.
 - Unprotected elevated areas:** Platforms higher than 30 inches should have guardrails or barriers.
 - Head entrapment spaces:** Openings between rails, bars, rungs and even ropes of cargo nets should be less than 3 1/2 inches or more than 9 inches.

- **Sharp points and edges:** Playground equipment should be free of protruding bolt ends, “S” hooks, and other sharp points and edges.
- Watch the [CPSC Playground Safety Tips video](https://www.youtube.com/watch?v=-XgRR2P52xM) to learn more.
<https://www.youtube.com/watch?v=-XgRR2P52xM>

Avoid Strangulation Hazards

The [American Academy of Pediatrics](#) cautions that children should not wear or play with anything that could get caught on equipment and become a strangulation hazard.

- Never attach or allow children to attach ropes, jump ropes, clotheslines, or pet leashes to play equipment
- Leave sweatshirts with drawstrings and necklaces at home
- Remove bike helmets when playing on the playground

Be Cautious of Too Much Sun Exposure

The [National Program for Playground Safety](#) reports that only 3% of public playgrounds assessed had full sun protection from 10 a.m. to 2 p.m., peak exposure hours, while 30% had partial shade. The remaining 67% of public playgrounds were exposed to full sun during the peak hours.

- Limit playtime at peak sun exposure time and familiarize yourself with the signs of [heat illnesses](#)
- Avoid burns; if playground equipment is hot to the touch, it is too hot for your child’s bare skin

Allow Only Age-Appropriate Activities

The Consumer Product Safety commission lists age-appropriate equipment in the [Public Playground Safety Handbook](#). And remember, there is no substitute for parental supervision, especially for young children.

REGULATORY REQUIREMENTS

- <https://www.nsc.org/home-safety/safety-topics/child-safety/playgrounds>
- NH DOE
- <https://www.youtube.com/watch?v=-XgRR2P52xM>

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward sustained postures Forceful exertions – Carrying ladder Risk of fall Pinch points 	<ul style="list-style-type: none"> Closed toe footwear 	<ul style="list-style-type: none"> Proper tool for the job Ladders should be inspected and documented by a sticker with a date, at least once a year.

SAFE WORK PROCEDURE
<p>A single ladder or a section of an extension ladder cannot exceed 30 feet in length</p> <ol style="list-style-type: none"> A 2-section extension ladder must not exceed 48 feet in length or 65 feet if it has more than 2 sections The extended section of a ladder must overlap at least 3 feet for ladders less than 36 feet, 4 feet for ladders between 36 and 49 feet, and 5 feet for a ladder over 49 feet in length Inspect the ladder for integrity, excessive wear / damage and if damage is apparent, remove from service Get help to carry a long or heavy ladder and do not carry and move a ladder when it is vertical Place the ladder feet on a level, solid surface, ensuring the feet grip Use the “4 to 1” rule. Ladders should be placed 1 foot away from the base for every 4 feet in height Do not lean a ladder on or against pipes, unstable surfaces or electrical equipment and do not set up in front of doors unless measures or barrier are in place to temporarily stop traffic When a ladder is used to access a roof or platform, the top must extend at least 1 m above the landing Go up and down a ladder facing it, 1 step at a time. Hold the side rails with both hands Do not extend any part of your body, except for arms, beyond the side rails and always maintain 3-point contact Do not stand on top 2 rungs and never overreach when working on a ladder Never try to “walk” or “shift” a ladder while on it Do not leave ladders unattended. Return to designated storage area Weight capacities are attached to all step, extension and multi position ladders. Below are guidelines but check your ladder manufacturer for the ratings for your ladder. <ol style="list-style-type: none"> Type IAA: Special Heavy duty. Up to 375 lbs. Type IA: Industrial, up to 300 lbs. Type I: Industrial. Up to 250 lbs. Type II: Medium duty. Up to 225 lbs.

e. Type III: Home use only, light duty. Up to 200 lbs.

REGULATORY REQUIREMENTS

- Equipment manuals / instruction
- In-house training
- <https://www.americanladderinstitute.org/page/BasicLadderSafety>

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward sustained postures Forceful exertions –forcing the tool Repetitive movements Sharp points / edges Pinch points 	<ul style="list-style-type: none"> Gloves if using blades or sharp objects Closed toe footwear 	<ul style="list-style-type: none"> Proper tool for the job

SAFE WORK PROCEDURE

Note: The instructions below are relevant for non-powered hand tools including but not limited to screwdrivers, hammers, hand saws, utility knives, cutters, pliers, etc.

- Do not use broken tools or tools that have cracks or splits in handles
- Only use tools in a manner that they have been designed
- Carry sharp tools in their sheath or holster
- Keep cutting tools sharp so less effort is required for them to be effective
- When using knives, sheaths, or shears, keep your other hand or body parts out of the cut line, ensure that there is a barrier between the knife and your body or cut in a direction away from your body
- Try to work in neutral positions as often as possible (wrists and back straight, elbows in, reduce back twisting by instead taking small steps to reposition, etc.) and try to avoid overreaching
- Take micro breaks or change tasks periodically to reduce repetitive or physically demanding tasks
- Keep work areas free of loose tools which could be tripped over and after use, return tools to designated areas

REGULATORY REQUIREMENTS

- Equipment manuals / instruction
- In-house training

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

POTENTIAL HAZARDS	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward, sustained postures Forceful exertions Pinch points Sharp points / edges Items falling / dropping 	<ul style="list-style-type: none"> Gloves when rough material, sharp edges 2 persons required to lift large, bulky, or heavy items above 50lbs, or if exertion to move an item would require more than moderate effort 	<ul style="list-style-type: none"> In house training

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE
<p>A. Assess the load. Do not attempt to lift or carry heavy or awkward loads by yourself. Use lift aid (wheeler, cart etc.) or get assistance</p> <p>B. -Wear gloves when lifting or moving sharp edged materials. Beware of any pinch points (such as desk drawers or table leg mechanisms)</p> <p>C. -To slide or roll objects or furniture away from you, try to keep your back straight and weight shift with your whole body rather than using only your arms. Whenever possible, push objects or furniture rather than pulling them because this allows a safer back position</p> <p>D. -Ensure you do not hit or shear electrical plugs with furniture</p> <p>E. -Sometimes it is effective to move slightly or adjust positioning of a piece of furniture or bed by leaning and pushing against it with your leg or hip</p> <p>F. If possible, ensure there is enough room to lift properly and travel by moving any obstructions if you must lift furniture</p> <p>G. Proper lifting and carrying procedures are to:</p> <ol style="list-style-type: none"> a. use a wide stance either side to side or front to back (lunge position). b. Get close to what you must lift c. get a good grip before lifting d. bend your knees and hips e. try to keep your back straight, shoulders back and elbows in f. lift by pushing with your legs. If using a lunge position, push more through your front leg g. don't hold your breath h. keep the load close to your body when lifting or carrying


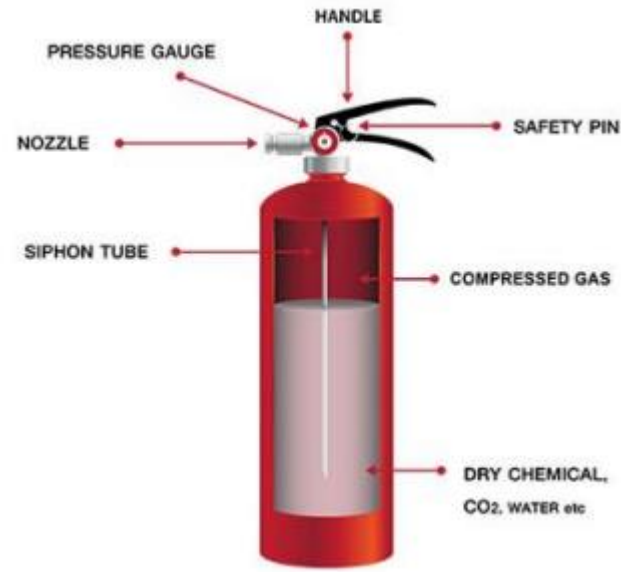


- i. turn by taking small steps with your feet,
 - j. Do not twist your back when lifting, lowering, or carrying
- H. -When two or more persons are lifting or carrying a load, the method of handling the object should be prearranged before lifting and one person should determine the count to lift

REGULATORY REQUIREMENTS

- Lab 1403.43 Personal Protective Equipment

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Pinch Points Heavy Lifting 	<ul style="list-style-type: none"> Equipment Orientation Read and understand general safety procedures

PHOTOGRAOHS	ADDITIONAL RECCOMENDATIONS
	
 <p>Tamper Seal</p> <p>Tamper seal is broken and needs replaced.</p> <p>Tamper seal is in tact and extinguisher is ready to fire!</p>	 <p>Pressure gauge</p> <p>Yellow arrow indicates the extinguisher needs recharging!</p> <p>Yellow arrow indicates the extinguisher is ready to fire!</p>

SAFE WORK PROCEDURE

FIRE EXTINGUISHERS

INSPECTION PROCEDURE

The National Fire Protection Association establishes the standard for inspection and maintenance of fire extinguishers. Extinguisher inspections are conducted by custodial personnel. An inspection is a “quick check” to give reasonable assurance that the fire extinguisher is fully charged and operable. This is done by verifying that it is in its designated place, that it has not been actuated or tampered with, and that there is no obvious or physical damage or condition to prevent its operation. Fire extinguishers must be inspected when they are initially placed in service and thereafter at 30 day intervals.

- Check to ensure the extinguisher is located in its designated place. Look at the tag or check your extinguisher inventory listing.
- Check to ensure that the extinguisher is visible or has signs to indicate its location. Should be easily accessible and no debris or material stacked in front of it.
- Check to ensure that the operating instructions on the nameplate are legible and facing outward.
- Check to ensure that the tamper or safety seal is in place, not missing or broken.
- Check to ensure the safety pin is in place and intact. Nothing else should be used in place of the pin.
- Ensure the extinguisher is hung on a bracket and positioned between 3 and 5 ft.
- Check ‘fullness’ of Carbon Dioxide extinguishers by weighing or “hefting”. Turn the extinguisher upside down at least three times to shake up the contents.
- Examine the extinguisher for obvious physical damage, broken/bent handle, corrosion, leakage, clogged nozzle, or missing pieces.
- Ensure discharge hose/nozzle is in good shape and not clogged, cracked, or broken and is screwed in tightly.
- Check that the pressure gauge (if equipped) is reading in the operable range or position and not showing recharge.
- Ensure the service company inspection tag is attached, signed and dated annually. Sign and date the monthly inspection on the reverse side.
- Keep a record of inspections, including those found to require corrective action. The record should include the date the inspection was performed, and the name of the person conducting the inspection.
- There are 4 types of portable fire extinguishers available for small fires.
 - Class A – For paper, wood, textiles and rubbish
 - Class B - For flammable liquids
 - Class C – For use on electrical equipment
 - Class “K”, Foam

MAINTENANCE

Extinguisher maintenance is done by service agencies acceptable to the SAU – 106 Director of Plant Operations. Maintenance intervals begin on the date of manufacture and annually thereafter. In addition to recharges and repair of mechanical damage, required maintenance includes:

- Class A - Hydrostatic test of cylinder every 5 years
- Class B - Hydrostatic test of cylinder every 5 years
- Class C - 6-year maintenance (inspection of internal parts). Hydrostatic test of cylinder every 12 years
- For all extinguishers removed from the school for servicing, the Service Agency will provide a ‘loaner’ of equal or better rating. All loaners must be securely mounted and clearly identified.

Upon completion of extinguisher maintenance (including recharges after use), the service agency must update the extinguisher tag or label indicating the type and date of maintenance, and the name of the person

or agency who performed the service. If an extinguisher is overdue for maintenance, it is the responsibility of the school to arrange for the required maintenance.

REGULATORY REQUIREMENTS

- NFPA 10-2018 Standard for portable fire extinguishers
- OSHA's 29 CFR 1910.157

SAU-106 Timberlane Regional School District	SAFE WORK PROCEDURE	Cleaning up Broken CFL Bulbs or Fluorescent Lamps Page 1 of 2
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LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/2022	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> • Mercury • Cuts from Broken Glass 	<ul style="list-style-type: none"> • Rubber or nitrile gloves • Safety glasses • Protective clothing 	<ul style="list-style-type: none"> • None

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

PRE-JOB STEPS:

1. Have staff and students leave the room and avoid the breakage area on the way out.
2. Open a window or door to the outdoors and leave the room for 30-60 minutes.
3. Shut off the central forced-air heating/air conditioning (H&AC) system, if you have one.
4. Collect materials you will need to clean up the broken bulb:
 - Stiff paper or cardboard o Sticky tape (e.g., duct tape)
 - Damp paper towels or disposable wet wipes (for hard surfaces)
 - Glass jar with a metal lid (such as a canning jar) or a cardboard box and a sealable plastic bag.
5. If the spill is large or appears complicated, contact the Facilities Director and ask for the mercury spill clean-up kit.

PROCEDURE:

1. Carefully scoop up glass fragments and phosphorus powder using stiff paper or cardboard and place debris and paper/cardboard in a glass jar with a metal lid. If a glass jar is not available, place the glass, powder and paper into a cardboard box and seal in a plastic bag. (NOTE: Since a plastic bag will not prevent the mercury vapor from escaping, remove the plastic bag(s) from the building after cleanup.)
2. Use sticky tape, such as duct tape, to pick up any remaining small glass fragments and powder. Place the used tape in the glass jar or plastic bag.
3. Wipe the area clean with damp paper towels or disposable wet wipes. Place the towels in the glass jar or plastic bag.
4. Vacuuming of surfaces during cleanup is not recommended unless broken glass remains after all other cleanup steps have been taken. If vacuuming is needed to ensure removal of all broken glass, keep the following tips in mind:
 - Keep a window or door to the outdoors open.
 - Vacuum the area where the bulb was broken using the vacuum hose, if available; and
 - Remove the vacuum bag (or empty and wipe the canister) and seal the bag/vacuum debris, and any materials used to clean the vacuum, in a plastic bag.
5. Promptly place all bulb debris and cleanup materials, including vacuum cleaner bags, outdoors in a trash container or protected area until materials can be disposed of. Avoid leaving any bulb fragments or cleanup materials indoors.

6. Wash your hands with soap and water after disposing of the jars or plastic bags containing bulb debris and cleanup materials.
7. Continue to air out the room where the bulb was broken and leave the H&AC system shut off, as practical, for several hours.

REGULATORY REQUIREMENTS

- <https://www.epa.gov/cfl/cleaning-broken-cfl>

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

POTENTIAL HAZARDS	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward / sustained postures – forward slouch Chemicals- paint and fumes Chemicals – soldering fumes Electrical Extreme heat – burns from soldering tip, solder 	<ul style="list-style-type: none"> Eye protection Ventilation ensuring fumes not exposed to operator. Organic vapor cartridge mask if ventilation not adequate. Refer to product label for safe use 	<ul style="list-style-type: none"> Not Applicable

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

1. Inspect equipment for any obvious damage. Ensure tip element is secure. Report any damage to supervisor and do not use soldering gun
2. The work area should be free of debris / clutter to reduce risk for slips, trips or falls
3. Leave soldering probe in its stand to heat up. Ensure the cord and any flammable materials are not close to the soldering probe. Never touch soldering tip to see if it is hot
4. Ensure the environment is well ventilated so fumes are not exposed to operator. A fume hood, fan or organic vapor cartridge may need to be used. Refer to manufacturer safe use instructions
5. All-purpose solder is satisfactory for general use. Do not use acid core solder on electrical wires or circuits
6. Ensure tip is tinned before soldering. This is done by melting solder over the entire surface and removing the excess with a damp sponge
7. To solder, heat the metal not the solder. Place the tip on the metal and feed the solder to the tip to release the flux, then apply solder to the metal until it flows freely. Keep your hand out of the path if solder were to drip
8. Always keep the heated soldering gun in its stand when not in use or when it is cooling down. Do not leave a hot soldering gun / iron unattended

REGULATORY REQUIREMENTS

- SDS for product

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward postures – lifting / reaching Forceful exertions Sharp points/edges – sawblades / wood Falling materials Moving machinery – Saw blades Chemicals / Wood dust Electrical Noise Clothing getting caught in machinery 	<ul style="list-style-type: none"> Eye protection Hearing protection Disposable respirator – if dusty Dust collection system 	<ul style="list-style-type: none"> Tuck in loose clothing, long hair, hoodie strings or other dangling clothing or jewelry In-house training Operators’ manual

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

- Pre inspect saw for possible defects before using. Check electrical cords, switches, blade guards, guides, push stick, fence, dust collection system
- Ensure guards fence and guides are properly positioned and functional
- Maintain rip fence parallel to the blade so stock will not bind on the blade and be thrown. Do not adjust the fence when the saw is running
- Spreader must be in alignment with the blade and the anti-kickback device in place. Replace or sharpen anti-kickback device when the points become dull
- Saw blade should be sharp and not more than 6mm above the height of the stock
- Hood guard (crown guard) that covers the blade should ride the thickness of the stock being cut
- Use a stop bock when crosscutting short material. Crosscuts of long material should not be done unless the manufacturer has a system for supporting the material
- Stand with a wide base of support and position yourself off center to the blade in case of kickbacks / debris
- Turn on saw. Hold wood firmly on platform and against fence or miter guard and feed the stock through the blade with steady pressure. Keep hands in safe zone. **Never try to pick up, move wood next to the blade, make free hand cuts or reach over the blade when the saw is running**
- To rip materials:
 - 6 inches or wider, feed material with your right hand until it clears the table. Left hand guides material
 - 2 inches to 6 inches, use the push stick to feed the material
 - less than 2 inches, use the manufacturer’s auxiliary fence-work support system
- Material should be released only after it has cleared the blade
- When task is complete, shut off saw and remove wood. Never leave a running saw unattended
- De-energize and lock out machine before changing the blade or performing maintenance. Make sure the blade is free before turning on the saw
- If there is a large amount of saw dust, wear eye protection and a disposable respirator (N95) while cleaning
- Use lock device (if equipped) when finished using the saw

REGULATORY REQUIREMENTS

- OSHA 1910.213 <https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.213>
- OSHA 1910.212 <https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.212>

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

POTENTIAL HAZARDS	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward postures - lifting, reaching, bending, chemicals – soldering fumes Forceful exertions – using saw, moving wood Repetitive movements Vibration – increases with time Sharp points / edges – cuts - saw chain, wood Items falling / dropping – wood, branches Surfaces causing – trips, slips, uneven surfaces Moving machinery - chain blade Chemicals - wood dust Noise - cutting with saw Combustibles / flammables – refueling Other - kickbacks 	<ul style="list-style-type: none"> Face shield Hearing protection Gloves Safety footwear Safety pants/Chaps Disposable Respirator (N95) if dusty conditions Do not wear anything dangling such as hood strings or other dangling clothing or jewelry Hard hat 	<ul style="list-style-type: none"> Lift / manual materials handling training Operators’ manual In house training Chain saws must have a functioning chain brake Saw must be off when being carried Power unit must have a quick shut-off

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

1. Ensure any loose-fitting clothing is tucked in appropriately
2. Pre inspect saw for possible defects before using. Check switches, chain guards / catcher, chain slack and condition (see manufacturers guidelines)
3. Ensure you know how to operate the chain break
4. Visually inspect the area for hazards or obstacles which could be affected by your activities. Complete a pre-felling plan for the tree or branch to be cut
5. When cutting materials, ensure you have a firm stance with good footing for good balance. Try to keep your back straight. Bend hips and knees rather than bending at the waist. Avoid twisting your back by instead changing your foot placement
6. Hold the saw securely with both hands and try not to force the saw when cutting. Keeping the blade sharp and well-oiled will reduce cutting effort significantly
7. Do not saw items over your head
8. Ensure that your body parts will never be close to or in the path of the saw
9. Always ensure the materials you are cutting are secure. Do not use the saw on loose branches or other loose debris lying on the ground
10. Do not attempt to un-jam the saw while it is running
11. Never leave a running saw unattended.
12. Ensure the chain brake is engaged when walking or if you set the chainsaw down. Never walk with your finger on the trigger
13. Let machine cool for at least 10 minutes or according to operating manual before refueling. Refuel in a well-ventilated area

REGULATORY REQUIREMENTS

- Lab 1403.41 Noise exposure
- Lab 1403.43 Personal Protective Equipment
- Lab 1403.50 Respiratory Protection
- Lab 1403.64 Tree Care Operations
- Equipment Safety Manual

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

POTENTIAL HAZARDS	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward postures – bending, twisting Repetitive movements- stacking, carrying Vibration Forceful exertions-lifting heavy pallets Pinch points Sharp points / edges, splintered wood 	<ul style="list-style-type: none"> Gloves to protect against cuts, slivers, and pinches 	<ul style="list-style-type: none"> Closed tip footwear In house training

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE
<ol style="list-style-type: none"> 1. Pallets must be stacked flat. Do not store pallets leaning against walls or poles etc. 2. Pallets that will be manually removed from a pile are to be stacked no more than 8 pallets high <ol style="list-style-type: none"> A. Any stack over 8 pallets high requires a lift to remove a pallet B. Pallets being removed from a pile 8 high or less are to be removed in the following manner: <ol style="list-style-type: none"> i. Slowly push the pallet away from you or pull it toward you over the pallet beneath it ii. Continue sliding the pallet while tilting the side that is furthest off the pallet toward the ground iii. Keep your hands and feet away from pinch points and when bending over, maintain a wide stance, bend your knees and hips, and keep your back straight iv. Once the pallet touches the ground, tilt up the other side, move behind it and slide it to where it is required v. Lower the side of the pallet toward you till it is on the ground. Use proper lifting procedure as above 3. No pallet should be lifted off the ground by one person. If a pallet must be lifted manually a minimum of 2 people are required <ol style="list-style-type: none"> A. To lift a pallet with 2 people, each are on opposite ends and bend their knees and hips to reach the pallet. Each person grasps a pallet cross brace with both hands. On a designated count by one person, both persons lift the pallet by pushing through the legs while keeping their backs as straight as possible and shoulders back 4. Do not twist your body when carrying a pallet. Take small steps to turn

REGULATORY REQUIREMENTS

- Lab 1403.43 Personal Protective Equipment

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> • Awkward sustained postures • Forceful exertions – Carrying ladder • Risk of fall • Pinch points 	<ul style="list-style-type: none"> • Closed toe footwear 	<ul style="list-style-type: none"> • Proper tool for the job • Ladders should be inspected and documented by a sticker with a date, at least once a year.

SAFE WORK PROCEDURE
<ol style="list-style-type: none"> 1. Inspect the ladder for integrity, excessive wear / damage and if damage is apparent, remove from service 2. Place the ladder feet on a level, solid surface, ensuring the 4 feet grip and the legs are secure in place with metal braces. Ensure brakes are engaged if the step ladder has these 3. Do not set up the step ladder sideways to the work unless there is a raised platform at the top 4. When climbing a ladder, it is safest to utilize Three Points-of-Contact because it minimizes the chances of slipping and falling from the ladder. At all times during ascent, descent, and working, the climber must face the ladder and have two hands and one foot, or two feet and one hand in contact with the ladder steps, rungs and/or side rails. In this way, the climber is not likely to become unstable in the event one limb slips during the climb. It is important to note that the climber must not carry any objects in either hand that can interfere with a firm grip on the ladder. Otherwise, Three Points-of-Contact with the ladder cannot be adequately maintained and the chance of falling is increased in the event a hand or foot slip occurs. 5. Go up and down a ladder facing it, taking only 1 step at a time. Hold the side rails with both hands 6. Only extend your arms beyond the sides of the stepladder. Keep your body centered 7. Do not stand on top of the step ladder / stool unless the manufacturer permits such as when it has a raised platform at the top 8. Do not overreach when working on a step ladder / stool 9. Do not leave step ladders / stools unattended. Return to designated storage area 10. Weight capacities are attached to all step, extension and multi position ladders. Below are guidelines but check your ladder manufacturer for the ratings for your ladder. <ol style="list-style-type: none"> a. Type IAA: Special Heavy duty. Up to 375 lbs. b. Type IA: Industrial. Up to 300 lbs. c. Type I: Industrial. Up to 250 lbs. d. Type III: Home use only, light duty. Up to 200 lbs.

REGULATORY REQUIREMENTS

- Equipment manuals / instruction
- In-house training
- <https://www.osha.gov/sites/default/files/publications/OSHA3662.pdf>
- <https://www.americanladderinstitute.org/page/BasicLadderSafety>
- OSHA 1910.23

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

HAZARDS PRESENT	Personal Protection Equipment (PPE)	ADDITIONAL RECOMMENDATIONS
<ul style="list-style-type: none"> • Fire / explosion • Breathing fumes / toxic • Vapors • Chemical burns 	<ul style="list-style-type: none"> • Safety glasses • Protective gloves • Long pants • Long sleeves • High vis vest • Hat 	<ul style="list-style-type: none"> • Tie back long hair • Closed toe shoes • Spill kit • Fire Extinguisher

SAFE WORK PROCEDURE

PROCEDURE:

1. Don all personal protective equipment before dispensing
2. **Do not use gasoline around a flame source.** Be particularly aware of sources such as matches, lighters, cigarettes and hot engines.
3. Only use gasoline outdoors or in well-ventilated areas
4. Running engines on gasoline-powered equipment such as mowers can spark and cause ignition of the gasoline. Fill the tanks prior to use. Refuel with the engine turned off and cool.
5. Never siphon gasoline by mouth. It can be fatal if swallowed.
6. If gasoline is spilled on your clothes, remove them immediately. Place clothing outdoors for several days before washing and drying so that gasoline vapors can evaporate.
7. Always store gasoline containers in a cool, well-ventilated area away from the buildings. Keep them away from any source of heat or sparks, such as a water heater, electric motor or car engine. Always store in approved safety containers.
8. Gasoline should always be tightly sealed. Seal both the spout on the container and the vent.
9. Do not fill cans while they are sitting in vehicles. Remove the can from the vehicle and fill while positioned on the ground. Place the gas nozzle completely into the container and ensure it remains in the gasoline container until dispensing is complete. Avoid using nozzle latch or hold-open devices when filling a gasoline container.
10. Transport gasoline in an approved container and transport no more than 5 Gallons at a time.
11. If filling large containers or filling containers from a large gasoline storage container, all containers must be bonded and grounded.
12. Never use gasoline as a cleaning fluid or solvent – or to clean your hands.

13. Don't store gasoline in a vehicle.

14. Never use glass or unapproved plastic bottles for gasoline Storage.

REGULATORY REQUIREMENTS

- <https://ehsdailyadvisor.blr.com/2008/01/fuel-for-thought-how-to-handle-gasoline-safely/>
- <https://www.api.org/oil-and-natural-gas/consumer-information/consumer-resources/staying-safe-pump>

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

POTENTIAL HAZARDS	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward postures - twisting Repetitive movements Vibration Forceful exertions-if loss of control for machine Chemical contact Run over power cord, loss of control, electrical 	<ul style="list-style-type: none"> Safety non-slip footwear Gloves, chemical goggles when handling chemicals as per chemical labels 	<ul style="list-style-type: none"> Closed tip footwear Operators' manual In house training SDS for product

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

- Note:** This procedure is for push, hand operated floor strippers / waxers
1. Check equipment for frayed wires, loose plugs, or other damage. Do not use a damaged machine and notify your supervisor. Make sure plugs are grounded
 2. Place out caution signs and barricades required in work area(s)
 3. Get help to move large or heavy objects or furniture. Remember to try to keep your back straight and use your weight to help slide objects rather than using only your arms. If lifting, bend and push through your legs. Communicate the timing for the lift if lifting with another worker
 4. If stripping floors:
 5. Mix stripper and warm water slowly in a bucket according to label or fill tank with water and add product. If using a bucket, only fill it ¾ full to reduce spills. Pour mixture into tank and ensure tank is secure on machine. Know where to find the MSDS sheets in the event of an accident or spill.
 6. Ensure the appropriate stripper / buffer pad is in good condition, clean and is seated correctly under the machine
 7. When using the floor machine, grip the handle with a light grip, control side to side direction by raising or lowering the handle slightly. Move your feet to move with the machine to avoid repetitive twisting or overreaching
 8. Ensure power cord is behind you to avoid risk of running over it
 9. Turn off and unplug machine before changing pad.

REGULATORY REQUIREMENTS

- Lab 1403.43 Personal Protective Equipment
- Equipment Safety Manual
- SDS

LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Regional School District Safety Committee	3/29/22	New

POTENTIAL HAZARDS	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
<ul style="list-style-type: none"> Awkward / sustained postures-twisting & Bending of the Back Sharp points or edges Excessive force - lifting outdoor bin lids Surfaces causing slips, trips, and falls Biological Hazards 	<ul style="list-style-type: none"> Gloves should be used whenever lifting garbage bags/sharp materials 	<ul style="list-style-type: none"> In house training Closed toe shoes, non-slip Slip and Fall prevention training Be aware of the wind which could rip the bin lid out of your hand. Keep your arms and head out of lid path when closing or if the wind has the potential to slam the lid closed.

Note: Signs and symptoms of a musculoskeletal injury (MSI) can include pain, burning, swelling, stiffness, numbness/tingling, and/or loss of movement or strength in a body part. Report these to your supervisor.

SAFE WORK PROCEDURE

1. **Plan the Move**
 - Assess the weight & size of the load-get extra assistance or a lift aid for awkward or heavy loads.
 - Assess the height of the lifting task-use stairs or a lift if items are too high or if repetitive reaching is required.
 - Assess the space where you are working- if possible, ensure there is enough room to lift properly and travel by moving any obstructions

2. **Use Safe Lifting Technique:**
 - Use a wide stance either side to side or front to back (lunge position). Get close to what you have to lift
 - Get a good grip before lifting
 - Bend your knees and hips
 - Try to keep your back straight, shoulders back and elbows in
 - Lift by pushing with your legs. If using a lunge position, push more through your front leg
 - Don't hold your breath
 - Keep the load close to your body when lifting or carrying
 - Turn by taking small steps with your feet, do not twist your back when lifting, lowering or carrying

3. **Using the above Safe Lifting Guidelines:**
 - Place bag into the bin or lift the garbage container and balance it on the ledge of the bin and tilt it to dump garbage.
 - Do not try to swing & throw heavy bags or other items into the bin.
 - When 2 or more persons are lifting or carrying a load, the method of handling the object should be prearranged before lifting & one person should determine the count to lift.

REGULATORY REQUIREMENTS

Slips, Trips, and Falls training

SAU-106 Timberlane Regional School District	SAFE WORK PROCEDURE	AED AUTOMATIC EXTERNAL DEFIBRILLATOR Page 1 of 3
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LOCATION OF WORK	WRITTEN BY:	APPROVED BY:	DATE	LAST REVISION
All Schools	Karl Ingoldsby	Timberlane Safety Committee	3/29/2022	4/4/2022

HAZARDS PRESENT	PERSONAL PROTECTIVE EQUIPMENT (PPE)	ADDITIONAL RECCOMENDATIONS
Crouching / Bending / Kneeling	<ul style="list-style-type: none"> • Universal Precautions 	<ul style="list-style-type: none"> • Equipment Orientation • PPE Awareness

SAFE WORK PROCEDURE

NOTE:

- The Good Samaritan Protection Act (Bill 214) protects a person who voluntarily provides emergency medical services, aid or advice to a victim of an accident or medical emergency at the immediate scene of the accident or emergency. No liability is posed unless there is clear evidence of gross negligence.
- Adult battery/pad pack is to be used on patients eight (8) years old and older and weigh more than 25 Kg (55lbs).
- Pediatric battery/pad pack is to be used on patients younger than eight (8) years old and weigh less than 25 Kg (55lbs). *When there is a need for a pediatric pad, and there is not one available, an adult pad may be used. Care must be taken to not allow the two pads to touch.

PROCEDURE:

1. Upon arriving at the scene, ensure the area is clear of hazards and is safe.
2. Check to see if the person is non-responsive by pinching the shoulders and shouting their name or "Are you OK".
3. If no response, have someone call 911 or 8-911 depending on your building's phone system
4. Watch, feel and listen for signs of life by opening the airway and check for breathing.
5. Have another person retrieve the AED or call the main office and have someone retrieve and bring the AED to the room (Note: identify your location / room #).
6. If the person is non-responsive (breathing and pulse are absent or irregular) begin high quality chest compressions (at least 100 / minute for 2 minutes).
7. Once the AED arrives, press the on/off button and wait for instructions. You will hear voice prompts and see visual cues coming from the machine.
8. Do not touch the patient as the AED is analyzing.
9. If shock is advised, do not touch patient. After shock is administered, the AED will instruct if chest compressions are advised. The AED will reanalyze as required. Once EMS personnel arrive, they will assume responsibility for the patient and retrieve the information stored on the AED if required.



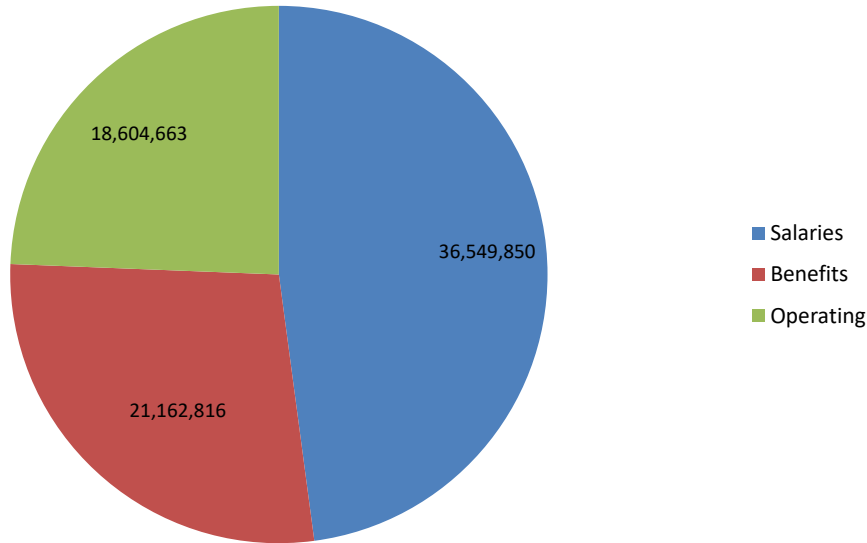
REGULATORY REQUIREMENTS

- Manufacturer's Instruction for Use
- RSA 508:12, I, NH Good Samaritan Law

Timberlane Regional School District

FY2023 Voted Budget

	Proposed FY2023	Voted FY2022	Change	
Salaries	36,549,850 47.9%	36,497,496 48.4%	52,353	0.14%
Benefits	21,162,816 27.7%	20,418,922 27.1%	743,894	3.64%
Operating	18,604,663 24.4%	18,481,735 24.5%	122,928	0.67%
Total Budget	76,317,329	75,398,154	919,175	1.22%



FY2023 Voted Budget Recap

<i>Warrant Article #2</i> Operating Budget <i>Account(s): Misc</i>	\$75,753,607
<i>Warrant Article #3</i> CBA - TAAM W/A #4 <i>Account(s): Miscellaneous</i>	\$135,552
<i>Warrant Article #5</i> CBA - TCU W/A #5 <i>Account(s): Miscellaneous</i>	\$137,283
<i>Warrant Article #7</i> CBA - TFSU W/A #7 <i>Account(s): Miscellaneous</i>	\$40,887
<i>Warrant Article #9</i> Capital Reserve Contribution <i>Account(s): 5250.930.01.33</i>	\$250,000
Total Voted Budget:	\$76,317,329

Timberlane Regional School District

Budget - TRSD

Fiscal Year: **2021-2022**

Print accounts with zero balance
 Round to whole dollars
 Account on new page
 Exclude inactive accounts with zero balance
 Definition: Budget Report

From Date: 7/1/2022 To Date: 6/30/2023

Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.1100.112.00.00.00000	Salaries-Teachers	\$16,122,769.04	\$16,546,686.83	(\$423,917.79)	\$16,349,177.21	\$16,709,078.23	\$15,880,324.45	\$16,353,744.05	\$15,255,864.74	\$16,568,152.85
100.1100.114.00.00.00000	Educational Assistants Salarie	\$1,418,228.96	\$1,420,893.95	(\$2,664.99)	\$1,413,796.03	\$1,387,763.00	\$1,330,262.13	\$1,286,430.45	\$1,195,531.75	\$1,241,401.73
100.1100.115.00.00.00000	Office Salaries	\$31,831.50	\$30,904.50	\$927.00	\$30,591.00	\$32,142.00	\$31,818.44	\$31,201.50	\$30,982.51	\$29,372.00
100.1100.117.00.00.00000	Home Instruction / ESOL	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.1100.122.00.00.00000	Substitute Salaries- Teachers	\$320,000.00	\$320,000.00	\$0.00	\$310,832.93	\$320,000.00	\$171,809.20	\$310,000.00	\$305,096.18	\$310,000.00
100.1100.123.00.00.00000	Long Term Substitutes	\$190,000.00	\$190,000.00	\$0.00	\$292,384.59	\$190,000.00	\$143,588.54	\$175,000.00	\$92,616.99	\$175,000.00
100.1100.124.00.00.00000	Substitute Salaries- Assistants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2.00
100.1100.140.00.00.00000	Sabbatical Leave Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5.00
100.1100.320.00.00.00000	Professional Edu Services	\$4,000.00	\$4,500.00	(\$500.00)	\$900.00	\$4,500.00	\$175.00	\$1,500.00	\$200.00	\$1,000.00
100.1100.330.00.00.00000	Other Professional Services	\$22,450.00	\$22,450.00	\$0.00	\$48,338.85	\$20,950.00	\$70,880.59	\$75,950.00	\$51,664.49	\$39,850.00
100.1100.430.00.00.00000	Repair and Maintenance	\$54,483.00	\$60,640.00	(\$6,157.00)	\$38,006.56	\$62,346.00	\$33,783.83	\$61,055.00	\$59,450.86	\$62,318.00
100.1100.440.00.00.00000	Rentals	\$0.00	\$0.00	\$0.00	\$4,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.1100.550.00.00.00000	Printing	\$2,500.00	\$4,675.00	(\$2,175.00)	\$1,535.00	\$4,675.00	\$3,927.00	\$4,675.00	\$3,320.00	\$4,700.00
100.1100.561.00.00.00000	Tuition-Other LEA's in State	\$0.00	\$0.00	\$0.00	\$6,835.50	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.1100.580.00.00.00000	Travel/Workshops	\$7,501.00	\$8,303.00	(\$802.00)	\$497.42	\$8,303.00	\$5,659.51	\$8,603.00	\$6,124.62	\$8,608.00
100.1100.610.00.00.00000	Supplies	\$567,680.75	\$569,144.75	(\$1,464.00)	\$541,164.19	\$593,297.75	\$529,219.11	\$595,611.50	\$547,989.40	\$545,100.50
100.1100.640.00.00.00000	Books & Info Resources	\$73,627.00	\$102,115.00	(\$28,488.00)	\$92,650.50	\$111,180.00	\$81,487.85	\$139,000.00	\$117,564.33	\$223,851.00
100.1100.643.00.00.00000	Information Access Fees	\$257,216.00	\$305,366.00	(\$48,150.00)	\$251,919.01	\$264,475.77	\$202,550.86	\$253,007.81	\$167,080.34	\$238,051.00
100.1100.650.00.00.00000	Software	\$117,012.00	\$109,836.00	\$7,176.00	\$82,466.74	\$96,829.00	\$83,643.99	\$91,727.00	\$84,565.49	\$104,627.00
100.1100.733.00.00.00000	New Equipment	\$77,784.00	\$67,247.68	\$10,536.32	\$70,287.39	\$60,245.84	\$56,675.29	\$66,852.00	\$76,354.88	\$1.00
100.1100.734.00.00.00000	New Computer/Netwk Equip	\$15,000.00	\$45,000.00	(\$30,000.00)	\$245,468.72	\$56,985.00	\$134,206.21	\$120,000.00	\$9,923.88	\$1.00
100.1100.737.00.00.00000	Replacement Equipment	\$71,315.21	\$85,575.56	(\$14,260.35)	\$65,542.67	\$87,884.68	\$47,538.59	\$64,318.27	\$55,476.18	\$57,837.00
100.1100.738.00.00.00000	Replacement Computer/Netw	\$274,025.00	\$255,125.00	\$18,900.00	\$169,432.23	\$261,800.00	\$76,900.11	\$92,500.00	\$203,402.33	\$214,739.00
100.1100.810.00.00.00000	Dues and Fees	\$8,521.00	\$8,354.00	\$167.00	\$5,555.00	\$9,703.00	\$5,310.00	\$9,703.00	\$6,344.00	\$9,306.00
FUNC: REGULAR EDUCATION - 1100		\$19,645,944.46	\$20,156,817.27	(\$510,872.81)	\$20,021,481.54	\$20,282,158.27	\$18,889,760.70	\$19,740,878.5		

Timberlane Regional School District

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.1200.111.00.00.00000	Administrative Salaries	\$290,000.00	\$300,000.00	(\$10,000.00)	\$263,433.13	\$308,000.00	\$208,000.00	\$204,970.00	\$216,484.20	\$361,946.00
100.1200.112.00.00.00000	Teacher/Specialist Salaries	\$3,805,810.00	\$3,995,925.50	(\$190,115.50)	\$3,621,818.52	\$3,841,408.00	\$3,702,791.88	\$3,859,936.00	\$3,592,974.92	\$3,707,908.80
100.1200.114.00.00.00000	Educational Assistants Salarie	\$2,922,779.18	\$2,760,419.79	\$162,359.39	\$2,441,262.84	\$2,800,125.49	\$2,501,698.38	\$2,654,547.18	\$2,420,912.74	\$2,633,363.90
100.1200.115.00.00.00000	Office Salaries	\$81,464.85	\$75,935.37	\$5,529.48	\$77,446.28	\$76,946.17	\$65,596.16	\$75,166.91	\$73,165.01	\$70,220.83
100.1200.117.00.00.00000	Home Instruction / ESOL	\$73,013.00	\$83,013.00	(\$10,000.00)	\$54,005.00	\$85,785.00	\$54,457.16	\$51,944.25	\$30,354.15	\$48,294.40
100.1200.124.00.00.00000	Substitute Salaries- Assistants	\$55,000.00	\$55,000.00	\$0.00	\$53,356.75	\$55,000.00	\$39,840.90	\$50,000.00	\$49,771.58	\$50,000.00
100.1200.320.00.00.00000	Professional Edu Services	\$7,500.00	\$0.00	\$7,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.1200.330.00.00.00000	Other Professional Services	\$670,000.00	\$531,900.00	\$138,100.00	\$363,949.49	\$701,200.00	\$459,807.77	\$446,900.00	\$333,622.74	\$375,500.00
100.1200.430.00.00.00000	Repair and Maintenance	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$189.00	\$2,000.00	\$1,618.75	\$1,500.00
100.1200.561.00.00.00000	Tuition-Other LEA's in State	\$30,000.00	\$30,000.00	\$0.00	\$25,296.48	\$30,000.00	\$19,584.93	\$0.00	\$14,475.16	\$2,084,833.07
100.1200.563.00.00.00000	Tuition-Public Academies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$275,001.00
100.1200.564.00.00.00000	Tuition-Private	\$3,477,000.00	\$3,477,000.00	\$0.00	\$3,054,686.20	\$2,897,644.00	\$2,902,307.19	\$2,147,000.00	\$2,317,967.20	\$6,306.00
100.1200.569.00.00.00000	Residential Cost	\$0.00	\$0.00	\$0.00	\$75,685.85	\$242,200.00	\$0.00	\$242,200.00	\$29,555.00	\$49,171.00
100.1200.580.00.00.00000	Travel/Workshops	\$6,620.00	\$6,620.00	\$0.00	\$2,423.13	\$6,980.00	\$4,628.75	\$6,950.00	\$8,079.39	\$26,245.00
100.1200.610.00.00.00000	Supplies	\$49,361.00	\$47,627.00	\$1,734.00	\$51,243.38	\$50,733.00	\$29,333.75	\$45,933.00	\$38,021.89	\$18,000.00
100.1200.640.00.00.00000	Books & Info Resources	\$14,478.00	\$14,478.00	\$0.00	\$6,366.89	\$15,411.00	\$7,126.57	\$9,918.00	\$21,311.67	\$28,974.00
100.1200.643.00.00.00000	Information Access Fees	\$50,000.00	\$25,293.00	\$24,707.00	\$17,162.91	\$18,700.00	\$16,653.61	\$18,700.00	\$15,819.56	\$18,000.00
100.1200.650.00.00.00000	Software	\$2,000.00	\$1,000.00	\$1,000.00	\$2,944.00	\$3,400.00	\$1,300.00	\$2,400.00	\$0.00	\$0.00
100.1200.733.00.00.00000	New Equipment	\$3,482.00	\$3,471.00	\$11.00	\$3,392.87	\$6,272.00	\$3,549.42	\$6,360.00	\$6,979.74	\$13,080.00
100.1200.734.00.00.00000	New Computer/Netwk Equip	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$451.22	\$1.00
100.1200.737.00.00.00000	Replacement Equipment	\$1,200.00	\$1,189.00	\$11.00	\$92.99	\$3,459.00	\$0.00	\$350.00	\$2,156.69	\$2,410.00
100.1200.738.00.00.00000	Replacement Computer/Netw	\$30,000.00	\$30,000.00	\$0.00	\$16,901.67	\$30,000.00	\$9,467.20	\$10,000.00	\$29,275.19	\$30,000.00
100.1200.810.00.00.00000	Dues and Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: SPECIAL EDUCATION - 1200		\$11,571,708.03	\$11,440,871.66	\$130,836.37	\$10,131,468.38	\$11,175,263.66	\$10,026,332.67	\$9,835,275.34	\$9,202,996.80	\$9,800,756.00

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.1300.112.00.0.00000	Teacher/Specialist Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.1300.115.00.0.00000	Office Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.1300.561.00.0.00000	Tuition-Other LEA's in State	\$145,000.00	\$120,000.00	\$25,000.00	\$135,805.58	\$110,000.00	\$109,689.54	\$72,000.00	\$91,068.99	\$72,000.00
FUNC: VOCATIONAL EDUCATION - 1300		\$145,000.00	\$120,000.00	\$25,000.00	\$135,805.58	\$110,000.00	\$109,689.54	\$72,000.00	\$91,068.99	\$72,002.00
100.1410.112.00.0.00000	Teacher/Specialist Salaries	\$128,900.00	\$130,252.50	(\$1,352.50)	\$78,436.00	\$118,542.00	\$109,096.00	\$101,516.50	\$108,072.00	\$106,146.50
100.1410.610.00.0.00000	Supplies	\$37,300.00	\$36,000.00	\$1,300.00	\$6,173.04	\$40,707.00	\$13,296.53	\$43,106.00	\$35,267.69	\$40,101.00
100.1410.810.00.0.00000	Dues and Fees	\$15,756.00	\$14,000.00	\$1,756.00	\$5,320.00	\$15,976.00	\$3,790.00	\$15,001.00	\$14,891.00	\$15,004.00
100.1410.890.00.0.00000	Miscellaneous Expense	\$45,001.00	\$45,002.00	(\$1.00)	\$36,618.32	\$47,503.00	\$24,396.50	\$43,253.00	\$34,025.24	\$33,260.00
FUNC: STUDENT ACTIVITIES - 1410		\$226,957.00	\$225,254.50	\$1,702.50	\$126,547.36	\$222,728.00	\$150,579.03	\$202,876.50	\$192,255.93	\$194,511.50
100.1420.111.00.0.00000	Administrative Salaries	\$114,000.00	\$114,000.00	\$0.00	\$114,000.00	\$114,000.00	\$114,000.00	\$113,300.00	\$110,000.00	\$107,121.00
100.1420.112.00.0.00000	Teacher/Specialist Salaries	\$257,325.00	\$255,532.00	\$1,793.00	\$238,296.00	\$255,150.00	\$238,534.00	\$273,487.00	\$237,575.00	\$269,666.00
100.1420.115.00.0.00000	Office Salaries	\$41,980.40	\$40,099.80	\$1,880.60	\$40,661.99	\$44,249.40	\$37,924.72	\$44,231.20	\$40,995.02	\$40,351.40
100.1420.320.00.0.00000	Professional Edu Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.1420.330.00.0.00000	Other Professional Services	\$4,800.00	\$29,325.00	(\$24,525.00)	\$39,093.32	\$29,325.00	\$19,546.67	\$29,325.00	\$29,320.00	\$29,325.00
100.1420.390.00.0.00000	Game Expenses	\$80,505.00	\$77,305.00	\$3,200.00	\$34,054.00	\$82,200.00	\$61,843.30	\$84,449.00	\$73,961.53	\$91,449.00
100.1420.430.00.0.00000	Repair and Maintenance	\$8,200.00	\$7,200.00	\$1,000.00	\$6,150.03	\$7,200.00	\$7,099.73	\$7,700.00	\$4,526.15	\$7,700.00
100.1420.520.00.0.00000	Insurance	\$11,500.00	\$11,500.00	\$0.00	\$11,064.00	\$11,500.00	\$11,064.00	\$9,800.00	\$8,851.00	\$9,800.00
100.1420.580.00.0.00000	Travel/Workshops	\$900.00	\$975.00	(\$75.00)	\$154.56	\$975.00	\$672.47	\$975.00	\$699.76	\$975.00
100.1420.610.00.0.00000	Supplies	\$73,762.00	\$69,580.00	\$4,182.00	\$57,089.46	\$68,250.00	\$76,436.39	\$57,350.00	\$63,359.77	\$55,350.00
100.1420.643.00.0.00000	Information Access Fees	\$7,292.00	\$7,100.00	\$192.00	\$1,999.00	\$4,000.00	\$1,963.00	\$4,000.00	\$1,799.00	\$2,475.00
100.1420.733.00.0.00000	New Equipment	\$6,500.00	\$3,000.00	\$3,500.00	\$9,050.35	\$9,395.00	\$609.00	\$0.00	\$7,423.08	\$0.00
100.1420.737.00.0.00000	Replacement Equipment	\$900.00	\$3,800.00	(\$2,900.00)	\$8,164.56	\$13,105.00	\$8,118.00	\$10,000.00	\$12,667.89	\$0.00

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.1420.810.00.00.00000	Dues and Fees	\$10,190.00	\$9,210.00	\$980.00	\$6,970.00	\$8,850.00	\$6,370.00	\$8,850.00	\$6,800.00	\$8,850.00
100.1420.880.00.00.00000	Miscellaneous Expense	\$11,500.00	\$8,500.00	\$3,000.00	\$1,906.11	\$8,500.00	\$4,267.86	\$5,500.00	\$5,649.78	\$5,500.00
100.1420.890.00.00.00000	Miscellaneous Expense	\$43,900.00	\$38,600.00	\$5,300.00	\$20,562.50	\$38,600.00	\$19,810.00	\$30,600.00	\$30,749.26	\$30,600.00
FUNC: ATHLETICS - 1420		\$673,254.40	\$675,726.80	(\$2,472.40)	\$589,215.88	\$695,299.40	\$608,259.14	\$679,567.20	\$634,377.24	\$659,163.40
100.1430.111.00.00.00000	Administrative Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2.00
100.1430.112.00.00.00000	Teacher/Specialist Salaries	\$30,000.00	\$20,511.75	\$9,488.25	\$26,162.00	\$25,000.00	\$16,583.00	\$25,000.00	\$18,617.00	\$25,081.00
100.1430.320.00.00.00000	Professional Edu Services	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$130.00	\$4,000.00	\$2,340.00	\$3,000.00
100.1430.610.00.00.00000	Supplies	\$300.00	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	\$0.00	\$300.00
100.1430.640.00.00.00000	Books & Info Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: SUMMER SCHOOL - 1430		\$34,300.00	\$24,811.75	\$9,488.25	\$26,162.00	\$29,300.00	\$16,713.00	\$29,300.00	\$20,957.00	\$28,384.00
100.1600.111.00.00.00000	Administrative Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.1600.112.00.00.00000	Teacher/Specialist Salaries	\$100,000.00	\$100,000.00	\$0.00	\$80,364.00	\$105,000.00	\$92,427.56	\$125,000.00	\$94,229.50	\$120,000.00
100.1600.115.00.00.00000	Office Salaries	\$13,898.70	\$12,836.88	\$1,061.82	\$10,304.63	\$13,063.05	\$12,712.96	\$12,594.69	\$12,155.46	\$9,720.00
100.1600.320.00.00.00000	Professional Edu Services	\$2,000.00	\$2,000.00	\$0.00	\$1,000.00	\$2,000.00	\$3,630.48	\$10,000.00	\$1,485.00	\$10,000.00
100.1600.610.00.00.00000	Supplies	\$11,000.00	\$11,000.00	\$0.00	\$2,348.24	\$7,500.00	\$4,009.61	\$8,500.00	\$6,762.80	\$7,755.00
100.1600.640.00.00.00000	Books & Info Resources	\$2,700.00	\$2,700.00	\$0.00	\$0.00	\$1,200.00	\$434.70	\$2,700.00	\$945.05	\$1,000.00
100.1600.643.00.00.00000	Information Access Fees	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$15,000.00	\$500.00	\$39,120.00	\$26,291.50	\$29,120.00
100.1600.650.00.00.00000	Software	\$0.00	\$1.00	(\$1.00)	\$0.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
FUNC: ALTERNATIVE/CONTINUING EDUC. - 1600		\$144,598.70	\$143,537.88	\$1,060.82	\$109,016.87	\$143,764.05	\$113,715.31	\$197,915.69	\$141,869.31	\$177,597.00
100.1820.118.00.00.00000	Community Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: COMMUNITY SERVICES - 1820		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2112.111.00.00.00000	Administrative Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2.00
100.2112.112.00.00.00000	Teacher/Specialist Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2112.320.00.00.00000	Professional Edu Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2.00
100.2112.580.00.00.00000	Travel/Workshops	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: ATTENDANCE - 2112		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6.00
100.2122.111.00.00.00000	Administrative Salaries	\$109,000.00	\$109,000.00	\$0.00	\$109,000.00	\$109,000.00	\$109,000.00	\$108,150.00	\$105,000.00	\$97,851.00
100.2122.112.00.00.00000	Teacher/Specialist Salaries	\$1,178,994.44	\$1,100,105.83	\$78,888.61	\$1,072,647.87	\$1,083,762.86	\$1,067,758.54	\$1,021,320.60	\$1,022,275.71	\$1,009,189.86
100.2122.115.00.00.00000	Office Salaries	\$140,082.10	\$136,771.15	\$3,310.95	\$134,204.33	\$134,564.95	\$130,383.87	\$131,599.40	\$127,683.20	\$131,389.40
100.2122.123.00.00.00000	Long Term Substitutes	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2122.320.00.00.00000	Professional Edu Services	\$8,655.80	\$8,655.80	\$0.00	\$6,199.99	\$8,227.00	\$5,838.65	\$7,960.00	\$7,777.25	\$8,905.00
100.2122.534.00.00.00000	Postage	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00
100.2122.550.00.00.00000	Printing	\$1,270.00	\$1,270.00	\$0.00	\$1,311.35	\$1,320.00	\$1,159.10	\$1,620.00	\$1,128.00	\$2,356.00
100.2122.580.00.00.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$250.00	\$149.36	\$250.00
100.2122.610.00.00.00000	Supplies	\$7,671.00	\$8,671.00	(\$1,000.00)	\$3,319.03	\$8,552.00	\$2,695.21	\$7,400.00	\$5,362.95	\$7,037.00
100.2122.640.00.00.00000	Books & Info Resources	\$1,686.00	\$1,686.00	\$0.00	\$878.94	\$1,491.00	\$497.03	\$1,645.00	\$781.11	\$2,127.00
100.2122.733.00.00.00000	New Equipment	\$470.00	\$470.00	\$0.00	\$0.00	\$0.00	\$120.00	\$120.00	\$0.00	\$8.00
100.2122.737.00.00.00000	Replacement Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,230.21	\$1,335.00	\$1,288.52	\$1,622.00
100.2122.810.00.00.00000	Dues and Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: GUIDANCE - 2122		\$1,448,029.34	\$1,366,829.78	\$81,199.56	\$1,327,561.51	\$1,347,117.81	\$1,318,682.61	\$1,281,400.00	\$1,271,446.10	\$1,260,837.26
100.2134.113.00.00.00000	Nurses Salaries	\$629,031.53	\$644,019.37	(\$14,987.84)	\$528,926.21	\$634,706.58	\$595,323.42	\$597,208.00	\$588,143.74	\$650,846.68
100.2134.115.00.00.00000	Office Salaries	\$55,447.15	\$54,292.10	\$1,155.05	\$52,914.97	\$53,289.25	\$51,774.10	\$51,385.60	\$49,949.25	\$48,486.80
100.2134.140.00.00.00000	Sabbatical Leave Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2134.330.00.0.00000	Other Professional Services	\$18,700.00	\$18,700.00	\$0.00	\$14,293.79	\$13,500.00	\$9,457.15	\$5,700.00	\$10,226.25	\$2,900.00
100.2134.340.00.0.00000	Technical Services	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
100.2134.430.00.0.00000	Repair and Maintenance	\$1,300.00	\$1,300.00	\$0.00	\$140.00	\$1,300.00	\$907.00	\$1,300.00	\$755.00	\$1,300.00
100.2134.580.00.0.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	\$27.77	\$201.00
100.2134.610.00.0.00000	Supplies	\$22,000.00	\$22,000.00	\$0.00	\$14,308.93	\$19,000.00	\$18,739.22	\$19,000.00	\$17,180.70	\$19,007.00
100.2134.640.00.0.00000	Books & Info Resources	\$400.00	\$400.00	\$0.00	\$220.76	\$400.00	\$11.94	\$400.00	\$162.95	\$406.00
100.2134.733.00.0.00000	New Equipment	\$1,000.00	\$1,000.00	\$0.00	\$271.01	\$1,074.00	\$439.00	\$450.00	\$0.00	\$5.00
100.2134.734.00.0.00000	New Computer/Netwk Equip	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2134.737.00.0.00000	Replacement Equipment	\$1,000.00	\$1,000.00	\$0.00	\$5,087.63	\$5,326.00	\$1,245.15	\$1,260.00	\$5,146.19	\$782.00
100.2134.738.00.0.00000	Replacement Computer/Netw	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2134.810.00.0.00000	Dues and Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: HEALTH SERVICES - 2134		\$734,078.68	\$747,911.47	(\$13,832.79)	\$621,163.30	\$733,795.83	\$682,896.98	\$681,903.60	\$676,591.85	\$728,938.48
100.2143.112.00.0.00000	Teacher/Specialist Salaries	\$339,533.12	\$335,871.21	\$3,661.91	\$314,362.07	\$328,318.40	\$273,624.83	\$320,775.02	\$292,191.18	\$329,155.95
100.2143.330.00.0.00000	Other Professional Services	\$82,000.00	\$82,000.00	\$0.00	\$28,694.95	\$104,000.00	\$55,855.00	\$8,000.00	\$67,636.00	\$8,000.00
100.2143.580.00.0.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	\$120.41	\$700.00
100.2143.610.00.0.00000	Supplies	\$12,000.00	\$12,000.00	\$0.00	\$11,087.24	\$11,510.00	\$7,286.97	\$11,515.00	\$10,601.06	\$11,515.00
100.2143.640.00.0.00000	Books & Info Resources	\$525.00	\$525.00	\$0.00	\$432.58	\$470.00	\$138.84	\$380.00	\$520.58	\$525.00
100.2143.733.00.0.00000	New Equipment	\$1,160.00	\$1,160.00	\$0.00	\$0.00	\$0.00	\$296.99	\$800.00	\$0.00	\$2.00
100.2143.734.00.0.00000	New Computer/Netwk Equip	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2143.737.00.0.00000	Replacement Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2143.738.00.0.00000	Replacement Computer/Netw	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: PSYCHOLOGICAL SERVICES - 2143		\$435,418.12	\$431,756.21	\$3,661.91	\$354,576.84	\$444,498.40	\$337,202.63	\$341,670.02	\$371,069.23	\$349,900.95

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2152.112.00.00.00000	Teacher/Specialist Salaries	\$637,487.00	\$639,811.00	(\$2,324.00)	\$659,448.12	\$627,849.00	\$612,380.00	\$619,130.00	\$612,005.60	\$731,264.40
100.2152.114.00.00.00000	Educational Assistants Salarie	\$236,958.75	\$227,067.36	\$9,891.39	\$219,169.03	\$218,440.50	\$210,560.33	\$203,905.53	\$201,377.12	\$196,056.00
100.2152.320.00.00.00000	Professional Edu Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2152.330.00.00.00000	Other Professional Services	\$232,900.00	\$232,900.00	\$0.00	\$98,232.77	\$266,900.00	\$156,889.81	\$184,400.00	\$208,918.08	\$158,200.00
100.2152.580.00.00.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	\$0.00	\$200.00
100.2152.610.00.00.00000	Supplies	\$11,070.00	\$11,070.00	\$0.00	\$7,906.08	\$10,370.00	\$8,352.17	\$10,765.00	\$8,732.78	\$10,175.00
100.2152.640.00.00.00000	Books & Info Resources	\$1,983.00	\$1,983.00	\$0.00	\$433.87	\$781.00	\$786.18	\$1,150.00	\$741.16	\$1,385.00
100.2152.643.00.00.00000	Information Access Fees	\$44,000.00	\$44,000.00	\$0.00	\$35,708.50	\$42,000.00	\$7,196.96	\$40,000.00	\$39,528.14	\$30,000.00
100.2152.733.00.00.00000	New Equipment	\$9,598.00	\$9,598.00	\$0.00	\$200.00	\$8,000.00	\$5,278.09	\$8,330.00	\$2,303.99	\$1.00
100.2152.734.00.00.00000	New Computer/Netwk Equip	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2152.737.00.00.00000	Replacement Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2152.738.00.00.00000	Replacement Computer/Netw	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2152.810.00.00.00000	Dues and Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: SPEECH - 2152		\$1,174,196.75	\$1,166,629.36	\$7,567.39	\$1,021,098.37	\$1,174,540.50	\$1,001,443.54	\$1,067,880.53	\$1,073,606.87	\$1,127,286.40
100.2190.112.00.00.00000	Teacher/Specialist Salaries	\$50,000.00	\$50,000.00	\$0.00	\$22,931.00	\$60,000.00	\$32,054.50	\$60,000.00	\$44,383.50	\$100,000.00
100.2190.330.00.00.00000	Other Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3.00	\$0.00	\$3.00
FUNC: OTHER PUPIL SERVICES - 2190		\$50,000.00	\$50,000.00	\$0.00	\$22,931.00	\$60,000.00	\$32,054.50	\$60,003.00	\$44,383.50	\$100,003.00
100.2210.112.00.00.00000	Teacher/Specialist Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2.00
100.2210.320.00.00.00000	Professional Edu Services	\$20,000.00	\$30,000.00	(\$10,000.00)	\$3,724.50	\$40,000.00	\$44,218.98	\$60,000.00	\$89,035.00	\$60,325.00
100.2210.330.00.00.00000	Other Professional Services	\$500.00	\$2,002.00	(\$1,502.00)	\$0.00	\$2,002.00	\$16,873.99	\$20,002.00	\$0.00	(\$3,499.00)
FUNC: IMPROVEMENT OF INSTRUCTION - 2210		\$20,500.00	\$32,002.00	(\$11,502.00)	\$3,724.50	\$42,002.00	\$61,092.97	\$80,002.00	\$89,035.00	\$56,828.00

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2213.111.00.00.00000	Administrative Salaries	\$128,000.00	\$109,000.00	\$19,000.00	\$109,000.00	\$109,000.00	\$109,000.00	\$108,150.00	\$105,000.00	\$127,721.00
100.2213.112.00.00.00000	Teacher/Specialist Salaries	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$26,001.00
100.2213.140.00.00.00000	Sabbatical Leave Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2213.240.00.00.00000	Tuition Reimbursement	\$208,500.00	\$210,507.00	(\$2,007.00)	\$155,032.41	\$211,507.00	\$201,904.50	\$211,507.00	\$191,700.62	\$213,249.00
100.2213.320.00.00.00000	Professional Edu Services	\$120,203.00	\$90,601.00	\$29,602.00	\$67,531.67	\$124,602.00	\$94,526.76	\$133,239.00	\$88,065.27	\$139,127.00
100.2213.321.00.00.00000	Prof Services for Instruction	\$8,500.00	\$8,502.00	(\$2.00)	\$1,282.00	\$9,402.00	\$2,449.31	\$11,605.00	\$2,138.58	\$9,116.00
100.2213.580.00.00.00000	Travel/Workshops	\$4,000.00	\$4,001.00	(\$1.00)	\$0.00	\$4,001.00	\$4,000.01	\$4,001.00	\$0.00	\$4,001.00
100.2213.610.00.00.00000	Supplies	\$3,000.00	\$3,000.00	\$0.00	\$29.94	\$4,000.00	\$2,618.11	\$4,000.00	\$3,095.35	\$4,000.00
100.2213.640.00.00.00000	Books & Info Resources	\$3,000.00	\$3,000.00	\$0.00	\$2,262.00	\$3,000.00	\$1,832.05	\$2,500.00	\$2,016.94	\$2,500.00
FUNC: PROFESSIONAL IMPROVEMENT - 2213		\$480,203.00	\$433,611.00	\$46,592.00	\$335,138.02	\$465,512.00	\$416,330.74	\$480,002.00	\$392,016.76	\$525,716.00
100.2219.610.00.00.00000	Supplies	\$201.00	\$202.00	(\$1.00)	\$75.00	\$4,002.00	\$225.00	\$4,002.00	\$465.40	\$4,506.00
FUNC: OTH IMPROVEMENT OF INSTRUCTION - 2219		\$201.00	\$202.00	(\$1.00)	\$75.00	\$4,002.00	\$225.00	\$4,002.00	\$465.40	\$4,506.00
100.2222.112.00.00.00000	Teacher/Specialist Salaries	\$419,087.00	\$415,883.00	\$3,204.00	\$411,047.50	\$409,461.00	\$403,145.00	\$401,045.00	\$398,324.00	\$394,378.00
100.2222.114.00.00.00000	Educational Assistants Salarie	\$176,702.08	\$166,728.59	\$9,973.49	\$160,133.53	\$166,072.69	\$168,952.32	\$159,922.39	\$156,281.24	\$153,363.43
100.2222.330.00.00.00000	Other Professional Services	\$0.00	\$1.00	(\$1.00)	\$0.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
100.2222.430.00.00.00000	Repair and Maintenance	\$0.00	\$1.00	(\$1.00)	\$0.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
100.2222.610.00.00.00000	Supplies	\$8,485.00	\$8,112.00	\$373.00	\$7,226.03	\$7,611.00	\$7,731.32	\$7,612.00	\$7,133.06	\$8,336.00
100.2222.640.00.00.00000	Books & Info Resources	\$60,825.00	\$62,200.00	(\$1,375.00)	\$62,313.39	\$59,000.00	\$55,983.50	\$59,000.00	\$65,908.17	\$58,502.00
100.2222.641.00.00.00000	Library Periodicals	\$7,282.40	\$7,507.40	(\$225.00)	\$5,537.71	\$10,820.00	\$9,908.09	\$10,619.00	\$9,422.63	\$13,103.00
100.2222.643.00.00.00000	Information Access Fees	\$57,627.55	\$65,854.45	(\$8,226.90)	\$54,241.34	\$44,947.18	\$45,784.83	\$42,072.00	\$42,897.83	\$53,781.00
100.2222.733.00.00.00000	New Equipment	\$3,023.00	\$2,625.00	\$398.00	\$1,945.89	\$2,000.00	\$2,079.95	\$2,795.00	\$1,912.72	\$2,303.00
100.2222.737.00.00.00000	Replacement Equipment	\$4,001.00	\$4,503.00	(\$502.00)	\$12,236.48	\$12,693.00	\$9,825.23	\$13,894.00	\$721.78	\$769.00
FUNC: SCHOOL LIBRARY SERVICES - 2222		\$737,033.03	\$733,415.44	\$3,617.59	\$714,681.87	\$712,606.87	\$703,410.24	\$696,961.39	\$682,601.43	\$684,537.43

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2223.112.00.00.00000	Teacher/Specialist Salaries	\$3,300.00	\$3,300.00	\$0.00	\$1,300.00	\$2,300.00	\$1,700.00	\$3,401.00	\$2,300.00	\$902.00
100.2223.430.00.00.00000	Repair and Maintenance	\$1,321.00	\$1,203.00	\$118.00	\$1,249.00	\$1,278.00	\$0.00	\$1,203.00	\$1,229.00	\$1,282.00
100.2223.580.00.00.00000	Travel/Workshops	\$0.00	\$2.00	(\$2.00)	\$0.00	\$2.00	\$0.00	\$2.00	\$0.00	\$2.00
100.2223.610.00.00.00000	Supplies	\$2,650.00	\$2,453.00	\$197.00	\$2,530.81	\$2,653.00	\$2,812.70	\$2,853.00	\$4,076.53	\$4,304.00
100.2223.640.00.00.00000	Books & Info Resources	\$7,120.00	\$9,271.00	(\$2,151.00)	\$6,530.29	\$6,671.00	\$6,822.66	\$6,671.00	\$6,713.06	\$6,951.00
100.2223.733.00.00.00000	New Equipment	\$0.00	\$3.00	(\$3.00)	\$0.00	\$354.00	\$0.00	\$5.00	\$398.75	\$406.00
100.2223.737.00.00.00000	Replacement Equipment	\$0.00	\$4.00	(\$4.00)	\$7,734.25	\$10,643.00	\$1,000.00	\$1,003.00	\$1,463.45	\$1,705.00
FUNC: AUDIO VISUAL - 2223		\$14,391.00	\$16,236.00	(\$1,845.00)	\$19,344.35	\$23,901.00	\$12,335.36	\$15,138.00	\$16,180.79	\$15,552.00
100.2224.340.00.00.00000	Technical Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: EDUCATIONAL TV - 2224		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2311.111.00.00.00000	Administrative Salaries	\$14,000.00	\$9,200.00	\$4,800.00	\$9,200.00	\$9,200.00	\$9,200.00	\$9,200.00	\$9,700.00	\$9,200.00
FUNC: SCHOOL BOARD STIPEND - 2311		\$14,000.00	\$9,200.00	\$4,800.00	\$9,200.00	\$9,200.00	\$9,200.00	\$9,200.00	\$9,700.00	\$9,200.00
100.2312.115.00.00.00000	Office Salaries	\$6,900.00	\$6,900.00	\$0.00	\$4,708.22	\$6,900.00	\$6,061.25	\$6,900.00	\$5,037.50	\$5,040.00
100.2312.610.00.00.00000	Supplies	\$320.00	\$320.00	\$0.00	\$0.00	\$320.00	\$0.00	\$320.00	\$50.00	\$360.00
FUNC: SCHOOL BOARD CLERK - 2312		\$7,220.00	\$7,220.00	\$0.00	\$4,708.22	\$7,220.00	\$6,061.25	\$7,220.00	\$5,087.50	\$5,400.00
100.2313.111.00.00.00000	Administrative Salaries	\$8,200.00	\$5,000.00	\$3,200.00	\$3,400.00	\$5,000.00	\$3,400.00	\$5,000.00	\$3,350.00	\$3,400.00
100.2313.610.00.00.00000	Supplies	\$1,000.00	\$1,000.00	\$0.00	\$852.75	\$1,000.00	\$1,965.70	\$1,500.00	\$0.00	\$1,000.00
FUNC: TREASURER - 2313		\$9,200.00	\$6,000.00	\$3,200.00	\$4,252.75	\$6,000.00	\$5,365.70	\$6,500.00	\$3,350.00	\$4,400.00
100.2314.340.00.00.00000	Technical Services	\$4,000.00	\$4,000.00	\$0.00	\$3,301.25	\$4,000.00	\$3,474.00	\$4,000.00	\$4,329.50	\$2,000.00

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100.2314.550.00.00.00000	Printing	\$6,800.00	\$6,800.00	\$0.00	\$5,017.80	\$6,800.00	\$5,133.00	\$6,300.00	\$6,617.50	\$6,500.00
100.2314.610.00.00.00000	Supplies	\$5,000.00	\$5,000.00	\$0.00	\$3,046.00	\$5,000.00	\$3,545.00	\$5,000.00	\$3,315.00	\$5,000.00
FUNC: DISTRICT MEETING - 2314		\$15,800.00	\$15,800.00	\$0.00	\$11,365.05	\$15,800.00	\$12,152.00	\$15,300.00	\$14,262.00	\$13,500.00
100.2317.330.00.00.00000	Other Professional Services	\$45,000.00	\$34,000.00	\$11,000.00	\$42,950.00	\$44,000.00	\$23,188.00	\$44,000.00	\$34,093.75	\$47,000.00
FUNC: AUDIT - 2317		\$45,000.00	\$34,000.00	\$11,000.00	\$42,950.00	\$44,000.00	\$23,188.00	\$44,000.00	\$34,093.75	\$47,000.00
100.2318.330.00.00.00000	Other Professional Services	\$175,000.00	\$120,000.00	\$55,000.00	\$194,512.91	\$90,000.00	\$248,242.98	\$90,000.00	\$133,236.55	\$90,000.00
FUNC: LEGAL FEES - 2318		\$175,000.00	\$120,000.00	\$55,000.00	\$194,512.91	\$90,000.00	\$248,242.98	\$90,000.00	\$133,236.55	\$90,000.00
100.2319.115.00.00.00000	Office Salaries	\$11,160.00	\$5,000.00	\$6,160.00	\$1,278.00	\$5,000.00	\$780.00	\$5,000.00	\$3,423.75	\$3,720.00
100.2319.330.00.00.00000	Other Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
100.2319.340.00.00.00000	Technical Services	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
100.2319.540.00.00.00000	Advertising	\$4,000.00	\$4,000.00	\$0.00	\$1,219.05	\$4,000.00	\$878.86	\$4,000.00	\$675.00	\$8,000.00
100.2319.580.00.00.00000	Travel/Workshops	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$1,895.00	\$4,000.00	\$1,850.00	\$4,000.00
100.2319.810.00.00.00000	Dues and Fees	\$18,000.00	\$18,000.00	\$0.00	\$14,888.49	\$16,000.00	\$15,766.64	\$16,000.00	\$14,602.44	\$16,000.00
100.2319.890.00.00.00000	Miscellaneous Expense	\$25,000.00	\$25,000.00	\$0.00	\$8,079.75	\$25,000.00	\$7,021.57	\$25,000.00	\$5,887.82	\$25,000.00
FUNC: OTHER SCHOOL BOARD SERVICES - 2319		\$64,160.00	\$58,000.00	\$6,160.00	\$25,465.29	\$56,001.00	\$26,342.07	\$56,001.00	\$26,439.01	\$58,721.00
100.2320.310.00.00.00000	Official/Admin Services	\$0.00	\$0.00	\$0.00	\$1,748,315.00	\$1,748,315.00	\$1,589,325.00	\$1,589,325.00	\$1,641,692.00	\$1,641,692.00
FUNC: SAU #55 BUDGET - 2320		\$0.00	\$0.00	\$0.00	\$1,748,315.00	\$1,748,315.00	\$1,589,325.00	\$1,589,325.00	\$1,641,692.00	\$1,641,692.00
100.2321.111.00.00.00000	Administrative Salaries	\$290,000.00	\$280,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.115.00.00.00000	Office Salaries	\$108,000.00	\$80,000.00	\$28,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Timberlane Regional School District

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2321.240.00.00.00000	Tuition Reimbursement	\$10,000.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.531.00.00.00000	Telephone	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.534.00.00.00000	Postage	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.580.00.00.00000	Travel/Workshops	\$18,000.00	\$18,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.610.00.00.00000	Supplies	\$8,500.00	\$8,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.621.00.00.00000	Natural Gas	\$3,200.00	\$3,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.622.00.00.00000	Electricity	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.640.00.00.00000	Books & Info Resources	\$200.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.733.00.00.00000	New Equipment	\$9,500.00	\$9,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2321.810.00.00.00000	Dues and Fees	\$12,000.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUNC: Office of the Superintendent Services - 2321		\$483,400.00	\$440,400.00	\$43,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2330.111.00.00.00000	Administrative Salaries	\$202,700.00	\$220,008.00	(\$17,308.00)	\$269,237.40	\$212,700.00	\$212,700.00	\$211,150.00	\$195,653.00	\$212,182.00
100.2330.112.00.00.00000	Teacher/Specialist Salaries	\$24,910.00	\$23,821.00	\$1,089.00	\$22,766.11	\$26,290.50	\$3,846.20	\$27,749.05	\$7,591.88	\$34,622.00
100.2330.115.00.00.00000	Office Salaries	\$102,548.90	\$100,483.50	\$2,065.40	\$97,591.76	\$100,951.50	\$70,262.49	\$100,561.50	\$59,652.08	\$98,088.10
100.2330.330.00.00.00000	Other Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2330.531.00.00.00000	Telephone	\$240.00	\$240.00	\$0.00	\$40.00	\$480.00	\$160.00	\$480.00	\$200.00	\$240.00
100.2330.534.00.00.00000	Postage	\$300.00	\$300.00	\$0.00	\$80.28	\$300.00	\$56.92	\$300.00	\$70.20	\$500.00
100.2330.580.00.00.00000	Travel/Workshops	\$8,200.00	\$8,225.00	(\$25.00)	\$2,297.30	\$8,850.00	\$8,667.92	\$8,835.00	\$5,523.30	\$9,200.00
100.2330.610.00.00.00000	Supplies	\$300.00	\$300.00	\$0.00	\$272.04	\$300.00	\$95.60	\$600.00	\$146.57	\$600.00
100.2330.640.00.00.00000	Books & Info Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2330.733.00.00.00000	New Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2330.737.00.00.00000	Replacement Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2330.810.00.00.00000	Dues and Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
FUNC: SPECIAL AREA ADMINISTRATIVE SERVICES - 2330		\$339,198.90	\$353,377.50	(\$14,178.60)	\$392,284.89	\$349,872.00	\$295,789.13	\$349,675.55	\$268,837.03	\$355,437.10

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2340.111.00.00.00000	Administrative Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$117,420.00	\$23,935.25	\$117,420.00	\$114,000.00	\$99,912.00
100.2340.115.00.00.00000	Office Salaries	\$52,960.60	\$42,802.50	\$10,158.10	\$43,239.27	\$43,641.00	\$42,449.55	\$42,373.50	\$41,090.51	\$34,854.70
100.2340.330.00.00.00000	Other Professional Services	\$0.00	\$1.00	(\$1.00)	\$0.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
100.2340.580.00.00.00000	Travel/Workshops	\$5,000.00	\$5,000.00	\$0.00	\$75.04	\$6,000.00	\$3,193.44	\$6,000.00	\$3,703.32	\$6,001.00
100.2340.610.00.00.00000	Supplies	\$6,000.00	\$8,000.00	(\$2,000.00)	\$8,578.46	\$19,213.90	\$0.00	\$10,000.00	\$5,339.69	\$10,001.00
100.2340.640.00.00.00000	Books & Info Resources	\$104,875.00	\$99,500.00	\$5,375.00	\$1,715.79	\$4,000.00	\$1,495.40	\$4,000.00	\$3,699.69	\$4,000.00
100.2340.733.00.00.00000	New Equipment	\$0.00	\$2.00	(\$2.00)	\$0.00	\$2.00	\$0.00	\$2.00	\$0.00	\$3.00
100.2340.737.00.00.00000	Replacement Equipment	\$0.00	\$2.00	(\$2.00)	\$0.00	\$2.00	\$0.00	\$2.00	\$0.00	\$3.00
100.2340.810.00.00.00000	Dues and Fees	\$0.00	\$2.00	(\$2.00)	\$0.00	\$2.00	\$0.00	\$2.00	\$0.00	\$3.00
FUNC: DIRECTORS OF CURRICULUM - 2340		\$168,835.60	\$155,309.50	\$13,526.10	\$53,608.56	\$190,281.90	\$71,073.64	\$179,800.50	\$167,833.21	\$154,778.70
100.2410.111.00.00.00000	Administrative Salaries	\$1,936,811.00	\$1,969,805.00	(\$32,994.00)	\$1,752,800.66	\$2,045,312.00	\$2,081,027.92	\$2,053,202.00	\$2,066,091.80	\$2,059,110.00
100.2410.114.00.00.00000	Educational Assistants Salarie	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2410.115.00.00.00000	Office Salaries	\$725,768.43	\$690,739.90	\$35,028.53	\$704,374.60	\$708,418.51	\$695,180.41	\$677,500.40	\$655,480.79	\$651,519.99
100.2410.140.00.00.00000	Sabbatical Leave Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4.00
100.2410.531.00.00.00000	Telephone	\$150,000.00	\$150,000.00	\$0.00	\$150,542.88	\$150,000.00	\$141,500.29	\$200,000.00	\$167,516.78	\$184,938.00
100.2410.534.00.00.00000	Postage	\$0.00	\$0.00	\$0.00	\$1,030.33	\$0.00	\$2,929.06	\$5,000.00	\$990.90	\$5,000.00
100.2410.580.00.00.00000	Travel/Workshops	\$0.00	\$0.00	\$0.00	\$3,851.20	\$0.00	\$313.60	\$5,600.00	\$69.60	\$5,600.00
100.2410.610.00.00.00000	Supplies	\$90,630.00	\$92,875.00	(\$2,245.00)	\$90,347.50	\$95,846.00	\$84,864.50	\$111,904.00	\$110,127.98	\$113,436.00
100.2410.640.00.00.00000	Books & Info Resources	\$4,400.00	\$4,444.00	(\$44.00)	\$2,687.86	\$4,500.00	\$2,193.21	\$3,501.00	\$3,015.59	\$3,802.00
100.2410.733.00.00.00000	New Equipment	\$7,735.00	\$5,183.00	\$2,552.00	\$3,766.07	\$7,649.90	\$0.00	\$5.00	\$3,424.58	\$8.00
100.2410.737.00.00.00000	Replacement Equipment	\$4,871.00	\$8,501.97	(\$3,630.97)	\$3,361.60	\$8,233.00	\$7,989.35	\$7,875.00	\$15,360.74	\$42,031.00
100.2410.810.00.00.00000	Dues and Fees	\$24,260.00	\$25,762.00	(\$1,502.00)	\$17,561.30	\$25,762.00	\$19,799.00	\$25,263.00	\$22,364.00	\$25,106.00
100.2410.890.00.00.00000	Miscellaneous Expense	\$0.00	\$1.00	(\$1.00)	\$0.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
FUNC: OFFICE OF THE PRINCIPAL - 2410		\$2,944,475.43	\$2,947,311.87	(\$2,836.44)	\$2,730,324.00	\$3,045,722.41	\$3,035,797.34	\$3,089,851.40	\$3,044,442.76	\$3,090,556.99

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2490.111.00.00.00000	Administrative Salaries	\$104,000.00	\$89,600.00	\$14,400.00	\$157,432.00	\$89,600.00	\$89,600.00	\$88,992.00	\$86,400.00	\$84,049.00
100.2490.112.00.00.00000	Teacher/Specialist Salaries	\$2,150.00	\$94,730.00	(\$92,580.00)	\$145,717.93	\$95,880.00	\$94,230.00	\$93,730.00	\$91,500.00	\$91,295.00
100.2490.140.00.00.00000	Sabbatical Leave Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2490.610.00.00.00000	Supplies	\$31,400.00	\$31,400.00	\$0.00	\$33,882.37	\$31,400.00	\$20,170.39	\$31,100.00	\$26,798.41	\$27,500.00
FUNC: OTHER SERVICES.SCHOOL ADMINISTRATION - 2490		\$137,550.00	\$215,730.00	(\$78,180.00)	\$337,032.30	\$216,880.00	\$204,000.39	\$213,822.00	\$204,698.41	\$202,845.00
100.2510.310.00.00.00000	Official/Admin Services	\$40,000.00	\$40,000.00	\$0.00	\$12,382.77	\$55,000.00	\$36,734.40	\$55,000.00	\$4,942.76	\$55,000.00
FUNC: CONTRACTED SERVICES-MEDICAID - 2510		\$40,000.00	\$40,000.00	\$0.00	\$12,382.77	\$55,000.00	\$36,734.40	\$55,000.00	\$4,942.76	\$55,000.00
100.2511.111.00.00.00000	Administrative Salaries	\$353,000.00	\$215,000.00	\$138,000.00	\$70,107.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2511.115.00.00.00000	Office Salaries	\$57,320.00	\$100,000.00	(\$42,680.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUNC: Supervising Fiscal Services - 2511		\$410,320.00	\$315,000.00	\$95,320.00	\$70,107.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2610.111.00.00.00000	Administrative Salaries	\$105,000.00	\$95,481.00	\$9,519.00	\$101,647.43	\$95,000.00	\$59,905.60	\$0.00	\$0.00	\$88,001.00
100.2610.116.00.00.00000	Custodial Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3.00
FUNC: SUPERVISION AND OPERATION OF PLANT - 2610		\$105,000.00	\$95,481.00	\$9,519.00	\$101,647.43	\$95,000.00	\$59,905.60	\$0.00	\$0.00	\$88,004.00
100.2620.115.00.00.00000	Office Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$23,642.55	\$16,254.86	\$22,957.80	\$26,583.09	\$5,000.00
100.2620.116.00.00.00000	Custodial Salaries	\$1,843,869.40	\$1,652,030.51	\$191,838.89	\$1,599,180.37	\$1,677,678.50	\$1,571,864.32	\$1,606,766.58	\$1,550,159.13	\$1,562,540.99
100.2620.126.00.00.00000	Substitute Salaries-Custodian	\$10,000.00	\$8,000.00	\$2,000.00	\$10,087.00	\$8,000.00	\$11,556.03	\$8,000.00	\$27,415.98	\$8,000.00
100.2620.290.00.00.00000	Other Employee Benefits	\$32,000.00	\$32,000.00	\$0.00	\$27,428.43	\$32,000.00	\$21,775.50	\$32,000.00	\$31,965.92	\$31,000.00
100.2620.330.00.00.00000	Other Professional Services	\$69,672.00	\$15,000.00	\$54,672.00	\$97,485.75	\$42,700.00	\$58,220.97	\$50,000.00	\$77,994.24	\$50,920.00
100.2620.410.00.00.00000	Water/Sewer/Septic	\$124,379.80	\$58,000.00	\$66,379.80	\$52,469.74	\$58,000.00	\$56,671.44	\$40,000.00	\$50,061.44	\$30,000.00

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Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2620.420.00.00.00000	Cleaning Services	\$89,500.00	\$89,500.00	\$0.00	\$60,890.46	\$89,500.00	\$62,519.50	\$89,500.00	\$81,166.58	\$91,200.00
100.2620.430.00.00.00000	Repair and Maintenance	\$147,807.00	\$70,905.00	\$76,902.00	\$148,114.65	\$55,000.00	\$207,061.14	\$205,000.00	\$273,013.26	\$195,000.00
100.2620.432.00.00.00000	Plumbing & Electric Repair	\$50,000.00	\$0.00	\$50,000.00	\$85,902.69	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2620.441.00.00.00000	Rental Land & Buildings	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
100.2620.520.00.00.00000	Insurance	\$207,998.00	\$194,391.00	\$13,607.00	\$189,434.00	\$189,444.00	\$176,969.40	\$195,000.00	\$190,013.00	\$195,000.00
100.2620.580.00.00.00000	Travel/Workshops	\$11,000.00	\$6,000.00	\$5,000.00	\$6,000.00	\$5,000.00	\$4,217.34	\$5,000.00	\$4,354.65	\$12,000.00
100.2620.610.00.00.00000	Supplies	\$259,150.00	\$259,050.00	\$100.00	\$246,699.99	\$180,350.00	\$214,981.13	\$158,744.00	\$167,304.70	\$184,355.00
100.2620.621.00.00.00000	Natural Gas	\$117,700.00	\$107,000.00	\$10,700.00	\$130,342.14	\$127,000.00	\$107,986.46	\$157,000.00	\$125,897.43	\$207,004.00
100.2620.622.00.00.00000	Electricity	\$493,900.00	\$449,000.00	\$44,900.00	\$516,363.30	\$530,000.00	\$459,021.77	\$600,000.00	\$520,437.14	\$665,009.00
100.2620.623.00.00.00000	Bottled Gas	\$33,000.00	\$30,000.00	\$3,000.00	\$31,783.50	\$18,000.00	\$28,390.77	\$18,000.00	\$27,061.49	\$18,002.00
100.2620.624.00.00.00000	Fuel Oil	\$160,504.50	\$144,805.00	\$15,699.50	\$89,534.31	\$172,005.00	\$144,447.33	\$181,200.00	\$159,595.54	\$176,704.00
100.2620.629.00.00.00000	Other Energy	\$0.00	\$1.00	(\$1.00)	\$0.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
100.2620.643.00.00.00000	Information Access Fees	\$20,500.00	\$6,500.00	\$14,000.00	\$5,954.63	\$8,500.00	\$5,046.31	\$8,500.00	\$6,557.79	\$6,300.00
100.2620.733.00.00.00000	New Equipment	\$2,501.00	\$2,501.00	\$0.00	\$8,362.59	\$1.00	\$14,038.95	\$1.00	\$0.00	\$1.00
100.2620.737.00.00.00000	Replacement Equipment	\$59,900.00	\$39,500.00	\$20,400.00	\$57,857.29	\$34,000.00	\$67,483.75	\$54,000.00	\$10,597.83	\$73,003.00
FUNC: OPERATING BUILDINGS SERVICES - 2620		\$3,733,381.70	\$3,164,183.51	\$569,198.19	\$3,363,890.84	\$3,250,822.05	\$3,228,506.97	\$3,431,671.38	\$3,330,179.21	\$3,511,040.99
100.2630.420.00.00.00000	Cleaning Services	\$46,000.00	\$11,000.00	\$35,000.00	\$19,998.00	\$34,000.00	\$46,001.50	\$34,000.00	\$22,601.00	\$34,000.00
100.2630.422.00.00.00000	Snow Removal	\$10,000.00	\$10,000.00	\$0.00	\$9,911.75	\$10,000.00	\$10,030.90	\$15,000.00	\$5,497.00	\$11,000.00
100.2630.430.00.00.00000	Repair and Maintenance	\$11,320.00	\$8,000.00	\$3,320.00	\$5,581.56	\$8,000.00	\$14,347.41	\$8,000.00	\$14,028.27	\$6,500.00
100.2630.610.00.00.00000	Supplies	\$100,000.00	\$47,000.00	\$53,000.00	\$9,321.72	\$47,000.00	\$29,176.93	\$47,000.00	\$36,692.37	\$50,000.00
100.2630.733.00.00.00000	New Equipment	\$34,620.00	\$1.00	\$34,619.00	\$5,925.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
100.2630.737.00.00.00000	Replacement Equipment	\$7,000.00	\$20,000.00	(\$13,000.00)	\$903.00	\$4,000.00	\$3,772.80	\$8,000.00	\$10,500.00	\$10,500.00
FUNC: CARE AND OPERATION OF GROUNDS - 2630		\$208,940.00	\$96,001.00	\$112,939.00	\$51,641.03	\$103,001.00	\$103,329.54	\$112,001.00	\$89,318.64	\$112,001.00

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100.2640.430.00.00.00000	Repair and Maintenance	\$114,991.21	\$105,000.00	\$9,991.21	\$87,939.10	\$130,000.00	\$101,516.64	\$155,000.00	\$104,963.50	\$155,000.00
FUNC: CARE AND UPKEEP OF EQUIPMENT - 2640		\$114,991.21	\$105,000.00	\$9,991.21	\$87,939.10	\$130,000.00	\$101,516.64	\$155,000.00	\$104,963.50	\$155,000.00
100.2650.430.00.00.00000	Repair and Maintenance	\$10,629.00	\$8,000.00	\$2,629.00	\$14,593.33	\$8,000.00	\$13,783.05	\$8,000.00	\$3,510.11	\$5,000.00
100.2650.626.00.00.00000	Gasoline	\$15,000.00	\$9,000.00	\$6,000.00	\$9,423.75	\$15,000.00	\$8,998.97	\$15,000.00	\$10,448.81	\$18,000.00
100.2650.733.00.00.00000	New Equipment	\$0.00	\$1.00	(\$1.00)	\$0.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
100.2650.737.00.00.00000	Replacement Equipment	\$75,000.00	\$42,000.00	\$33,000.00	\$0.00	\$1.00	\$0.00	\$1.00	\$0.00	\$1.00
FUNC: VEHICLE OPERATION AND MAINTENANCE - 2650		\$100,629.00	\$59,001.00	\$41,628.00	\$24,017.08	\$23,002.00	\$22,782.02	\$23,002.00	\$13,958.92	\$23,002.00
100.2660.330.00.00.00000	Other Professional Services	\$79,040.00	\$79,040.00	\$0.00	\$72,117.71	\$79,040.00	\$54,336.87	\$76,000.00	\$74,591.60	\$66,001.00
100.2660.340.00.00.00000	Technical Services	\$19,400.00	\$19,400.00	\$0.00	\$1,344.00	\$19,401.00	\$16,767.00	\$19,401.00	\$4,664.00	\$19,402.00
100.2660.430.00.00.00000	Repair and Maintenance	\$25,730.00	\$16,000.00	\$9,730.00	\$5,885.43	\$16,000.00	\$3,875.00	\$12,000.00	\$14,932.26	\$12,001.00
100.2660.490.00.00.00000	Other Purchased Property Ser	\$6,500.00	\$6,500.00	\$0.00	\$6,672.00	\$5,001.00	\$6,672.00	\$5,001.00	\$6,984.00	\$4,995.00
100.2660.610.00.00.00000	Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$40,000.00	\$40,000.00	\$40,000.00	\$0.00	\$40,007.00
100.2660.733.00.00.00000	New Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,510.97	\$7.00
100.2660.737.00.00.00000	Replacement Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$6,000.00	\$19,424.00	\$12,000.00
FUNC: SECURITY SERVICES - 2660		\$130,670.00	\$120,940.00	\$9,730.00	\$86,019.14	\$159,442.00	\$127,650.87	\$158,402.00	\$138,106.83	\$154,413.00
100.2721.519.00.00.00000	Student Transportation	\$2,395,093.70	\$2,317,953.40	\$77,140.30	\$2,149,653.23	\$2,262,387.00	\$1,921,386.57	\$2,188,543.00	\$2,111,130.14	\$1,972,738.64
FUNC: REGULAR PROGRAM TRANSP - 2721		\$2,395,093.70	\$2,317,953.40	\$77,140.30	\$2,149,653.23	\$2,262,387.00	\$1,921,386.57	\$2,188,543.00	\$2,111,130.14	\$1,972,738.64
100.2722.519.00.00.00000	Student Transportation	\$1,065,035.49	\$1,053,643.00	\$11,392.49	\$686,372.70	\$1,038,900.00	\$1,035,448.75	\$1,119,796.00	\$987,620.71	\$920,723.00
FUNC: SPECIAL EDUCATION TRANSP - 2722		\$1,065,035.49	\$1,053,643.00	\$11,392.49	\$686,372.70	\$1,038,900.00	\$1,035,448.75	\$1,119,796.00	\$987,620.71	\$920,723.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: **2021-2022**

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 Exclude inactive accounts with zero balance
 Definition: Budget Report

From Date: 7/1/2022 To Date: 6/30/2023

Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2723.519.00.00.00000	Student Transportation	\$74,756.40	\$87,284.40	(\$12,528.00)	\$90,947.91	\$83,010.75	\$61,925.44	\$78,122.00	\$61,714.04	\$70,846.00
FUNC: VOCATIONAL TRANSPORTATION - 2723		\$74,756.40	\$87,284.40	(\$12,528.00)	\$90,947.91	\$83,010.75	\$61,925.44	\$78,122.00	\$61,714.04	\$70,846.00
100.2724.519.00.00.00000	Student Transportation	\$103,030.00	\$90,131.00	\$12,899.00	\$53,129.12	\$97,245.00	\$79,187.27	\$97,245.00	\$89,351.08	\$104,320.00
FUNC: ATHLETIC TRANSPORTATION - 2724		\$103,030.00	\$90,131.00	\$12,899.00	\$53,129.12	\$97,245.00	\$79,187.27	\$97,245.00	\$89,351.08	\$104,320.00
100.2725.519.00.00.00000	Student Transportation	\$42,676.00	\$38,490.00	\$4,186.00	\$2,137.64	\$43,440.00	\$12,490.33	\$41,510.00	\$29,224.00	\$34,630.00
FUNC: FIELD TRIP TRANSPORTATION - 2725		\$42,676.00	\$38,490.00	\$4,186.00	\$2,137.64	\$43,440.00	\$12,490.33	\$41,510.00	\$29,224.00	\$34,630.00
100.2729.519.00.00.00000	Student Transportation	\$13,000.00	\$13,500.00	(\$500.00)	\$0.00	\$13,500.00	\$5,876.31	\$13,500.00	\$12,525.66	\$13,500.00
FUNC: MUSIC TRANSPORTATION - 2729		\$13,000.00	\$13,500.00	(\$500.00)	\$0.00	\$13,500.00	\$5,876.31	\$13,500.00	\$12,525.66	\$13,500.00
100.2831.111.00.00.00000	Administrative Salaries	\$217,840.00	\$95,000.00	\$122,840.00	\$23,132.54	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2831.115.00.00.00000	Office Salaries	\$56,914.00	\$90,000.00	(\$33,086.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2831.330.00.00.00000	Other Professional Services	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2831.643.00.00.00000	Information Access Fees	\$6,500.00	\$6,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUNC: Supervision of Staff Services - 2831		\$286,254.00	\$196,500.00	\$89,754.00	\$23,132.54	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.2840.111.00.00.00000	Administrative Salaries	\$113,940.00	\$113,940.00	\$0.00	\$113,940.00	\$113,940.00	\$113,940.00	\$111,240.00	\$108,000.00	\$103,001.00
100.2840.114.00.00.00000	Educational Assistants Salarie	\$58,309.50	\$61,093.50	(\$2,784.00)	\$59,349.42	\$59,319.00	\$57,605.64	\$49,003.50	\$47,671.50	\$43,117.80
100.2840.330.00.00.00000	Other Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
100.2840.430.00.00.00000	Repair and Maintenance	\$49,000.00	\$47,500.00	\$1,500.00	\$30,705.36	\$27,500.00	\$23,001.61	\$21,000.00	\$17,473.30	\$16,325.00
100.2840.532.00.00.00000	Data Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2840.610.00.00.00000	Supplies	\$15,000.00	\$15,000.00	\$0.00	\$8,197.89	\$15,000.00	\$10,654.16	\$15,000.00	\$13,876.67	\$15,000.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: **2021-2022**

Print accounts with zero balance
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 Exclude inactive accounts with zero balance
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From Date: 7/1/2022 To Date: 6/30/2023

Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.2840.643.00.00.00000	Information Access Fees	\$209,682.00	\$149,863.52	\$59,818.48	\$92,375.27	\$100,794.00	\$105,953.51	\$96,727.00	\$96,475.46	\$94,968.00
100.2840.650.00.00.00000	Software	\$68,840.00	\$87,992.00	(\$19,152.00)	\$102,113.41	\$108,980.00	\$96,143.27	\$96,125.00	\$93,100.37	\$89,668.00
100.2840.733.00.00.00000	New Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2840.734.00.00.00000	New Computer/Netwk Equip	\$0.00	\$0.00	\$0.00	\$12,822.09	\$0.00	\$4,650.93	\$0.00	\$2,002.64	\$1.00
100.2840.737.00.00.00000	Replacement Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
100.2840.738.00.00.00000	Replacement Computer/Netw	\$25,000.00	\$15,000.00	\$10,000.00	\$13,185.90	\$9,000.00	\$3,352.16	\$9,000.00	\$20,713.00	\$2,000.00
FUNC: COMPUTER SERVICES - 2840		\$539,771.50	\$490,389.02	\$49,382.48	\$432,689.34	\$434,534.00	\$415,301.28	\$398,095.50	\$399,312.94	\$384,083.80
100.2900.210.00.00.00000	Group Insurance	\$11,322,466.23	\$10,565,695.13	\$756,771.10	\$9,993,361.21	\$9,952,544.33	\$9,981,250.86	\$10,240,159.44	\$9,177,294.17	\$9,429,006.30
100.2900.220.00.00.00000	FICA	\$2,558,916.03	\$2,588,681.09	(\$29,765.06)	\$2,570,794.74	\$2,562,855.94	\$2,490,646.65	\$2,550,205.88	\$2,420,474.79	\$2,717,123.42
100.2900.231.00.00.00000	Non-teacher Retirement	\$1,125,767.46	\$1,110,259.22	\$15,508.24	\$805,916.34	\$817,471.36	\$781,159.48	\$799,803.63	\$750,814.92	\$847,756.62
100.2900.232.00.00.00000	Teacher Retirement	\$5,533,875.75	\$5,599,877.05	(\$66,001.30)	\$4,756,790.42	\$4,622,648.20	\$4,682,851.82	\$4,822,647.87	\$4,445,882.67	\$5,011,161.56
100.2900.250.00.00.00000	Unemployment Compensator	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$9,684.19	\$30,000.00	\$11,312.46	\$30,000.00
100.2900.260.00.00.00000	Worker's Compensation	\$291,433.00	\$273,903.00	\$17,530.00	\$225,528.88	\$261,358.00	\$121,465.88	\$193,000.00	\$193,272.00	\$193,272.00
100.2900.290.00.00.00000	Other Employee Benefits	\$49,858.00	\$3,000.00	\$46,858.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	\$920.00	\$3,000.00
FUNC: SUPPORT SERVICES-OTHER - 2900		\$20,912,316.47	\$20,171,415.49	\$740,900.98	\$18,352,391.59	\$18,249,877.83	\$18,067,058.88	\$18,638,816.82	\$16,999,971.01	\$18,231,319.90
100.3120.119.00.00.00000	Food Service Salaries	\$27,924.00	\$0.00	\$27,924.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUNC: FOOD SERVICE OPERATIONS - 3120		\$27,924.00	\$0.00	\$27,924.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.4200.430.00.00.00000	Repair and Maintenance	\$150,000.00	\$150,000.00	\$0.00	\$81,392.34	\$150,000.00	\$155,720.09	\$100,000.00	\$136,194.20	\$0.00
FUNC: SITE IMPROVEMENT - 4200		\$150,000.00	\$150,000.00	\$0.00	\$81,392.34	\$150,000.00	\$155,720.09	\$100,000.00	\$136,194.20	\$0.00
100.4600.450.00.00.00000	Construction Services	\$892,200.00	\$1,883,592.94	(\$991,392.94)	\$923,159.73	\$892,200.00	\$1,269,110.73	\$931,000.00	\$474,271.98	\$500,001.00
FUNC: BUILDING IMPROVEMENT - 4600		\$892,200.00	\$1,883,592.94	(\$991,392.94)	\$923,159.73	\$892,200.00	\$1,269,110.73	\$931,000.00	\$474,271.98	\$500,001.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: **2021-2022**

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From Date: 7/1/2022 To Date: 6/30/2023

Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
100.5110.910.00.00.00000	Principal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,600,000.00	\$1,600,000.00	\$1,600,000.00	\$1,600,000.00
FUNC: PRINCIPAL ON DEBT - 5110		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,600,000.00	\$1,600,000.00	\$1,600,000.00	\$1,600,000.00
100.5120.830.00.00.00000	Interest	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,000.00	\$42,000.00	\$126,000.00	\$126,000.00
FUNC: INTEREST ON DEBT - 5120		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,000.00	\$42,000.00	\$126,000.00	\$126,000.00
100.5221.930.00.00.00000	Fund Transfers	\$1,404,186.04	\$1,404,186.04	\$0.00	\$293,159.37	\$1,400,000.00	\$216,293.31	\$1,400,000.00	\$2,657.32	\$1,275,000.00
FUNC: FOOD SERVICE FUND - 5221		\$1,404,186.04	\$1,404,186.04	\$0.00	\$293,159.37	\$1,400,000.00	\$216,293.31	\$1,400,000.00	\$2,657.32	\$1,275,000.00
100.5222.930.00.00.00000	Fund Transfers	\$1,300,000.00	\$1,300,000.00	\$0.00	\$0.00	\$1,300,000.00	\$0.00	\$1,300,000.00	\$0.00	\$1,167,500.00
FUNC: FEDERAL PROJECTS - 5222		\$1,300,000.00	\$1,300,000.00	\$0.00	\$0.00	\$1,300,000.00	\$0.00	\$1,300,000.00	\$0.00	\$1,167,500.00
100.5223.930.00.00.00000	Fund Transfers	\$77,500.00	\$77,500.00	\$0.00	\$4,558.39	\$77,500.00	\$11,292.29	\$77,500.00	\$4,597.60	\$77,500.00
FUNC: PERFORMING ARTS CTR PROGRAMS - 5223		\$77,500.00	\$77,500.00	\$0.00	\$4,558.39	\$77,500.00	\$11,292.29	\$77,500.00	\$4,597.60	\$77,500.00
100.5250.930.00.00.00000	Fund Transfers	\$250,000.00	\$250,000.00	\$0.00	\$0.00	\$250,000.00	\$0.00	\$250,000.00	\$0.00	\$19,761.00
FUNC: CAPITAL RESERVE FUNDS - 5250		\$250,000.00	\$250,000.00	\$0.00	\$0.00	\$250,000.00	\$0.00	\$250,000.00	\$0.00	\$19,761.00
100.6000.211.00.00.00000	Employee share of insurance	\$0.00	\$0.00	\$0.00	(\$8,021.49)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUNC: REFUNDS - 6000		\$0.00	\$0.00	\$0.00	(\$8,021.49)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100.9000.880.00.00.00000	Miscellaneous Expense	\$0.00	\$0.00	\$0.00	\$45,729.95	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUNC: ADJUSTMENTS - 9000		\$0.00	\$0.00	\$0.00	\$45,729.95	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2021-2022

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From Date: 7/1/2022

To Date: 6/30/2023

Definition: Budget Report

Account	Description	2023 Voted	2022 Voted	Variance	2021 Expended	2021 Voted	2020 Expended	2020 Voted	2019 Expended	2019 Voted
Grand Total:		\$76,317,328.95	\$75,648,153.79	\$669,175.16	\$68,042,088.09	\$73,554,643.73	\$68,580,778.75	\$73,328,676.00	\$65,440,187.93	\$71,890,366.62

End of Report



April 7, 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: 100.4600.450.12.33.4 (Building Renovation)
To account: 100.1100.738.11.33.4 (Replacement Equipment)
Amount: \$104,682
From account: 100.4600.450.12.33.4 (Building Renovation)
To account: 100.1100.330.11.33.4 (Professional Services-Technology)
Amount: \$7,059
From account: 100.4600.450.12.33.4 (Building Renovation)
To account: 100.1100.650.11.33.4 (Software)
Amount: \$74
Reason: The district wide wireless upgrade was part of the capital improvement priorities, approved by the school board in October of 2021. This is a request to reclass funds to the actual expenditure accounts.

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 January 20, 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



DRA Revised/Reviewed Appropriations

Timberlane

For the period beginning July 1, 2022 and ending June 30, 2023

In accordance with RSA 21-J:35, the department is notifying you of the following changes in the appropriations used in computing the tax rate.

Account	Purpose	Article	Appropriations Voted	Change	DRA Revised Appropriations
Instruction					
1100-1199	Regular Programs	02,03	\$19,816,185	\$0	\$19,816,185
1200-1299	Special Programs	02,03	\$11,566,707	\$0	\$11,566,707
1300-1399	Vocational Programs	02	\$145,000	\$0	\$145,000
1400-1499	Other Programs	02,03	\$935,471	\$0	\$935,471
1500-1599	Non-Public Programs		\$0	\$0	\$0
1600-1699	Adult/Continuing Education Programs	02,03	\$145,380	\$0	\$145,380
1700-1799	Community/Junior College Education Programs		\$0	\$0	\$0
1800-1899	Community Service Programs		\$0	\$0	\$0
Instruction Subtotal			\$32,608,743	\$0	\$32,608,743
Support Services					
2000-2199	Student Support Services	02,03	\$3,845,037	\$0	\$3,845,037
2200-2299	Instructional Staff Services	02	\$1,245,332	\$0	\$1,245,332
Support Services Subtotal			\$5,090,369	\$0	\$5,090,369
General Administration					
2310 (840)	School Board Contingency		\$0	\$0	\$0
2310-2319	Other School Board	02	\$330,380	\$0	\$330,380
General Administration Subtotal			\$330,380	\$0	\$330,380
Executive Administration					
2320 (310)	SAU Management Services		\$0	\$0	\$0
2320-2399	All Other Administration	02,03	\$996,618	\$0	\$996,618
2400-2499	School Administration Service	02,03	\$3,111,274	\$0	\$3,111,274
2500-2599	Business	02	\$412,600	\$0	\$412,600
2600-2699	Plant Operations and Maintenance	02,03,05	\$4,434,472	\$0	\$4,434,472
2700-2799	Student Transportation	02	\$3,693,592	\$0	\$3,693,592
2800-2999	Support Service, Central and Other	02	\$21,523,370	\$0	\$21,523,370
Executive Administration Subtotal			\$34,171,926	\$0	\$34,171,926
Non-Instructional Services					
3100	Food Service Operations	03,07	\$42,025	\$0	\$42,025
3200	Enterprise Operations		\$0	\$0	\$0
Non-Instructional Services Subtotal			\$42,025	\$0	\$42,025



DRA Revised/Reviewed Appropriations

Account	Purpose	Article	Appropriations Voted	Change	DRA Revised Appropriations
Facilities Acquisition and Construction					
4100	Site Acquisition		\$0	\$0	\$0
4200	Site Improvement	02	\$150,000	\$0	\$150,000
4300	Architectural/Engineering		\$0	\$0	\$0
4400	Educational Specification Development		\$0	\$0	\$0
4500	Building Acquisition/Construction		\$0	\$0	\$0
4600	Building Improvement Services	02	\$892,200	\$0	\$892,200
4900	Other Facilities Acquisition and Construction		\$0	\$0	\$0
Facilities Acquisition and Construction Subtotal			\$1,042,200	\$0	\$1,042,200
Other Outlays					
5110	Debt Service - Principal		\$0	\$0	\$0
5120	Debt Service - Interest		\$0	\$0	\$0
Other Outlays Subtotal			\$0	\$0	\$0
Fund Transfers					
5220-5221	To Food Service	02	\$1,404,186	\$0	\$1,404,186
5222-5229	To Other Special Revenue	02	\$1,377,500	\$0	\$1,377,500
5230-5239	To Capital Projects		\$0	\$0	\$0
5251	To Capital Reserve Fund	09	\$250,000	\$0	\$250,000
5252	To Expendable Trusts/Fiduciary Funds		\$0	\$0	\$0
5253	To Non-Expendable Trust Funds		\$0	\$0	\$0
5254	To Agency Funds		\$0	\$0	\$0
5300-5399	Intergovernmental Agency Allocation		\$0	\$0	\$0
9990	Supplemental Appropriation		\$0	\$0	\$0
9992	Deficit Appropriation		\$0	\$0	\$0
Fund Transfers Subtotal			\$3,031,686	\$0	\$3,031,686
Total Voted Appropriations			\$76,317,329	\$0	\$76,317,329



Notes & Explanation of Adjustments

Warrant **Notes/Reason for Adjustment**

No DRA adjustments made or no adjustment notes available.



EXECUTIVE SUMMARY

April 7, 2021

SAU55 Final Payment to SAU106

I am happy to inform that we have received the final payment due to us from SAU55. The final amount that was retained as a contingency for additional expenses has been received. Below is a summary of the total payment distribution for your reference.

Fund Balance Payable at 6/30/2021	\$ 186,029
Final Bank & Legal Fees	\$ (834)
Write off Stale Check	\$ 122
Health Trust Refund	\$ 17,193
Total due to SAU106	\$ 202,509
Payment Received on 01/18/2022	\$ (198,519)
Payment Received on 4/4/2022	\$ (3,990)
Balance Due to SAU106	\$ -

Respectfully Submitted By:

Maria Watkins, CFO/Business Administrator