

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, MARCH 3, 2022

Regular Business Meeting – 7:00pm

Performing Arts Center\*  
40 Greenough Road, Plaistow

Dr. Kimberly Farah, Chair  
Kristin Savage, Vice Chair

Christopher K. Kellan, Superintendent

\*The Board will meet in-person in the auditorium at the Performing Arts Center.  
The meeting will be Livestreamed and is open to the public. Face coverings/masks are optional.

## AGENDA

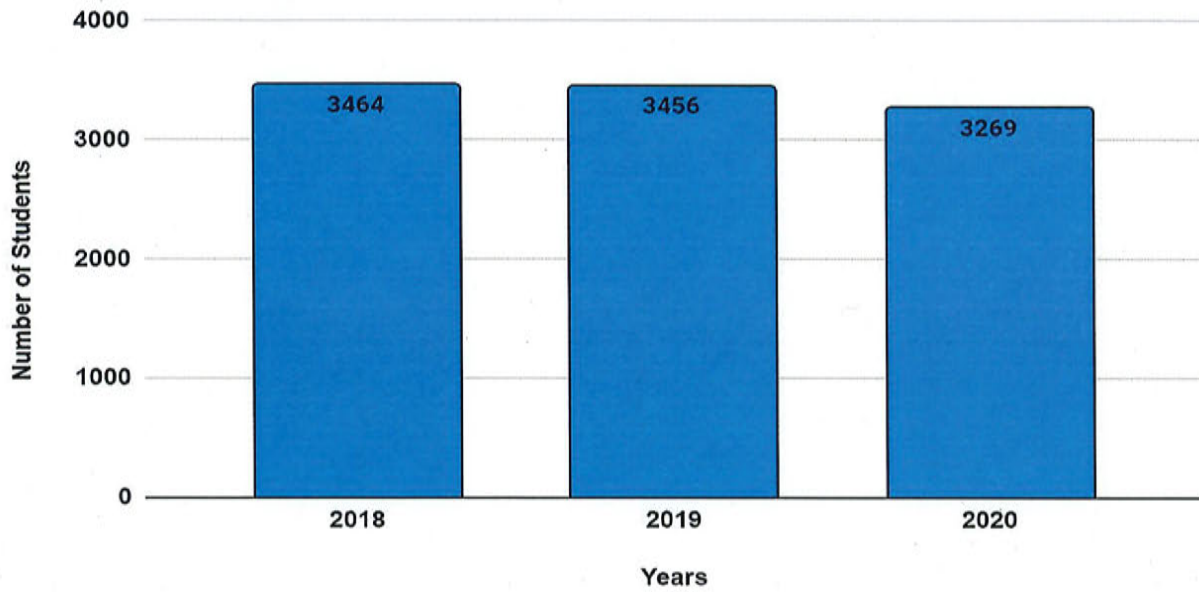
1. **7:00PM** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes [2/17/22]
5. Delegates and Individuals
6. Student Representative
7. Current Business
  - a. **7:05PM** Special Education Report – INFORMATIONAL
  - b. **7:20PM** Summer Learning – INFORMATIONAL
  - c. **7:30PM** Elementary Enrollment – INFORMATIONAL
  - d. **7:40PM** Acceptance of FY2021 Annual Audit Report – INFORMATIONAL / ACTION
  - e. **7:50PM** Approval of HealthTrust Wellness Donation - ACTION
  - f. **7:55PM** Superintendent Goals – ACTION
  - g. **8:10PM** Policies Review - ACTION
8. **8:20PM** Administrator’s Report
9. **8:30PM** Personnel Report
10. **8:40PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **8:45PM** Other Business
14. Nonpublic
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
March 17	Reorg Meeting	PAC	7:00PM
March 17	Regular Meeting	PAC	7:30PM
April 7	Regular Meeting	PAC	7:00PM
April 21	Regular Meeting	PAC	7:00PM

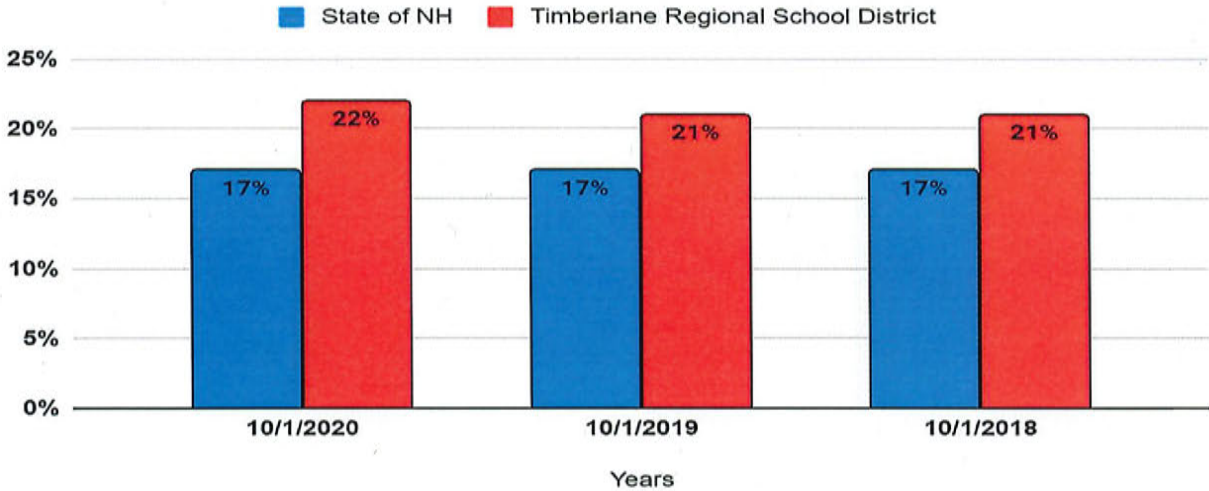
*The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.*

**Timberlane Regional School District  
Special Education Report  
March 3, 2022**

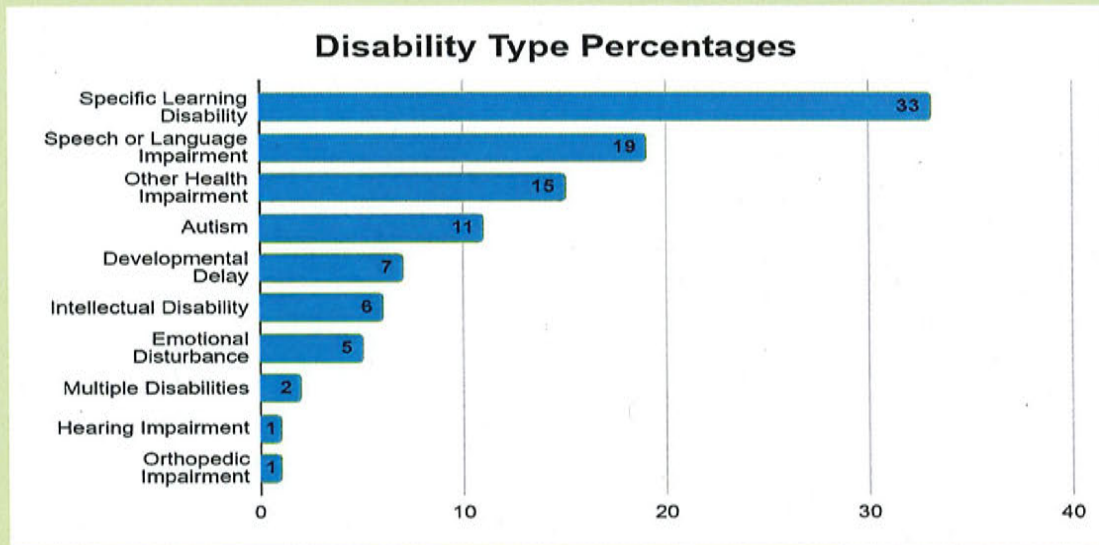
### TRSD Enrollment



### Comparison of NH and TRSD Special Education Percentages



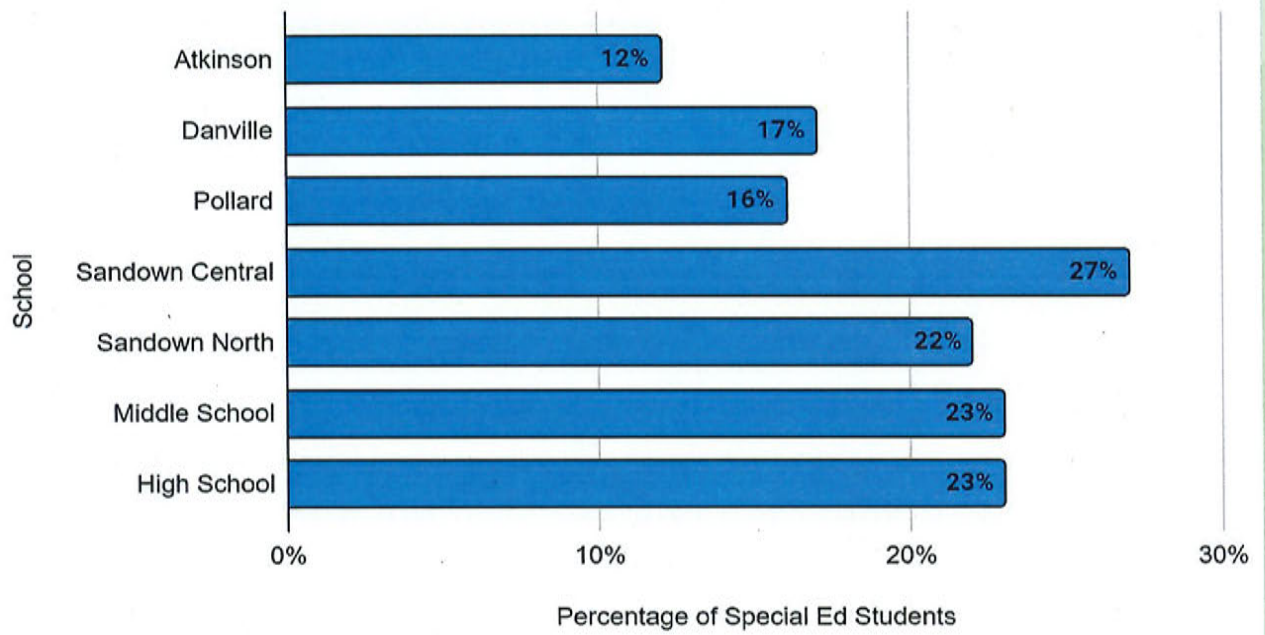
Individuals with Disabilities Education Act (IDEA), by Disability Type SY 2018-2019 United States



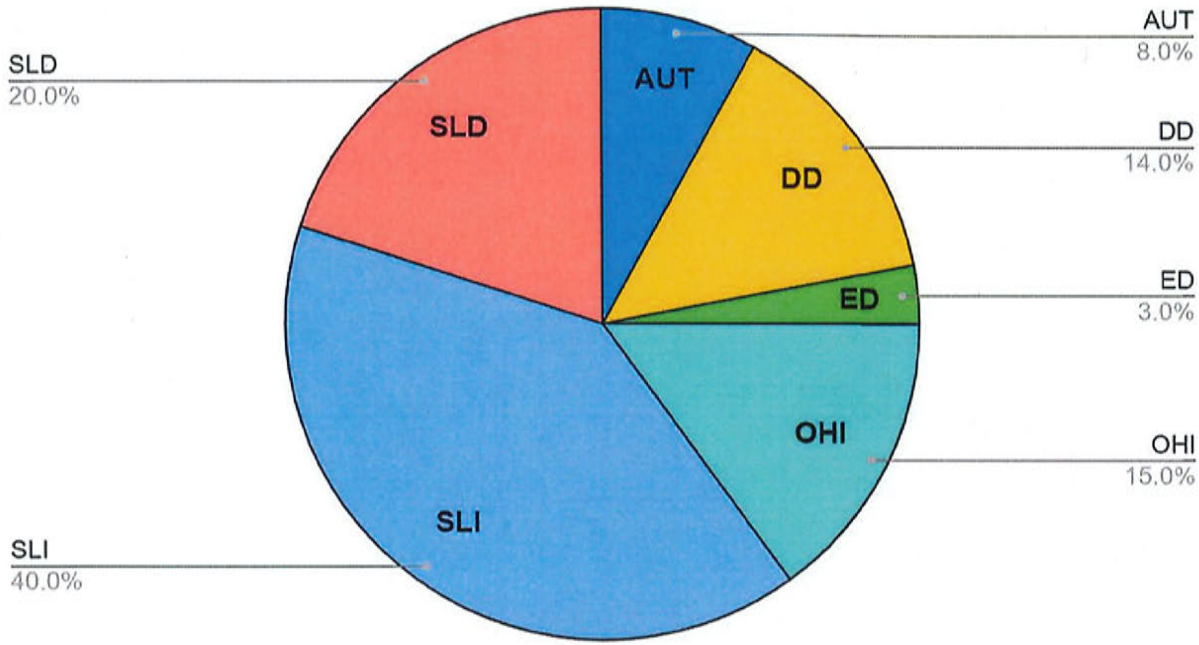
Individuals with Disabilities Education Act (IDEA), by Disability Type: SY2018-2019

Source: U.S. Department of Education, National Center for Education Statistics, The Condition of Education, "Students with Disabilities."

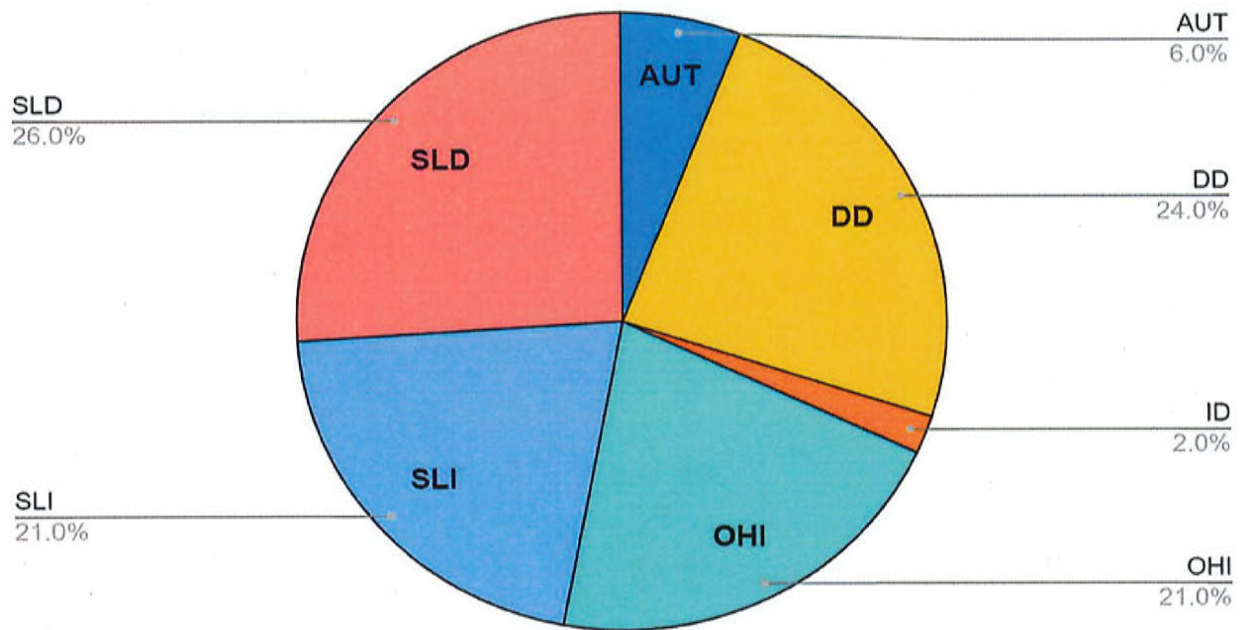
## Percentage of Special Education Students In Each School



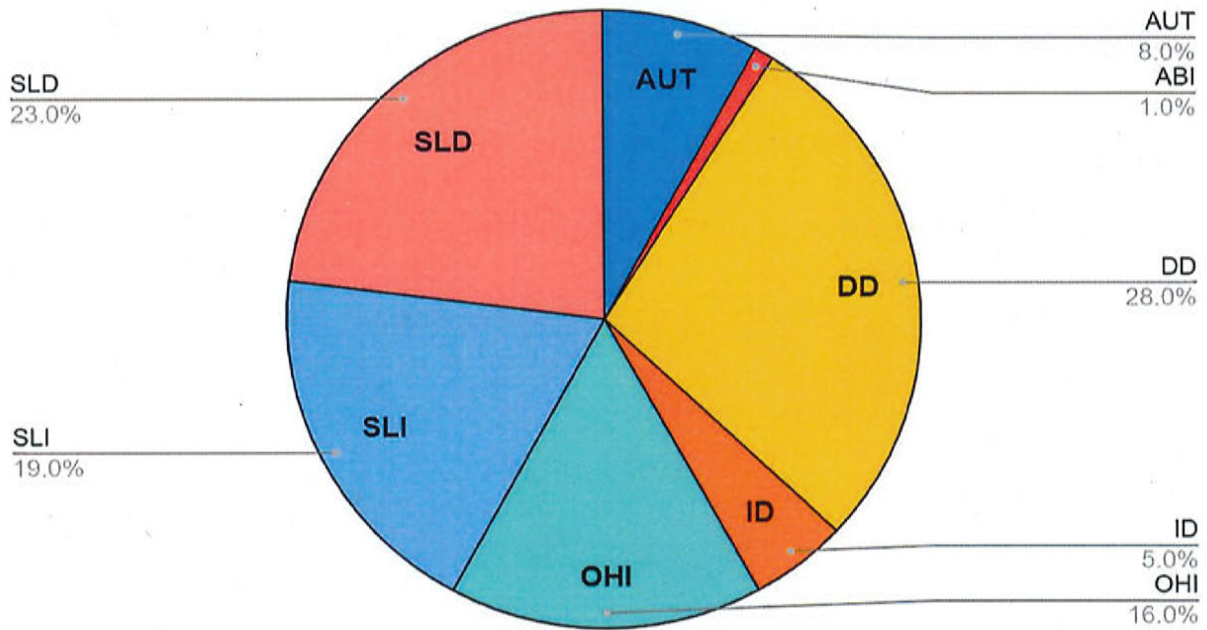
# Atkinson Academy



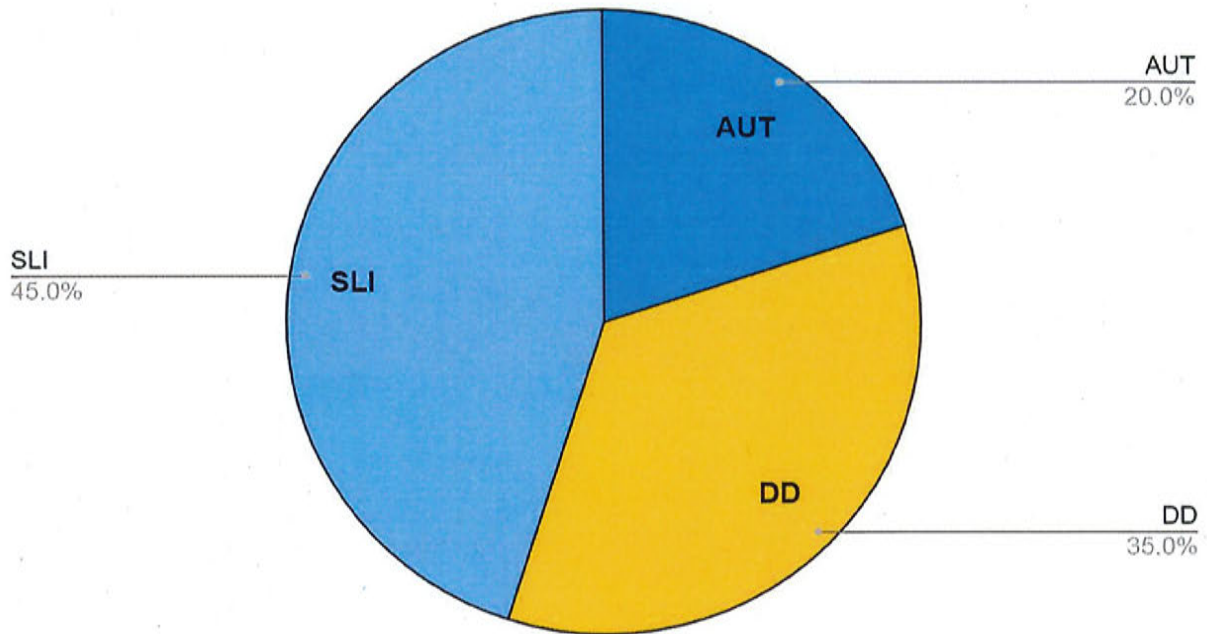
# Danville Elementary School



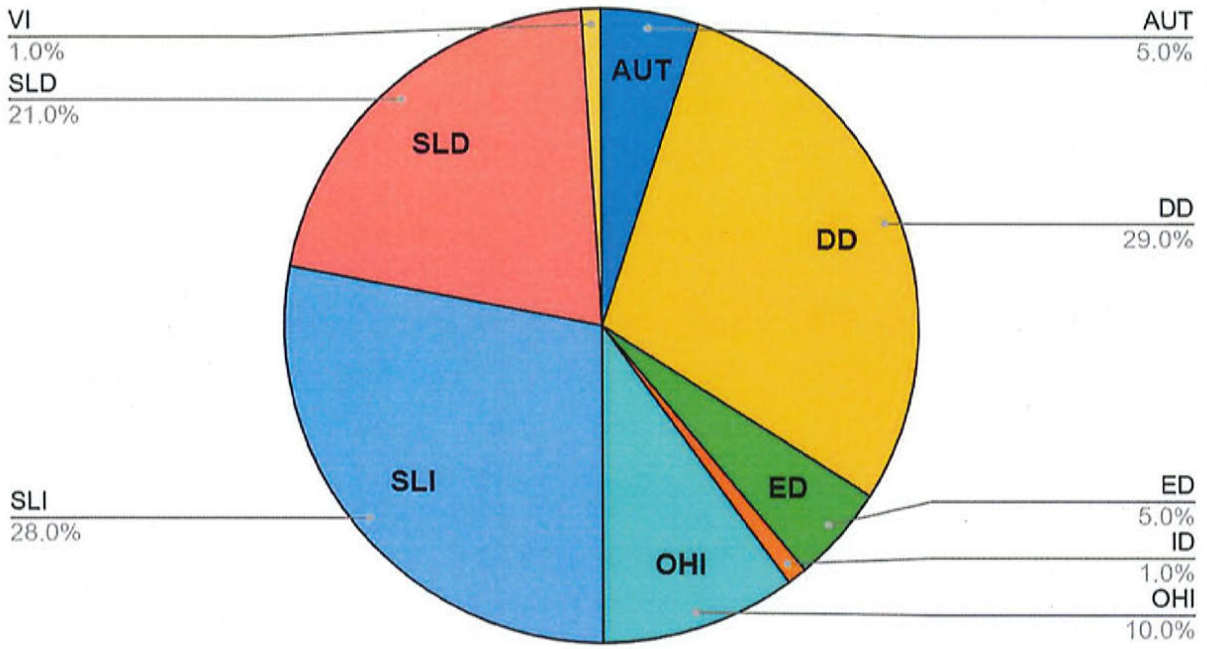
# Pollard Elementary School



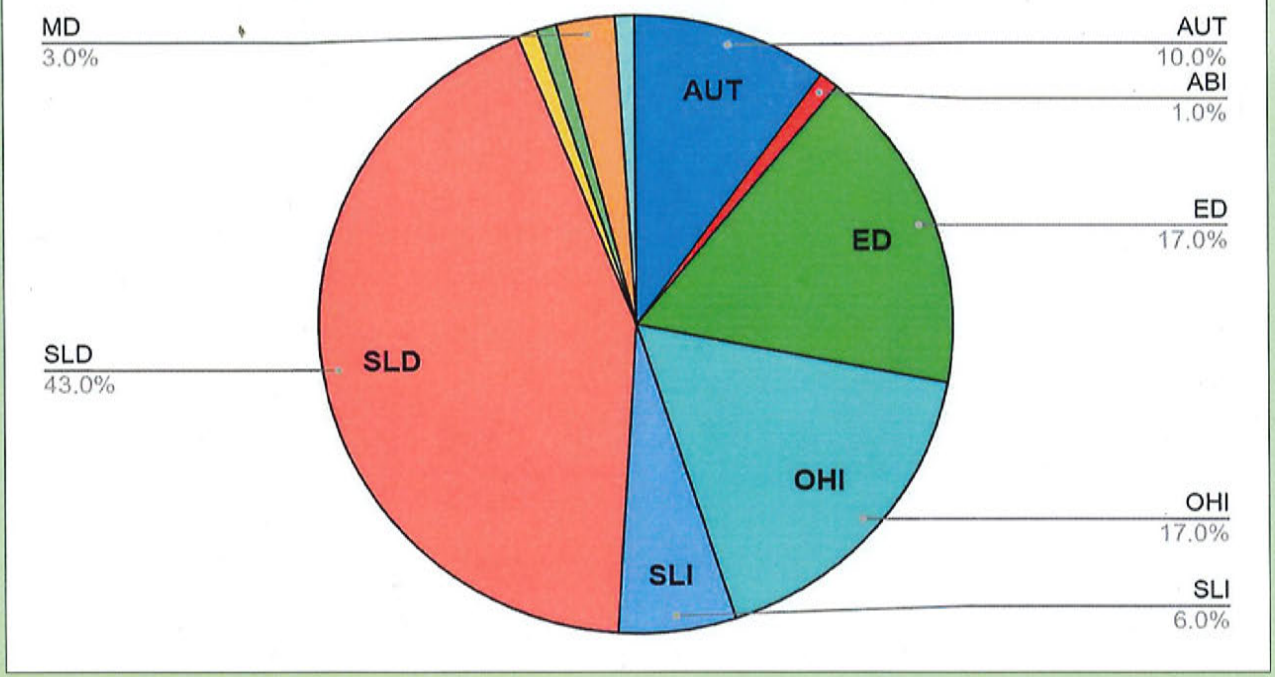
### Sandown Central



### Sandown North Elementary School



# Timberlane Regional Middle School



# Timberlane Regional High School

TBI  
1.0%

SLD  
29.0%

SLI  
9.0%

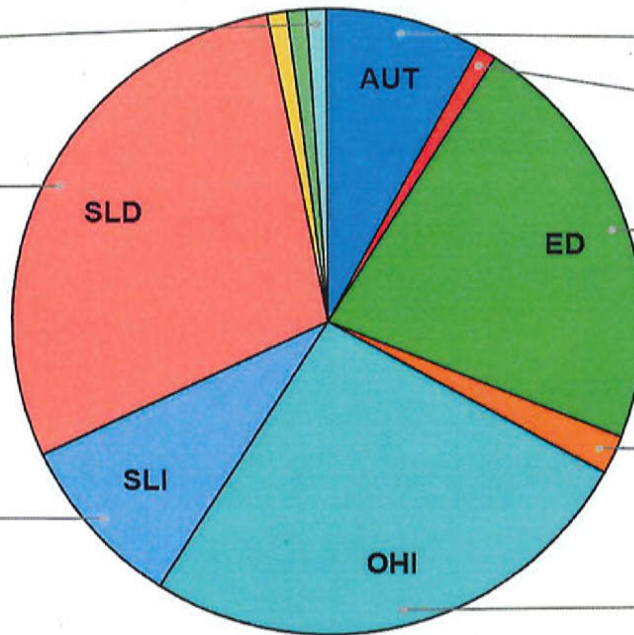
AUT  
8.0%

ABI  
1.0%

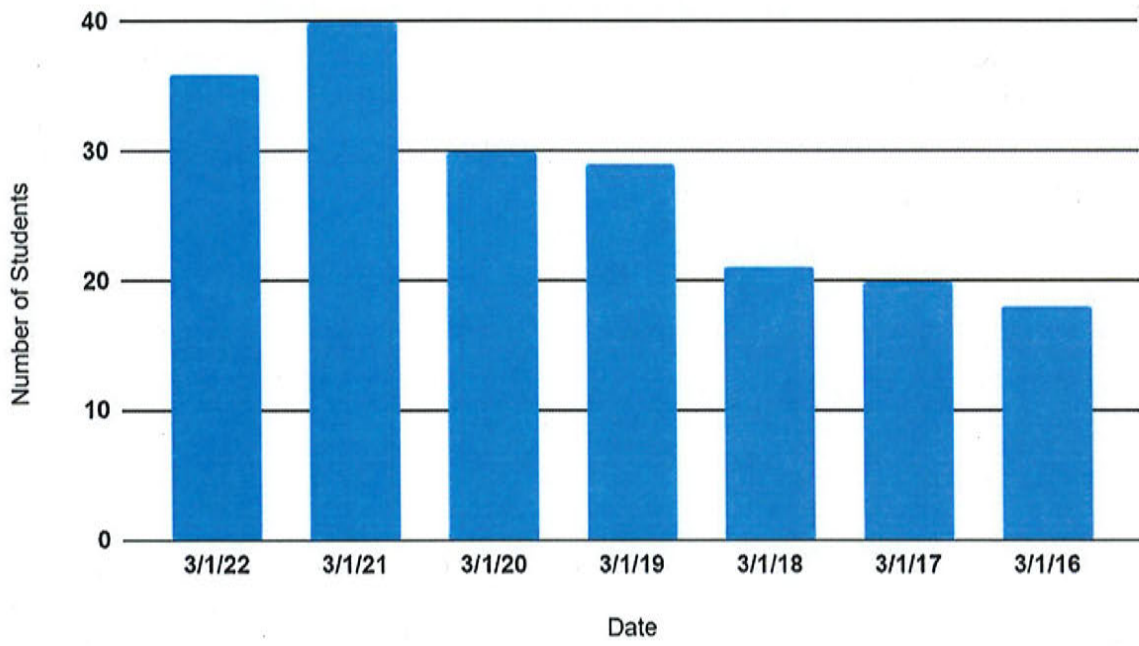
ED  
22.0%

ID  
2.0%

OHI  
26.0%



### Out of District Year to Year Comparison



**What Are We Currently  
Working On?**



March 3rd, 2022

## EXECUTIVE SUMMARY

### INFORMATIONAL UPDATE

#### TRSD Summer Learning 2022

The Timberlane Regional School District is currently planning various summer learning opportunities to meet the needs of students and families. The Extended School Year (ESY) and Title One Summer programs run annually during the summer months. Attendance at ESY and Title One camps is through invitation only, as determined by individual students' IEP goals and academic data. The high school will continue to offer summer programs for credit recovery.

Extended School Year is offered Preschool-grade 12 to all students who are identified by IEP teams as needing summer programming to continue to develop skills toward IEP goals, or to maintain progress made throughout the previous school year.

At the Elementary level, students at our three Title One Schools (Danville School, Pollard School, and Sandown North) are invited to Title One Summer Camp for continued intervention in needed skills. Per federal guidelines, these students are identified through a rank order created by weighted criteria points of district assessment data.

In addition, TRSD has begun planning for additional summer learning opportunities outside of the ESY and Title One summer programs. These K-8 summer learning offerings will be open to any students who would like to engage in enriching or intervention activities. Individual students, who have been identified as needing or potentially benefiting from these activities based on district data points, will also be invited by their schools. The high school will continue to explore other summer learning options for summer coursework and/or enriching opportunities, as have been offered to high school students in past years.

The district curriculum team continues to actively plan for these summer learning opportunities. Summer intervention activities will be created and personalized for students in attendance, in conjunction with their individual needs. We continue to identify other enriching summer learning opportunities. Staff input will be collected during the week of March 7th to gain initial interest in designing these enriching summer learning opportunities offered to all K-8 students. In the upcoming weeks, we will also determine the availability of staff to provide these various summer learning opportunities in addition to current annual programs. Once we have identified our capacity for resources, we will better be able to determine specific opportunities and scheduling in order to advertise these offerings.

Respectfully submitted,  
Sandy Allaire, Executive Director of Curriculum, Assessment, and Learning  
Lucy Canotas, Director of Elementary Education  
Mark Pedersen, Director of Secondary Education



March 3rd, 2022

## EXECUTIVE SUMMARY

### INFORMATIONAL UPDATE

#### Elementary Enrollment projections 22-23

The purpose of this summary is to provide the board with projections in order to engage in any class size conversations early, as we prepare this spring for position shifts.

Based on current status (as of March 1st, 2022), the charts below outline expected enrollment and staffing levels for the 2022-2023 school year in classrooms for grades 1-5. Registration is currently open for new students and registrars are tracking submissions. As per policy, we will present updated numbers to the school board in June. At that time we will have projected Kindergarten enrollment which will be added to the charts. We anticipate staffing at the Kindergarten level to either decrease or remain stable.

#### Atkinson Academy

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	50	62	64	59	49
staffing #	3	3	3	3	2
class size/cap	16.67/20	20.67/23	21.3/23	19.67/26	24.5/26

#### Danville School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	41	43	51	42	42
staffing #	3	2	3	2	2
class size/cap	13.67/20	21.5/23	17/23	21/26	21/26



# NH School Administrative Unit 106 | Timberlane Regional School District

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

Timberlane.net

@TimberlaneRegional

@TimberlaneRSD

@TimberlaneRSD

## Pollard School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	81	68	71	71	78
staffing #	5	4*	4	3	4*
class size/cap	16.2/20	17/23	17.75/23	23.67/26	19.5/26

\*Pollard grade 2 is one student from capacity with 3 teachers, grade 5 is at capacity with 3 teachers.

## Sandown North

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	70	72	62	56	66
staffing #	4	4	3	3	3
class size/cap	17.5/20	18/23	20.67/23	18.67/26	22/26

Should these numbers hold, staffing will be covered with existing personnel as the numbers in these charts reflect a need for 4 grade levels to be reduced by one classroom and another 4 grade levels to increase by one, across the district.

Respectfully submitted,

Lucy Canotas, Director of Elementary Education



## EXECUTIVE SUMMARY

March 3, 2022

### Audit Findings Update

1. Federal Compliance – There are two findings regarding the IDEA Special Education Grant. As you know, we did not have a Special Education Director during FY2021 overseeing the operation of the department. These findings have been shared with our new director Kelley Brooks and a new process will be implemented to address these issues. The findings are as follow:
  - Program: IDEA Project Number 202631 - If a non-Federal entity contracts with a vendor for over \$25,000 or expected to be over \$25,000 and the vendor is paid with Federal funds, the non-Federal entity must verify the vendor's suspension and debarment status. The School District contracted with three vendors for over \$25,000; however, did not perform the verification on one of the vendors. We recommend that the School District perform the necessary suspension and debarment verification on any vendors paid with Federal funds with a contract over \$25,000 as required by Federal regulations.
  - Program: IDEA Project Number 202631 - The School District selected four vendors (over the micro purchase threshold per the School District's procurement policy for Federal funds of \$10,000) without obtaining quotes or going out to bid and no formal documentation for limiting competition was formally documented. In accordance with 2 CFR 200.318 through 200.326, there must be documentation that supports the history of a procurement, including the rationale for the method of procurement and basis for vendor selection. In addition, documentation must be retained that supports the rationale to limit competition in those cases where competition was limited. We recommend that when quotes or bids are not obtained for vendors over the micro purchase threshold that formal documentation be prepared and retained to support this reasoning.



## NH School Administrative Unit 106 | Timberlane Regional School District

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2. School Findings – I am happy to report that the schools' findings have been reduced significantly. New processes and procedures implemented for scholarships, student activity funds, reporting, and the purchase of gift cards definitely made an impact on the audit findings in FY2021.

Most of the findings in FY2021 were related to deposits and disbursements, this was due to the pandemic. During the time that we were working from home it was hard to have a consistent system, deposits were taking longer than usual and getting all the required signatures was not always an option. Bookkeepers at all the schools did the best they could under the pandemic conditions.

Lisa Oliver has been working with all the bookkeepers and she has shared all the new findings with them. She will be conducting another audit findings review with existing and new bookkeepers at each school. The new procedures for student activity funds, deposits and disbursements will be discussed.

Respectfully Submitted By:

Maria Watkins, CFO/Business Administrator

**From:** [Lescarbeau, Jessica](#)  
**To:** [Kellan, Christopher](#)  
**Cc:** [Watkins, Maria](#); [Labonville, Lindsey](#)  
**Subject:** FY21 Single-Audit Findings- Timberlane  
**Date:** Friday, February 25, 2022 10:05:39 AM  
**Attachments:** [image001.png](#)

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**\*\*\* CAUTION \*\*\***

**This Email is from an external source. Be careful when clicking links or opening attachments.**

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**This Message originated outside of your organization.**

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Superintendent Kellan,

This email serves to inform you that the New Hampshire Department of Education (NHDOE) has completed its review of the District's FY21 (2020-2021 school year) single-audit entitled Timberlane Regional School District Annual Financial Report as of and for the Fiscal Year Ended June 30, 2021, dated February 14, 2022 as prepared by Plodzick & Sanderson.

This review is one component of the annual federal fund subrecipient monitoring required to be completed by the NHDOE as a "pass-through" entity under the terms of 2 CFR 200.

Based on the results of our review of your single-audit, the NHDOE has not identified any issues of concern relative to the District's management or expenditure of NHDOE related federal grant funds for FY21.

Should you have any questions please feel free to contact me.

Thank you,

**Jessica L. Lescarbeau | Agency Audit Manager**

**New Hampshire Department of Education**

**Division of Education Analytics & Resources**

**Bureau of Federal Compliance**

101 Pleasant Street | Concord, NH 03301

Phone: 603-271-3808

[Jessica.L.Lescarbeau@doe.nh.gov](mailto:Jessica.L.Lescarbeau@doe.nh.gov)



**Citizens Bank**

New Hampshire  
011401533

**78681**



Accounts Payable  
PO BOX 617  
CONCORD, NH 03302-0617

DATE  
Feb 8, 2022

Pay Five Hundred Dollars and 00 Cents

AMOUNT  
\$500.00

TO THE ORDER OF **SAU #106 Timberlane Regional High School**  
36 Greenough Road  
Plaistow, NH 03865



PLS PADLOCK



Accounts Payable

**78681**

Vendor ID	Vendor	Check Date	
██████████	SAU #106 Timberlane Regional High S	02/08/2022	
Voucher Number	Invoice Number	Document Date	Amount
██████████	WCOORD-1470-22	01/26/2022	\$500.00

**TOTALS:** \$500.00



Accounts Payable

**78681**

Vendor ID	Vendor	Check Date	
██████████	SAU #106 Timberlane Regional High S	02/08/2022	
Voucher Number	Invoice Number	Document Date	Amount
██████████	WCOORD-1470-22	01/26/2022	\$500.00

**TOTALS:** \$500.00

## Azulay, Michelle

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**From:** Mangini, Patricia  
**Sent:** Friday, February 18, 2022 3:17 PM  
**To:** Azulay, Michelle  
**Subject:** Kellen/SB approval  
**Attachments:** HS Wellness Donation.pdf

Hi Michelle,

Can we get this approved to put in the HS Wellness account. I am the HS health trust coordinator and this is for staff for wellness.

Thanks Patti

**PROPOSED**  
**Superintendent's Goals**  
**March 2022-June 30, 2022**

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1. Work with the Director of Human Resources, and Administration to revise and create job descriptions for all administrative positions. Evaluate and revise as appropriate the new SAU organizational structure, function, procedures.  
→ *Deliverables: Summary of procedures to be developed.*
2. Recruit and hire highly qualified candidates for all positions including Administration, Instructional Staff, Support Staff, Maintenance, Custodial and Food Service.  
→ *Deliverables: Develop Partnerships with post-secondary organizations to establish programs leading to employment.*
3. Special Education Audit: Work with the Director of Special Education to perform a district wide audit of special education programs, services, and processes.  
→ *Deliverables: Summary report to the School Board with recommendations.*
4. Review, evaluate, and revise as necessary the budget development processes.  
→ *Deliverables: Calendar of dates for proposed budget, default budget proposal, description of budget drivers, recommendations to School Board and Budget Committee for budget development process.*
5. Maintain timely and frequent communication to the School Board, families, staff and community.  
→ *Rationale: Provide meaningful information to School Board, families, staff and community. Engage and develop trust among the Timberlane Education Community.*
6. Work collaboratively with Administration to develop a new evaluation system for all Administrators.  
→ *Deliverables: Evaluation system implemented for 2022-2023.*
7. Develop systems and programs to provide learning opportunities that support meaningful academic growth for all students.  
→ *Deliverables: Summer Learning provided 2022. Recommendations to Curriculum and Assessment Committee will be ongoing.*
8. Review and revise procedures regarding anti-bullying practices that promote a safe and welcome learning environment for all students.  
→ *Deliverables: Adoption and implementation of anti-bullying plan and curriculum.*
9. Work with the Timberlane Regional Behavioral Health Team to revise and implement a Student Safety Protocol.  
→ *Deliverables: Development, training and implementation of a Student Safety Protocol.*

10. Work with Police Departments from all four towns to provide K-12 ALICE School Safety Training.

→Deliverables: ALICE School Safety Training will begin June 2022.

**TIMBERLANE POLICY COMMITTEE  
RECOMMENDATIONS TO THE SCHOOL BOARD**

[March 3, 2022]

**SECOND READ/REVOKE**

	Policy	Changes/Recommendations
1	ACA Nondiscrimination: Title IX Grievances	PC recommends <b>revoking/repealing</b> this policy as it has been looped into ACAC Title IX Sexual Harassment Policy and Grievance Process which was adopted by the Board on 1/6/22
2	ADA Special Education Philosophy Statement	PC recommends <b>revoking/repealing</b> this policy as philosophy statements are not policy
3	ADAB Timberlane Regional Middle School Statement of Purpose	PC recommends <b>revoking/repealing</b> this policy as the High School version was previously revoked

<b>Timberlane Regional School Board</b>	<b>Policy Code:   ACA</b>
<b>Reaffirmed: 08-08-95</b> <b>Revised:     12-03-98</b> <b>Revised:     09-20-01</b> <b>Revised:     12-16-10</b>	<b>Page 1 of 1</b>

**NONDISCRIMINATION: TITLE IX GRIEVANCES**

It is the policy of the School Board that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

The Superintendent or his/her designee will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination.

This policy of non-discrimination is applicable to all persons employed or served by the District. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142 and its subsequent laws, Section 504 of The Rehabilitation Act of 1973, Title II of The American with Disabilities Act, Title VI or VII of The Civil Rights Act of 1964, Title IX of The Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

**Legal References:**

- RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right*
- RSA 354-A:7, Unlawful Discriminatory Practices*
- The Age Discrimination in Employment Act of 1967*
- Title II of The Americans with Disabilities Act of 1990*
- Title VII of The Civil Rights Act of 1964 (15 or more employees)*

*Appendix: ACA-R*

**ACA - NONDISCRIMINATION: TITLE IX**

<b>Timberlane Regional School District</b>	<b>Policy Code: ADA</b>
<b>Adopted: 06-20-85</b> <b>Reaffirmed: 10-04-90</b> <b>Revised: 12-03-98</b> <b>Revised: 09-05-13</b>	<b>Page 1 of 2</b>

**SPECIAL EDUCATION PHILOSOPHY STATEMENT**

The School District's Philosophy of Education applies to all students of the (Preschool-grade 12) Timberlane Regional School District. The Board sets forth this supplemental statement due to the nature and complexity of special education to address special considerations relative to students with disabilities.

The goal of education is to develop successful members of society. "Success" is defined as the ability to live a satisfying, self-sufficient, and productive life, contributing to society in accordance with one's unique talents and abilities. To this end, the District offers a variety of learning experiences designed to encourage students to become successful citizens and to develop their full potential.

Students with disabilities have a wider range of learning needs than their non-disabled peers. The District, therefore, provides more highly specialized programs of instruction so that students with disabilities will be afforded the same degree of full educational opportunity to reach their potential as non-disabled students.

As with non-disabled students, the Board recognizes that the outcome of participation in appropriate learning experiences is based in part on the degree to which a student chooses to take advantage of those opportunities to learn and grown.

The School District recognizes and willingly accepts responsibility for educating students with disabilities. Its goal is to provide a Free Appropriate Public Education (FAPE) to each student with disability under its jurisdiction. "Appropriate" is defined as the type, level, and amount of service determined to be necessary by each student's IEP (Individual Education Plan) Team acting in accordance with the policies and procedures set forth by Federal, State, and District authorities.

Just as with its regular educational programs, the District is dedicated to providing quality special education programs and services.

The heart of the special education planning process is each student's IEP Team, which has the responsibility for making diagnostic and individual program planning decisions for each student with a disability. The Team, considering information from a variety of sources, determines the meaning of "appropriate" programming, and sets the balance between remedial instruction and the development of compensatory skills. The District strives to set forth a collaborative tone of communication between the parents and the School District during the often complicated process of diagnosing a student's special

**ADA - SPECIAL EDUCATION PHILOSOPHY**

# ADA - SPECIAL EDUCATION PHILOSOPHY

<b>Timberlane Regional School District</b>	<b>Policy Code: ADA</b>
<b>Adopted: 06-20-85</b> <b>Reaffirmed: 10-04-90</b> <b>Revised: 12-03-98</b> <b>Revised: 09-05-13</b>	<b>Page 2 of 2</b>

education needs and planning to meet those needs. Because the parents of students with disabilities are members of their child's IEP Team, Team meetings are a major setting for interaction with the School District. The Board is, therefore, committed to the development of responsible, well-trained, and professionally competent IEP Teams.

In its efforts to achieve the goal of providing appropriate learning experiences for each student with a disability, the Board also recognizes the importance of:

- Consistency in identification, evaluation, programming and placement procedures;
- The provision of a continuous program of information for parents with respect to identification, evaluation, programming and placement criteria, local policies, procedures, programs, State and Federal requirements, procedural safeguards, participation in State and District-wide assessment, and the protection of confidential information
- Providing students with disabilities full educational opportunities and access to the regular educational curricula in the least restrictive environment (LRE) possible.
- The provision of a continuous program of teacher training and support to ensure that the professional staff has the skills necessary to meet a wide variety of educational needs for students with disabilities;
- A continuum of educational services on the local level so that students with disabilities can be educated with non-disabled students in typical settings to the maximum extent appropriate.

Finally, the District has goals for students with disabilities in addition to those listed in its general philosophy statement. These are that each student with a disability will be afforded full educational opportunity and be encouraged to acquire:

- A strong sense of dignity and self-worth, coupled with a recognition and respect for the dignity and self-worth of others;
- An understanding of his/her disability in terms of abilities, potential and limitations; and
- A desire to achieve as much independence and self-sufficiency as possible.

<b>Timberlane Regional School Board</b>	<b>Policy Code: ADAB</b>
<b>Adopted: 10-04-90</b> <b>Revised: 05-15-97</b> <b>Revised: 12-03-98</b> <b>Reaffirmed: 02-24-05</b> <b>Revised: 05-07-09</b>	<b>Page 1 of 3</b>

**TIMBERLANE REGIONAL MIDDLE SCHOOL - STATEMENT OF PURPOSE**

Timberlane Regional Middle School is an academic community which acknowledges and celebrates the unique characteristics of middle school students, while balancing their needs with a well-defined, comprehensive and rigorous curriculum. Recognizing the nature and importance of this transitional period in the lives of middle school students, it is our responsibility to provide a learning environment for all students that fosters our core values: Respect, Responsibility, and Right Choices. The Timberlane Regional Middle School is committed to sustaining a collaborative learning environment so that our students may become successful, independent learners. It is our mission to:

- Provide a safe, respectful, and nurturing environment that encourages enthusiasm for learning.
- Foster responsible citizenship and provide opportunities for students to acquire and demonstrate leadership and service.
- Provide a challenging, integrated, standard-based curriculum.
- Meet the individual needs of students by identifying differences and using assessment to differentiate instruction and learning.

In doing so, we guide students toward becoming lifelong learners who, as resourceful, confident, reasoning adults, are able to adapt, thrive and contribute to an ever-changing society.

Many factors outside of the school environment have an impact on teaching and learning. We recognize that the Timberlane Regional Middle School learning community extends far beyond the physical boundaries of the building. Parents, business leaders and members of the community all make valuable contributions to the educational process. It is our goal to provide venues to involve them in planning, decision-making and support for our students and our school.

**Academic and Social Expectations**

***Academic***

Students are expected to develop strategies to enhance their academic performance by:

- Becoming effective communicators through oral, written and listening skills.
- Improving organization and study skills.
- Improving the quality of their work.

**ADAB - TRMS STATEMENT OF PURPOSE**

**ADAB - TRMS STATEMENT OF PURPOSE**

<b>Timberlane Regional School Board</b>	<b>Policy Code: ADAB</b>
<b>Adopted: 10-04-90</b> <b>Revised: 05-15-97</b> <b>Revised: 12-03-98</b> <b>Reaffirmed: 02-24-05</b> <b>Revised: 05-07-09</b>	<b>Page 2 of 3</b>

- Setting individual goals in academic areas and striving to complete these goals through reflection and self-evaluation.
- Maintaining and increasing their knowledge and skills in all subject areas.
- Learning to accept suggestions for improvement as well as praise.
- Participating in co-curricular programs.
- Becoming effective managers of ideas, information and resources, and of the technologies required to access those ideas, information and resources.
- Developing strategies using process, problem solving, and critical thinking skills to integrate and transfer to knowledge across all subject areas.

***Social***

Students are expected to:

- Take responsibility for their own behavior.
- Learn to make decisions that will lead to positive outcomes.
- Take pride and ownership of their school as well as their community.
- Show respect for the cultural and individual differences of all people starting with the Timberlane community.
- Develop an increasing awareness of the global community.
- Develop the ability to work cooperatively in small/large group settings.

**School Performance Expectations**

***Statement of Purpose***

The school will:

- Provide a challenging academic course of studies for all students.
- Examine and implement scheduling alternatives that maximize time for teacher preparation, collegial interaction, curriculum development and interdisciplinary planning.
- Examine and implement scheduling alternatives that maximize time for whole class, small group and individual student-teacher contact.
- Provide a universal effort to recognize and promote those activities which identify positive achievements of both students and staff in order to enhance self-esteem.

<b>Timberlane Regional School Board</b>	<b>Policy Code: ADAB</b>
<b>Adopted: 10-04-90</b> <b>Revised: 05-15-97</b> <b>Revised: 12-03-98</b> <b>Reaffirmed: 02-24-05</b> <b>Revised: 05-07-09</b>	<b>Page 3 of 3</b>

- Work with district administration to provide safe transportation for regular and after school activities.
- Provide a clean, safe and educational environment for students and staff.
- Provide enough support staff, including secretarial, kitchen and custodial to ensure that all identified building management needs are addressed in a timely fashion.
- Ensure that equipment needs of the building are upgraded on a continuing basis.
- Seek to provide improved and upgraded technology equipment, both hard and soft and to ensure the access to the use of such equipment by all staff and students.
- Ensure ongoing and open communication between administration and staff by providing a non-judgmental atmosphere in which to discuss needs.
- Maintain high standards of professionalism for administration and staff.
- Provide ongoing opportunities for parent, family and community involvement.
- Provide a variety of co-curricular activities, both after school and evenings that address the social, creative, emotional, physical, and intellectual needs of the middle school student.
- Provide a cross-section of faculty representation when investigating, researching, implementing and evaluating new programs and curricula.
- Provide a continuum of integrated programs and services during the school day, which meet the educational, social, creative, physical, and intellectual needs of all students.
- Provide an environment which fosters respect and understanding of individual differences of all people in a diverse society.
- Accommodate individual learning styles by utilizing a variety of teaching techniques.
- Provide for all school personnel, varied and ongoing in-service objector programs which address the changing needs of the school population.
- Ensure fair and consistent discipline of all students.