

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, NOVEMBER 5, 2020

Regular Business Meeting – 7:00pm

Webinar Link

Dr. Kimberly Farah, Chair

<http://www.timberlane.net/zoomtrsb>

Kristin Savage, Vice Chair

Technology Assistance

Dr. Brian Cochrane, Interim Superintendent

603-382-6541 x 3955

*[In accordance with Emergency Order #12 pursuant to Executive Order 2020-04, the School Board is authorized to meet electronically.] Log on Instructions: When logging on, members of the public will be prompted to provide their email address and name. (Note: the participation option has been disabled consistent with state provisions for board videoconferencing except as noted below for delegates and individuals.)*

## AGENDA

1. **7:00PM** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. **7:05PM** Approval of Minutes
5. Student Representative
6. Delegates and Individuals

*Individuals wishing to speak during delegates and individuals are asked to fill out the request form (link below) by 5pm of the day of the meeting. Due to time constraints, only the first 20 persons completing this form will be allowed to speak up to 3 minutes each. They will be notified via district email by 6pm that they were among the first 20 selected to speak during this portion of the meeting. Link to Request Form: <https://forms.gle/kWVzNs8rhaRHnRH97>*

### 7. Current Business

- a. **7:10PM** School Re-Opening Plan – INFORMATION/ACTION (45 minutes)
- b. **7:55PM** Budget Development – INFORMATIONAL/ACTION (30 minutes)
- c. **8:25PM** Strategic Plan Update – INFORMATIONAL/ACTION (20 minutes)
- d. **8:45PM** Facilities Consultant – ACTION (10 minutes)
- e. **8:55PM** Policies (first read/JIA second read) – ACTION (10 minutes)
- f. **9:05PM** Warrant Articles – INFORMATIONAL/ACTION (5 minutes)

### 8. **9:10PM** Administrator's Report

### 9. **9:15PM** Personnel Report

### 10. **9:20PM** Committee Reports/Reports of the School Board

### 11. Correspondence Folder

### 12. Vendor and Payroll Registers

### 13. **9:25PM** Other Business

### 14. Nonpublic (RSA 91-A:3, II (a) and (c)) – Personnel Matters

### 15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
November 19	Regular Board Meeting	PAC	7:00PM
December 3	Regular Board Meeting	Webinar	7:00PM
December 17	Regular Board Meeting	PAC	7:00PM
January 7	Regular Board Meeting	Webinar	7:00PM
January 8	Bond Citizens Petitions Deadline	SAU	5:00PM
January 12	Citizens Petition Deadline	SAU	5:00PM
January 14	Public Hearing on Proposed Budget	PAC	7:00PM
January 20	First Day to File for Candidacy	SAU	
January 21	Last Day for Budcom to Deliver Recommendations		
January 29	Last Day of Filing Period for Candidates	SAU	5:00PM

*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.*

## **ADMINISTRATOR'S REPORT**

*Administrator's Report for November 5, 2020 School Board Meeting*

**1-3. OPEN MEETING** – *self-explanatory.*

**4. APPROVAL OF MINUTES** (2 sets – October 15<sup>th</sup> public and nonpublic)

**5. DELEGATES AND INDIVIDUALS**

**6. STUDENT REP**

**7. CURRENT BUSINESS**

**a. Re-Opening Update – INFORMATIONAL/ACTION**

*Updates on the following are anticipated:*

- *General update*
- *HVAC test equipment costs and HVAC filter plan*
- *Update on COVID-related reimbursement funds*
- *COVID Numbers (report not available until November 4 in order to capture as much info as possible prior to the meeting)*

**b. Budget Development – INFORMATIONAL/ACTION**

*Continued review of proposed budget (with notation added to address \$3m rate increase), NESDEC Projected Enrollment Report (if available), and CIP-recommended projects.*

**c. Strategic Plan Update – INFORMATIONAL/ACTION**

*Review of Action Items Status.*

**d. Facilities Consultant – ACTION**

*Discussion followed by action to hire a facilities consultant.*

**e. Policies – ACTION**

*Second read on policy JIA and first read on policies BEA, BEAB, and BEC.*

**f. Warrant Articles – ACTION**

*Standing agenda item for warrant article proposal discussion/action.*

**8. ADMINISTRATOR'S REPORT** – *Dr. Cochrane*

*Executive summaries on audit updates: Negative Lunch Account Balances Report, Trust Fund Reimbursements Update/Scholarship Update, and Student Activity Accounts Update.*

**9. PERSONNEL REPORT**

*Dr. Cochrane to present.*

**10. COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD** – *Committee Chairs to update board on current initiatives.*

**11. CORRESPONDENCE** – *All correspondence 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** – *Nonpublic to be held in Zoom breakout room – Dean will send a link.*

**15. FUTURE DATES** – *As indicated.*

## UPCOMING REGULAR MEETING AGENDAS

*This information is provided for informational purposes only. Agenda items are subject to change.  
The official agenda will be available one week prior to its scheduled meeting.*

November 19, 2020 at the PAC	
Policies	<i>Second Read</i>
5-Year Facilities Plan Update	
Budget Development	<i>Update</i>
Warrant Articles	

December 3, 2020 Via Webinar	
Policies	<i>First Read</i>
Warrant Articles	
Program of Studies	<i>First Read (12/17 Second Read)</i>

December 17, 2020 at the PAC	
Budget Development	
Policies	
Warrant Articles	<i>Discuss any proposed articles</i>
Program of Studies	<i>Second Read/Adoption</i>
CBA's	<i>Deadline to ratify for Ballot is January 12, 2021</i>

<b>Presentation Schedule</b>			
<b>Item</b>	<b>Detail</b>	<b>Timeline/By</b>	<b>Done</b>
Develop 5-Year Facilities Plan	Continued from 2019-20	TBD	
Create proposal for Solar Panels	Continued from 2019-20	TBD	
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	8/20/2020	
School Financial Report (DOE-25)	To DRA	9/1/2020	√
School Financial Report (MS-25)	To DRA	9/1/2020	√
Revised Est'd Revenues (MS-24)	#'s needed from DRA/DOE approved MS-25	9/1/2020	
Signed Revised Est. Revenues (MS-24S)	Signed Revised Est. Revenues (MS-24S)	9/1/2020	
NHSBA Resolutions	September of each year	9/3/2020	√
Strategic Plan Update	Biannual report (Sep/Mar)	9/17/2020	√
School Action Plans	September of each year – Elementary	9/20/2020	Hold
Budget /Default Budget	First Draft	10/1/2020	√
Enrollment/NESDEC	After October 1 enrollment numbers determined	10/15/2020	
School Action Plans	October of each year – Secondary	10/15/2020	Hold
Program of Studies	First Read	12/3/2020	
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	11/19/2020	
Program of Studies	Second Read	12/17/2020	
Ratify CBAs	Finalize CBAs for warrant (by 2 <sup>nd</sup> Tuesday in Jan.)	1/7/2021	
Finalize Warrant /Recommendations	For Deliberative Session (by last Tuesday in Jan.)	1/21/2021	
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	2/18/2021	
Projected unencumbered funds	To inform on end of year funds to address needs	2/18/2021	
Food Service Annual Review	Renewal Year 4 of 4	03/4/2021	
Professional Staff Renominations	Notification of nonrenewal required by April 15 <sup>th</sup>	3/4/2021	
MOUs/LOUs Authorization	Authorize Personnel Committee to approve MOUs	3/18/2021	
Report of Appropriations Voted (MS-22)	Due to DRA	3/30/2021	
Budget as Posted with Warrant (MS-27)	Due to DRA	3/30/2021	
DRA Approved Appropriations (MS-22R)	To DRA Pending DRA Approval	3/30/2021	
Signed Appropriations As Voted (MS-22)	To DRA Within 20 days of vote	3/30/2021	
Signed Default Budget (MS-DS)	As posted with the warrant – due to DRA	3/30/2021	
Athletic Trainer Contract Annual Review	Annual review/renewal for 2021-22 school year	4/21/2021	
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	5/20/2021	
Data Governance Plan	Annual review by 1 <sup>st</sup> meeting in June	6/3/2021	
Auditor Option & Schedule (MS-60A)	To DRA	6/30/2021	
MS-60 or CPA Financial Audit	To DRA	6/30/2021	

# Executive Summary

## Facilities – HVAC Update

### HVAC Test Equipment

The facilities department is currently using two different pieces of equipment for in-house air exchange rate testing:

1. Anemometer, Rotating Vane and Thermistor, 98 to 3937 Velocity (FPM)  
We have two in use. The HVAC Tech uses these devices for supply air low velocity testing.  
Cost \$487.52/device
2. Anemometer, Rotating Vane and Thermistor, 80 to 5900 Velocity (FPM)  
We have two in use. The HVAC Tech uses these devices for high velocity supply and all return ducts.  
Cost \$185.02/device



### HVAC Filter Plan

- To determine the life expectancy of filter, the HVAC Tech will conduct a daily reading on 5 randomly selected classrooms at the high school.
- If an exchange rate shows a significant decrease, this will initiate a filter change (ie 6-8 weeks, rather than monthly)
- Please note the process of district-wide filter changing takes approximately 2-3 days (3 staff, 8 hours each)

Respectfully submitted,

Gary Paradis, Director of Facilities



## **Request for Proposal: Testing and Balance HVAC**

Timberlane Regional School District (TRSD) is requesting sealed proposals to test TRSD's HVAC air handling units, to balance HVAC units where necessary, and to provide recommendations on system replacements no later than December 28<sup>th</sup>, 2020. Time is of the essence. Sealed proposals are to be received by TRSD no later than 9:00 am, Thursday November 12, 2020 and will be opened at 11:00 am.

Final decisions on quantities and any limits to the scope of work shall be noted in the agreement/contract once project costs have been evaluated by the district. The district will discuss and negotiate any additional modifications or clarifications made after the proposal due date with the Contractor prior to incorporating them into an agreement. Contractor will provide an agreement including detailed scope of work.

All contractors/companies submitting proposals must furnish labor, material, tools, and equipment necessary to perform the task and do all else, reasonably implied, as necessary for the prompt and satisfactory completion of this contract.

Be advised that work is to be scheduled around classroom learning schedule. Every effort will be made by the successful contractor to ensure that safety is of prime importance, so as not to risk any occupant of the building and ensure work without disruption of education. Holidays, weekend, and evening work will be required.

All proposals must be in a sealed envelope marked "RFP-HVAC Testing and Balancing" and addressed to the Business Administrator, 30 Greenough Road, Plaistow, NH 03865 no later than Thursday November 12, 2020 at 9:00 am. Email copy will be accepted at the following email address: [Nancy.Pierce@SAU55.net](mailto:Nancy.Pierce@SAU55.net). Confirmation of receipt should be requested. Proposals will be opened on Thursday November 12, 2020 at 11:00 am. Due to the current pandemic environment, sealed proposals will be opened via Zoom. A link may be requested by contacting: [Sarah.Vaira@Timberlane.net](mailto:Sarah.Vaira@Timberlane.net). This project is funded in part with federal funds, vendor should be able to provide a certificate of debarment.

### **SCOPE OF WORK MUST INCLUDE:**

- Testing air exchange rates for all TRSD rooms  
*(Approximately 76 HVAC units servicing 430 rooms in 9 building throughout 4 towns)*
- Assessment of district HVAC air handler units to include recommendations on replacements, if necessary
- Balance systems where needed (depending on lack of exchange rates)

Please direct all questions to:

Gary Paradis, Director of Facilities  
Timberlane Regional School District, 30 Greenough Road, Plaistow, NH 03065  
(603) 382-6541 ext. 3350 | [gary.paradis@timberlane.net](mailto:gary.paradis@timberlane.net)

Respectfully submitted,

Gary Paradis, Director of Facilities

# Executive Summary

## COVID-19 Expenses

As of today, we have three confirmed and one in flux grants for the relief of COVID-19 related expenses as follow:

Grant	Amount	Exp. Date	Grant Name
CARES- ESSER	\$ 124,010	9/30/2021	Elementary and Secondary School Emergency Relief Fund
SPSRF	\$ 652,200	12/30/2020	Supplemental Public School Response Fund
RLG	\$ 15,000	9/30/2020	Remote Learning Funds
CESF	TBD	TBD	Compensatory Education Support Funds
Total	<b>\$ 791,210</b>		

Estimated expenses related to COVID-19 for FY2020 and FY2021 including \$60K for an air quality testing and \$450K for HVAC repairs are \$2.2M. Available funds to offset these expenses are \$2.0M leaving a bottom line expense for the two-year period of \$176K as follow:

School/Department/Project	FY2020	FY2021	Total
Pandemic Floaters	-	838,888	838,888
Special Education	-	176,743	176,743
TRSD	16,284	126,184	142,468
TTA / TSSU Coverage	-	120,000	120,000
Technology	168,036	85,863	253,899
Transportation	-	54,360	54,360
TRHS	7,678	30,261	37,939
TRMS	-	21,844	21,844
Pollard	10,055	13,557	23,612
Curriculum	-	12,250	12,250
Danville Elementary	1,450	4,723	6,173
Atkinson Academy	4,625	2,978	7,603
Athletics	-	2,750	2,750
Music	-	2,235	2,235
Sandown North	5,453	1,485	6,938
Sandown Central	-	511	511
Air Quality Testing	-	60,000	60,000
HVAC Reapirs	-	450,000	450,000
<b>Total Expected Expenses</b>	<b>213,580</b>	<b>2,004,632</b>	<b>2,218,212</b>
Remote Learning Grant	-	(15,000)	(15,000)
CARES- ESSER Grant	-	(124,010)	(124,010)
SPSRF Grant	-	(652,200)	(652,200)
First Student Discount	-	(173,498)	(173,498)
Health Trust Refund	-	(465,000)	(465,000)
10 Unfilled Positions Savings	-	(612,031)	(612,031)
<b>Total Available Funds</b>	<b>-</b>	<b>(2,041,739)</b>	<b>(2,041,739)</b>
<b>Total Including all Available Funds</b>	<b>213,580</b>	<b>(37,107)</b>	<b>176,473</b>

DATE: November 5, 2020

## Executive Summary

### TRSD COVID-19 Data Dashboard- Weekly numbers

New information, as requested, have been included in this report, but that data is not on the district dashboard. That requested information include a comparison to the historical staff and student absenteeism data.

Please note that in an effort to protect privacy, little information about these situations can be shared publically, but rest assured that the schools are taking all the proper steps to inform staff, students and families if they are directly affected by a COVID-19 case.

<b>Week of 10/28/2020-11/4/2020</b>			
Metric	2020	2020	Comparable previous data
Positive COVID-19 Cases in students across the district (including students who are remote ONLY)	2	0.06%	NA
Positive COVID-19 cases in staff across the district	1	0.30%	NA
Number of students under state mandated isolation/ quarantine across the district	29	0.87%*	NA
Number of Staff under state mandated isolation/ quarantine across the district	10	2.20%	NA
Number of 'Active' cases in Rockingham county.	381	0.12%	NA
Number of New infections per 100,000 in Rockingham county in the past 14 days	139.7		NA
COVID-19 PCR tests Positivity 7 day average	2.7%		NA
Number of New hospitalizations per 100,000 over the past 14 days – Rockingham county	1.6		NA
Student absenteeism-	3.14%		AVG. 4.5%
Staff absenteeism-	3.06%		AVG 6.43%
Staff capacity	Strained		NA
*State mandated isolation/ quarantine includes those who have tested positive to COVID-19, those who had close contact with a suspected or confirmed COVID-19 case, or those who are quarantined due to travel.			

<b>Week of 10/14/2020-10/28/2020</b>				
	Metric	2020	2020	Comparable previous data
1	Positive COVID-19 Cases in students across the district (including students who are remote ONLY)	0	0%	NA
2	Positive COVID-19 cases in staff across the district	0	0%	NA

3	Number of students under state mandated isolation/ quarantine across the district	9	0.27%*	NA
4	Number of Staff under state mandated isolation/ quarantine across the district	9	1.98%	NA
5	Number of 'Active' cases in Rockingham county.	258	0.08%	NA
6	Number of New infections per 100,000 in Rockingham county in the past 14 days	107.7		NA
7	COVID-19 PCR tests Positivity 7 day average	1.3%		NA
8	Number of New hospitalizations per 100,000 over the past 14 days – Rockingham county	2.1		NA
9	Student absenteeism-	3.55%		AVG. 4.5%
10	Staff absenteeism-	2.67%		6.9%
11	Staff capacity	Strained		NA
	*State mandated isolation/ quarantine includes those who have tested positive to COVID-19, those who had close contact with a suspected or confirmed COVID-19 case, or those who are quarantined due to travel.			

<b>Week of 10/7/2020-10/14/2020</b>				
	Metric	2020	2020	Comparable previous data
1	Positive COVID-19 Cases in students across the district (including students who are remote ONLY)	2 cases	0.05%	NA
2	Positive COVID-19 cases in staff across the district	0	0%	NA
3	Number of students under state mandated isolation/ quarantine across the district	26	0.72%*	NA
4	Number of Staff under state mandated isolation/ quarantine across the district	6	1.93%	NA
5	Number of 'Active' cases in Rockingham county.	164	0.5%	NA
6	Number of New infections per 100,000 in Rockingham county in the past 14 days	61.5		NA
7	COVID-19 PCR tests Positivity 7 day average	1.7%		NA
8	Number of New hospitalizations per 100,000 over the past 14 days – Rockingham county	1.3		NA
9	Student absenteeism-	3.98%		AVG 4.5%
10	Staff absenteeism-	2.94% (11% originally reported)		5.48%
11	Staff capacity	Strained		NA
	*State mandated isolation/ quarantine includes those who have tested positive to COVID-19, those who had close contact with a suspected or confirmed COVID-19 case, or those who are quarantined due to travel.			
<b>Week of 9/30/2020-10/7/2020</b>				
	Metric	2020	2020	Comparable previous data

1	Positive COVID-19 Cases in students across the district (including students who are remote ONLY)	4 cases	0.12%	NA
2	Positive COVID-19 cases in staff across the district	1	0.3%	NA
3	Number of students under state mandated isolation/ quarantine across the district	19*	0.57%*	NA
4	Number of Staff under state mandated isolation/ quarantine across the district	5*	1.1%*	NA
5	Number of 'Active' cases in Rockingham county.	97	0.03%	NA
6	Number of New infections per 100,000 in Rockingham county in the past 14 days	44.6		NA
7	COVID-19 PCR tests Positivity 7 day average	1.2%		NA
8	Number of New hospitalizations per 100,000 over the past 14 days – Rockingham county	0.3		NA
9	Student absenteeism rate-	3.83%		AVG 4.5%
10	Staff absenteeism-	3.34% (8.6% Originally reported)		5.71%
11	Staff capacity	Strained		NA
	*State mandated isolation/ quarantine includes those who have tested positive to COVID-19, those who had close contact with a suspected or confirmed COVID-19 case, or those who are quarantined due to travel.			

Respectfully submitted by,

Mark Pedersen



# State of New Hampshire Department of Revenue Administration

109 Pleasant Street  
PO Box 487, Concord, NH 03302-0487  
Telephone (603) 230-5000  
www.revenue.nh.gov



MUNICIPAL AND PROPERTY  
DIVISION  
James P. Gerry  
Director

Lindsey M. Stepp  
Commissioner  
  
Carolynn J. Lear  
Assistant Commissioner

Samuel T. Greene  
Assistant Director

October 26, 2020

School Board  
Timberlane Regional School District  
30 Greenough Rd  
Plaistow, NH 03865

RE: Disallowance

Dear Governing Body:

The Municipal Bureau is required by RSA 21-J:35 to review estimated revenues, voted appropriations, and the manner in which appropriations were voted. This evaluation includes a determination whether these items comply with applicable state statutes. As a result of this analysis, the following issues were discovered:

The minutes included approved appropriations in the amount of \$250,000 from the fund balance available on June 30, 2020 which were apportioned as capital expenses in 2019-20 in accordance with Article 6 of the Articles of Agreement. In accordance with the MS-25 form received from Mr. Dowd, there was no remaining capital year-end figures, therefore I have disallowed article 3.

Please be aware that the above changes result in an adjusted total voted appropriations for the 2019-2020 fiscal year of \$73,304,644 calculated as follows:

Original MS-22 Voted Appropriations	\$73,554,644
Disallowance for Warrant Article 3	\$ 250,000
Revised Total Voted Appropriations	<b>\$73,304,644</b>

Please feel free to contact me at 230-5092 or at [jamie.dow@dra.nh.gov](mailto:jamie.dow@dra.nh.gov) if you have any questions or concerns.

Sincerely,

Jamie L. Dow  
Municipal Accounts Advisor

TDD Access: Relay NH 1-800-735-2964

*Individuals who need auxiliary aids for effective communication in programs and services of the Department of Revenue Administration are invited to make their needs and preferences known to the Department.*

November 4, 2020

## Executive Summary

### Strategic Plan Update – Sustaining a Focus on Academics, Rigor, and 21<sup>st</sup> Century Learning

Since 2018, the TRSD Curriculum and Assessment Committee has actively monitored the ongoing work and progress toward the goals, objectives, and action steps associated with the section of the TRSD Strategic Plan entitled, “Sustaining a Focus on Academics, Rigor, and 21st Century Learning.

Several existing committees, which are chaired by members of the C&A Committee, including Professional Development, Mentoring, STEAM/Enrichment, PreK-12 Curriculum, Technology, and Grading & Reporting have been responsible for the direction and execution of the Strategic Plan action steps and activities in the area of academics. These groups regularly provide evidence of their work and share progress notes with the C & A Committee through the attached document, which was last updated in February, 2020, prior to the COVID-19 Pandemic. This document was recently reviewed at the Curriculum and Assessment Committee meeting on November 3, 2020.

The Curriculum and Assessment Committee will continue to monitor the implementation of the Strategic Plan, in the area of academics, in accordance with Goal 3 below:

**Goal#3:**

During the 2020-2021 school year, the Timberlane Regional School District Curriculum & Assessment Committee will have oversight of the implementation of the Timberlane Regional School District Strategic Plan, in the area of “Sustaining a Focus on Academics and Rigor and 21st Century Skills.”

Respectfully Submitted By:

Sandra Allaire, Director of Curriculum and Professional Learning



**SAU #55 - Timberlane RSD  
Plaistow, NH**

**2020 - 2021 Enrollment Projection Report**



# Timberlane RSD, NH Historical Enrollment

School District: Timberlane RSD, NH -Consolidation

11/4/2020

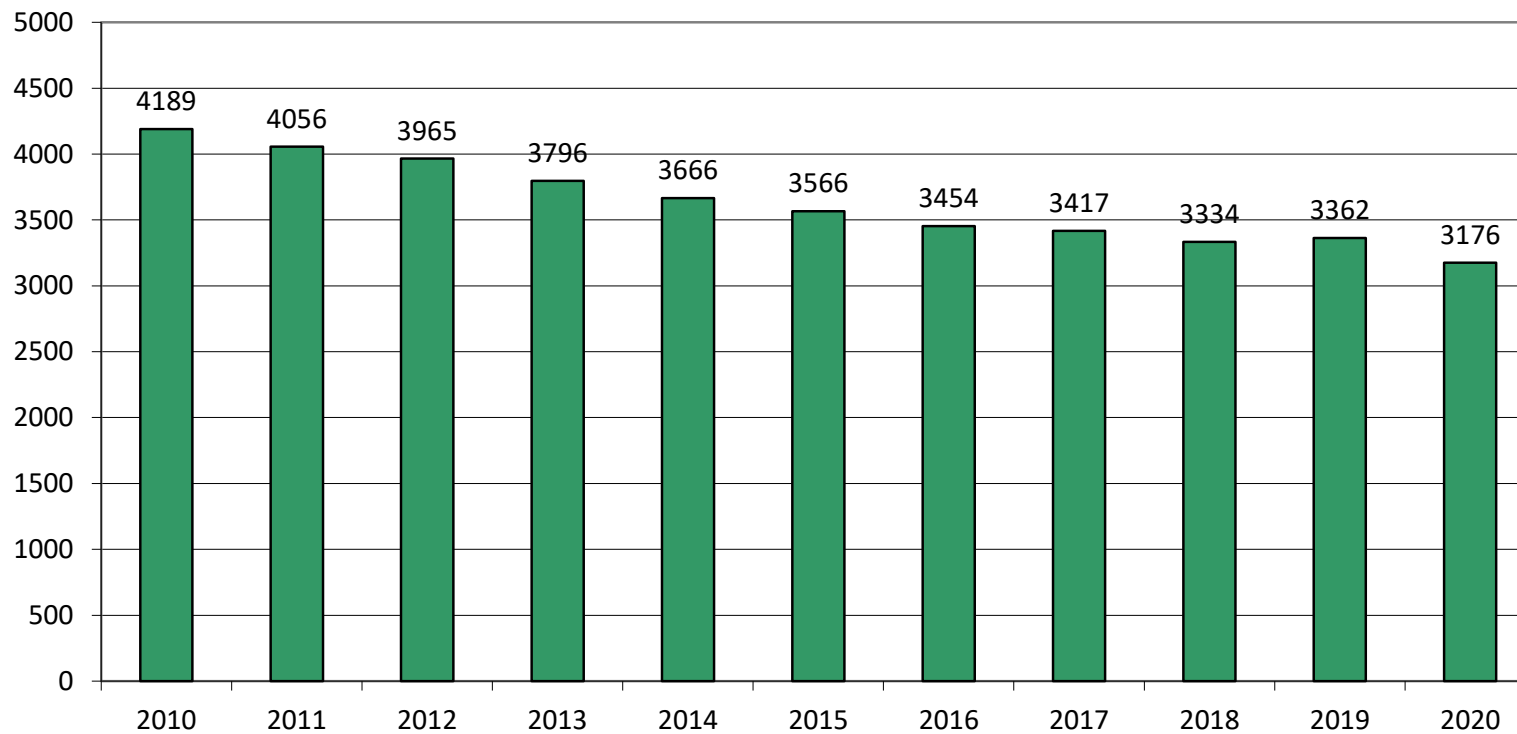
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2005	255	2010-11	76	218	265	296	301	290	336	327	348	371	341	369	353	374	0	4189	4265
2006	240	2011-12	95	209	246	274	292	310	295	340	334	344	353	335	368	356	0	4056	4151
2007	245	2012-13	96	238	241	252	273	290	312	290	334	334	329	354	332	386	0	3965	4061
2008	200	2013-14	117	205	265	241	258	267	294	316	286	329	302	331	354	348	0	3796	3913
2009	183	2014-15	99	212	248	264	244	258	262	291	307	283	310	297	334	356	0	3666	3765
2010	191	2015-16	100	196	226	258	271	246	261	266	293	311	277	310	304	347	0	3566	3666
2011	169	2016-17	112	210	216	229	256	277	244	273	265	293	301	274	301	315	0	3454	3566
2012	185	2017-18	137	220	248	220	239	259	286	253	270	266	280	301	274	301	0	3417	3554
2013	201	2018-19	132	217	233	250	225	244	255	289	252	268	249	283	296	273	0	3334	3466
2014	221	2019-20	123	249	231	227	261	235	251	264	296	252	271	248	276	301	0	3362	3485
2015	214	2020-21	92	187	247	215	222	259	224	229	260	285	241	268	255	284	0	3176	3268

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2010-11	1782	1706	2033	2752	1382	1046	719	2156	1437
2011-12	1721	1626	1966	2644	1313	1018	678	2090	1412
2012-13	1702	1606	1896	2564	1270	958	668	2069	1401
2013-14	1647	1530	1846	2461	1225	931	615	1950	1335
2014-15	1587	1488	1779	2369	1143	881	590	1887	1297
2015-16	1558	1458	1724	2328	1131	870	604	1842	1238
2016-17	1544	1432	1705	2263	1075	831	558	1749	1191
2017-18	1609	1472	1725	2261	1075	789	536	1692	1156
2018-19	1556	1424	1713	2233	1064	809	520	1621	1101
2019-20	1577	1454	1718	2266	1063	812	548	1644	1096
2020-21	1446	1354	1583	2128	998	774	545	1593	1048

Historical Percentage Changes			
Year	K-12	Diff.	%
2010-11	4189	0	0.0%
2011-12	4056	-133	-3.2%
2012-13	3965	-91	-2.2%
2013-14	3796	-169	-4.3%
2014-15	3666	-130	-3.4%
2015-16	3566	-100	-2.7%
2016-17	3454	-112	-3.1%
2017-18	3417	-37	-1.1%
2018-19	3334	-83	-2.4%
2019-20	3362	28	0.8%
2020-21	3176	-186	-5.5%
Change	-1013	-24.2%	

## Timberlane RSD, NH Historical Enrollment

K-12, 2010-2020



# Timberlane RSD, NH Projected Enrollment

School District: Timberlane RSD, NH -Consolidation

11/4/2020

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2015	214		2020-21	92	187	247	215	222	259	224	229	260	285	241	268	255	284	0	3176	3268
2016	223		2021-22	123	253	199	242	218	228	256	227	229	258	276	241	270	258	0	3155	3278
2017	223		2022-23	124	256	266	195	246	224	226	261	228	227	250	275	240	275	0	3169	3293
2018	258	0	2023-24	125	293	271	260	197	254	223	229	260	227	222	249	275	243	0	3203	3328
2019	214	0	2024-25	126	244	309	265	265	203	251	225	230	257	219	222	250	279	0	3219	3345
2020	226	(est.)	2025-26	127	258	262	302	270	273	202	255	225	228	250	219	222	253	0	3219	3346
2021	229	(est.)	2026-27	128	261	273	258	307	278	270	203	254	223	222	250	220	224	0	3243	3371
2022	230	(est.)	2027-28	129	261	276	267	262	315	276	274	203	251	215	222	249	223	0	3294	3423
2023	231	(est.)	2028-29	130	264	276	270	272	269	312	279	273	201	244	215	222	251	0	3348	3478
2024	226	(est.)	2029-30	131	258	280	270	275	280	266	317	279	270	193	243	215	225	0	3371	3502
2025	229	(est.)	2030-31	132	261	273	274	275	283	277	269	317	276	261	193	243	218	0	3420	3552

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

Based on an estimate of births

Based on children already born

Based on students already enrolled

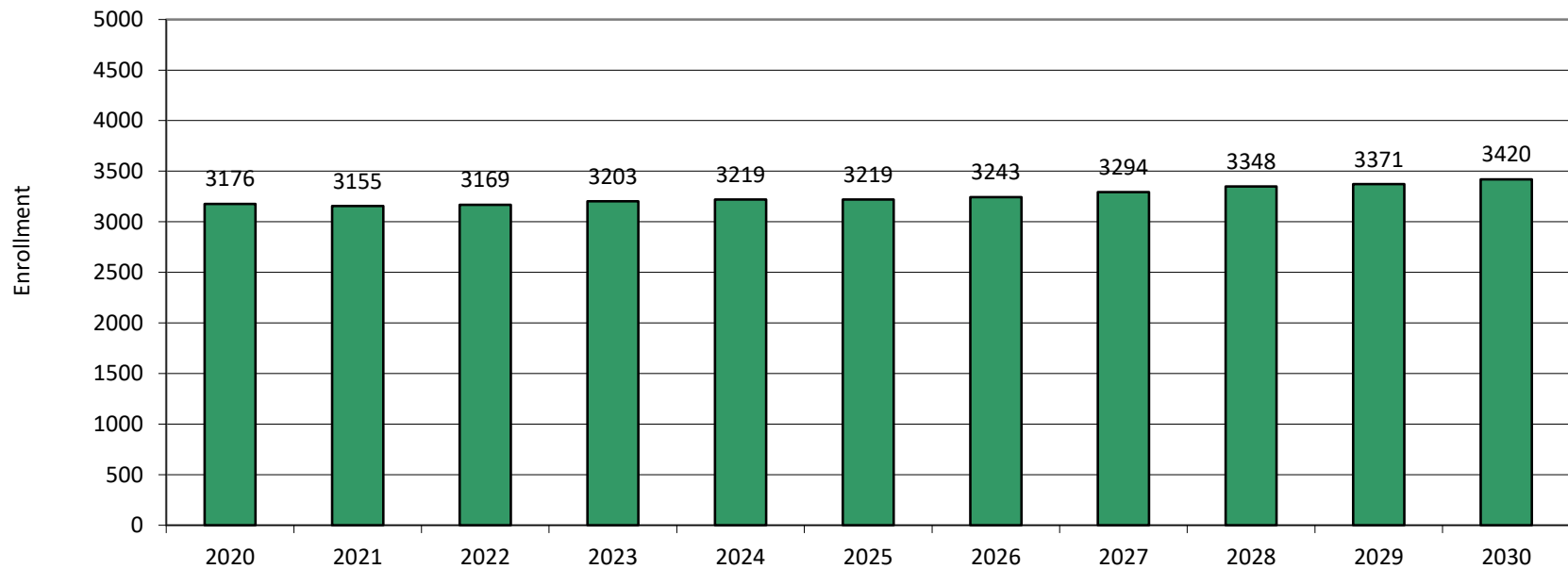
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2020-21	1446	1354	1583	2128	998	774	545	1593	1048
2021-22	1519	1396	1623	2110	970	714	487	1532	1045
2022-23	1537	1413	1674	2129	942	716	455	1495	1040
2023-24	1623	1498	1727	2214	939	716	487	1476	989
2024-25	1663	1537	1762	2249	963	712	487	1457	970
2025-26	1694	1567	1822	2275	910	708	453	1397	944
2026-27	1775	1647	1850	2327	950	680	477	1393	916
2027-28	1786	1657	1931	2385	1004	728	454	1363	909
2028-29	1793	1663	1942	2416	1065	753	474	1406	932
2029-30	1760	1629	1946	2495	1132	866	549	1425	876
2030-31	1775	1643	1912	2505	1139	862	593	1508	915

Projected Percentage Changes			
Year	K-12	Diff.	%
2020-21	3176	0	0.0%
2021-22	3155	-21	-0.7%
2022-23	3169	14	0.4%
2023-24	3203	34	1.1%
2024-25	3219	16	0.5%
2025-26	3219	0	0.0%
2026-27	3243	24	0.7%
2027-28	3294	51	1.6%
2028-29	3348	54	1.6%
2029-30	3371	23	0.7%
2030-31	3420	49	1.5%
Change	244		7.7%

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

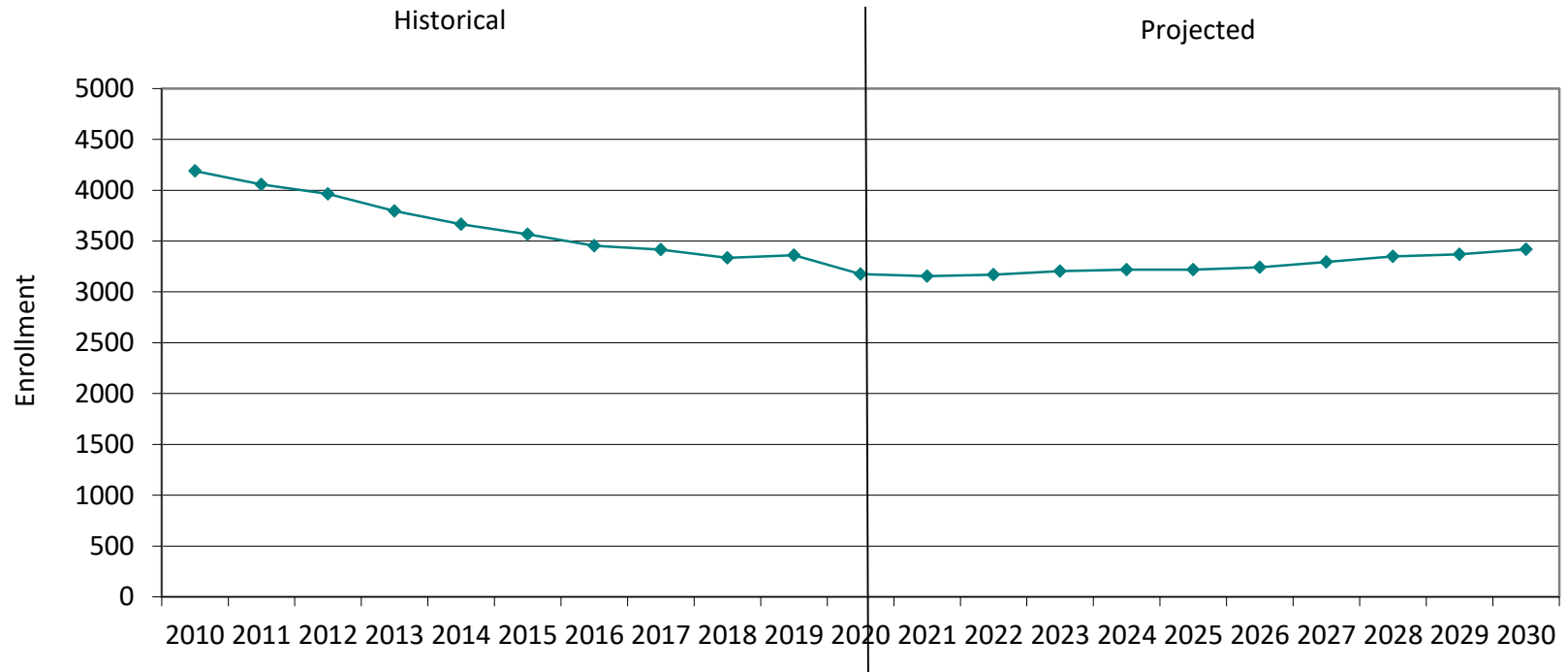
# Timberlane RSD, NH Projected Enrollment

K-12 To 2030 Based On Data Through School Year 2019-20

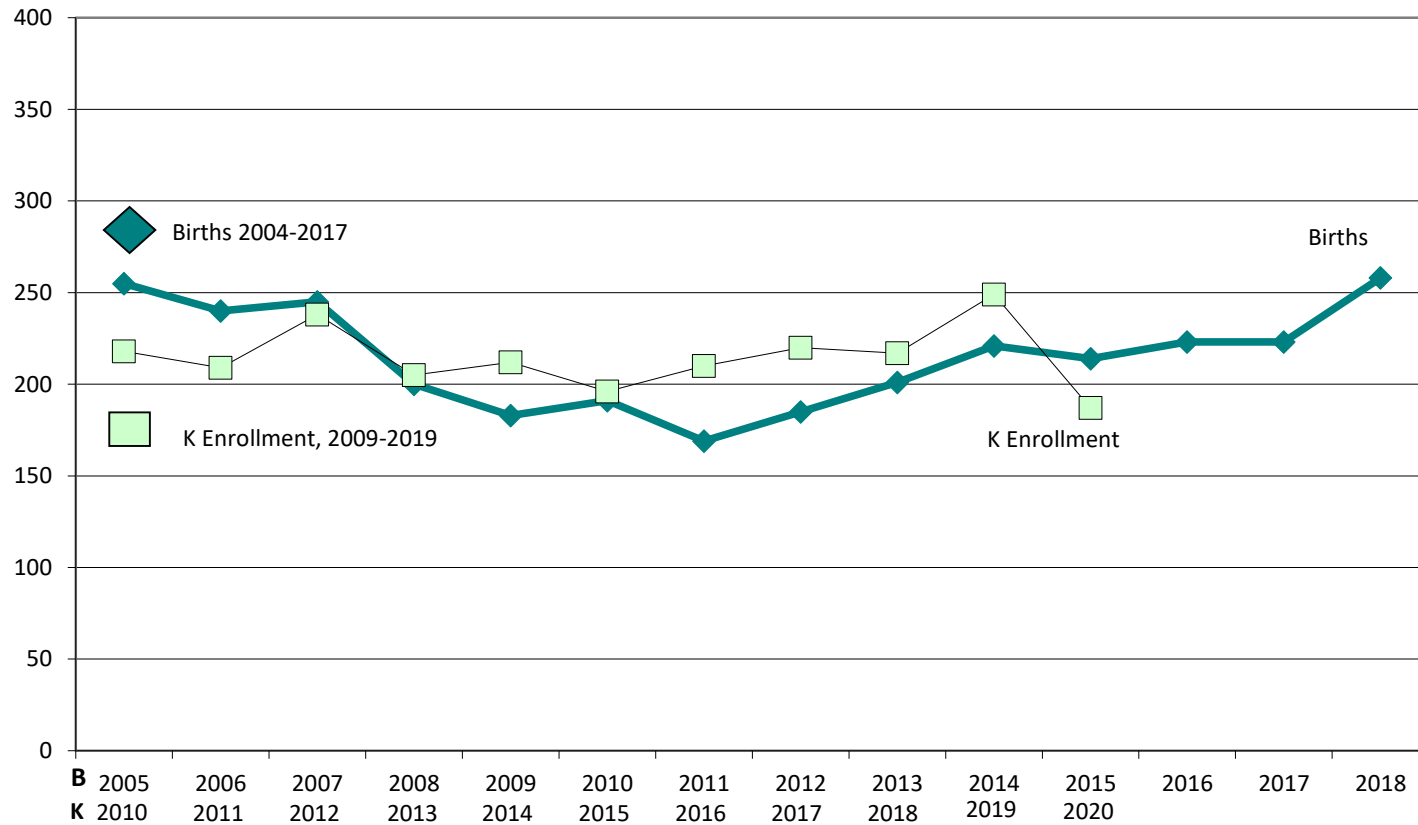


# Timberlane RSD, NH Historical & Projected Enrollment

K-12, 2010-2030



## Timberlane RSD, NH Birth-to-Kindergarten Relationship





# Timberlane RSD, NH Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	65	0
2016	43	65
2017	35	40
2018	66	90
2019	65	0
2020	53 to date	34 to date

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	n/a	n/a
2016	n/a	n/a
2017	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

K-12 Home-Schooled Students	
2020	0

K-12 Residents in Charter or Magnet Schools, or "Choiced-out"	
2020	0

K-12 Special Education Outplaced Students	
2020	0

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents	
2020	0

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



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

From 2016 to 2028, the US Department of Education anticipates changes in PK-12 enrollment of +5.4% in the South; +2.1% in the West, -2.1% in the Midwest; and -3.7% in the Northeast.

State	Fall 2016 PK - 12	Fall 2028 Projected	PK-12 Decline	% Change, 2016-2028
CT	535,118	471,100	-64,018	-12.0%
ME	180,512	171,600	-8,912	-5.0%
MA	964,514	939,400	-25,114	-2.6%
NH	180,888	161,000	-19,888	-11.0%
RI	142,150	135,700	-6,450	-4.5%
VT	88,428	80,400	-8,028	-9.0%

**Source:** USDE, National Center for Education Statistics, *Projections of Education Statistics to 2028*, Table 3, Pages 35-36; Published May 28, 2020.

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



**SAU #55 Timberlane RSD - Atkinson  
Plaistow, NH**

**2020 - 2021 Enrollment Projection Report**

# Atkinson, NH Historical Enrollment

School District: Atkinson, NH - SAU #55

11/4/2020

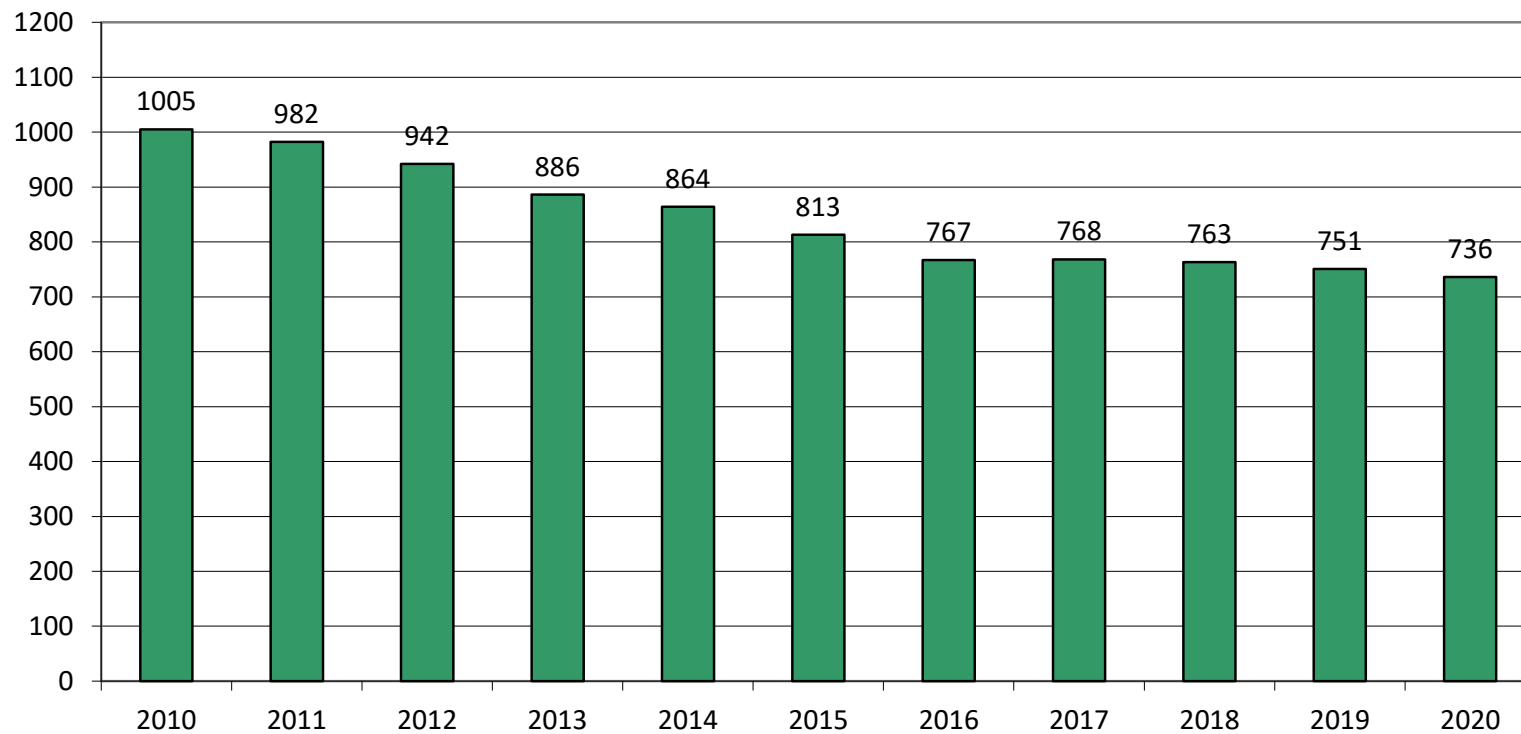
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2005	63	2010-11	31	62	50	75	88	71	83	75	94	96	76	83	82	70	0	1005	1036
2006	52	2011-12	32	32	77	52	78	92	70	82	77	90	85	79	87	81	0	982	1014
2007	45	2012-13	18	52	38	81	53	78	94	65	79	77	74	83	76	92	0	942	960
2008	44	2013-14	17	39	60	44	79	53	78	88	63	78	68	76	81	79	0	886	903
2009	36	2014-15	12	49	58	63	47	82	51	76	85	60	72	66	76	79	0	864	876
2010	37	2015-16	17	40	50	56	65	46	81	51	72	84	50	72	67	79	0	813	830
2011	25	2016-17	20	38	48	48	58	69	45	78	50	69	76	48	73	67	0	767	787
2012	38	2017-18	19	46	49	54	48	59	73	47	78	51	64	73	54	72	0	768	787
2013	35	2018-19	24	55	52	52	58	52	64	72	45	77	43	64	74	55	0	763	787
2014	52	2019-20	15	53	62	48	45	59	49	60	69	48	76	39	62	81	0	751	766
2015	40	2020-21	14	51	65	62	49	47	60	45	63	65	42	77	43	67	0	736	750

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2010-11	460	429	504	694	348	265	190	501	311
2011-12	433	401	483	650	319	249	167	499	332
2012-13	414	396	461	617	315	221	156	481	325
2013-14	370	353	441	582	307	229	141	445	304
2014-15	362	350	426	571	272	221	145	438	293
2015-16	355	338	389	545	288	207	156	424	268
2016-17	326	306	384	503	242	197	119	383	264
2017-18	348	329	376	505	249	176	129	392	263
2018-19	357	333	405	527	258	194	122	358	236
2019-20	331	316	376	493	226	177	117	375	258
2020-21	348	334	379	507	233	173	128	357	229

Historical Percentage Changes			
Year	K-12	Diff.	%
2010-11	1005	0	0.0%
2011-12	982	-23	-2.3%
2012-13	942	-40	-4.1%
2013-14	886	-56	-5.9%
2014-15	864	-22	-2.5%
2015-16	813	-51	-5.9%
2016-17	767	-46	-5.7%
2017-18	768	1	0.1%
2018-19	763	-5	-0.7%
2019-20	751	-12	-1.6%
2020-21	736	-15	-2.0%
Change		-269	-26.8%

## Atkinson, NH Historical Enrollment

K-12, 2010-2020





# Atkinson, NH Projected Enrollment

School District: Atkinson, NH - SAU #55

11/4/2020

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2015	40		2020-21	14	51	65	62	49	47	60	45	63	65	42	77	43	67	0	736	750
2016	39		2021-22	16	50	60	65	61	51	48	57	44	63	59	41	80	46	0	725	741
2017	48		2022-23	18	62	59	60	64	64	52	46	56	44	57	57	42	85	0	748	766
2018	44	0	2023-24	20	57	73	59	59	67	65	49	45	56	40	55	59	45	0	729	749
2019	47	0	2024-25	22	61	67	73	58	62	68	62	48	45	50	39	57	63	0	753	775
2020	44	(est.)	2025-26	24	56	72	67	72	61	63	65	61	48	41	49	40	60	0	755	779
2021	44	(est.)	2026-27	26	57	66	72	66	75	62	60	64	61	43	40	51	42	0	759	785
2022	45	(est.)	2027-28	28	58	67	66	71	69	77	59	59	64	55	42	41	54	0	782	810
2023	45	(est.)	2028-29	30	58	68	67	65	74	70	73	58	59	58	54	43	43	0	790	820
2024	45	(est.)	2029-30	32	58	68	68	66	68	75	67	72	58	53	56	56	46	0	811	843
2025	45	(est.)	2030-31	34	58	68	68	67	69	69	71	66	72	52	52	58	59	0	829	863

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

Based on an estimate of births
Based on children already born
Based on students already enrolled

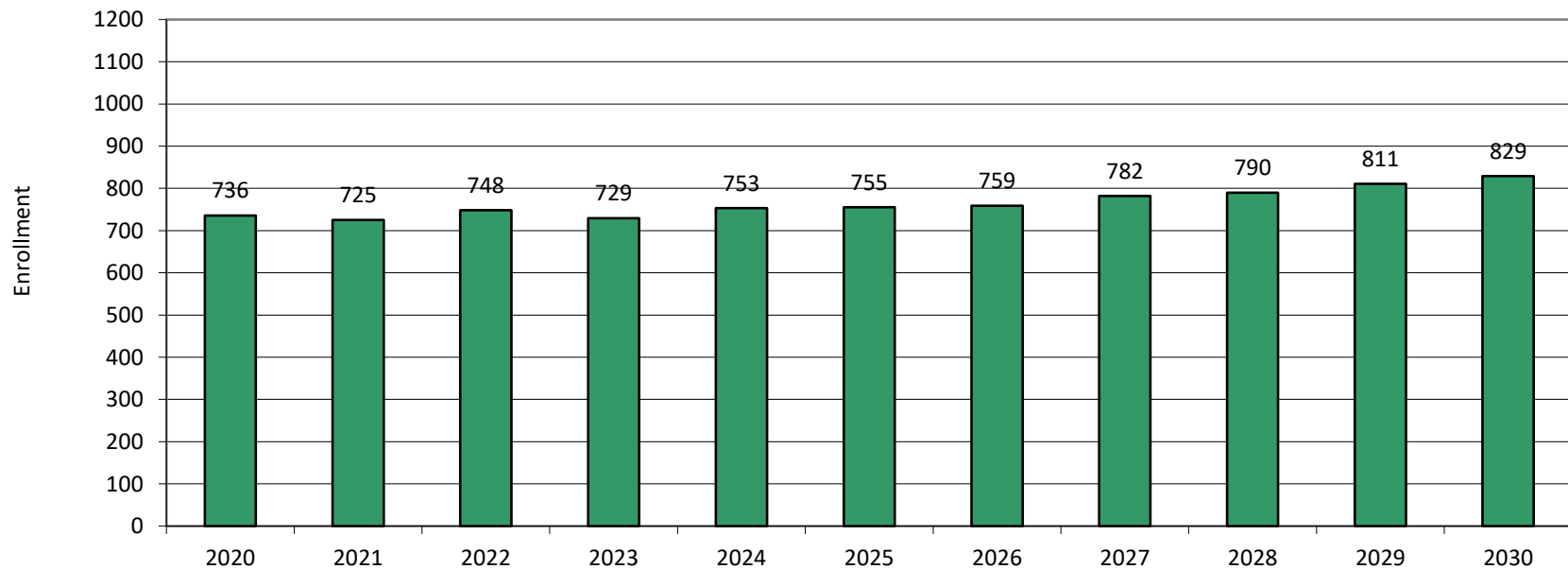
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2020-21	348	334	379	507	233	173	128	357	229
2021-22	351	335	392	499	212	164	107	333	226
2022-23	379	361	407	507	198	146	100	341	241
2023-24	400	380	429	530	215	150	101	300	199
2024-25	411	389	451	544	223	155	93	302	209
2025-26	415	391	456	565	237	174	109	299	190
2026-27	424	398	458	583	247	185	125	301	176
2027-28	436	408	467	590	259	182	123	315	192
2028-29	432	402	475	592	260	190	117	315	198
2029-30	435	403	470	600	272	197	130	341	211
2030-31	433	399	470	608	278	209	138	359	221

Projected Percentage Changes			
Year	K-12	Diff.	%
2020-21	736	0	0.0%
2021-22	725	-11	-1.5%
2022-23	748	23	3.2%
2023-24	729	-19	-2.5%
2024-25	753	24	3.3%
2025-26	755	2	0.3%
2026-27	759	4	0.5%
2027-28	782	23	3.0%
2028-29	790	8	1.0%
2029-30	811	21	2.7%
2030-31	829	18	2.2%
Change		93	12.6%

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

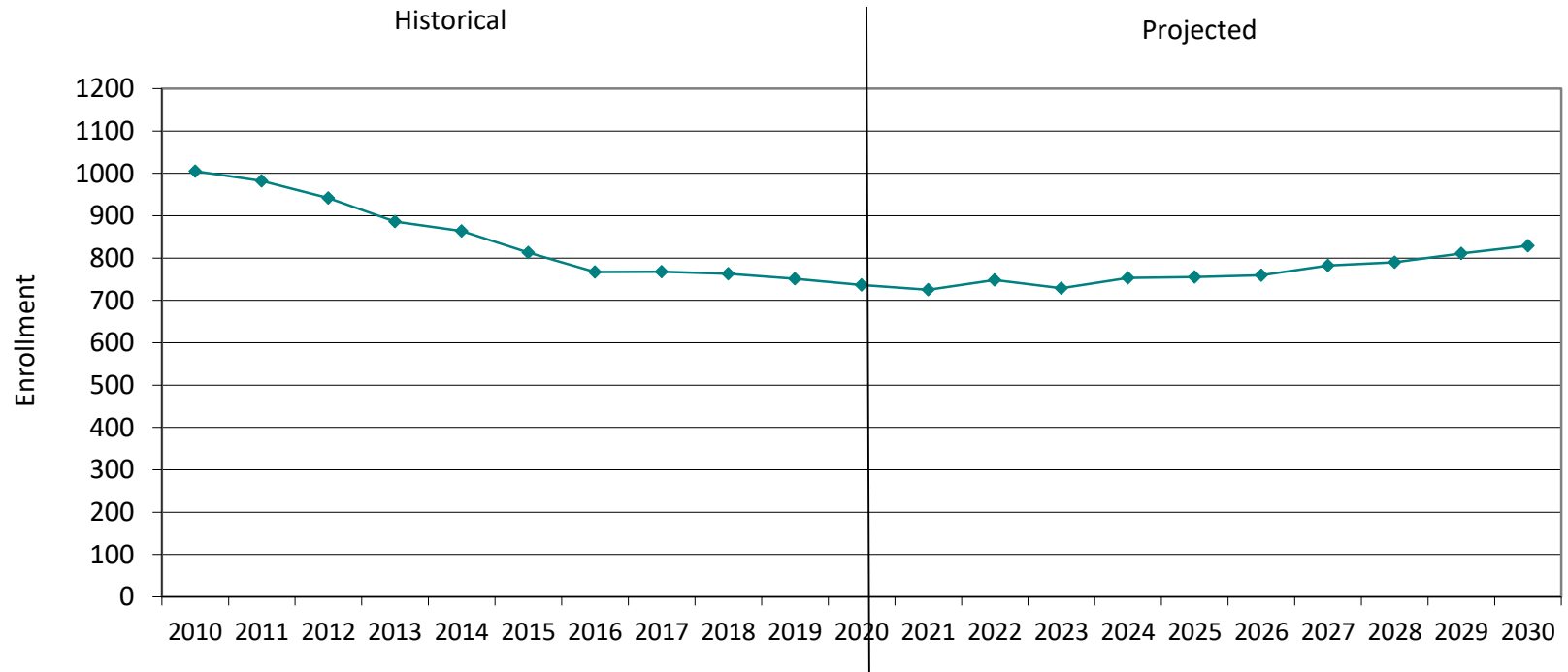
## Atkinson, NH Projected Enrollment

K-12 To 2030 Based On Data Through School Year 2019-20

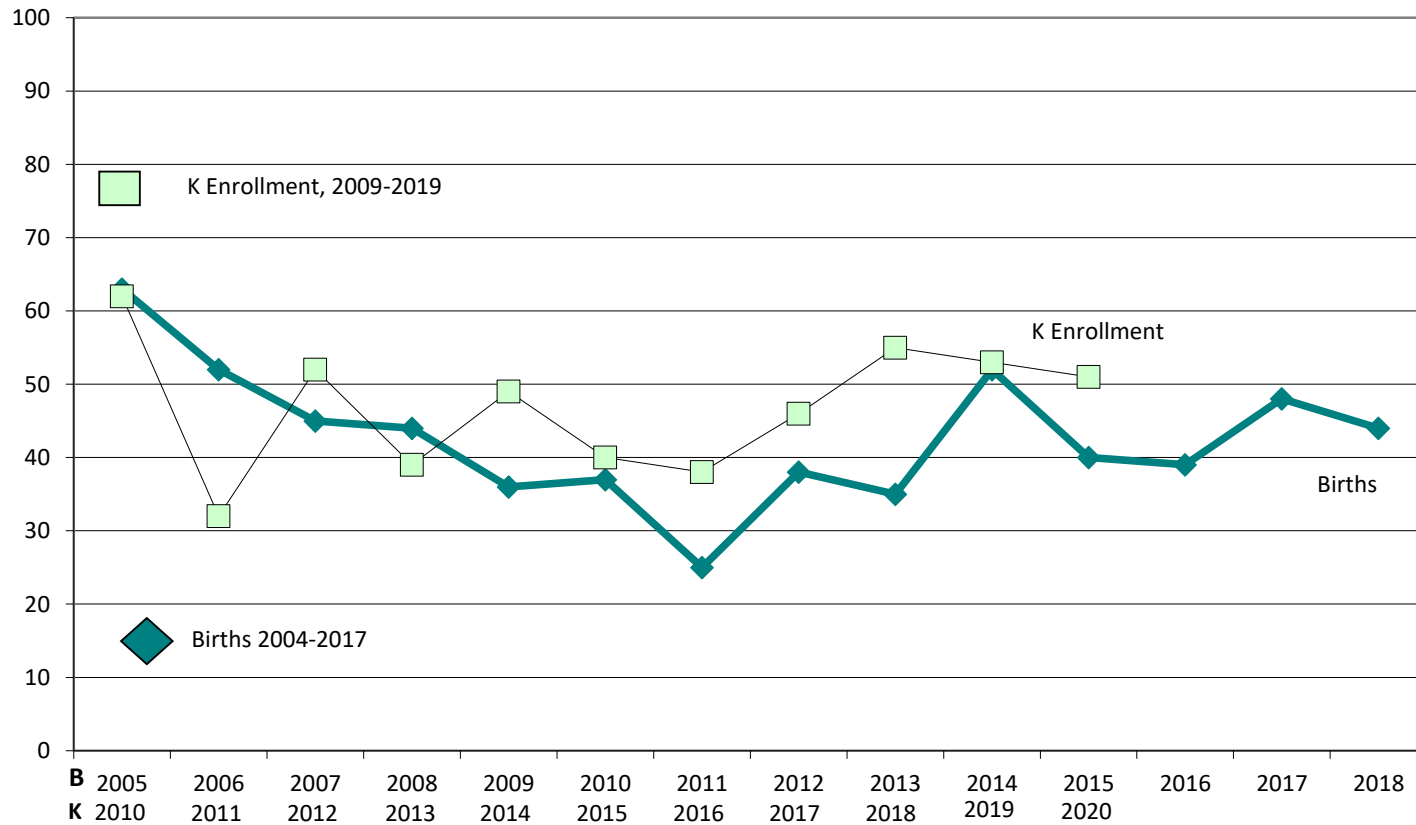


# Atkinson, NH Historical & Projected Enrollment

K-12, 2010-2030



## Atkinson, NH Birth-to-Kindergarten Relationship





# Atkinson, NH Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	19	0
2016	2	30
2017	4	40
2018	28	46
2019	22	0
2020	21 to date	32 to date

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	n/a	n/a
2016	n/a	n/a
2017	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a

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

K-12 Home-Schooled Students	
2020	17

K-12 Residents in Charter or Magnet Schools, or "Choiced-out"	
2020	0

K-12 Special Education Outplaced Students	
2020	3

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents	
2020	0

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



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

From 2016 to 2028, the US Department of Education anticipates changes in PK-12 enrollment of +5.4% in the South; +2.1% in the West, -2.1% in the Midwest; and -3.7% in the Northeast.

State	Fall 2016 PK - 12	Fall 2028 Projected	PK-12 Decline	% Change, 2016-2028
CT	535,118	471,100	-64,018	-12.0%
ME	180,512	171,600	-8,912	-5.0%
MA	964,514	939,400	-25,114	-2.6%
NH	180,888	161,000	-19,888	-11.0%
RI	142,150	135,700	-6,450	-4.5%
VT	88,428	80,400	-8,028	-9.0%

**Source:** USDE, National Center for Education Statistics, *Projections of Education Statistics to 2028*, Table 3, Pages 35-36; Published May 28, 2020.

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



**SAU #55 Timberlane RSD - Danville  
Plaistow, NH**

**2020 - 2021 Enrollment Projection Report**

# Danville, NH Historical Enrollment

School District: Danville, NH - SAU #55

11/4/2020

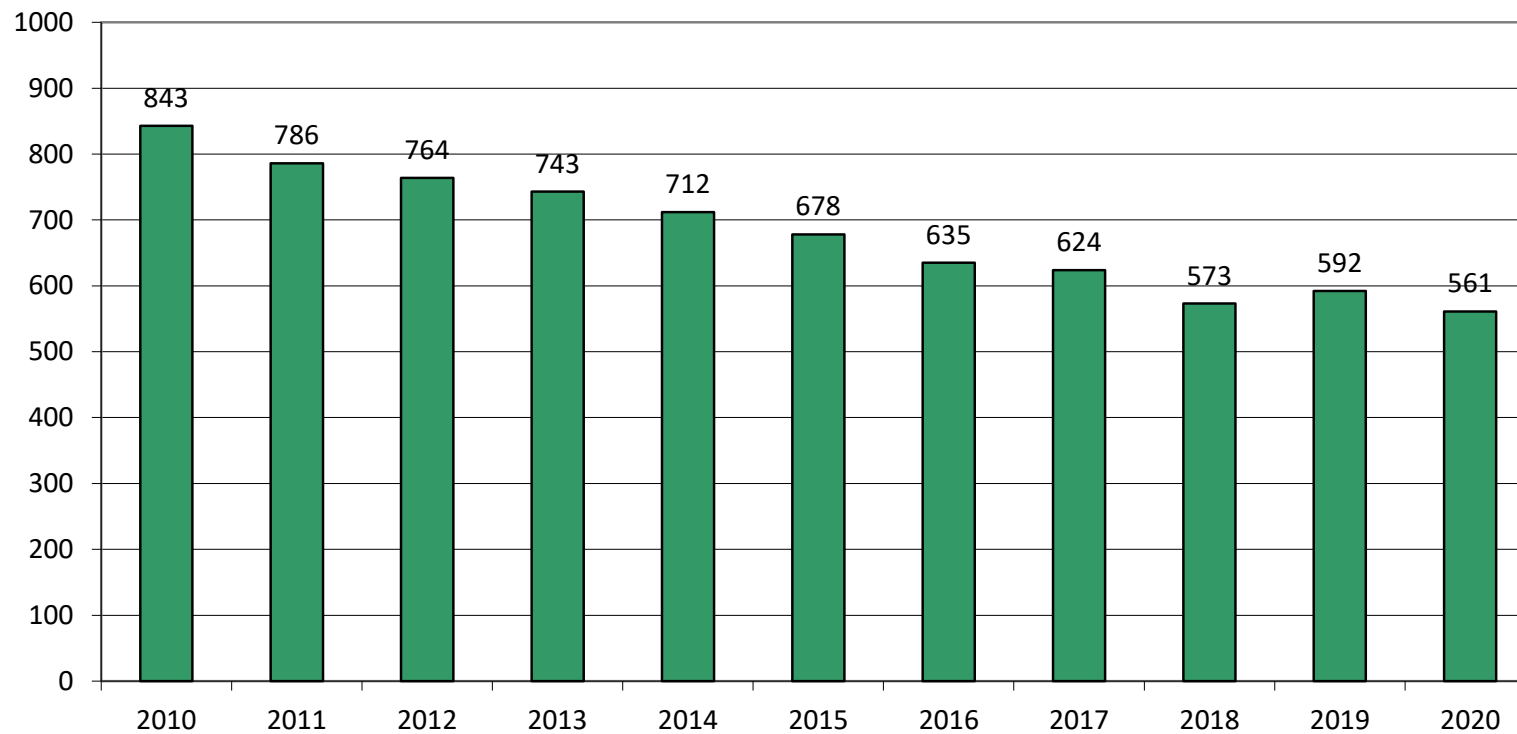
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2005	35	2010-11	0	22	62	58	55	64	84	67	67	69	71	62	65	97	0	843	843
2006	38	2011-12	0	45	23	62	53	56	63	80	67	67	68	71	64	67	0	786	786
2007	40	2012-13	13	46	54	26	59	54	54	62	79	65	66	67	69	63	0	764	777
2008	34	2013-14	14	41	54	49	27	60	56	53	62	79	56	63	67	76	0	743	757
2009	35	2014-15	5	38	49	51	54	28	60	57	51	61	73	57	65	68	0	712	717
2010	29	2015-16	15	27	39	52	56	51	28	59	57	52	59	74	59	65	0	678	693
2011	33	2016-17	22	43	28	43	43	55	48	30	59	52	49	57	68	60	0	635	657
2012	25	2017-18	7	40	52	33	44	47	56	48	30	55	48	52	53	66	0	624	631
2013	33	2018-19	25	30	44	51	32	46	36	59	45	28	51	50	51	50	0	573	598
2014	45	2019-20	10	60	32	42	59	33	48	40	58	45	32	50	45	48	0	592	602
2015	29	2020-21	11	29	53	34	41	59	29	45	39	53	48	33	51	47	0	561	572

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2010-11	345	345	412	548	287	203	136	431	295
2011-12	302	302	382	516	277	214	134	404	270
2012-13	306	293	355	499	260	206	144	409	265
2013-14	301	287	340	481	250	194	141	403	262
2014-15	285	280	337	449	229	169	112	375	263
2015-16	268	253	312	421	196	168	109	366	257
2016-17	282	260	290	401	189	141	111	345	234
2017-18	279	272	320	405	189	133	85	304	219
2018-19	264	239	298	371	168	132	73	275	202
2019-20	284	274	314	417	191	143	103	278	175
2020-21	256	245	290	382	166	137	92	271	179

Historical Percentage Changes			
Year	K-12	Diff.	%
2010-11	843	0	0.0%
2011-12	786	-57	-6.8%
2012-13	764	-22	-2.8%
2013-14	743	-21	-2.7%
2014-15	712	-31	-4.2%
2015-16	678	-34	-4.8%
2016-17	635	-43	-6.3%
2017-18	624	-11	-1.7%
2018-19	573	-51	-8.2%
2019-20	592	19	3.3%
2020-21	561	-31	-5.2%
Change		-282	-33.5%

## Danville, NH Historical Enrollment

K-12, 2010-2020





# Danville, NH Projected Enrollment

School District: Danville, NH - SAU #55

11/4/2020

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2015	29		2020-21	11	29	53	34	41	59	29	45	39	53	48	33	51	47	0	561	572
2016	40		2021-22	13	48	32	54	35	42	54	30	43	37	55	49	32	50	0	561	574
2017	40		2022-23	15	48	52	33	56	36	38	56	29	41	39	56	47	31	0	562	577
2018	44	0	2023-24	17	53	52	53	34	58	33	39	54	28	43	40	54	46	0	587	604
2019	42	0	2024-25	19	50	58	53	55	35	53	34	38	51	29	44	39	53	0	592	611
2020	39	(est.)	2025-26	21	47	55	59	55	57	32	55	33	36	53	30	43	38	0	593	614
2021	41	(est.)	2026-27	23	49	51	56	61	57	52	33	53	31	38	54	29	42	0	606	629
2022	41	(est.)	2027-28	25	49	53	52	58	63	52	54	32	50	32	39	52	28	0	614	639
2023	41	(est.)	2028-29	27	50	53	54	54	60	58	54	52	30	52	33	38	51	0	639	666
2024	41	(est.)	2029-30	29	49	55	54	56	56	55	60	52	49	31	53	32	37	0	639	668
2025	41	(est.)	2030-31	31	49	53	56	56	58	51	57	58	49	51	32	51	31	0	652	683

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

Based on an estimate of births
  Based on children already born
  Based on students already enrolled

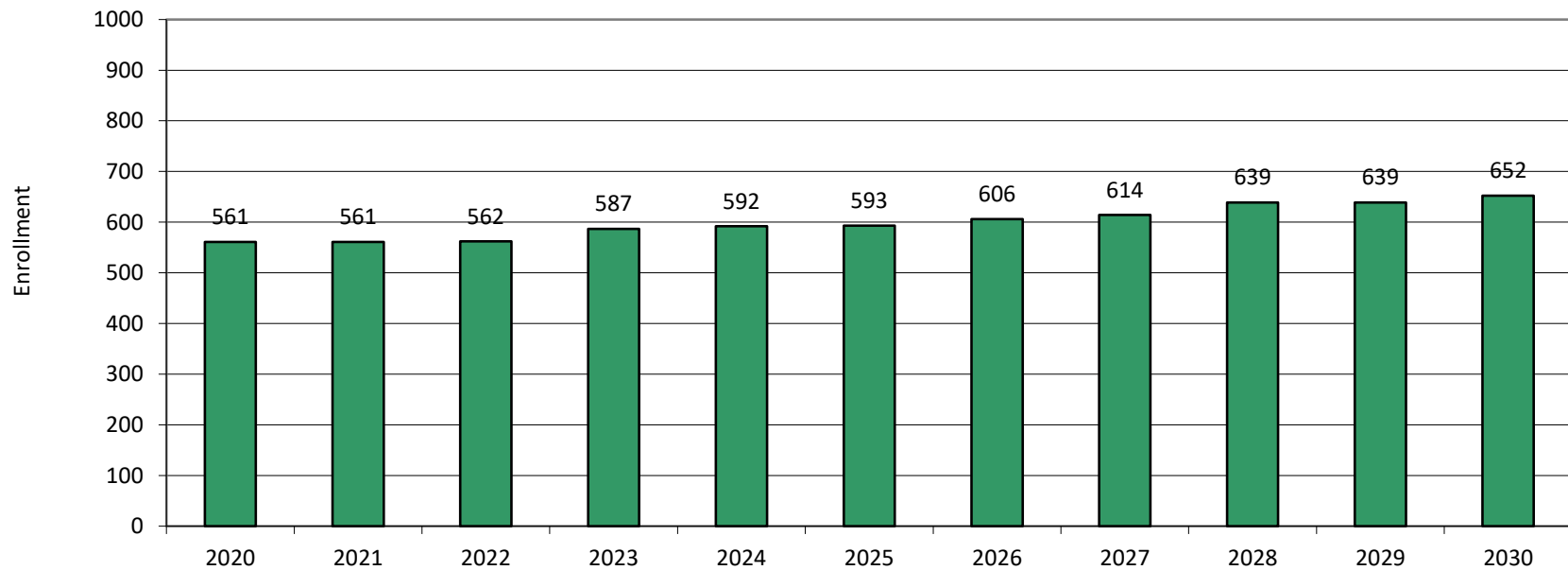
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2020-21	256	245	290	382	166	137	92	271	179
2021-22	211	265	295	375	164	110	80	266	186
2022-23	225	263	319	389	164	126	70	243	173
2023-24	250	283	322	404	154	121	82	265	183
2024-25	251	304	338	427	176	123	89	254	165
2025-26	273	305	360	429	156	124	69	233	164
2026-27	274	326	359	443	169	117	84	247	163
2027-28	275	327	381	463	188	136	82	233	151
2028-29	271	329	383	465	194	136	82	256	174
2029-30	270	325	385	486	216	161	101	254	153
2030-31	272	323	380	487	215	164	107	272	165

Projected Percentage Changes			
Year	K-12	Diff.	%
2020-21	561	0	0.0%
2021-22	561	0	0.0%
2022-23	562	1	0.2%
2023-24	587	25	4.4%
2024-25	592	5	0.9%
2025-26	593	1	0.2%
2026-27	606	13	2.2%
2027-28	614	8	1.3%
2028-29	639	25	4.1%
2029-30	639	0	0.0%
2030-31	652	13	2.0%
Change		91	16.2%

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

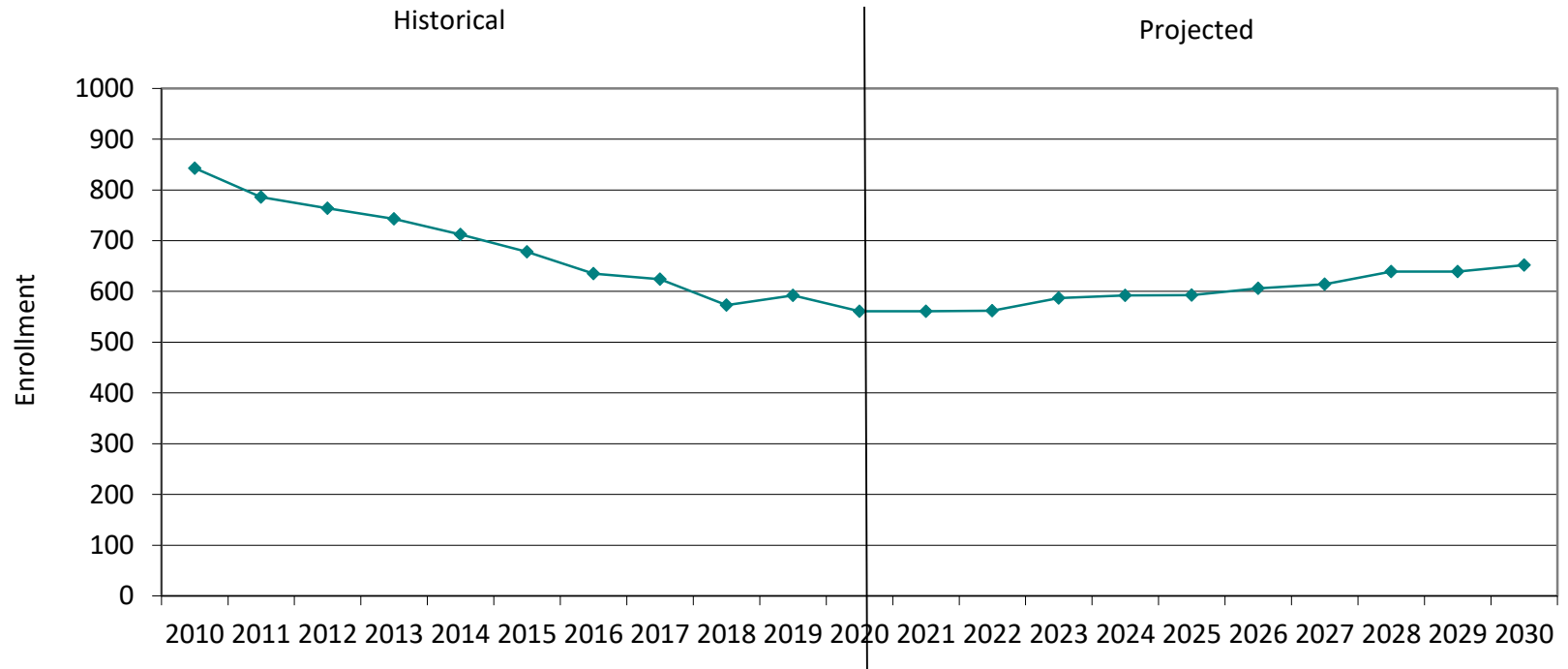
## Danville, NH Projected Enrollment

K-12 To 2030 Based On Data Through School Year 2019-20

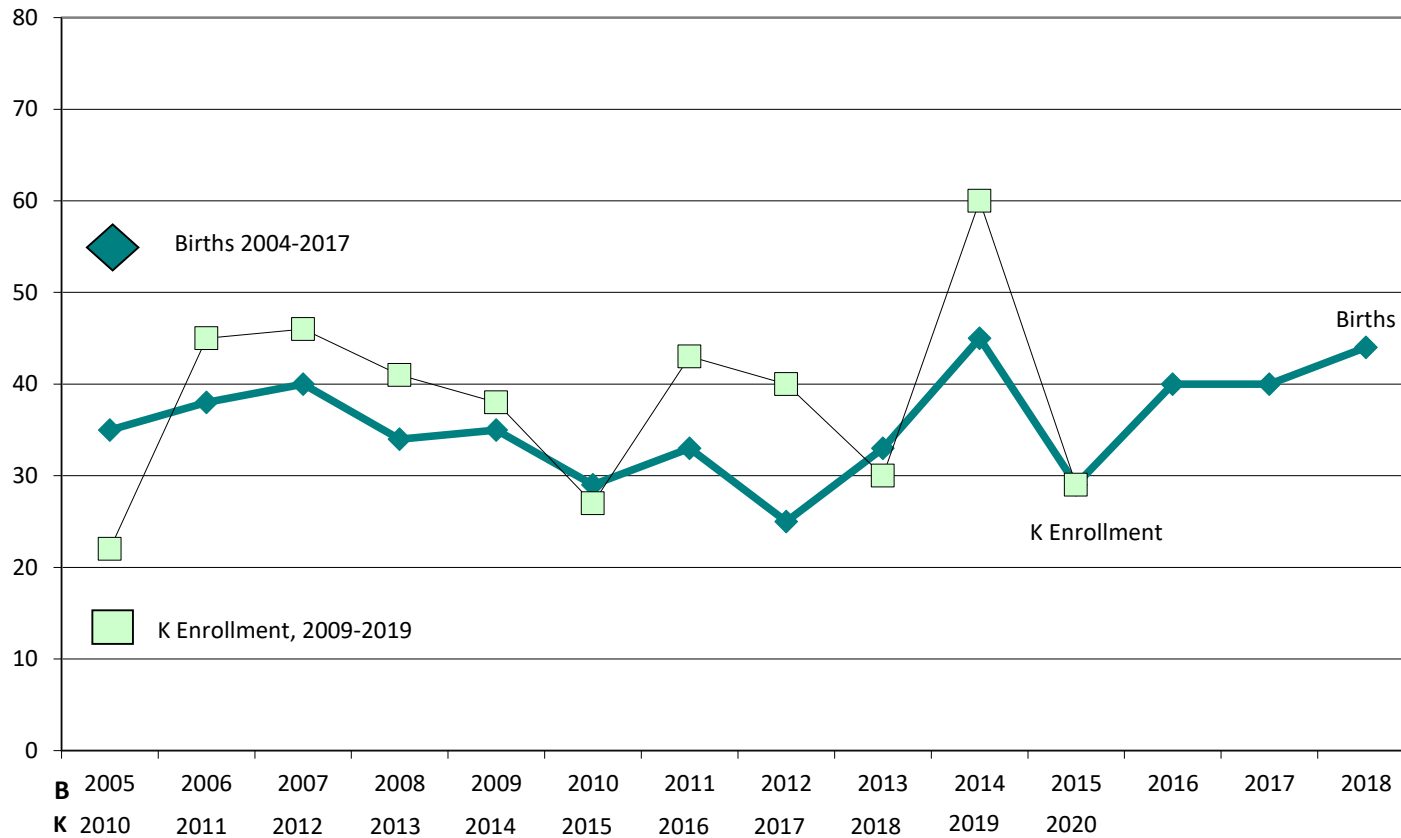


# Danville, NH Historical & Projected Enrollment

K-12, 2010-2030



## Danville, NH Birth-to-Kindergarten Relationship



# Danville, NH Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	4	0
2016	12	14
2017	8	0
2018	14	0
2019	24	0
2020	19 to date	0 to date

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	n/a	n/a
2016	n/a	n/a
2017	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a

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

K-12 Home-Schooled Students	
2020	46

K-12 Residents in Charter or Magnet Schools, or "Choiced-out"	
2020	1

K-12 Special Education Outplaced Students	
2020	6

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents	
2020	0

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



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

From 2016 to 2028, the US Department of Education anticipates changes in PK-12 enrollment of +5.4% in the South; +2.1% in the West, -2.1% in the Midwest; and -3.7% in the Northeast.

State	Fall 2016 PK - 12	Fall 2028 Projected	PK-12 Decline	% Change, 2016-2028
CT	535,118	471,100	-64,018	-12.0%
ME	180,512	171,600	-8,912	-5.0%
MA	964,514	939,400	-25,114	-2.6%
NH	180,888	161,000	-19,888	-11.0%
RI	142,150	135,700	-6,450	-4.5%
VT	88,428	80,400	-8,028	-9.0%

**Source:** USDE, National Center for Education Statistics, *Projections of Education Statistics to 2028*, Table 3, Pages 35-36; Published May 28, 2020.

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



**SAU #55 Timberlane RSD - Plaistow  
Plaistow, NH**

**2020 - 2021 Enrollment Projection Report**

# Plaistow, NH Historical Enrollment

School District: Plaistow, NH - SAU #55

11/4/2020

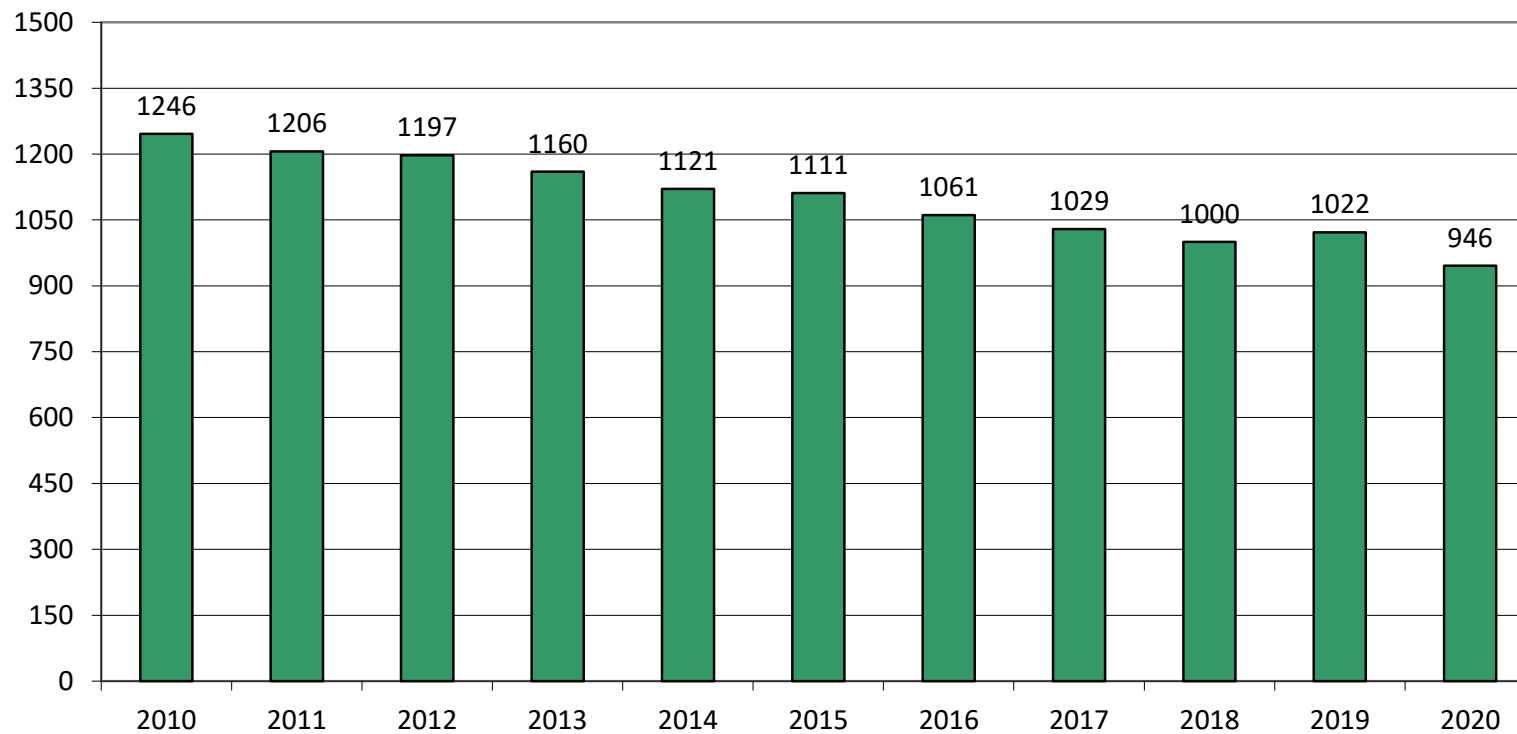
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2005	78	2010-11	45	69	84	89	77	71	89	89	112	121	98	121	120	106	0	1246	1291
2006	77	2011-12	63	68	73	87	91	78	75	91	88	109	116	95	115	120	0	1206	1269
2007	88	2012-13	65	82	76	73	89	87	80	73	93	95	113	119	94	123	0	1197	1262
2008	64	2013-14	69	70	82	74	78	86	90	87	72	94	90	114	122	101	0	1160	1229
2009	71	2014-15	65	78	81	79	69	75	85	92	82	72	90	89	109	120	0	1121	1186
2010	66	2015-16	16	62	79	87	78	77	75	96	97	90	75	91	91	113	0	1111	1127
2011	63	2016-17	28	74	62	80	88	73	73	81	88	93	90	74	88	97	0	1061	1089
2012	67	2017-18	17	67	80	58	85	86	74	79	76	87	88	89	73	87	0	1029	1046
2013	72	2018-19	37	64	70	79	60	79	81	75	78	80	83	90	84	77	0	1000	1037
2014	65	2019-20	13	66	74	75	86	71	86	84	77	73	77	85	88	80	0	1022	1035
2015	72	2020-21	26	47	68	67	71	79	69	71	75	79	72	74	87	87	0	946	972

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2010-11	524	479	568	801	411	322	233	678	445
2011-12	535	472	563	760	363	288	197	643	446
2012-13	552	487	560	748	341	261	188	637	449
2013-14	549	480	567	733	343	253	166	593	427
2014-15	532	467	559	713	331	246	154	562	408
2015-16	474	458	554	741	358	283	187	557	370
2016-17	478	450	531	712	335	262	181	530	349
2017-18	467	450	529	692	316	242	163	500	337
2018-19	470	433	508	666	314	233	158	492	334
2019-20	471	458	542	692	320	234	150	480	330
2020-21	427	401	472	626	294	225	154	474	320

Historical Percentage Changes			
Year	K-12	Diff.	%
2010-11	1246	0	0.0%
2011-12	1206	-40	-3.2%
2012-13	1197	-9	-0.7%
2013-14	1160	-37	-3.1%
2014-15	1121	-39	-3.4%
2015-16	1111	-10	-0.9%
2016-17	1061	-50	-4.5%
2017-18	1029	-32	-3.0%
2018-19	1000	-29	-2.8%
2019-20	1022	22	2.2%
2020-21	946	-76	-7.4%
Change		-300	-24.1%

## Plaistow, NH Historical Enrollment

K-12, 2010-2020





# Plaistow, NH Projected Enrollment

School District: Plaistow, NH - SAU #55

11/4/2020

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2015	72		2020-21	26	47	68	67	71	79	69	71	75	79	72	74	87	87	0	946	972
2016	73		2021-22	28	72	51	67	69	72	79	72	69	75	76	72	73	87	0	934	962
2017	67		2022-23	30	66	78	50	69	70	72	82	70	69	73	76	71	73	0	919	949
2018	89	0	2023-24	32	88	71	77	51	70	70	75	79	70	67	73	75	71	0	937	969
2019	73	0	2024-25	34	72	95	70	79	52	70	73	73	79	68	67	72	75	0	945	979
2020	75	(est.)	2025-26	36	74	78	94	72	80	52	73	71	73	76	68	66	72	0	949	985
2021	75	(est.)	2026-27	38	75	80	77	96	73	80	54	71	71	71	76	67	66	0	957	995
2022	76	(est.)	2027-28	40	75	81	79	79	97	73	83	52	71	69	71	75	67	0	972	1012
2023	78	(est.)	2028-29	42	77	81	80	81	80	97	76	80	52	69	69	70	75	0	987	1029
2024	75	(est.)	2029-30	44	75	83	80	82	82	80	101	74	80	50	69	68	70	0	994	1038
2025	76	(est.)	2030-31	46	75	81	82	82	83	82	83	98	74	77	50	68	68	0	1003	1049

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

Based on an estimate of births
Based on children already born
Based on students already enrolled

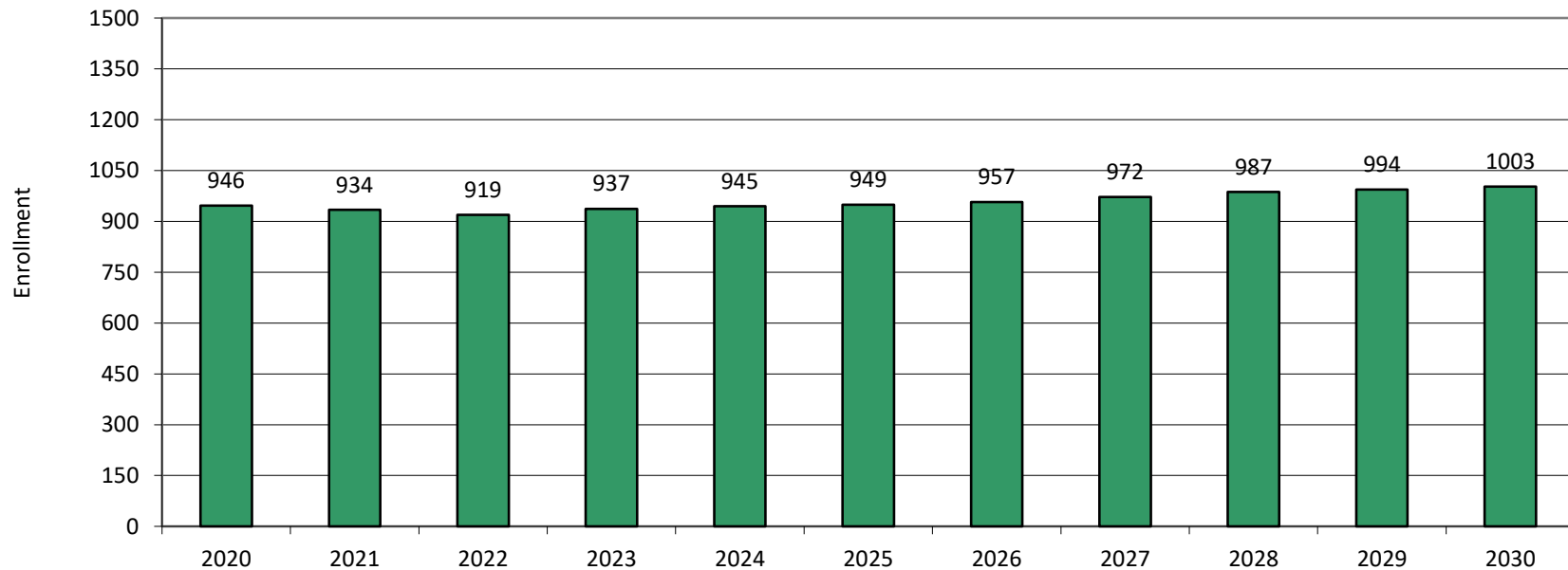
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2020-21	427	401	472	626	294	225	154	474	320
2021-22	438	410	482	626	295	216	144	452	308
2022-23	435	405	487	626	293	221	139	432	293
2023-24	459	427	502	651	294	224	149	435	286
2024-25	472	438	511	663	295	225	152	434	282
2025-26	486	450	523	667	269	217	144	426	282
2026-27	519	481	535	677	276	196	142	422	280
2027-28	524	484	567	690	279	206	123	405	282
2028-29	538	496	572	704	305	208	132	415	283
2029-30	526	482	583	737	335	255	154	411	257
2030-31	531	485	568	740	337	255	172	435	263

Projected Percentage Changes			
Year	K-12	Diff.	%
2020-21	946	0	0.0%
2021-22	934	-12	-1.3%
2022-23	919	-15	-1.6%
2023-24	937	18	2.0%
2024-25	945	8	0.9%
2025-26	949	4	0.4%
2026-27	957	8	0.8%
2027-28	972	15	1.6%
2028-29	987	15	1.5%
2029-30	994	7	0.7%
2030-31	1003	9	0.9%
Change		57	6.0%

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

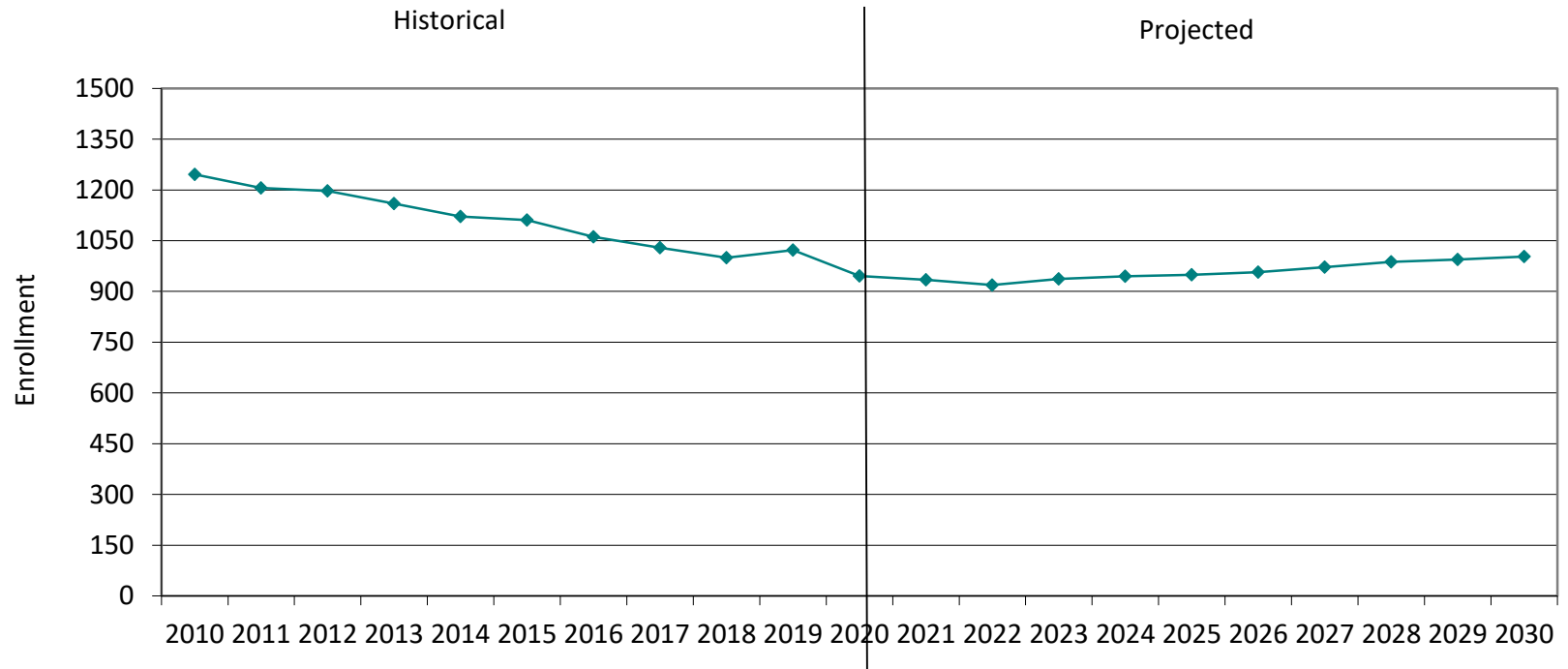
## Plaistow, NH Projected Enrollment

K-12 To 2030 Based On Data Through School Year 2019-20

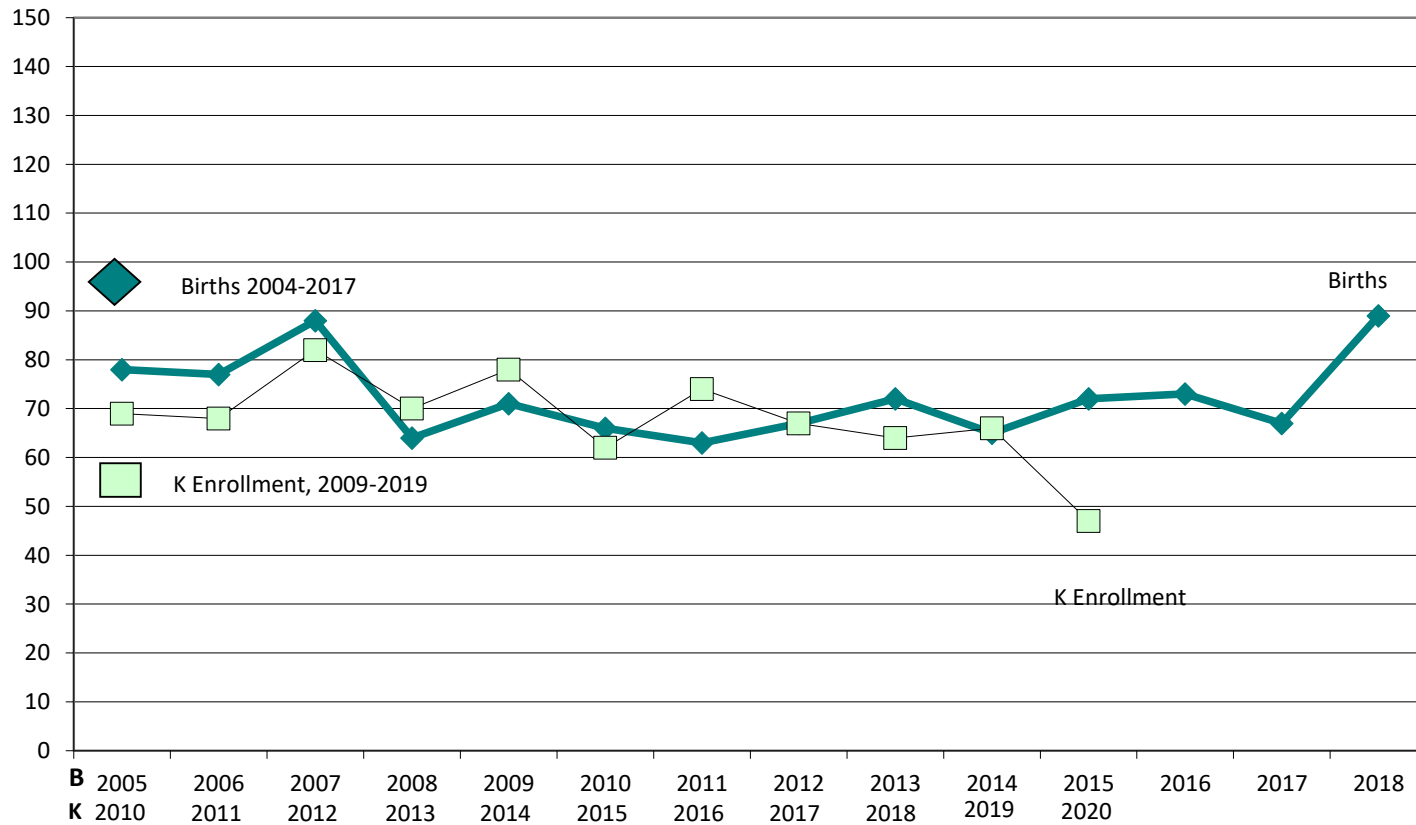


# Plaistow, NH Historical & Projected Enrollment

K-12, 2010-2030



## Plaistow, NH Birth-to-Kindergarten Relationship





## Plaistow, NH Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	6	0
2016	13	0
2017	7	0
2018	10	0
2019	8	14
2020	8 to date	2 to date

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	n/a	n/a
2016	n/a	n/a
2017	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a

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

K-12 Home-Schooled Students	
2020	61

K-12 Residents in Charter or Magnet Schools, or "Choiced-out"	
2020	0

K-12 Special Education Outplaced Students	
2020	20

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents	
2020	2

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



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

From 2016 to 2028, the US Department of Education anticipates changes in PK-12 enrollment of +5.4% in the South; +2.1% in the West, -2.1% in the Midwest; and -3.7% in the Northeast.

State	Fall 2016 PK - 12	Fall 2028 Projected	PK-12 Decline	% Change, 2016-2028
CT	535,118	471,100	-64,018	-12.0%
ME	180,512	171,600	-8,912	-5.0%
MA	964,514	939,400	-25,114	-2.6%
NH	180,888	161,000	-19,888	-11.0%
RI	142,150	135,700	-6,450	-4.5%
VT	88,428	80,400	-8,028	-9.0%

**Source:** USDE, National Center for Education Statistics, *Projections of Education Statistics to 2028*, Table 3, Pages 35-36; Published May 28, 2020.

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



**SAU #55 Timberlane RSD - Sandown  
Plaistow, NH**

**2020 - 2021 Enrollment Projection Report**

# Sandown, NH Historical Enrollment

School District: Sandown, NH - SAU #55

11/4/2020

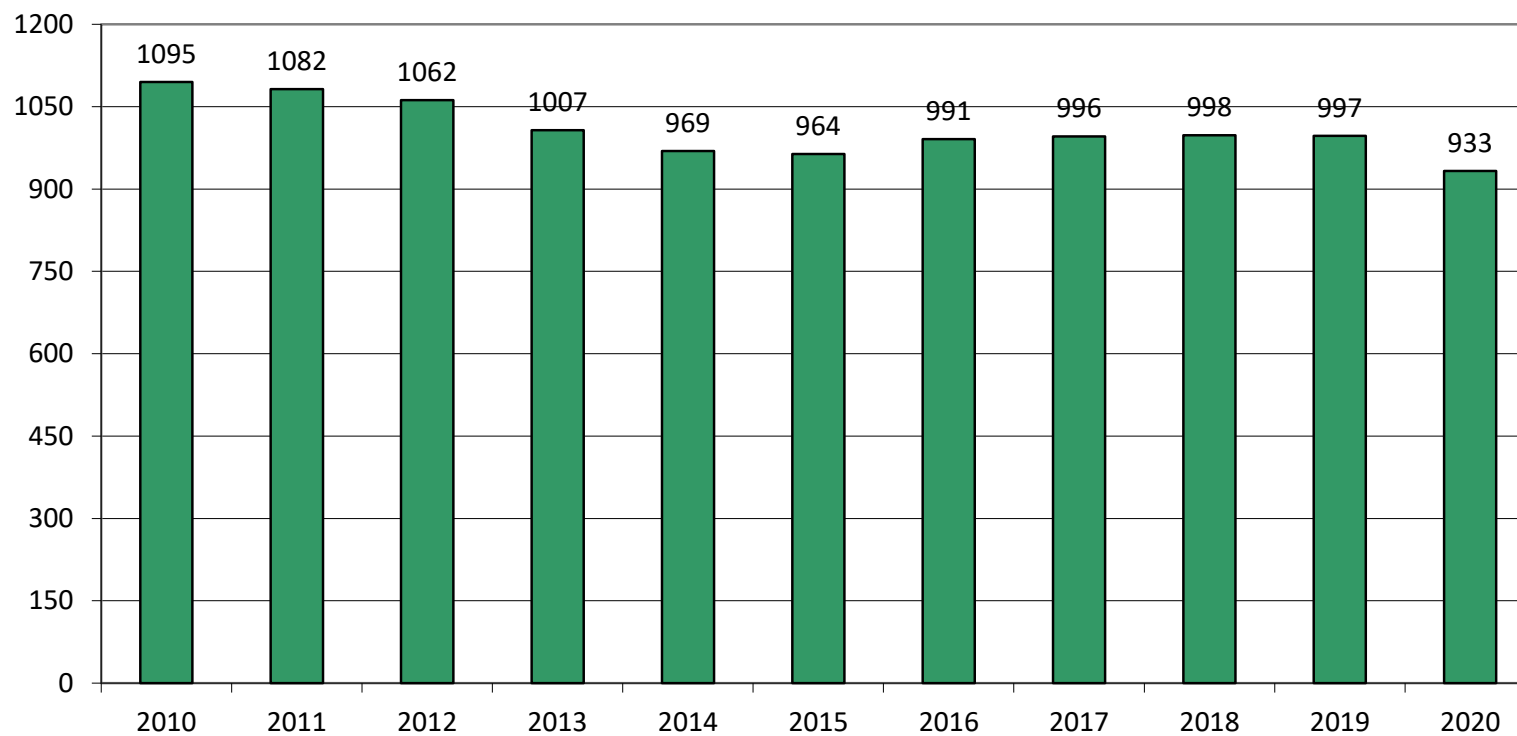
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2005	79	2010-11	0	65	69	74	81	84	80	96	75	85	96	103	86	101	0	1095	1095
2006	73	2011-12	0	64	73	73	70	84	87	87	102	78	84	90	102	88	0	1082	1082
2007	72	2012-13	0	58	73	72	72	71	84	90	83	97	76	85	93	108	0	1062	1062
2008	58	2013-14	17	55	69	74	74	68	70	88	89	78	88	78	84	92	0	1007	1024
2009	41	2014-15	17	47	60	71	74	73	66	66	89	90	75	85	84	89	0	969	986
2010	59	2015-16	52	67	58	63	72	72	77	60	67	85	93	73	87	90	0	964	1016
2011	48	2016-17	42	55	78	58	67	80	78	84	68	79	86	95	72	91	0	991	1033
2012	55	2017-18	94	67	67	75	62	67	83	79	86	73	80	87	94	76	0	996	1090
2013	61	2018-19	46	68	67	68	75	67	74	83	84	83	72	79	87	91	0	998	1044
2014	59	2019-20	85	70	63	62	71	72	68	80	92	86	86	74	81	92	0	997	1082
2015	73	2020-21	41	60	61	52	61	74	66	68	83	88	79	84	74	83	0	933	974

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2010-11	453	453	549	709	336	256	160	546	386
2011-12	451	451	538	718	354	267	180	544	364
2012-13	430	430	520	700	354	270	180	542	362
2013-14	427	410	498	665	325	255	167	509	342
2014-15	408	391	457	636	311	245	179	512	333
2015-16	461	409	469	621	289	212	152	495	343
2016-17	458	416	500	647	309	231	147	491	344
2017-18	515	421	500	659	321	238	159	496	337
2018-19	465	419	502	669	324	250	167	496	329
2019-20	491	406	486	664	326	258	178	511	333
2020-21	415	374	442	613	305	239	171	491	320

Historical Percentage Changes			
Year	K-12	Diff.	%
2010-11	1095	0	0.0%
2011-12	1082	-13	-1.2%
2012-13	1062	-20	-1.8%
2013-14	1007	-55	-5.2%
2014-15	969	-38	-3.8%
2015-16	964	-5	-0.5%
2016-17	991	27	2.8%
2017-18	996	5	0.5%
2018-19	998	2	0.2%
2019-20	997	-1	-0.1%
2020-21	933	-64	-6.4%
Change		-162	-14.8%

# Sandown, NH Historical Enrollment

K-12, 2010-2020





# Sandown, NH Projected Enrollment

School District: Sandown, NH - SAU #55

11/4/2020

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2015	73		2020-21	41	60	61	52	61	74	66	68	83	88	79	84	74	83	0	933	974
2016	71		2021-22	44	83	56	56	53	63	75	68	73	83	86	79	85	75	0	935	979
2017	68		2022-23	47	80	77	52	57	54	64	77	73	73	81	86	80	86	0	940	987
2018	81	0	2023-24	50	95	75	71	53	59	55	66	82	73	72	81	87	81	0	950	1000
2019	52	0	2024-25	53	61	89	69	73	54	60	56	71	82	72	72	82	88	0	929	982
2020	69	(est.)	2025-26	56	81	57	82	71	75	55	62	60	71	80	72	73	83	0	922	978
2021	68	(est.)	2026-27	59	80	76	53	84	73	76	56	66	60	70	80	73	74	0	921	980
2022	68	(est.)	2027-28	62	79	75	70	54	86	74	78	60	66	59	70	81	74	0	926	988
2023	68	(est.)	2028-29	65	79	74	69	72	55	87	76	83	60	65	59	71	82	0	932	997
2024	65	(est.)	2029-30	68	76	74	68	71	74	56	89	81	83	59	65	59	72	0	927	995
2025	67	(est.)	2030-31	71	79	71	68	70	73	75	58	95	81	81	59	66	60	0	936	1007

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

Based on an estimate of births     
  Based on children already born     
  Based on students already enrolled

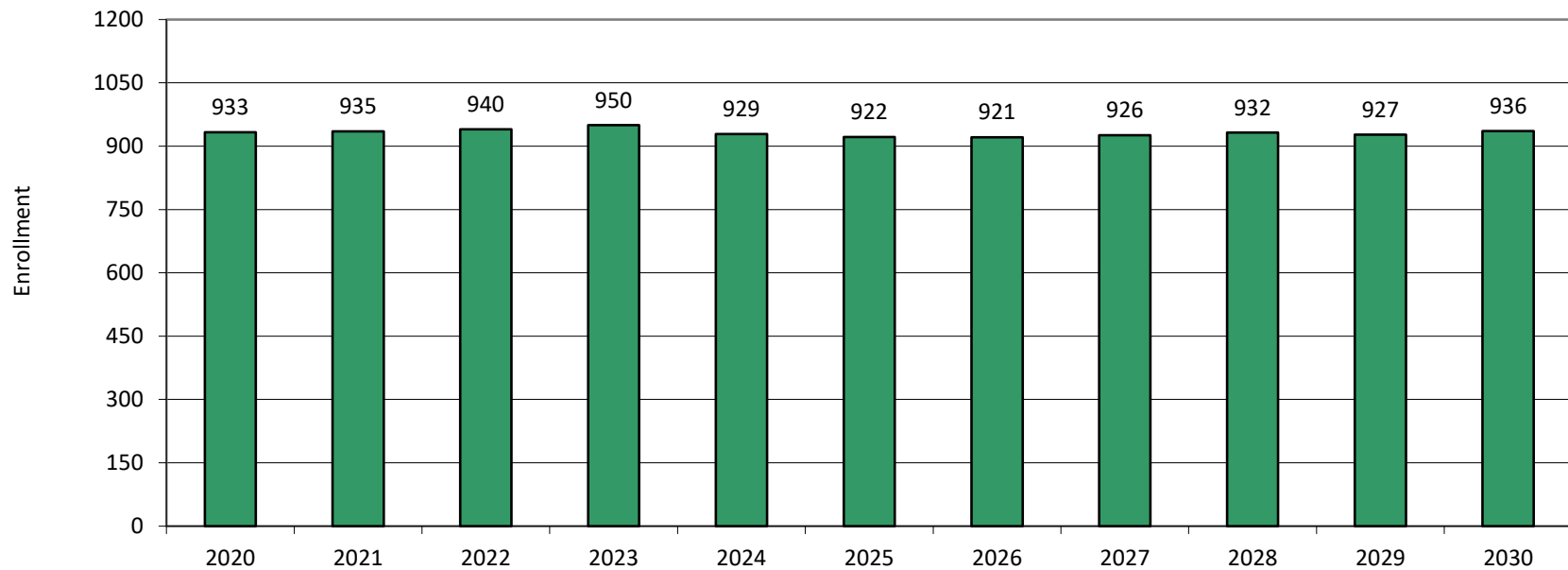
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2020-21	415	374	442	613	305	239	171	491	320
2021-22	430	386	454	610	299	224	156	481	325
2022-23	431	384	461	607	287	223	146	479	333
2023-24	458	408	474	629	276	221	155	476	321
2024-25	459	406	462	615	269	209	153	467	314
2025-26	477	421	483	614	248	193	131	439	308
2026-27	501	442	498	624	258	182	126	423	297
2027-28	500	438	516	642	278	204	126	410	284
2028-29	501	436	512	655	306	219	143	420	277
2029-30	487	419	508	672	309	253	164	419	255
2030-31	507	436	494	670	309	234	176	442	266

Projected Percentage Changes			
Year	K-12	Diff.	%
2020-21	933	0	0.0%
2021-22	935	2	0.2%
2022-23	940	5	0.5%
2023-24	950	10	1.1%
2024-25	929	-21	-2.2%
2025-26	922	-7	-0.8%
2026-27	921	-1	-0.1%
2027-28	926	5	0.5%
2028-29	932	6	0.6%
2029-30	927	-5	-0.5%
2030-31	936	9	1.0%
Change		3	0.3%

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

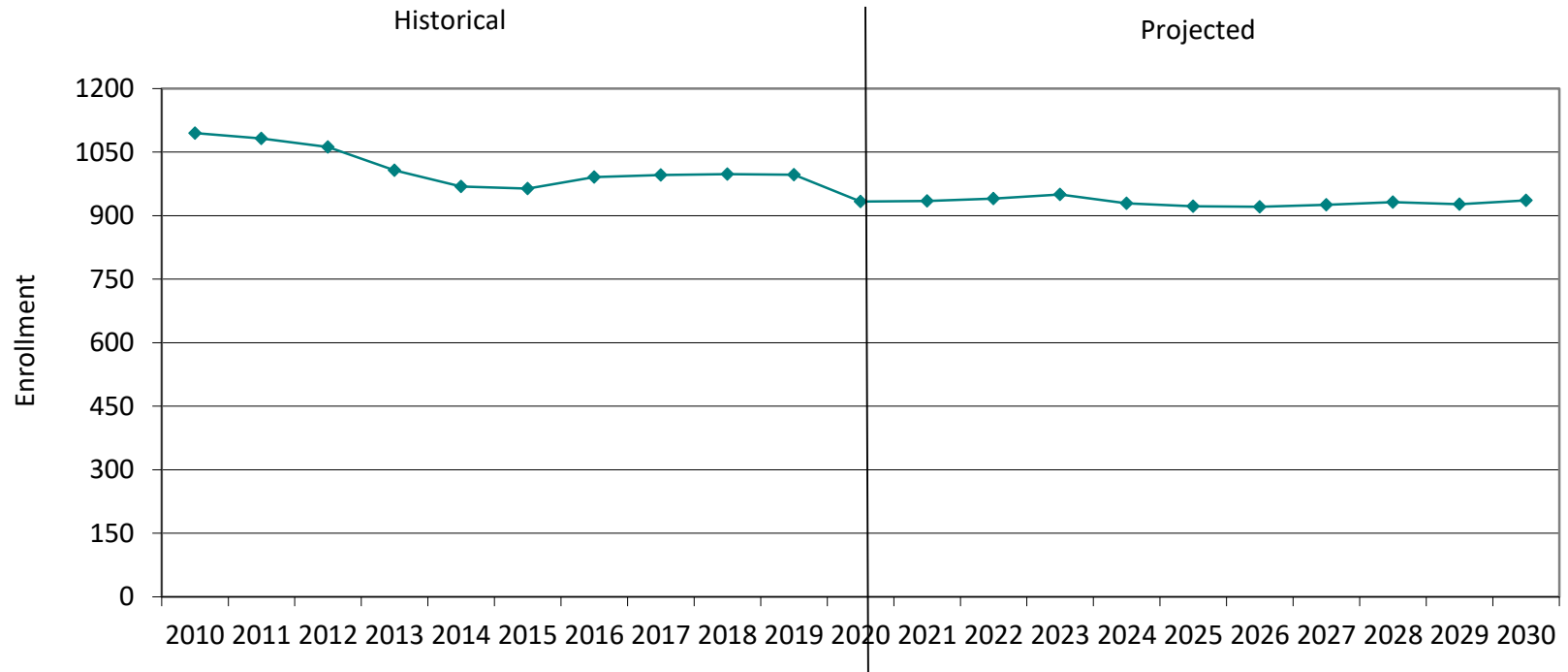
## Sandown, NH Projected Enrollment

K-12 To 2030 Based On Data Through School Year 2019-20

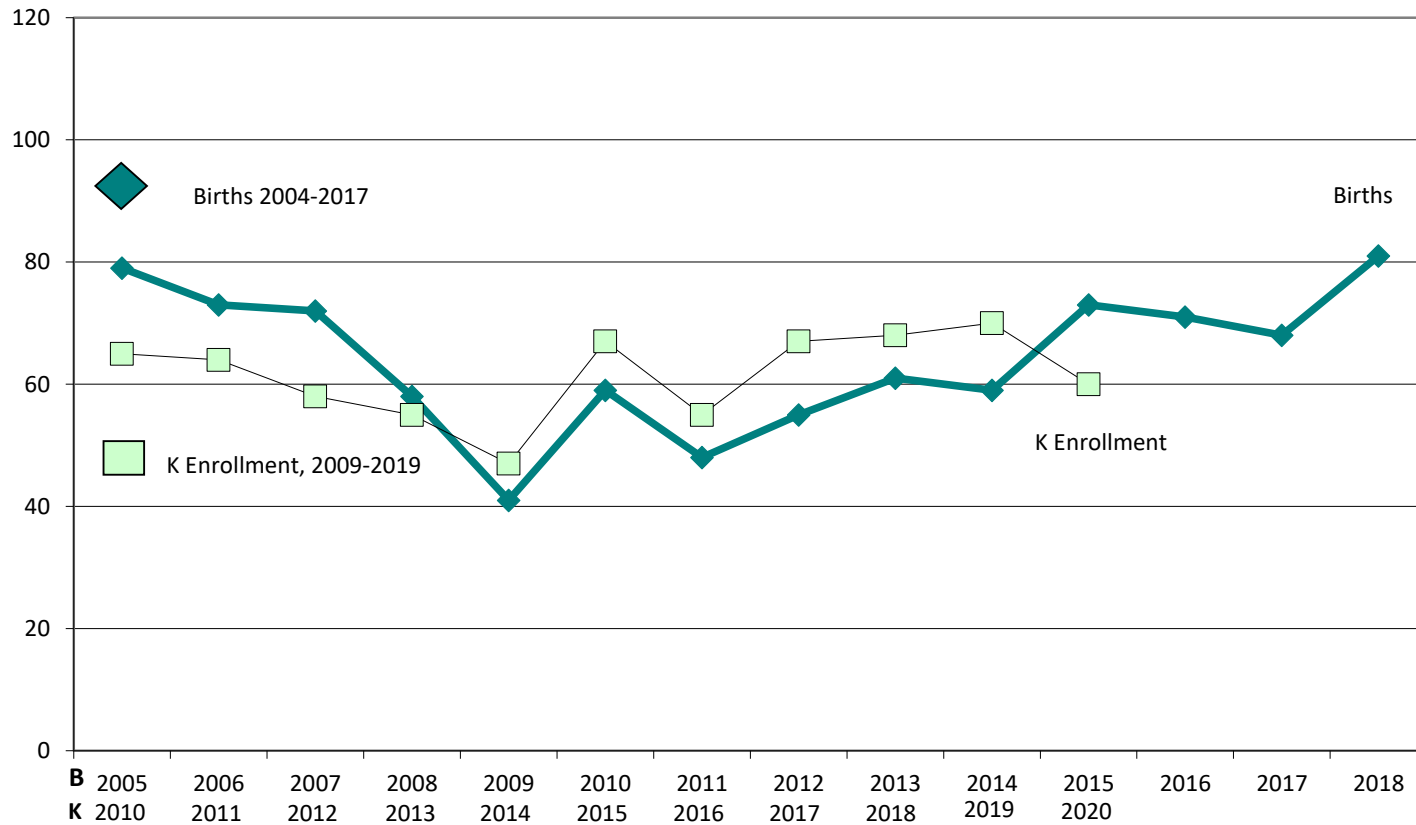


# Sandown, NH Historical & Projected Enrollment

K-12, 2010-2030



## Sandown, NH Birth-to-Kindergarten Relationship





## Sandown, NH Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	36	0
2016	16	21
2017	16	0
2018	14	44
2019	11	0
2020	5 to date	0 to date

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	n/a	n/a
2016	n/a	n/a
2017	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	n/a

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

K-12 Home-Schooled Students	
2020	61

K-12 Residents in Charter or Magnet Schools, or "Choiced-out"	
2020	0

K-12 Special Education Outplaced Students	
2020	20

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents	
2020	2

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



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

From 2016 to 2028, the US Department of Education anticipates changes in PK-12 enrollment of +5.4% in the South; +2.1% in the West, -2.1% in the Midwest; and -3.7% in the Northeast.

State	Fall 2016 PK - 12	Fall 2028 Projected	PK-12 Decline	% Change, 2016-2028
CT	535,118	471,100	-64,018	-12.0%
ME	180,512	171,600	-8,912	-5.0%
MA	964,514	939,400	-25,114	-2.6%
NH	180,888	161,000	-19,888	-11.0%
RI	142,150	135,700	-6,450	-4.5%
VT	88,428	80,400	-8,028	-9.0%

**Source:** USDE, National Center for Education Statistics, *Projections of Education Statistics to 2028*, Table 3, Pages 35-36; Published May 28, 2020.

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

**Measurable Goal:**

Goal 1: The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21<sup>st</sup> 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.**

#	Activity/ Strategy/ Steps Bold = 2019-2020 activities Yellow highlight = 2020-2021 activities	Progress Notes Last updated in February, 2020
1.1	<p><b>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.</b></p>	
1.1	<p><b>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.</b></p>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>● Literacy Specialists are bringing a school-wide focus on personalizing writing through work with Demonstrated Success.</li> <li>● Guided Math Training K-5 &amp; case managers</li> <li>● CC will continue to provide teachers with more resources in order to personalize math.</li> <li>● Walkthrough data will identify trends.</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>● Ongoing implementation of UDL at TRMS</li> <li>● We will collect data from Walkthrough form and plan for future training to support teacher needs</li> </ul> <p>PD Committee:</p> <ul style="list-style-type: none"> <li>● Feb 11 and March 25 PD Days include sessions on Universal Design for Learning, Personalized Learning, and Project-Based Learning.</li> <li>● The overarching theme of the March 25 Professional Development Day os ‘Personalized, Competency-Based Learning.’”</li> </ul>
1.1.	<p><b>c) Increase student use of technology to create, analyze, synthesize, and evaluate while learning.</b></p>	<p>All students 6-12 are part of the 1:1 Chromebook initiative. Student access to technology has expanded in all elementary schools.</p> <p>Tech / IT Committee:</p> <ul style="list-style-type: none"> <li>● Engage tech integrators in discussion of current coaching model and ideas for increased student use</li> <li>● Determine the extent to which dedicated devices are being used for lessons that require students to use technology to engage in higher-order thinking and develop an action plan.</li> </ul>

1.1	<b>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.</b>	New English and Math Interventionists hired at TRHS. This has increased our ability to provide regular-education Tier II interventions through RTI; Increased trainings in SEL and trauma-informed educational practices across the district - March 25 PD Day has a strand devoted to SEL.
1.1	<b>e) Explore the development of a district funded full-day Kindergarten program.</b>	

**Measurable Goal:**

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

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

#	Activity/ Strategy/ Steps Bold = 2019-2020 activities	Progress Notes
1.2	<b>a) Create STEAM labs and Makerspaces in schools for all students to participate in.</b>	STEAM resource list created and presented at C & A.
1.2	<b>b) Engage students PreK-12 hands-on experiences with coding, computing, and other Computer Science standards as well as greater access to CS course credit at the secondary level for students interested in in-depth study for career and college preparation.</b>	Enrichment / STEAM Committee & Pre-K-12 Curriculum Committee <ul style="list-style-type: none"> <li>● Evaluation of Tech Curriculum</li> <li>● Participation in the Week of Code</li> <li>● Examine offered UNH workshops/courses for staff</li> <li>● Highlight where this already happening</li> </ul> Examine revised NH Minimum Standards (once released) and plan for curriculum and course adjustments TRHS Computer Science courses were redesigned for the 2020-2021 year. Students are currently registering for these courses.
1.2	<b>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.</b>	Elementary level: <ul style="list-style-type: none"> <li>● Interdisciplinary curriculum instructional units</li> <li>● Phenomena-based Science instruction</li> <li>● Provided Elementary Teachers with mentor text ideas for lessons</li> </ul> PD Committee: <ul style="list-style-type: none"> <li>● Feb 11 and March 25 PD days will include sessions on inquiry-based learning and Project-Based Learning</li> </ul>
1.2	<b>d) Provide classrooms with STEAM resources, materials, and project ideas.</b>	STEAM / Enrichment Committee: <ul style="list-style-type: none"> <li>● Organize science materials and create phenomenon Kits for grade level classrooms</li> <li>● Prepare and coordinate school-wide enrichment days</li> </ul> STEAM resource list created for School Board Goal

1.2	e) Explore adding and implementing courses at TRHS that focus on vocational skills, trades, and career development.	
-----	---	--

**Measurable Goal:**

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

**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.**

#	<i>Activity/ Strategy/ Steps</i> Bold = 2019-2020 activities	<i>Progress Notes</i>
1.3	<b>a) Train educators in project-based learning practices.</b>	On Feb. 11, the elementary Unified Arts teachers will have a 3-hour collaborative work session on Project-Based Learning; The Feb. 11 PD Day will include options on Project-Based Learning, connected to Pyxis The March 25 PD Day will include several workshops on Project-Based Learning. We are bringing in several outside presenters with expertise in PBL, including Brad Belin of Beacon 21, two professors from UNH, and David Stephen from New Vista Design.
1.3	<b>b) Design performance based assessments and rubrics, and reduce the number of standardized assessments.</b>	Teachers in grades 6-12 have developed and implemented Performance Assessments in all content areas. K-12 rubrics have been developed in most content areas. Several of these are going through revisions. The District Assessment Calendar has been used and reviewed to track the delivery of standardized assessments. Due to Federal Accountability, we are not able to reduce state-level standardized assessments.
1.3	<b>c) Focus instruction on deeper understanding of topics and the application of learning to new tasks.</b>	The shift to competency-based instruction, grading, and reporting connects directly to this action step. All competencies are designed to assess students' ability to independently transfer knowledge and skills to new tasks. We continue to provide ongoing professional development opportunities, PLC time, and collaborative opportunities for teachers to design competency-based lessons and assessments. Elementary CCs: <ul style="list-style-type: none"> <li>● Guided math training</li> <li>● NGSX training</li> <li>● Continue to use District Staff Meetings to focus on instructional shifts in math and science instruction.</li> </ul> Secondary Deans:

		<ul style="list-style-type: none"> <li>Continue to work with teachers on the implementation of competency-based instruction and the development of performance assessments</li> </ul>
1.3	<b>d) Build in greater accountability measures for students who do not meet competency standards, including competency recovery procedures.</b>	The Secondary Grading & Reporting Committee designed a 6-12 Relearning Plan. The document is undergoing edits and will be shared with faculty this spring, for implementation in 2020-2021.
1.3	<b>e) Design and implement reporting tools for secondary schools that reflect a traditional grade and supplemental information on competency acquisition.</b>	<p>A hybrid report card was implemented in grade 6 during the 2018-2019 year. This tool is now used across grades 6-8. During the 2019-2020 year, the high school is using this tool internally to practice and support teachers through the transition to hybrid grading and reporting. The new hybrid report card will be officially used across grades 9-12 during the 2020-2021 school year.</p> <p>Elementary and Secondary Grading and Reporting Committees and PreK-12 Curriculum Committee:</p> <ul style="list-style-type: none"> <li>Created a timeline for all secondary grade levels to report out on competencies - complete</li> <li>Designed and prepared for 2018 grade 6 roll-out of new hybrid reporting tool - complete</li> <li>Training teachers in use of Powerschool Pro - ongoing</li> <li>Reconvene grading and reporting committees</li> <li>Support PreK-6 competency based reporting in all trimesters</li> </ul>
1.3	<b>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.</b>	

1.3	<b>g) Re-evaluate the model and description of a “Timberlane Graduate” and use it to guide the vision district-wide and in the community.</b>	
1.3	<b>h) Identify performance benchmarks and exemplars so students can strive for mastery.</b>	

**Measurable Goal:**

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 21<sup>st</sup> century learning.

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

#	Activity/ Strategy/ Steps Bold = 2019-2020 activities	Progress Notes
2.1	<b>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.</b>	Professional Learning Committee has sent out surveys to assess PD needs of all staff The Mentoring Committee developed a survey for all staff regarding teacher mentoring and new teacher induction. This survey will be administered in the spring of 2020. PD Committee: <ul style="list-style-type: none"> <li>● Work with Tech Integrators to create an online platform and structure for staff PD - Pyxis 2019-2020</li> <li>● Solicit teacher input for ongoing, job-embedded PD offerings - Survey sent in December, 2019</li> <li>● Engage teachers in outlining professional needs and goals, and sharing their interests</li> <li>● Expand the role of the PD Committee to promote ongoing PD offerings throughout the school year</li> </ul> Mentoring Committee: <ul style="list-style-type: none"> <li>● Solicit teacher input regarding the NTI and Mentoring programs</li> </ul>
2.1	<b>b) Promote learning environments that allow educators to take risks, and explore and evaluate creative approaches which can be used to inform instruction.</b>	All administrators participated in a book study of the <i>Innovator's Mindset</i> , and have engaged in collaborative conversations and planning of how to support and promote innovation across all grade levels.
2.1	<b>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.</b>	

**Measurable Goal:**

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 21<sup>st</sup> century learning.

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

#	<i>Activity/ Strategy/ Steps</i> Bold = 2019-2020 activities	<i>Progress Notes</i>
2.2	<b>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.</b>	PreK-12 Curriculum Committee and Grading and Reporting Committees: <ul style="list-style-type: none"> <li>• Create a TRSD communication tool (ie:tri-fold, brochure, handout) that articulates our beliefs and our vision for competency based learning</li> <li>• Nov. 13th presentation to 6-12 staff included timeline for roll-outs, goals, and work samples</li> </ul>
2.2	<b>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.</b>	
2.2	<b>c) Train teachers in specific practices and approaches to personalize learning and effectively teach learners of varied abilities.</b>	Feb. and March PD days will include sessions on personalized learning, Universal Design for Learning, and Social Emotional Learning to support all learners.

**Measurable Goal:**

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 21<sup>st</sup> century learning.

**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.**

#	<i>Activity/ Strategy/ Steps</i> Bold = 2019-2020 activities	<i>Progress Notes</i>
2.3	<b>a) Survey teachers to understand mentoring program strengths and opportunities for improvement.</b>	Mentoring Committee: <ul style="list-style-type: none"><li>• Create survey on strengths of program and opportunities for growth - survey created and will be given to staff in Spring 2020</li></ul>
2.3	<b>b) Establish a mentoring and induction committee to analyze and propose changes to the current program.</b>	Mentoring Committee has been established and began meeting in Dec. 2018.

**Measurable Goal:**

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 21<sup>st</sup> century learning.

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

#	Activity/ Strategy/ Steps Bold = 2019-2020 activities	Progress Notes
2.4	<b>a) Encourage teachers to self-reflect, set goals, and engage in personalized and self-initiated professional learning.</b>	PD Committee: (copied from 2.2a) <ul style="list-style-type: none"> <li>● Work with Tech Integrators to create an online platform and structure for staff PD</li> <li>● Solicit teacher input for ongoing, job-embedded PD offerings</li> <li>● Engage teachers in outlining professional needs and goals, and sharing their interests</li> <li>● Expand the role of the PD Committee to promote ongoing PD offerings throughout the school year</li> <li>● Promote the use of Pyxis</li> </ul> Timberlane Executive Leadership Academy (TELA): <ul style="list-style-type: none"> <li>● Continued training for evaluators</li> <li>● Utilize TRSD teacher evaluation plan to promote professional learning and growth.</li> <li>● Teachscape Training for evaluators</li> </ul>
2.4	<b>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.</b>	Principals encourage teachers to participate on SIM committees that work to support student learning, explore new resources, and find creative solutions.  As PD opportunities become more personalized for teachers AND as an online district platform is created and developed, more teachers may be encouraged (intrinsically) to explore learning.

October 30, 2020

Brian Cochrane Ph.D.  
Interim Superintendent  
SAU 55 – Hampstead and Timberlane School Districts  
30 Greenough Rd.  
Plaistow, NH 03865

Re: HVAC System Testing & Evaluation Consulting Services Proposal

Dear Brian-

I am pleased to submit the following proposal for HVAC System Testing & Evaluation Consulting Services.

## **I. Project Summary**

The Timberlane Regional School District (TRSD) has requested submission of a plan to work in collaboration with the TRSD administration, HVAC staff, and others to test and evaluate various HVAC systems in school district buildings. The project will be led by R. Marc Fournier, facilities management consultant, with assistance from qualified external contractors as required by the project and approved by the TRSD.

## **II. Project Scope of Work**

Phase 1: The main objectives of this project include:

- Work with TRSD staff to determine which school building rooms have been tested to date for outside air exchange rates to meet COVID-19 protocols
- Develop a list of rooms and room types that still need to be tested for outside air exchange rates to meet COVID-19 protocols
- Develop a plan to test the remaining rooms as soon as possible for outside air exchange rates using TRSD staff, a qualified external contractor, and possibly others.
- Provide testing data results in an electronic format to the TRSD
- Work with TRSD staff and a qualified external contractor to remedy any issues discovered during the testing process to meet COVID-19 protocols

Phase 2: If time and funds allow, also accomplish the following additional objectives:

- Identify which HVAC units service which school building rooms so that this information can be input into the TRSD Schooldude Work Management System
- With the assistance of a qualified external contractor, inspect and balance HVAC units where required and provide a report so that this information can be input into the TRSD Schooldude Work Management System

- With the assistance of a qualified external contractor, evaluate each HVAC unit including its age, functionality, condition, and performance, and provide this information to the TRSD staff for use in their Facility Management Plan and Capital Improvement Plan, and so that this information can be input into the TRSD Schooldude Work Management System
- Develop a preventative maintenance plan tailored to each HVAC unit and provide this plan to the TRSD staff for incorporation into their Schooldude Work Management System

Phase 3: If time and funds allow, work with the TRSD Business Administrator and Facilities Director to evaluate:

- Current staffing structure and levels
- Routine/preventative maintenance practices
- Other facilities management consulting services including evaluating and enhancing the use of the Schooldude Work Management System

### **III. Project Timeline**

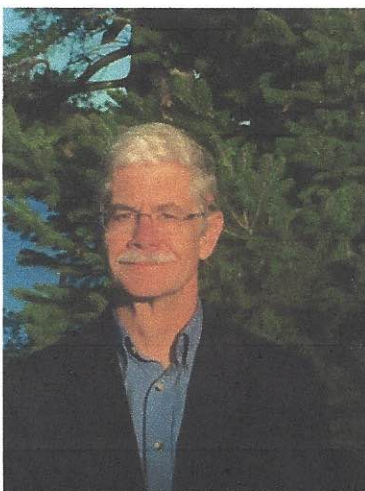
Begin work as soon as project is approved by the TRSD, and complete Phase 1 objectives as soon as possible based on external contractor availability. The timeline for Phase 2 objectives is TBD based on available funding and approval by the TRSD.

### **IV. Project Budget**

The rate for Marc Fournier's facilities management consulting services are \$50.00 per hour for remote work and \$75.00 for onsite work, with a Not to Exceed project cost of \$10,000.

This contract does not include the costs for external contractors, testing equipment, repair costs, etc.

### **V. My Background- A Short Bio**



Marc has extensive experience in facilities management, public works, arboriculture, landscape design, sustainability, energy efficiency, building construction, recycling, organics diversion, and materials management. He is a LEED Accredited Green Building Professional, a Massachusetts Certified Arborist, and a member of the USDA Forest Service Urban Forest Strike Team.

Marc is a former Deputy Director of Public Works & Highway Superintendent in the Town of Andover, MA, Director of Plant Operations & Sustainability at Lasell College, Director of Public Works in Hull, Assistant Director for Grounds Management at UMass Amherst, Environmental Analyst with the Massachusetts Department of Environmental Protection, Senior Environmental Specialist with Haley & Aldrich, Inc., and Executive Director of WasteCap of Massachusetts.

He also taught Sustainable Operations Management courses as an Adjunct Professor in the UMass Boston College of Management Graduate MBA program.

Marc is an MBA graduate of the University of Massachusetts Amherst, with concentrations in Environmental Management & Organizational Behavior. Marc co-authored the sustainable operations chapters of APPA's Grounds Operational Guidelines for Educational Facilities ([www.appa.org](http://www.appa.org)) and was Co-Chair and contributing author of the 3<sup>rd</sup> Edition published this year.

Marc Fournier is currently the Arborist/Horticulturist at The Trustees of Reservations' Mytoi Japanese Garden.

I look forward to working with the Timberlane Regional School District on this critical project.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Marc Fournier", with a long, sweeping flourish extending to the right.

R. Marc Fournier, LEED AP, MBA, MCA  
134 Elm St.  
Andover, MA 01810  
(617)7212-0223  
[rmarcfournier@gmail.com](mailto:rmarcfournier@gmail.com)

# TIMBERLANE POLICY COMMITTEE RECOMMENDATIONS TO THE SCHOOL BOARD

---

## SECOND READ/ADOPTION

- 1 JIA STUDENT DUE PROCESS RIGHTS**

## FIRST READ

- 2 BEA BOARD MEETINGS** (NHSBA and PC changes recommended)
- 3 BEAB SCHOOL BOARD MEMBER USE OF ELECTRONIC COMMUNICATION DEVICES DURING SCHOOL BOARD MEETING** (NHSBA language and PC language added)
- 4 BEC NON-PUBLIC SESSIONS** (same language as NHSBA; PC recommends re-affirming)

<b>Timberlane Regional School District</b>	<b>Policy Code: JIA</b>
<b>Adopted: 07-21-83</b> <b>Revised: 10-02-97</b> <b>Revised: 02-24-05</b> <b>Revised: 04-03-08</b> <b>Revised: 07-25-19</b> <b>Revised:</b>	<b>Page 1 of 1</b>

## STUDENT DUE PROCESS RIGHTS

Related Policies: JI, JICD
----------------------------

Students facing discipline will be afforded all due process rights given by law. ~~The Superintendent or his/her written designee is authorized to suspend any student for ten days or less for violations of school rules or policies. Should the Superintendent desire to suspend a student for more than ten days, such student will be afforded a hearing before the school board.~~ In addition to the provisions of this policy, the Board recognizes the application of all pertinent provisions of RSA 193:13 and associated Department of Education rules.

Student due process rights shall be printed in the Parent-Student Handbook and will be made available in another language or presented orally upon request.

[Specific application can be found in Policy JICD.](#)

Legal References:

- RSA 189:15, Regulations
- NH Code of Administrative Rules, Section Ed 306.04(a)(3), Policy Development, Discipline
- NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline
- NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures

Appendix: JICD - R

**RECOMMENDATION FROM LEGAL COUNSEL:** To revoke/repeal the policy and clarify that policy JICD governs student disciplinary and due process rights.

<b>Timberlane Regional School Board</b>	<b>Policy Code: BEA</b>
<b>Adopted: 01-01-83</b> <b>Revised: 11-01-90</b> <b>Revised: 09-11-02</b> <b>Revised: 11-19-09</b> <b>Revised: 06-29-17</b> <b>Revised:</b>	<b>Page 1 of 2</b>

## SCHOOL BOARD MEETINGS

Related Policies: BEAB, BEC, BEDB, BEDC, BEDD, BEDG, BEDH

- A. The School Board shall establish its meeting schedule at their annual organizational meeting after local elections. The Board will meet in the evening on the 1st and 3rd Thursdays of each month at the SAU 55 Administration Building. The Board may change the time, date, or the location of regular meetings, and may add or remove meetings as they deem necessary. Notice of all board meetings will be posted in accordance with the provisions of RSA 91-A. The Superintendent is authorized to post notice of the meeting on the District website.
- B. The order of business at a regular meeting shall be as follows:
1. Call to Order
  2. Roll Call
  3. Pledge of Allegiance
  4. Approval of Minutes
  5. Delegations and Individuals ~~–5 minute time limit speakers will be afforded no more than 3 minutes per individual~~ unless waived by the Board
  6. Current Business
  7. Administrative Report
  8. Personnel Report
  9. Committee Reports
  10. Reports of School Board
  11. Correspondence Folder
  12. Vendor and Payroll Registrars
  13. Other Business
  14. Non-public Session – if needed
  15. Future Dates
- C. A Special Meeting, defined as a non-scheduled regular meeting, shall be held at the call of the Chair or at the joint request of any three members. Notice shall be given of all matters that are to be considered at such special meetings. Matters other than those for which notice was given can be acted upon only if all members are present. ~~Exceptions to this procedure would be in cases of emergency as determined by the Chair or Superintendent. In such case of emergency all members will be contacted by phone or~~

<b>Timberlane Regional School Board</b>	<b>Policy Code: BEA</b>
<b>Adopted: 01-01-83</b> <b>Revised: 11-01-90</b> <b>Revised: 09-11-02</b> <b>Revised: 11-19-09</b> <b>Revised: 06-29-17</b>	<b>Page 2 of 2</b>

~~e-mail.~~ Emergency meetings may be called in accordance with the provisions of RSA 91-A:2.

- D. ~~Regular and special meetings of the Board are open to the public and representatives of the press, except that a part of any meeting may be held in non-public session in accordance with New Hampshire statutes. All votes, however, shall be cast in public, consistent with RSA 91-A:3.~~ All meetings shall be open to the public. Agendas will be established per Board Policy BEDH. The Board reserves the right to amend the agenda during the meeting, upon majority vote. Public comments will be allowed per Board Policy BEDH.
- E. A majority of the Board shall constitute a quorum. Provisions for meeting a quorum are established in Board Policy BEDC.

Meetings of the Board are conducted for the purpose of carrying on the business of the schools, and therefore are not public meetings but meetings held in public.

The Board welcomes participation of interested organizations and individuals. Advance announcement of all regular, scheduled, special and specially called meetings of the Board, together with a summary of the major topics to be discussed, will be posted publicly in compliance with RSA 91-A, on the district’s public website as well as distributed to the media.

*See Right-To-Know Law, RSA 91-A*

**NOTE: Recommended changes are authored by Jen Silva in light of her ability to be present for discussion and action on this policy.**

<b>Timberlane Regional School District</b>	<b>Policy Code: BEAB</b>
<b>Adopted: 12-15-11</b> <b>Revised:</b>	<b>Page 1 of 1</b>

~~**SCHOOL BOARD MEMBER**~~ **USE OF ELECTRONIC COMMUNICATION  
DEVICES DURING SCHOOL BOARD MEETINGS**

**Related Policies: BEA**

School board members and meeting participants will refrain from using electronic communication devices during board meetings to communicate with members of the public regarding official school board business, agenda items, or other board matters that are properly discussed publicly during board meetings.

This policy is not meant to prohibit Board members from using computers or similar devices during a meeting, provided such use is limited to purposes of the meeting only.

<p><b>Timberlane Regional School Board</b></p>	<p><b>Policy Code:    BEC</b></p>
<p><b>Adopted: 04-21-83</b>  <b>Revised: 11- 01-90</b>  <b>Revised: 09-07-95</b>  <b>Revised: 12-03-98</b>  <b>Revised: 09-20-01</b>  <b>Revised: 06-20-13</b></p>	<p><b>Page 1 of 1</b></p>

**NON-PUBLIC SESSION**

Related Policies: BEA, BEDH

The Board may meet in non-public session for any of the purposes set out in RSA 91-A:3. Upon motion, the vote to enter non-public session will be a recorded roll-call vote made in public session. The motion calling for a non-public session will state the matter(s) to be discussed and will state the statutory reason(s) for entering non-public session.

The Board shall record minutes of all non-public sessions. Non-public session minutes will be made publicly available within 72 hours of the non-public session, unless the Board votes to seal the minutes. The Board may seal minutes of a non-public session only by a two-thirds vote. The Board will only vote to seal minutes ~~of non-public sessions if divulging such information would:~~ for reasons prescribed under all relevant reasons in RSA 91-A.

- ~~1. Adversely affect the reputation of a person other than a member of the Board;~~
- ~~2. Render a proposed board action ineffective; or~~
- ~~3. Thwart safety considerations pertaining to terrorism or other emergency functions of the Board.~~

Board members ~~should~~ shall refrain from publicly discussing matters that were discussed in a non-public session.

~~The Superintendent or his/her designated representative~~ Non-board members may attend all non-public sessions at the pleasure of the Board, except those non-public sessions that pertain to the Superintendent’s employment.

**Legal References:**

- RSA 91-A:3, Non-Public Sessions*
- RSA 91-A:4, Minutes and Records Available for Public Inspection*
- RSA 42:1-a, Oaths of Town Officers: Manner of Dismissal; Breach of Confidentiality*

## Executive Summary

### Audit Findings Update

1. Trust Fund Reimbursement of \$292K that relates to kitchen renovations performed in 2013 at Pollard School – All documentation including the warrant has been submitted to the Plaistow Trustee of Trust Funds. They are meeting on November 12 to discuss reimbursement options.
2. Scholarships – It has been confirmed with Trustee that Scholarships will be paid out of the Trust Fund moving forward.
3. Student activity funds – An audit findings review will be conducted with each of the schools and new procedures for both, student activity funds and purchase of gift card will be discussed and implemented
4. Negative Lunch Balances – please see the negative lunch balance executive summary

## Executive Summary

### Negative Lunch Balance

The total TRSD negative lunch balance as of 10/19/2020 is \$56K, the detail by school is presented below. All the schools' Principals worked and agreed on a proposal to implement the same procedures to address negative lunch balances on a monthly basis. The process is attached, and it was discussed with our Food Service Director who agreed to assist all Principals in the new monthly process. It is expected that by having a consistent process incorporated into the monthly routine of the schools will reduced the amount of the negative lunch balance.

<b>School</b>	<b>Negative Lunch Balance</b>
Sandown Central	\$ 17
Danville Elementary	\$ 2,189
Sandown North	\$ 2,196
Pollard	\$ 2,469
Atkinson Academy	\$ 2,684
Middle School	\$ 21,746
High School	\$ 24,859
<b>Total</b>	<b>\$ 56,159</b>

Respectfully Submitted By:

Geoffrey Dowd, CFO/Business Administrator

**Timberlane Regional School District  
Food Service Student Account Balance Process**

The following is a newly established procedure to ensure that TRSD School Board Policy DO-R is implemented effectively at \_\_\_\_\_ School. This procedure is established on \_\_\_\_\_ and it is noted that no prior procedure was in place prior to this date.

**Step 1: Identifying Balances with a \$20+ Deficit**

Bi-weekly, on the second and fourth Monday of each month, the Food Service Director will provide an updated account balance report and submit the report to the main office for review.

**Step 2: Account Balance Review**

Upon receipt of the bi-weekly report, the principal's secretary will review the report and identify any student with a negative balance. The principal's secretary will identify students whose families have received prior notification of a negative balance and will determine, through comparison to prior bi-weekly reports, if payment has been received.

The principal's secretary will provide the principal with a list of students whose families require notification and designate those who will be notified as a first time contact and those who have been contacted previously (noting those who have made efforts to pay down their previous debt).

**Step 3: Letter of Notification**

The principal will draft and send a letter of notification of the negative account balance to the parent/guardian of the family. Included in the notification letter will be a copy of District Policy DO-R, and documentation related to Free and Reduced Lunch.

**Step 4: Monitoring Payment of Negative Balances**

The main office secretary will collect, and document payments submitted by families identified as maintaining an account balance of -\$20 or more. After a two-week period, the main office secretary will provide the principal with the names of families who have not submitted payment toward the negative balance.

**Step 5: Phone Communication - Follow up**

Families who fail to submit payment toward the balance noted in the letter or to contact the principal to discuss a payment plan (as noted in the letter) will receive a phone call from the principal to discuss payment and potential next steps as identified in the district policy. A payment plan will be established, documented and communicated in writing to the family.

**Step 6: Failure to adhere to agreed payment plan**

If the family continues to maintain a negative balance without efforts to pay toward the debt, the principal will consult with the business office and/or other district administration to determine the most appropriate next steps, including those outlined in the district policy DO - R: Food Service Meal Account Balances

11/5/2020

## Executive Summary

### **Options for Ordering Chromebooks for 2021-2022**

I have reached out to a couple of distributors that we have purchased Chromebooks in the past on when we would be able to get pricing on both purchasing and leasing in order to receive them in summer of 2021. I was informed that they should have a better understanding of what models will be available along with pricing and purchase vs lease options around March. I will plan on presenting the board with purchase options in the March timeframe and with the board's approval will plan on purchasing early as possible. The goal would be to order early enough to procure the devices for a summertime delivery in order to be ready for the beginning of the 2021-2022 school year.

Respectfully submitted by,

Kenneth Henderson

Director of Technology

# TRSD 2021 ANNUAL MEETING AND ELECTION CALENDAR

DEADLINE / DATE	ACTION	REFERENCE
<b>By Wednesday, January 6, 2021</b>	Post Public Notice of School Board Budget Hearing (By the 2 <sup>nd</sup> Tuesday in January)(must be 7 days in advance)	RSA 40:13, II-a (a)
<b>By Friday, January 8, 2021</b>	Citizens Petition <u>Bond Articles Only</u> Must be Submitted (Friday preceding the 2 <sup>nd</sup> Tuesday in January – 5pm)	RSA 40:13, II-a (b)
<b>By Tuesday, January 12, 2021</b>	All Other Citizens Petition Articles Must be Submitted (By the 2 <sup>nd</sup> Tuesday in January – 5pm)	RSA 40:13 II-a (b) RSA 197:6
<b>By Tuesday, January 12, 2021</b>	Deadline for finalization of cost items CBA's to be presented at annual meeting (By the 2 <sup>nd</sup> Tuesday in January)	RSA 32:5-a
<b>Tuesday, January 12, 2021</b>	Supervisor of Checklist Posts Checklist (On the 4 <sup>th</sup> Tuesday before Deliberative)	RSA 671:15 RSA 654:26 & 27
<b>Thursday, January 14, 2021</b>	<b>Public Hearing on Proposed Budget/Bond</b> Performing Arts Center–7 PM (snow date: January 15, 2021) (On or before the 3 <sup>rd</sup> Tuesday in January)	RSA 40:13, II-a (c) RSA 33:8-a
<b>Tuesday, January 19, 2021</b>	Supervisor of Checklist Correction Session (On day immediately prior to first day of filing)	RSA 671:15 – 669:5
<b>Wednesday, January 20, 2021</b>	First Day of Filing Period For Candidates. File at SAU Office, 30 Greenough Road, Plaistow, NH 8:30am-4pm (Begins on the 7 <sup>th</sup> Wednesday before election)	RSA 671:19 RSA 669:19
<b>By Thursday, January 21, 2021</b>	Last Day for Budget Committee to Deliver Budget and Warrant Article Recommendations for Posting (Thursday before last Monday in January)	RSA 40:13, II-a (c)
<b>Saturday, January 23, 2021</b>	Supervisor of Checklist Holds A Checklist Correction Session (On Saturday 6-13 days before Deliberative)	RSA 671:15 – 669:5 RSA 654:27)
<b>By Monday, January 25, 2021</b>	Post Warrants and Budget For Session I and II At Place of Meeting And One Other Location (On or before last Monday in January)	RSA 40:13, II-a (d) RSA 197:5-A, 197:7
<b>Friday, January 29, 2021</b>	Last Day of Filing Period For Candidates (Ends Friday of following week of first day – 5pm)	RSA 671:19 RSA 669:19
<b>Thursday, February 4, 2021</b>	<b>Deliberative Session I</b> TRHS Gymnasium – 7:00 PM (snow date: February 5, 2021) (Between the 1 <sup>st</sup> and 2 <sup>nd</sup> Saturdays following the last Monday in January)	RSA 40:13 III, IV
<b>Tuesday, February 9, 2021</b>	Supervisors of Checklist re-post Checklist (On the 4 <sup>th</sup> Tuesday before voting)	RSA 671:15 RSA 654:26 + 27
<b>Saturday, February 27, 2021</b>	Supervisor of Checklist Holds A Checklist Correction Session (On Saturday 6-13 days before voting)	RSA 671:15 – 669:5 RSA 654:27
<b>Tuesday, March 9, 2021</b>	<b>District Voting (Session II)</b> Budget/Bond Voting And Election Absentee Ballots Collected. <u>Residents May Register At The Polls.</u> Atkinson – Atkinson Community Ctr, Rte 121 – 7am-8pm Danville – Community Center, Rte 111 – 8am-7pm Plaistow – Pollard School, Main Street – 7am-8pm Sandown – Sandown Town Hall, Main Street – 8am-8pm	RSA 40:13 VIII