

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, OCTOBER 1, 2020

Regular Business Meeting – 7:00pm

Dr. Kimberly Farah, Chair  
Kristin Savage, Vice Chair  
Dr. Brian Cochrane, Superintendent

Webinar Link

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

Technology Assistance  
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 (first draft) – INFORMATIONAL (15 minutes)
  - c. **8:10PM** Audit Update – INFORMATIONAL/ACTION (20 minutes)
  - d. **8:30PM** Strategic Plan – ACTION (10 minutes)
  - e. **8:40PM** Warrant Article Process – INFORMATIONAL (5 minutes)
  - f. **8:45PM** Policies (second read) (JIA discussion) – ACTION (20 minutes)
  - g. **9:05PM** Superintendent’s Goals – INFORMATIONAL (10 minutes)
8. **9:15PM** Administrator’s Report
9. **9:20PM** Personnel Report
10. **9:25PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **8:30PM** Other Business
14. Nonpublic (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
October 15	Regular Board Meeting	PAC	7:00PM
November 5	Regular Board Meeting	Webinar	7:00PM
November 19	Regular Board Meeting	PAC	7:00PM
December 3	Regular Board Meeting	Webinar	7:00PM
December 17	Regular Board Meeting	PAC	7:00PM

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

## **ADMINISTRATOR'S REPORT**

*Administrator's Report for October 1, 2020 School Board Meeting*

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

**4. APPROVAL OF MINUTES** (2 sets – September 17<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:*

- *The board to update the school re-opening plan using the new CDC guidance. The board will look at changing guidance from 6' to 3-6' as a means to move towards 100% in person (especially at the elementary school level).*
- *Board to take further action to move towards 100% in person including moving away from block schedule and back to traditional model for this academic year.*
- *Board to review a staffing report and hold discussion on certified teachers not in the classrooms in an effort to move towards in-person instruction where possible.*
- *Board to be provided an update on HVAC specifically with respect to filter replacement schedule, remedial action on systems that were not functioning when Lawson group came, schedule for testing air exchange by building. Also, a list of major HVAC systems by building and year installed. Budget monies for capital may be used to focus on replacement.*
- *Update on IEP mandates.*

**b. Budget Development – INFORMATIONAL**

*Board to review first draft of proposed 2021-22 budget less Principals' budgets.*

**c. Audit Update – INFORMATIONAL/ACTION**

*Audit scheduled for completion by October 1<sup>st</sup>. Geoff Dowd to present.*

**d. Strategic Plan – ACTION**

*Board to review plan and assign new chairs.*

**e. Warrant Article Process - INFORMATIONAL**

*Board to review the proposed timeline for Annual Meeting and discuss possible board-sponsored articles. (Timeline has been submitted to legal for review.)*

**f. Policies – ACTION**

*Second read on policies EBCG, EHAC, and JLCG, and discussion on JIA.*

**g. Superintendent's Goals - INFORMATIONAL**

*Using the school board's goals as a reference, board members to make recommendations for Superintendent's goals for the 2020-21 school year.*

**8. ADMINISTRATOR'S REPORT**

*Dr. Cochrane to present.*

**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** – if needed.
- 15. FUTURE DATES** – As indicated.



<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	11/19/2020	
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	11/19/2020	
Program of Studies	Second Read	12/3/2020	
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

### **Increasing Elementary On-Site Instruction in Buildings**

At the September 3rd school board meeting, Susan Rasicot, Director of Pupil Personnel Services and Special Education, presented the district's plan to assess student need and increase attendance to four days on-site for those students requiring a more intensive model of delivery. As explained at that meeting, the consideration of a more intensive on-site model should be clearly understood as the request for a student to receive a free and appropriate public school education, FAPE. The consideration of who could benefit from increased on-site instruction is not part of the determination, as we believe that every student will benefit from an increase in face to face, directed learning. Beginning the first week of school, teams distinguished those students requiring significant programming outside of the TRSD curriculum. By the last school board meeting on September 17th, TRSD elementary schools had transitioned 5 highest need students to in person instruction 4 days a week. These students are mostly receiving programming from a special educator and receiving full day 1:1 support from a paraeducator.

In addition, Emergency Order #48 meetings began in August and continue through October 8th. These are team meetings where discussions regarding student need based on delivery model, skill regression, best instructional practices, and new behaviors occur with families and school staff. As information from each of these meetings is shared with special education teams, they review the specific level of instruction required for each special education student compared against an in-person instruction guidance document. Using this information, teams group students by category of need identifying phases, or waves, of groups to increase on-site delivery along with practical timeline expectations.

Our process for increasing student's in person learning days is slow but purposeful, based on need balanced with safety measures and fluctuating accommodations for staff and students. Our TRSD Elementary Schools are still actively filling positions necessary for student support.

By the writing of this report, TRSD elementary schools have transitioned a total of 15 students into 4 on-site days of instruction. This process of phasing in groups is heavily dependent on staffing. There are many unfilled paraeducator positions making it challenging to provide the support necessary for students to return to school buildings. During remote instruction, it is easier to cover hours needed as all paraeducators can deliver remote support.

On October 5th, TRSD will welcome back all Pre-K cohort students to their full 4-day program in school buildings. Families requesting remote instruction for Trimester 1 will continue to receive a remote teacher for all 4 days. In addition, our elementary teams expect to have transitioned an additional 27 special education students to 4 in school days by the 13th of October, starting just after Columbus Day. The Elementary Administrators are working to recruit and hire necessary personnel to support this change. Increasing students to four days a week on a slowly planned model helps us identify the data necessary to compare against metrics for full rolling return.

On October 19th, TRSD plans to welcome all Kindergarten cohort students for 4 days of on-site learning. Wednesday will remain a remote day for Kindergarten as it is a deep cleaning day for all buildings. Students in the remote only classes will remain in that model until choice of models is again requested.

As the month of October progresses, all students meeting the intense need criteria of our in-person instruction guidance document, for any reason, will be brought on-site pending updates to accommodations for staff and students in buildings. The model used at the Elementary school to increase our special education student's on-site instruction has been communicated with the Middle School. During their Emergency Order #48 meetings, and in observation of current remote instruction, teams have reviewed the specific level of instruction required for each special education student compared against the in-person instruction guidance document. Using this information, teams will group students by category of need identifying phases, or waves, of groups to increase on-site delivery along with practical timeline expectations.

Respectfully Submitted By:  
Lucy Canotas, Director of Elementary Curriculum

## RECOMMENDED CHANGES TO THE 2020-21 SCHOOL CALENDAR

TRHS admin team discussed some potential changes to the school calendar to balance the length of the quarters and map out the midterm schedule keeping with the potential of cohorts. These changes will require the approval of the School board since the original dates are published on the school approved calendar. It is important to note other HS 'events' are dependent on this calendar.

Event	Original date – per the district calendar	Number of days of the quarter- ORIGINAL	NEW suggested date	Number of days of the quarter- NEW Suggested
End/Quarter 1	Wednesday Nov 4	40	Tuesday Nov 10	44
End/Quarter 2	Tuesday Jan 26	46	Friday Jan 29	44
End/Quarter 3	Thursday April 8	45	Friday April 9	44
End/Quarter 4	Friday June 18	45	Friday June 18	44

The TRMS team also discussed changes to the school calendar to balance the trimesters.

Event	Original date – per the district calendar	Number of days of the trimester- ORIGINAL	NEW suggested date	Number of days of the trimester- NEW Suggested
End/Trimester 1	Wednesday Dec 2	56	Friday Dec 4	58
End/Trimester 2	Wed March 17	60	Thurs March 18	59
End/trimester 3	Friday June 18	60	Friday June 18	59

# Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

## UPDATED 2020 – 2021 School Calendar UPDATED

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.

	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>		<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>
<b>August</b> (0)	<b>NT</b> <b>PD</b>	<b>NT</b>	<b>B-PD</b>	<b>D-PD</b>	<b>X</b>	<b>February</b> (15)	1	2	3	4	5
<b>September</b> (17)	<b>X</b>	<b>PD</b>	<b>PD</b>	<b>PD</b>	<b>X</b>	8	9	10	11	12	13
	14	15	16	17	18	15	16	17	18	19	20
	21	22	23	24	25	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	28	29	30			<b>March</b> (22)	1	2	3	4	5
<b>October</b> (21)	5	6	7	8	9	8	9	10	11	12	13
	<b>X</b>	13	14	15	16	15	16	17	18	19	20
	19	20	21	22	23	22	23	24	25	26	27
	26	27	28	<b>ER</b>	30	29	30	<b>PD</b>			
<b>November</b> (16)	2	<b>PD/E</b>	4	5	6	<b>April</b> (17)	5	6	7	8	9
	9	10	<b>X</b>	12	13	12	13	14	15	16	17
	16	17	18	19	20	19	20	21	22	23	24
	23	24	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	30					<b>May</b> (20)	3	4	5	6	7
<b>December</b> (16)		1	2	3	4	10	11	12	13	14	15
	7	8	9	10	11	17	18	19	20	21	22
	14	15	16	17	18	24	25	26	27	<b>ER</b>	28
	21	22	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>					
	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>June</b> (14)		1	2	3	4
<b>January</b> (18)	4	5	6	7	8	7	8	9	10	11	12
	11	12	13	14	15	14	15	16	17	<b>ER</b>	13
	<b>X</b>	19	20	21	22	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	14
	25	26	<b>PD</b>	28	29	<b>X</b>	<b>X</b>	<b>X</b>			15

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

Student Year = 180 days Teacher Year = 187 days  
 Quarters: November 10, January 29, April 9, and Last Day of School  
 Trimesters: December 4, March 18, and Last Day of School

August 19-20, 24-25	New Teacher Induction/Orientation	Dec 23-Jan 1	Holiday Break
August 26-27	Professional Development TTA/TSSU	January 18	Martin Luther King Jr. Civil Rights Day
September 7	Labor Day	January 27	Professional Development TTA
<b>September 8</b>	<b>First Day of School</b>	Feb 22-26	Winter Break
October 12	Columbus Day	March 31	Professional Development TTA
October 29	Early Release	April 26-30	Spring Break
November 3	Professional Development TTA/Election Day	May 28	Early Release
November 11	■ Veterans Day Observed	May 31	■ Memorial Day Observed
November 25-27	Thanksgiving Break	June 18	Last Day of School **/Early Release

**\*\*This calendar is subject to change pending any changes that may be warranted during the coronavirus pandemic.\*\***

Approved by the Timberlane Regional School Board on April 4, 2019. Updated to reflect Presidential Election Day. Start of school updated on 07/23/20. Quarters and Trimesters updated on \_\_\_\_\_.

# Executive Summary

## Facilities – HVAC Update

### Schedule for Filter Replacements

- The 3-month filter change schedule was completed and discontinued as of September 1.
- District filters will be replaced on (or as close to) the 15<sup>th</sup> of each month by the in-house HVAC Technician/Mechanic. We have instituted a Monthly Filter Replacement and AHU Inspection Checklist (see attached) to be completed and signed off by both the technician and the Director of Facilities.
- The Director of Facilities has pre-ordered filters for the 76 units in the district (approximately 500 filters). This is a recurring transaction that will be done monthly.

### Remedial Action in Response to The Lawson Group Assessment

- 9/3/2020 The Lawson Group conducted a ventilation assessment for district facilities. During the assessment, a few issues were discovered at the high school and Sandown North.
- 9/4/2020 A broken belt for one of the air handler units at Sandown North and was replaced.
- 9/8/2020 A motor for one of the air handler units at the high school was replaced and is now functioning 100%.
- 9/11/2020 The Lawson Group Assessment was received.

- As noted above, filters have been changed and air exchange rates will be re-assessed for the classrooms that tested lower than the ASHRAE guideline as reported by The Lawson Group (see below).
- The Director of Facilities is meeting with outside vendors for recommendations on air purifiers/UV lighting/ionizers for classrooms that do not meet the ASHRAE guidelines.
- It is my recommendation that all classrooms be rebalanced to assist with any deficiencies on air exchange rates.

### Future Schedule for Testing Air Exchange

The in-house HVAC Technician will re-assess the deficient rooms as listed by The Lawson Group as first priority. Dr. Cochrane has requested that all other rooms in the district be assessed as well. Sandown North will be the first school to be re-assessed. The Schedule will be based on access to classrooms without interrupting learning. The HVAC Technician has been authorized to work nights and weekends to expedite this process.

### List of HVAC Systems to Include Building and Year Installed

Please see attached listing of HVAC systems.

Respectfully submitted,

Gary Paradis, Director of Facilities

**Air Filter Monthly Replacement Checklist**

# of Filters Changed	Date Changed	Item Number	Location	Building	Type	Area Description	Monthly Inspection (Technical Initial)				Notes
							Check Belts	Check Bearings (greased?)	Dampers Operational	Motor Operational	
		AA-AHU-2	Atkinson Academy	Gym	AHU	Mechanical Room					
		AA-RAU-1	Atkinson Academy	Cafeteria	AHU	Roof					Cafeteria unit
		AA-AHU-1	Atkinson Academy		AHU	Boiler Room					
		AA-AHU-3	Atkinson Academy		AHU	Mezzanine					
		AA-AHU-4	Atkinson Academy	1803 Building	AHU	Basement					Located in the basement serves the four classrooms in the 1803 building
		AA-RERU-1	Atkinson Academy	101-108 Wing	AHU	Roof					Classroom AHU
		AA-RERU-2	Atkinson Academy	111-114 Wing	AHU	Roof					Classroom AHU
		AA-RERU-3	Atkinson Academy	101-108 Wing	AHU	Roof					Classroom AHU
		AA-RERU-4	Atkinson Academy	124-158 Wing	AHU	Roof					
		DE-AHU-1	Danville Elementary	100 Wing	AHU	Roof					A/C unit with economizer, serves classrooms
		DE-AHU-2	Danville Elementary		AHU	Roof					Unit installed with a A/C coil in 2001, condenser & DDC controls added 2017
		DE-AHU-6	Danville Elementary	Administration/Nurses area	AHU	Mezzanine					Serves Main office & Media Center. A/C unit with condenser on roof
		DE-AHU-7	Danville Elementary		AHU	Mechanical Room					AHU located in mechanical space behind gymnasium
		DE-AHU-3	Danville Elementary		AHU	1st Floor					Unit located in mechanical space, exccessed from room 005. Displacement A/C unit, condenser located on roof.
		DE-AHU-5	Danville Elementary	200 Wing (new adition)	AHU	Mezzanine					Serves 2000 wing classrooms, Displacement A/C unit condenser located behind gym
		DE-MAU-1	Danville Elementary		AHU	Roof					Kitchen MAU WASHABLE FILTERS 3L440 BELT
		DE-CHU-3	Danville Elementary		AHU	Entrance					Located in the foyer to the playground entrance
		DE-CHU-1	Danville Elementary		AHU	Entrance					Located at the main entrance to the building
		DE-CHU-2	Danville Elementary		AHU	Entrance					Located in the gym outside foyer entrance
		HS-AC-1	High School	400 Wing	AHU	Administration Area					Serves Guidance/AP office areas
		HS-AC-2	High School	400 Wing	AHU	Administration Area					Serves main office and reception area
		HS-AHU-3	High School		AHU	Roof					Cafeteria AHU, Condenser added to unit 2009 by Facilities Department
		HS-MAU-1	High School	300 Wing	AHU	Gym					
		HS-MAU-2	High School	300 Wing	AHU	Gym					
		HS-MAU-3	High School	300 Wing	AHU	Gym					
		HS-MAU-4	High School		AHU	Gym					
		HS-AHU-ERU-1	High School	200 wing	AHU	Mezzanine					Serves new wing classrooms, courtyard side
		HS-AHU-ERU-2	High School	200 wing	AHU	Mezzanine					Serves new wing classrooms even numbered rooms along bus loop access road
		HS-RERU-1	High School	100 wing	AHU	Roof					Serves Nurses area & classrooms 102, 104
		HS-RERU-10	High School	600 Wing	AHU	Roof					Serves classrooms 610, 611, 612, 613, 614, 615,616 & 616A
		HS-RERU-11	High School	600 Wing	AHU	Roof					Serves rooms 600, 601,603, 605, 607 & 609
		HS-RERU-13	High School		AHU	Roof					Serves classrooms 507, 309, 311 & 315
		HS-RERU-14	High School	300 Wing	AHU	Roof					Serves Classrooms 312, 314, 316 & 326
		HS-RERU-15	High School	300 Wing	AHU	Roof					Serves classrooms 318, 320, 322 & 324
		HS-RERU-2	High School	400 Wing	AHU	Roof					Serves Classrooms 400, 402,404,406, 406a, 408 & 410
		HS-RERU-3	High School	100 wing	AHU	Roof					Serves Classrooms 106,108 & 110
		HS-RERU-4	High School	100 wing	AHU	Roof					Serves Library
		HS-RERU-5	High School		AHU	Roof					Serves classrooms 500 -504, 111a & 111
		HS-RERU-6	High School	500 wing	AHU	Roof					Serve classrooms 504,0505 & 506
		HS-RERU-7	High School		AHU	Roof					Serves Classrooms 114, 115, 116, 117, 118 & 120
		HS-RERU-8	High School	600 Wing	AHU	Roof					Serves Classrooms 602, 604, 606, 608,610 & 612
		HS-RERU-9	High School	400 Wing	AHU	Roof					Serves classrooms 317, 411, 412, 413 & 415
		MS-AHU-CAFE	Middle School		AHU	Cafeteria					Serves Cafeteria area
		MS-BCU-1	Middle School		AHU	Faculty Lounge					
		MS-HV-2	Middle School		AHU	Roof					Serves 1500 wing
		MS-MAU-1	Middle School	MUSIC AREA	AHU	Roof					Serves chorus area

# of Filters Changed	Date Changed	Item Number	Location	Building	Type	Area Description	Monthly Inspection (Technical Initial)				Notes
							Check Belts	Check Bearings (greased?)	Dampers Operational	Motor Operational	
		MS-MAU-3	Middle School		AHU	Roof					
		MS-UNIT HEATER	Middle School		AHU	Hallway/Corridor					
		MS-UNIT HEATER	Middle School		AHU	Hallway/Corridor					
		MS-UNIT HEATER-2B	Middle School		AHU	Main Entrance					
		MS-UNIT HEATER-3A	Middle School		AHU	Entrance					
		MS-UNIT HEATER-4	Middle School		AHU	Kitchen					
		MS-AHU-1	Middle School		AHU	Roof					Serves right side of core classrooms in main section of the building
		MS-MAU-2	Middle School		AHU	Roof					Serves band classroom
		MS-AHU-ERU-9	Middle School		AHU	Mezzanine					Serves new addition, 8th grade classrooms
		MS-RTU-1	Middle School	GYMNASIUM	AHU	Gym					
		PAC-AHU-ERU-1	Performing Arts Center		AHU	Mechanical Room					
		PE-RTU-1	Pollard School		AHU	Roof					
		PE-AHU-1	Pollard School	100-WING	AHU	Classroom					Serves classrooms 111 - 115
		PE-Z-PACK	Pollard School	95-WING	AHU	Roof					Serves classrooms 121 - 128
		PE-AHU-1	Pollard School	1912 BLD 1ST FL 200'S	AHU	Basement					
		PE-AHU-9	Pollard School		AHU	Mezzanine					Serves 2000 classroom addition
		PE-AHU-6	Pollard School		AHU	Roof					Serves Office & library areas heat/AC
		PE-RERU-1	Pollard School		AHU	Roof					Serves classrooms 104, 106, 302, 304 & 306
		PE-RERU-2	Pollard School		AHU	Roof					Serves classrooms 103, 105, 301, 303 & 305
		PE-RERU-3	Pollard School		AHU	Roof					Serves Classrooms 107, 109, 307, 308, 309, & 310
		SE-AHU-1	Sandown Central		AHU	Mechanical Room					
		SE-AHU-2	Sandown Central		AHU	Electrical Room					
		SE-RTU-1	Sandown Central		AHU	Roof					
		SE-RTU-2	Sandown Central		AHU	Roof					
		SN-AHU-1	Sandown North		AHU	Mezzanine					
		SN-AHU-2	Sandown North		AHU	Mezzanine					
		SN-AHU-3	Sandown North		AHU	Mezzanine					
		SN-AHU-4	Sandown North		AHU	Mezzanine					
		SN-AHU-5	Sandown North		AHU	Mezzanine					
		SN-AHU-6	Sandown North		AHU	Mezzanine					

HVAC Technician Completion Date: \_\_\_\_\_

HVAC Technician Initials: \_\_\_\_\_

Dir. of Facilities Initials: \_\_\_\_\_

**Timberlane Regional School District**

**HVAC System List**

9/23/2020

Item Number	Location	Building	Classification	Type	Model Number	Placed In Service	Area Description	Manufacturer	Life Expectancy	Notes
AA-AHU-2	Atkinson Academy	Gym	Air handlers	AHU	BA0061122	1/1/2001	Mechanical Room	YORK		
AA-RAU-1	Atkinson Academy	Cafeteria	Air handlers	AHU	CP-85-FC-50208	1/1/2001	Roof	Trane		Cafeteria unit
AA-AHU-1	Atkinson Academy		Air handlers	AHU	BA0061120	1/1/2001	Boiler Room	YORK		
AA-AHU-3	Atkinson Academy		Air handlers	AHU	CA0060827	1/1/2001	Mezzanine	YORK		
AA-AHU-4	Atkinson Academy	1803 Building	Air handlers	AHU	CA0061421	1/1/2001	Basement	YORK		Located in the basement serves the four classrooms in the 1803 building
AA-RERU-1	Atkinson Academy	101-108 Wing	Air handlers	AHU	PV-W2P-WPE	1/1/2001	Roof	Des Champs		Classroom AHU
AA-RERU-2	Atkinson Academy	111-114 Wing	Air handlers	AHU	PV-W3P-WPE	1/1/2001	Roof	Des Champs		Classroom AHU
AA-RERU-3	Atkinson Academy	101-108 Wing	Air handlers	AHU	PV-W2P-WPE	1/1/2001	Roof	Des Champs		Classroom AHU
AA-RERU-4	Atkinson Academy	124-158 Wing	Air handlers	AHU	PV-W2P-WPE	1/1/2001	Roof	Des Champs		
AA-HWB-1	Atkinson Academy		Boilers	BOILER	GE-515	7/1/2020	Boiler Room	Buderus	30 years	
AA-HWB-2	Atkinson Academy		Boilers	BOILER	GE-515	7/1/2020	Boiler Room	Buderus	30 years	
AA-HWB-3	Atkinson Academy		Boilers	BOILER	GE-515	7/1/2020	Boiler Room	Buderus	30 years	
AA-HWB-4	Atkinson Academy		Boilers	BOILER	GE-515	7/1/2020	Boiler Room	Buderus	30 years	
DE-HWB-2	Danville Elementary	boiler room #2	Boilers	BOILER	GE315/7	7/17/2012	Boiler Room	Buderus		
DE-HWB-1	Danville Elementary		Boilers	BOILER	28A-7		Boiler Room	H.B.SMITH BOILERS		Serves 64 Wing
DE-AHU-1	Danville Elementary	100 Wing	Air handlers	AHU	DH090C00A2AAA6A	7/15/2009	Roof	YORK		A/C unit with economizer, serves classrooms
DE-AHU-2	Danville Elementary		Air handlers	AHU	CP24FC53208	1/1/2001	Roof	Trane		Unit installed with a A/C coil in 2001, condenser & DDC controls added 2017
DE-AHU-6	Danville Elementary	Administration/Nurses area	Air handlers	AHU	BA0061120	1/1/2001	Mezzanine	YORK		Serves Main office & Media Center. A/C unit with condenser on roof
DE-AHU-7	Danville Elementary		Air handlers	AHU	CA0060827	1/1/2001	Mechanical Room	YORK		AHU located in mechanical space behind gymnasium
DE-AHU-3	Danville Elementary		Air handlers	AHU	CA0061227	1/1/2001	1st Floor	YORK		Unit located in mechanical space, excessed from room 005. Displacement A/C unit, condenser located on roof.
DE-AHU-5	Danville Elementary	200 Wing (new addition)	Air handlers	AHU	CA00612300	1/1/2001	Mezzanine	YORK		Serves 2000 wing classrooms, Displacement A/C unit condenser located behind gym
DE-MAU-1	Danville Elementary		Air handlers	AHU		7/17/2009	Roof	Trane		Kitchen MAU WASHABLE FILTERS 3L440 BELT
DE-CHU-3	Danville Elementary		Air handlers	AHU	WL1100		Entrance	Trane		Located in the foyer to the playground entrance
DE-CHU-1	Danville Elementary		Air handlers	AHU	WL1100	1/1/2001	Entrance	Trane		Located at the main entrance to the building
DE-CHU-2	Danville Elementary		Air handlers	AHU	WL1100	1/1/2001	Entrance	Trane		Located in the gym outside foyer entrance
HS-HWB-1	High School		Boilers	BOILER	KC SERIES	1/1/2000	Boiler Room	AERCO INTERNATIONAL, INC.		
HS-HWB-2	High School		Boilers	BOILER	KC SERIES	1/1/1997	Boiler Room	AERCO INTERNATIONAL, INC.		
HS-HWB-3	High School		Boilers	BOILER	KC SERIES	1/1/1997	Boiler Room	AERCO INTERNATIONAL, INC.		
HS-HWB-4	High School		Boilers	BOILER	KC SERIES	1/1/1997	Boiler Room	AERCO INTERNATIONAL, INC.		
HS-HWB-5	High School		Boilers	BOILER	KC SERIES	1/1/1997	Boiler Room	AERCO INTERNATIONAL, INC.		
HS-HWB-6	High School		Boilers	BOILER	KC SERIES	1/1/1999	Boiler Room	AERCO INTERNATIONAL, INC.		
HS-HWB-7	High School	BOILER ROOM	Boilers	BOILER	Benchmark 2.0	6/16/2004	Boiler Room	AERCO INTERNATIONAL, INC.		
HS-HWB-8	High School	BOILER ROOM	Boilers	BOILER	Benchmark 2.0	6/16/2004	Boiler Room	AERCO INTERNATIONAL, INC.		
HS-AC-1	High School	400 Wing	Air handlers	AHU	DH090C00P2AAA1A	2/2/2002	Administration Area	YORK		Serves Guidance/AP office areas
HS-AC-2	High School	400 Wing	Air handlers	AHU	D1CE060A25BDC	2/2/2002	Administration Area	YORK		Serves main office and reception area
HS-AHU-3	High School		Air handlers	AHU	CP-125FC7.50280	2/2/2002	Roof	YORK		Cafeteria AHU, Condenser added to unit 2009 by Facilities Department
HS-MAU-1	High School	300 Wing	Air handlers	AHU	48TCED08A2A5-0A0A0	7/1/2017	Gym	Carrier		
HS-MAU-2	High School	300 Wing	Air handlers	AHU	48TCED08A2A5-0A0A0	7/1/2017	Gym	Carrier		
HS-MAU-3	High School	300 Wing	Air handlers	AHU	48TCED08A2A5-0A0A0	7/1/2017	Gym	Carrier		
HS-MAU-4	High School		Air handlers	AHU	48TCED08A2A5-0A0A0	7/1/2017	Gym	Carrier		
HS-AHU-ERU-1	High School	200 wing	Air handlers	AHU	CA0061027	2/21/2000	Mezzanine	YORK		Serves new wing classrooms, courtyard side
HS-AHU-ERU-2	High School	200 wing	Air handlers	AHU	CA0061427	2/21/2000	Mezzanine	YORK		Serves new wing classrooms even numbered rooms along bus loop access road
HS-RERU-1	High School	100 wing	Air handlers	AHU	PV-W2P-WPH	4/25/2001	Roof	Des Champs		Serves Nurses area & classrooms 102, 104
HS-RERU-10	High School	600 Wing	Air handlers	AHU	PV-W3P-WPH	4/25/2001	Roof	Des Champs		Serves classrooms 610, 611, 612, 613, 614, 615,616 & 616A
HS-RERU-11	High School	600 Wing	Air handlers	AHU	PV-W3P-WPH	4/25/2000	Roof	Des Champs		Serves rooms 600, 601,603, 605, 607 & 609
HS-RERU-13	High School		Air handlers	AHU	PV-W3P-WPH	4/25/2001	Roof	Des Champs		Serves classrooms 507, 309, 311 & 315
HS-RERU-14	High School	300 Wing	Air handlers	AHU	PV-W2P-WPH	4/25/2001	Roof	Des Champs		Serves Classrooms 312, 314, 316 & 326
HS-RERU-15	High School	300 Wing	Air handlers	AHU	PV-MZ-3070	4/25/2001	Roof	Des Champs		Serves classrooms 318, 320, 322 & 324

Item Number	Location	Building	Classification	Type	Model Number	Placed In Service	Area Description	Manufacturer	Life Expectancy	Notes
HS-RERU-2	High School	400 Wing	Air handlers	AHU	PV-W2P-WPH	4/25/2001	Roof	Des Champs		Serves Classrooms 400, 402,404,406, 406a, 408 & 410
HS-RERU-3	High School	100 wing	Air handlers	AHU	PV-W2P-WPH	4/25/2001	Roof	Des Champs		Serves Classrooms 106,108 & 110
HS-RERU-4	High School	100 wing	Air handlers	AHU	PV-W3P-WPH	4/25/2001	Roof	Des Champs		Serves Library
HS-RERU-5	High School		Air handlers	AHU	PV-W3P-WPH	2/2/2000	Roof	Des Champs		Serves classrooms 500 -504, 111a & 111
HS-RERU-6	High School	500 wing	Air handlers	AHU	PV-W2P-WPH	4/25/2001	Roof	Des Champs		Serve classrooms 504,0505 & 506
HS-RERU-7	High School		Air handlers	AHU	PV-W3P-WPH	4/25/2001	Roof	Des Champs		Serves Classrooms 114, 115, 116, 117, 118 & 120
HS-RERU-8	High School	600 Wing	Air handlers	AHU	PV-W3P-WPH		Roof	Des Champs		Serves Classrooms 602, 604, 606, 608,610 & 612
HS-RERU-9	High School	400 Wing	Air handlers	AHU	PV-W3P-WPH	4/25/2001	Roof	Des Champs		Serves classrooms 317, 411, 412, 413 & 415
MS-AC-1	Middle School		Air handlers		DH090C00P4AAA1A	4/19/2000	Roof	YORK		Serves main office area
MS-BCU-2	Middle School		Air handlers		BCHB054		Locker Room	Trane		
MS-HV-1	Middle School		Air handlers		50TJ-20-6B1QA	6/1/2007	Roof	Carrier		Serves 8th grade science classrooms
MS-HWB-1	Middle School	BOILER ROOM	Boilers	BOILER	LGB-11	1/1/1983	Boiler Room	WEIL McLAIN		Natural gas fired, 1mil BTU
MS-UNIT HEATER-1	Middle School		Air handlers		TUVA10HH6CS1BG14G12		Workshop	Trane		
MS-UNIT HEATER-1A	Middle School		Air handlers				Entrance	Trane		
MS-UNIT HEATER-2	Middle School		Air handlers		TUVA15HH6S18G14G12		Workshop	Trane		
MS-UNIT HEATER-4A	Middle School		Air handlers				Entrance	Trane		
MS-HWB-2	Middle School	BOILER ROOM	Boilers	BOILER	LGB-12	1/1/1983	Boiler Room	WEIL McLAIN		Natural gas fired, 1mil BTU
MS-HWB-3	Middle School	BOILER ROOM	Boilers	BOILER	LGB-12	1/1/1983	Boiler Room	WEIL McLAIN		Natural gas fired, 1mil BTU
MS-HWB-4	Middle School	BOILER ROOM	Boilers	BOILER	LGB-12	1/1/1994	Boiler Room	WEIL McLAIN		Natural gas fired, 1.4mil BTU
MS-AHU-CAFE	Middle School		Air handlers	AHU	DH090C00PAAA1A	7/1/2015	Cafeteria	Carrier		Serves Cafeteria area
MS-BCU-1	Middle School		Air handlers	AHU	BCHB0361GBOL2100BGF		Faculty Lounge	Trane		
MS-AHU-2	Middle School		Air handlers		50AJ-040-E-611FF	7/1/2007	Roof	Carrier		Serves left side of core classrooms in the main section of the building
MS-HV-2	Middle School		Air handlers	AHU	50TJ-020-6810A	6/1/2007	Roof	Carrier		Serves 1500 wing
MS-MAU-1	Middle School	MUSIC AREA	Air handlers	AHU	48TME005-A-601	7/1/2007	Roof	Carrier		Serves chorus area
MS-MAU-3	Middle School		Air handlers	AHU			Roof	Trane		
MS-UNIT HEATER	Middle School		Air handlers	AHU	RE46A0002		Hallway/Corridor	Trane		
MS-UNIT HEATER	Middle School		Air handlers	AHU	RE46A0002		Hallway/Corridor	Trane		
MS-UNIT HEATER-2B	Middle School		Air handlers	AHU			Main Entrance	Trane		
MS-UNIT HEATER-3A	Middle School		Air handlers	AHU			Entrance	Trane		
MS-UNIT HEATER-4	Middle School		Air handlers	AHU	TUVA12H6CS1AG14G12		Kitchen	Trane		
MS-AHU-1	Middle School		Air handlers	AHU	50AJ-040-E-611FF		Roof	Carrier		Serves right side of core classrooms in main section of the building
MS-MAU-2	Middle School		Air handlers	AHU	48TME007---601	7/1/2007	Roof	Carrier		Serves band classroom
MS-AHU-ERU-9	Middle School		Air handlers	AHU	AP 80	1/1/2000	Mezzanine	YORK		Serves new addition, 8th grade classrooms
MS-RTU-1	Middle School	GYMNASIUM	Air handlers	AHU	GRAA80P	7/1/1987	Gym	Trane		
MS-RTU-2	Middle School	GYMNASIUM	Air handlers		GRAA12P	7/1/2014	Gym	Trane		
PAC-AHU-ERU-1	Performing Arts Center		Air handlers	AHU	MCCA030FBC0A000000	1/17/2001	Mechanical Room	YORK		
PE-HWB-1	Pollard School		Boilers	BOILER	SSB1000TL	7/1/2018	Boiler Room	Bosch/Buderus	25 years	
PE-HWB-2	Pollard School		Boilers	BOILER	SSB1000TL	7/1/2018	Boiler Room	Bosch/Buderus	25 years	
PE-HWB-3	Pollard School		Boilers	BOILER	SSB1000TL	8/1/2020	Boiler Room	Bosch/Buderus	25 years	
PE-RTU-1	Pollard School		Air handlers	AHU			Roof	REZNOR		
PE-AHU-1	Pollard School	100-WING	Air handlers	AHU	DH090C00A2AAA6A	7/1/2006	Classroom	YORK		Serves classrooms 111 - 115
PE-Z-PACK	Pollard School	95-WING	Air handlers	AHU	Y23CC02A1IABBH	7/1/2006	Roof	YORK		Serves classrooms 121 - 128
PE-AHU-1	Pollard School	1912 BLD 1ST FL 200'S	Air handlers	AHU	CA0061427		Basement	YORK		
PE-AHU-9	Pollard School		Air handlers	AHU	CA0061927	4/12/2000	Mezzanine	YORK		Serves 2000 classroom addition
PE-AHU-6	Pollard School		Air handlers	AHU	48HJD008---53T	1/1/1995	Roof	Carrier		Serves Office & library areas heat/AC
PE-RERU-1	Pollard School		Air handlers	AHU	PV-W2P-WPE	4/12/2000	Roof	Des Champs		Serves classrooms 104, 106, 302, 304 & 306
PE-RERU-2	Pollard School		Air handlers	AHU	PV-W2P-WPE	4/12/2000	Roof	Des Champs		Serves classrooms 103, 105, 301, 303 & 305
PE-RERU-3	Pollard School		Air handlers	AHU	PV-W3P-WPE	4/12/2000	Roof	Des Champs		Serves Classrooms 107, 109, 307, 308, 309, & 310
SE-HWB-1	Sandown Central		Boilers	BOILER	GE315/9		Boiler Room	Buderus		
SE-HWB-2	Sandown Central		Boilers	BOILER	GE315/9	6/1/2007	Boiler Room	Buderus		
SE-HWB-3	Sandown Central		Boilers	BOILER	19A SERIES S/W-5		Mechanical Room	H.B.SMITH BOILERS		
SE-AHU-1	Sandown Central		Air handlers	AHU	BA0061430		Mechanical Room	YORK		
SE-AHU-2	Sandown Central		Air handlers	AHU	BA0061427		Electrical Room	YORK		
SE-RTU-1	Sandown Central		Air handlers	AHU	50TFF008-A-511	7/1/2007	Roof	Carrier		
SE-RTU-2	Sandown Central		Air handlers	AHU	50TFF008-A-511	7/1/2007	Roof	Carrier		

Item Number	Location	Building	Classification	Type	Model Number	Placed In Service	Area Description	Manufacturer	Life Expectancy	Notes
SE-WHU-1 Removed	Sandown Central		Air handlers	AHU	WAG30A-254C		Modular	YORK		
SE-WHU-2 Removed	Sandown Central		Air handlers	AHU	WAG30A-254C		Modular	Trane		
SE-WHU-3 Removed	Sandown Central		Air handlers	AHU	WAG30A-254C		Modular	YORK		
SE-WHU-4 Removed	Sandown Central		Air handlers	AHU	WAG30A-254C		Modular	YORK		
SE-WHU-5 Removed	Sandown Central		Air handlers	AHU	WAG30A-254C		Modular	YORK		
SE-WHU-6 Removed	Sandown Central		Air handlers	AHU	WAG30A-254C		Modular	YORK		
SE-WHU-7 Removed	Sandown Central		Air handlers	AHU	WAG30A-254C		Modular	YORK		
SE-WHU-8 Removed	Sandown Central		Air handlers	AHU	WAG30A-254C		Modular	YORK		
SN-HWB-1	Sandown North		Boilers	BOILER	28A-8		Boiler Room	H.B.SMITH BOILERS		
SN-HWB-2	Sandown North	Boiler Room	Boilers	BOILER	GE515/8	7/1/2016	Boiler Room	Buderus		
SN-AHU-1	Sandown North		Air handlers	AHU	BA0061130		Mezzanine	YORK		
SN-AHU-2	Sandown North		Air handlers	AHU	BA0061227		Mezzanine	YORK		
SN-AHU-3	Sandown North		Air handlers	AHU	BA0061227		Mezzanine	YORK		
SN-AHU-4	Sandown North		Air handlers	AHU	BA0061222		Mezzanine	YORK		
SN-AHU-5	Sandown North		Air handlers	AHU	BA0061120		Mezzanine	YORK		
SN-AHU-6	Sandown North		Air handlers	AHU	BA0061030		Mezzanine	YORK		

DATE: October 1, 2020

## Executive Summary

### Director of Pupil Personnel Services and Special Education

The Special Education teams continue to hold Emergency Order #48 meetings throughout the district as well as for our students in placements outside the district. Meetings have been going very well and parents along with Timberlane professionals are working effectively to meet the needs of students on educational plans. The teams are reviewing educational plans to discuss virtual learning as well as onsite learning. The teams are further discussing skill regression and the best strategies to use to bring the skill back to where it was prior to the school closure due to the pandemic. In some isolated cases, new behaviors are also being addressed due to the current program model.

The special education process allows teams, including parents to look at student progress in a few ways throughout the school year. One, through the review of progress notes completed as regularly as the report cards are completed. As teams meet, they also schedule spring meetings to review the need for Extended School Year services. The Extended School Year sheet is included in this packet, and is for informational purposes. If a team determines that a student should attend Extended School Year, this program is for a five-week period, four days a week. The Extended School Year program runs for four hours a day. During the 2020-2021 school year, all students who met the criteria for Extended School Year and participated were provided make-up services. Some families for good reason did not participate in the Extended School Year process, their progress will continue through the Special Education process.

The final review of the educational plan through an annual review or Triennial review is the last way that progress is monitored for students with an educational plan. Some families for good reason did not participate in the Extended School Year process, their progress will continue through the Special Education process.

During our weekly update with the state director of Special Education, grant money will be determined next month for those districts that experienced high costs due to the Pandemic. It is expected that the district will receive money for some of the expenses paid due to the Pandemic. The Timberlane district did place a student out of district as well as experience a higher than usual rate of requests for related services. Once we have an update from the state it will be shared with the School Board.

Listed below is an update regarding the current Emergency Order #48 meetings. This chart will be updated on Wednesday afternoon.

Academic Level	Number of Meetings Held	Number of Meetings Scheduled	Total Number of Meetings
Early Learning/Elementary	117	101	218/258
Middle School	113	35	113/148
High School	91	29	120/122

Respectfully submitted by,

Susan E. Rasicot

**School Administrative Unit #55**  
**EXTENDED SCHOOL YEAR ELIGIBILITY WORKSHEET**

Student Name:

Grade:

ESY Program:

District:

School:

Teacher/Case manager:

<p>1. Are ESY Services necessary for this student to receive FAPE? (i.e. the benefits the student gains during a regular school year will be significantly jeopardized if he/she is not provided with an educational program during the summer months.)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No      If no, then the student is not eligible for ESY Services.          If yes, then ask questions 2-6 and complete appropriate paperwork.</p>
<p>2. What factors were determined by the IEP Team as a trigger/justification for the need for ESY? (Please indicate trigger for ESY. If no factors are noted on the right, the student is not eligible for ESY.) Please record the pre-and post-break data that evidences a substantial regression in a critical life skill.</p> <p><b>Break 1 (must have data from both breaks)</b>      Date: _____</p> <p>Pre-break data: _____</p> <p style="text-align: right;">Date: _____</p> <p>Post-break data: _____</p> <p>Assessment method/instrument: _____</p> <p><b>Break 2 (must have data from both breaks)</b>      Date: _____</p> <p>Pre-break data: _____</p> <p style="text-align: right;">Date: _____</p> <p>Post-break data: _____</p> <p>Assessment method/instrument: _____</p>	<p><input type="checkbox"/> <b>Regression/Recoupment:</b> The IEP team should determine whether without these services, there is a likelihood of substantial regression of critical life skills caused by a school break and a failure to recover those lost skills in a reasonable time following the school break (e.g., six to eight weeks after summer break).</p> <p><input type="checkbox"/> <b>Degree of Progress:</b> The IEP team reviews the student's progress toward the IEP's goals on critical life skills and determines whether, without these services, the student's degree or rate of progress toward those goals, objectives or benchmarks will prevent the student from receiving benefit for his/her educational placement during the regular school year.</p> <p><input type="checkbox"/> <b>Emerging Skills/Breakthrough Opportunities:</b> The IEP team reviews all IEP goals targeting critical life skills to determine whether any of these skills are at a breakthrough point. When critical life skills are at this point, the IEP team needs to determine whether the interruption in services and instruction on those goals, objectives or benchmarks by the school break is likely to prevent the student from receiving benefit from his/her educational program during the regular school year without these services.</p> <p><input type="checkbox"/> <b>Interfering Behaviors:</b> The IEP team should determine whether without ESY services any interfering behavior(s) such as ritualistic, aggressive or self-injurious behavior(s) targeted by IEP goals have prevented the student from receiving benefit from his/her educational program during the school year. The team also determines whether the interruption of programming which addresses the interfering behavior(s) is likely to prevent the student from receiving benefit from his/her educational programming during the next school year.</p> <p><input type="checkbox"/> <b>Nature and/or Severity of the Disability:</b> The IEP team should determine whether, without ESY services, the nature and/or severity of the student's disability is likely to prevent the student from receiving benefit from his/her educational program during the regular school year.</p> <p><input type="checkbox"/> <b>Special Circumstances or Other Factors:</b> The IEP Team should determine whether, without ESY services, there are any special circumstances that will prevent the student from receiving benefit from his/her education program during the regular school year.</p>

**Extended School Year Eligibility Worksheet (continued)**

<p>3. What critical life skills/benefits gained during the school year would be significantly jeopardized?</p>	<p><b>Note:</b> the individual, specific critical life skill(s), that require(s) maintenance services through ESY in THE CONSIDERATION OF ELIGIBILITY FOR ESY section of the IEP. Attach the appropriate goal/benchmark page noted to this worksheet.</p>
<p>4. What are the educational services needed, in order to maintain the student's critical life skills?</p>	<p><b>Note:</b> the educational and/or related services, amount of time and dates in THE CONSIDERATION OF ELIGIBILITY FOR ESY section of the IEP. Any related services noted in this section MUST BE signed by the related service provider currently working with the student.</p>
<p>5. What related services are necessary in order for the student to benefit from his/her special education program or maintain CRITICAL LIFE SKILLS?</p>	
<p>6. What is the least restrictive environment (LRE) setting in which the educational services can be provided?</p> <p style="margin-left: 100px;"> <input type="checkbox"/> <b>Home Packet</b> The student is presented materials in the form of a study packet to review with parents.  <input type="checkbox"/> <b>School Based Services</b> The student will participate in services offered in a school setting.  <input type="checkbox"/> <b>Self-Contained School Based Services</b> The student will receive services with other children with disabilities.  <input type="checkbox"/> <b>Other:</b> </p>	
<p>7. ESY Determination    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <b>Date Determined:</b></p> <p style="margin-left: 100px;"><input type="checkbox"/> <b>ESY offered, but declined by parent</b></p>	

## ESY

### Define:

- ESY is the need to provide student with FAPE
- Decision determined by IEP team; determined on individual basis that services are necessary for FAPE
- Although Federal and State guidelines suggest ESY is normally provided in the summer there is nothing to stop a district from providing ESY during the school year- before/ after regular school hours, during school vacations. NH rules state ESY services shall not be limited to the school year or to predetermined program design.
- A critical life skill includes any skill determined by the IEP team to be critical to the student's overall educational progress.

### Criteria:

- District required to provide ESY only when "an interruption of the program of an educationally disabled student would result in severe and substantial harm and regression and would have the effect of negating the benefits of such educationally disabled student's regular special education program" (RSA186C:15)
- 3 factors court consider in determining qualifications for ESY
  1. extent of the regression the student will likely suffer
  2. the length of time the student will likely take to recoup losses
  3. the severity of the student's disabilityAs an aside, some courts have looked at the "window of opportunity" for emergent skills as a criteria.

### Factors to be considered:

- regression/recoupment
- degrees of progress
- emerging/breakthrough opportunities
- interfacing behaviors
- nature and severity of the disability
- other factors

### Things to consider:

- Student's special education program is appropriate if it yields some educational benefit-law does not require "best program". If a student makes some progress over 12 months without ESY services- FAPE standard would create "would not have a right to ESY".
- Court (First Circuit) has stated adequacy of overall program should not be assessed solely by looking at one part of a program-i.e.: do not make a decision about adequacy of ESY offering based on the review of the offering.

### Data:

- In order to fulfill the factors in determining ESY data must be collected to show the following:
  1. Regression after breaks as well as show the period of time for recoupment after such breaks.
  2. Data collected should include behavior and academics

Because ESY services are uniquely designed to provide FAPE to students with disabilities, it is necessary to emphasize that these services are:

- NOT based on the category of student's disability – services must be based on the student's unique educational needs;
- NOT mandated twelve-month services for all students with disabilities;
- NOT a child care service;
- NOT necessarily a continuation of the total IEP provided to a student with a disability during the regular school year;
- NOT required to be provided all day, every day, or each day;
- NOT an automatic program provision from year-to-year;
- NOT summer school per se, compensatory services, or enrichment programs;
- NOT required to be provided in a traditional classroom setting; and
- NOT a service to be provided to maximize each student's potential.

**SPED and 504 In-Person Instruction Guidance Document**

	<b>Intense Need</b>	<b>Moderate Need</b>	<b>Low Need</b>
<b>Self-Contained Program including traveling pod:</b>	Student requires 1:1 direct and small group instruction and support in accessing a modified curriculum across all academic domains; Or, 60% or more of the day is spent outside of a regular education classroom.	N/A	N/A
<b>Specialized Academic Support with Related Services</b>	Student requires 1:1 direct instruction in reading, writing or math with additional Speech/Language, OT or PT services provided; receives 1:1 paraprofessional/nursing support; Or, 40-59% of the student's day is spent outside of a regular education classroom per IEP.	Student requires small group size (2 - 3 students) instruction in reading, writing or math with additional Speech/Language, OT or PT services provided; receives small group paraprofessional/ nursing support; Or, 20-40% of the student's day is spent outside of a regular education classroom per IEP.	Student requires medium group size (4 - 6 students) instruction in reading, writing or math with additional Speech/Language, OT or PT services provided; doesn't receive paraprofessional/nursing support; Or, <20% of the student's day is spent outside of a regular education classroom per IEP.
<b>Specialized Academic Support</b>	Student requires 1:1 direct instruction in reading, writing or math; receives 1:1 paraprofessional support; Or, 40-59% of the student's day is spent outside of a regular education classroom per IEP.	Student requires small group size(2 - 3 students) instruction in reading, writing or math; receives small group paraprofessional support; Or, 20-40% of the student's day is spent outside of a regular education classroom per IEP.	Student requires medium group size (4 - 6 students) instruction in reading, writing or math; doesn't receive paraprofessional support; Or, <20% of the student's day is spent outside of a regular education classroom per IEP.
<b>Specialized Behavioral Support</b>	Student requires 1:1 instruction and support from an EBD teacher or counselor to implement behavioral goals to support student engagement and learning; receives 1:1 paraprofessional support; Or, 40-59% of the student's day is spent outside of a regular education classroom per IEP.	Student requires small group size (2 - 3 students) instruction and support from an EBD teacher or counselor to implement behavioral goals to support student engagement and learning; receives small group paraprofessional support; Or, 20-40% of the student's day is spent outside of a regular education	Student requires medium size group (4 - 6 students) instruction and support from an EBD teacher or counselor to implement behavioral goals to support student engagement and learning; doesn't receive paraprofessional support; Or, <20% of the student's day is spent

		classroom per IEP.	outside of a regular education classroom per IEP.
<b>Speech/Language Service ONLY</b>	Student requires 1:1 therapy to improve or maintain skills that have documented regression with teletherapy.	Student requires 1:1 or small group therapy to prevent regression and/or to re-engage student who demonstrated difficulty with teletherapy.	Student requires 1:1 or small group therapy to re-engage student who demonstrated difficulty at times with teletherapy.
<b>Accommodations</b>	All or most of the student's accommodations per IEP or 504 plan can only be implemented through in-person instruction.	Some of the student's accommodations per IEP or 504 plan can be implemented through remote learning.	Most or all of the student's accommodations per IEP or 504 plan can be implemented through remote learning.
<b>Spring Remote Learning</b>	Student demonstrated that there was a serious and harmful regression of skills or didn't access or engage with technology through remote learning in the Spring.	Student demonstrated regression during remote instruction or a student struggled to access or engage with technology through remote learning in the Spring.	Student demonstrated that they made adequate progress the majority of the time during remote learning in the Spring.
<b>Individual Learning Plan</b>	Student had an Individual Learning Plan for 2 or more courses; Or, Student didn't complete their Individual Learning Plan even if the ILP was for 1 course.	Student had an Individual Learning Plan for 1 course.	Student didn't have an Individual Learning Plan.
<b>Principal's Discretion</b>	Student's team and principal feel that the student needs to have in-person services and support to start the year.	Student's team and principal feel that the student needs to be prioritized at the next phase of return to school for in-person services and supports	Student's team and principal feel that the student benefits from both in person services and support and remote learning.

***This guidance document is a working tool only and shall not be shared at an IEP or 504 team meeting or with parents. It is a tool to assist you with prioritizing students' needs for return to in-person service and supports. We hope this provides any needed assistance.***

# **Timberlane Regional School District**

## **Strategic Plan 2018-2023**

TRSD Strategic Planning Committee



September 20, 2018

# Timberlane Regional School District: Strategic Plan 2018-2023

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# Timberlane Regional School District: Strategic Plan 2018-2023

## I. Introduction

### Strategic Planning Process

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

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

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

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

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

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

Sincerely,

The TRSD Strategic Planning Committee:

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

# Timberlane Regional School District: Strategic Plan 2018-2023

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

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

## Strategic Planning Subcommittees:

### Sustaining a Focus on Academics and Rigor and 21<sup>st</sup> Century Skills

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

### Improving Facilities

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

### Promoting a Positive School Culture and Climate

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

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

# Timberlane Regional School District: Strategic Plan 2018-2023

## II. Demographics

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

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

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

Enrollment by Grade Level: October 1, 2017:

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

Enrollments by Town: October 1, 2017

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

TRSD Free and Reduced Lunch rates: 2017-18

[https://www.education.nh.gov/data/attendance.htm#free\\_reduced\\_district](https://www.education.nh.gov/data/attendance.htm#free_reduced_district)

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

## Timberlane Regional School District: Strategic Plan 2018-2023

### Preschool Enrollments

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

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

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

### State Level Assessment Information

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

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

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

### SAT Grade 11: percent proficient

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

### Distinguished Awards:

2014 NH Secondary School of Excellence: Timberlane Regional High School

2013 Distinguished Music Teacher of the Year: Anthony DiBartolomeo, TRSD

### **III. Strengths, Weakness, Opportunities and Threats**

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

#### **A. Academic Rigor (Curriculum, Instruction, Assessment)**

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

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

#### **Strengths**

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

#### **Weaknesses**

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

## Timberlane Regional School District: Strategic Plan 2018-2023

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

### Opportunities

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

### Threats

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

## Timberlane Regional School District: Strategic Plan 2018-2023

### B. Facilities

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

#### *Timberlane Regional High School –*

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

#### *Timberlane Regional Middle School –*

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

#### *Performing Arts Center –*

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

#### *Pollard Elementary School (Plaistow) –*

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

#### *Atkinson Academy –*

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

#### *Danville Elementary –*

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

## Timberlane Regional School District: Strategic Plan 2018-2023

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

### *Sandown North Elementary –*

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

### *Sandown Central (TLC) –*

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

## District Facilities

### Strengths

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

### Opportunities

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

### Weaknesses

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

### Threats

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

# Timberlane Regional School District: Strategic Plan 2018-2023

## C. Culture and Climate

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

### Strengths

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

### Weaknesses

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

### Opportunities

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

### Threats

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

**IV. System Trends**

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

**System trends include:**

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

## Timberlane Regional School District: Strategic Plan 2018-2023

### V. Mission, Vision, and Beliefs

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

#### **Mission:**

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

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

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

#### **Vision:**

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

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

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

#### **Beliefs:**

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

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

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

## Timberlane Regional School District: Strategic Plan 2018-2023

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

## Timberlane Regional School District: Strategic Plan 2018-2023

### **VI. Themes**

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

#### **A. Sustaining a Focus on Academics and Rigor and 21<sup>st</sup> Century Skills.**

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

#### **B. Improving Facilities**

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

#### **C. Promoting a Positive School Culture and Climate**

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

**VII. Goals**

**A. Sustaining a Focus on Academics and Rigor and 21<sup>st</sup> Century Skills.**

**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.*

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

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

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

## Timberlane Regional School District: Strategic Plan 2018-2023

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

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

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

**Timberlane Regional School District: Strategic Plan 2018-2023**

**A. Sustaining a Focus on Academics and Rigor and 21<sup>st</sup> Century Skills.**

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

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

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

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

## Timberlane Regional School District: Strategic Plan 2018-2023

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

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

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

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

**Timberlane Regional School District: Strategic Plan 2018-2023**

**B. Improving Facilities**

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

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

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

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

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

**Timberlane Regional School District: Strategic Plan 2018-2023**

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

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

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

**Timberlane Regional School District: Strategic Plan 2018-2023**

**C. Promoting a Positive School Culture and Climate**

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

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

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

**Timberlane Regional School District: Strategic Plan 2018-2023**

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

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

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

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

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

## Timberlane Regional School District: Strategic Plan 2018-2023

### VIII. Next Steps

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

#### *Sustaining a Focus on Academics and Rigor and 21<sup>st</sup> Century Skills*

1. 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.
2. Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff that can effectively engage students in rigorous curriculum and 21<sup>st</sup> century learning.

#### *Improving Facilities*

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

#### *Promoting a Positive School Culture and Climate*

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

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

The next steps include:

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

## Appendix

# Timberlane Regional School District Strategic Plan

## Community Survey Results

8/21/2017

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

### **Rank order of five priorities:**

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

### **Mission:**

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

### **Beliefs:**

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

### **Vision:**

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

### **Goals:**

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

### **Comments:**

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

## Timberlane Regional School District: Strategic Plan 2018-2023

### Question 5: other high priorities

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

### Question 18: other beliefs statements

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

### Question 23: other vision statements

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

### **Summary:**

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

#### **1. Sustaining a Focus on Academics and Rigor and 21<sup>st</sup> Century Skills.**

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

#### **2. Improving Facilities**

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

#### **3. Promoting a Positive School Culture and Climate**

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

# Timberlane Regional School District: Strategic Plan 2018-2023

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

## Atkinson

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

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

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

## Danville

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

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

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

## Plaistow

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

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

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

## Timberlane Regional School District: Strategic Plan 2018-2023

### Sandown

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

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

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

## Timberlane Regional School District: Plaistow, NH

### Strategic Plan at a Glance



1

#### **One Mission:** What is the purpose of our schools?

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



1

#### **One Vision:** What will the desired schools look like?

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



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#### **Five Goals:**

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.
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.
3. Timberlane Schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21<sup>st</sup> Century learning.
4. Timberlane Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.
5. Timberlane Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.



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#### **Nine Beliefs:** What are our deeply held convictions?

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

# TRSD 2021 ANNUAL MEETING AND ELECTION CALENDAR

## PROPOSED

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

# TIMBERLANE POLICY COMMITTEE RECOMMENDATIONS TO THE SCHOOL BOARD

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## SECOND READ/ADOPTION

- 1 EBCG COMMUNICABLE AND INFECTIOUS DISEASE**  
(New policy recommended by NHSBA)
- 2 EHAC ELECTRONIC/DIGITAL RECORDS AND SIGNATURES**  
(New policy recommended by NHSBA)
- 3 JLCG EXCLUSION OF STUDENTS WHO PRESENT A HAZARD**  
(New policy recommended by NHSBA)

<b>Timberlane Regional School District</b>	<b>Policy Code: EBCG</b>
<b>Adopted:</b>	<b>Page 1 of 6</b>

## COMMUNICABLE & INFECTIOUS DISEASES

Related Policies: JLCC, JLCG, IHAM,

### A. POLICY:

Students and employees of the District are expected to attend the schools of the district without being infected with serious communicable diseases. Nonetheless, the Board recognizes that staff, students, volunteers and others may come in contact with bloodborne pathogens, viruses and other communicable diseases during the school day or school sponsored activities, or may carry those pathogens, viruses and diseases unknowingly into the school community. The Board adopts this policy as a means to minimize risk and respond to these health concerns while respecting the rights of all students and employees, including those who are so infected.

As described in Board policy JLCC, JLCG, RSA 200:39 permits the exclusion from school of students who exhibit symptoms of contagion or are a hazard to him/herself or others. As provided in this policy, determinations as to inclusion or exclusion of students or employees with communicable diseases from school will take into account the educational implications for the student and others with whom he or she comes into contact, recommendations from the New Hampshire Department of Health and Human Services (“NHDHHS”), the New Hampshire Department of Education, and the United States Public Health Services Centers for Disease Control (“CDC”). Diseases which will implicate this policy, include, but are not necessarily limited to, HSV related diseases such as Chickenpox, Shingles, Hepatitis B, and Infectious Mononucleosis, Acquired Immune Deficiency Syndrome (AIDS), Cytomegalovirus (CMV), or Herpes Simplex Virus (HSV), and other diseases which are from time-to-time identified by public health agencies such as the CDC and NHDHHS.

#### 1. Students.

It is the policy of the District that students with communicable diseases should not be excluded from attending school in their regular classrooms so long as their attendance results in a situation where the risk of transmission of illness to students or employees of the School District, or hazard to themselves, is negligible. All decisions regarding inclusion or exclusion shall be made consistent with this section and the procedures set forth in section B of this policy.

#### 2. Employees.

It is the policy of the School Board that employees (which for the purposes of this policy will include individual consultants/contractors, and volunteers) with communicable diseases not be excluded from attending to their customary employment and duties so long as they are physically able to perform tasks assigned to them and so long as their employment results in a situation where the risk of transmission of illness to students or other employees of the District, or hazard to themselves, is negligible.

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: EBCG</b></p>
<p><b>Adopted:</b></p>	<p><b>Page 2 of 6</b></p>

3. Special Circumstances and Conditions.

The School Board recognizes that some students or employees, because of age, disability or other special conditions, may pose greater risks for the transmission of communicable diseases than other persons infected with the same illness. Examples include children who display biting behavior and students and employees who are unable to control their body fluids or have uncovered wounds. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee.

In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

B. PROCEDURES WHEN COMMUNICABLE DISEASE IS SUSPECTED:

1. Reporting. School District employees, including contracted individuals and/or agencies who are performing contracted responsibilities for the School District, and who become aware of a communicable disease or other potentially serious health problem regarding themselves, or of students or other employees, unless prohibited by statutory confidentiality, they will report it to the school nurse, or building Principal/designee.
2. Response. The health risk to others in the school district environment from the presence of a student or employee with a communicable disease shall be determined on a case-by-case basis. In all cases in which the school nurse, or other person designated by the Superintendent, becomes aware that a student or employee of the School District has contracted a communicable disease of the kind in section A of this policy, s/he will take the following steps:
  - a. The parent/guardian(s) of a student will be contacted in order to discuss the situation and determine whatever facts are available; the same information will be communicated promptly among the Superintendent/designee, school nurse and Principal/designee.
  - b. Upon receiving written consent from the parent(s) or guardian of a student or, in the case of an employee, the employee or his/her health care agent (i.e., adult to whom authority to make health care decisions is delegated under an advance directive meeting the requirements of RSA 137-J:20), the school nurse/Superintendent’s designee will attempt to confer with the treating physician, if any, in order to determine any significant medical facts concerning the diagnosis of the disease or factors affecting the possible transmission of the disease.
  - c. Notify and consult with the health care professionals knowledgeable about the particular disease. Following such consultation, the school nurse,

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Superintendent or his/her designee, shall determine the immediate, short-term action to be taken relative to educational placement of the student or work assignment for the employee.

- d. When a communicable disease of the kind identified in section A of this policy is suspected or confirmed in an individual, the school nurse shall consult with the Superintendent or designee and appropriate public health officials, to determine whether a student or employee shall be excluded from school or from attending to their customary employment, and whether additional measures are required to protect other members of the school population. Factors specific to individuals, such as biting behaviors, lack of control of body fluids, existence of uncovered wounds or other medically identifiable conditions may also be considered. Recommendations regarding the least restrictive educational placement for a student or continued attendance at work for an employee may be sought on a case by case basis.

In addition to the information obtained in steps a-c, decisions to exclude shall consider criteria from NHDHHS Bureau of Infectious Disease included in its publication “When Children Should be Excluded or Dismissed from a Childcare Setting”, or the American Academy of Pediatrics’ “Red Book: Report of the Committee on Infectious Diseases”, or other general or specific guidance from the NHDHHS or the United States Centers for Disease Control.

- i. Decisions regarding students. Unless the school nurse is unavailable, the ultimate decision to exclude a child from school under this Policy due to a contagious or communicable illness shall be made by the school nurse after consulting with the Superintendent/designee and Principal/designee.

If the school nurse is unavailable, a decision to exclude shall be made by the Superintendent/designee.

If the student is a student with an IEP, 504 plan, or other such individualized learning plan, then decisions regarding alternative settings shall be made according to the applicable laws, regulations and policies.

Students who are aggrieved by the education plan determinations may appeal said determinations pursuant to state and federal special education law if the infected student is eligible for or claims that s/he is eligible for special education or special education and related services. Excluded students who do not claim that they are eligible for special education or special education and related services, but who are aggrieved by the Superintendent's determinations, may appeal said determinations to the Board.

- ii. Decisions regarding employees. Determinations regarding exclusion or reassignment of employees shall be made by the Superintendent/designee. Absent significant risk to the employee or risk

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of transmission to students or other employees, the Superintendent shall not alter the job assignment of the infected person. Volunteers are subject to any directives issued by the administration, as are contractors and consultants, subject to the terms of their respective agreements.

If the Superintendent/designee, after taking the steps above, determines that there is a medically recognized risk of transmission of disease in the School setting or that a significant health problem restricts the infected person's ability to work, or presents a substantial hazard to the employee, the Superintendent/designee shall, if necessary, develop an individually tailored plan to accommodate the staff member if possible. Additional persons may be consulted if necessary for gaining additional information, but the infected person must approve of the notification of any additional persons who are informed of the infected person's identity. The Superintendent/designee may consult with legal counsel to ensure that any official action is consistent with state and federal law. If an individually tailored plan is necessary, said plan should be medically, legally, educationally and ethically sound.

- iii. Testing, Social Distancing and Other Extraordinary Measures. Some infectious diseases, viruses, etc., may be so dangerous and or the risk of casual transmission so great, that effective response will require broader measures. Based upon specific recommendations of local, state and/or federal health authorities, the Superintendent is authorized to implement such additional, extraordinary emergency measures as may be necessary and appropriate to address the health risk: e.g., school closure, population exclusion (stay-at-home type instructions), mandatory screenings, mandatory use of personal protective equipment (PPE's), social distancing orders, administrative leaves or temporary adjustments in duties. These provisions are intended to complement, not replace any provisions of Board policy{\*\*}Pandemic/Epidemic Emergencies. Such measures should be taken with prior notice to the Board, if practicable, or as soon as possible thereafter. The Board Chair may determine that the circumstances, or the measures implemented by the Superintendent, warrant a special or an emergency meeting of the School Board.

3. Practices to Minimize Contamination in Schools.

Good hygiene practices as recommended by local, county and state health authorities are to be followed at all times when handling blood or other body fluids of any student or employee. Parents and employees are not generally required to advise the school if their child has a communicable disease. (Some exception may exist under specific legislation or Executive/emergency orders, in which, such legislation or Executive orders shall supersede this policy to the extent necessary to remove any conflict.) Because the District may not rely on self-reporting, it is appropriate to adopt procedures for the handling of body fluids from any child or

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employee. This also eliminates the need to notify all maintenance, transportation and building personnel if the District becomes aware of a student or employee with communicable diseases. It is recommended the following procedures be used on a routine basis when blood or any other body fluids including vomitus and fecal or urinary incontinence are involved.

- a. Gloves should be worn when cleaning up any body fluids.
- b. Spills should be cleaned up, the affected area washed with soap and water and disinfected with bleach (one part bleach to ten parts water), or another disinfectant.
- c. All disposable materials, including gloves and diapers, should be discarded into a plastic bag before discarding in a conventional trash system. The mop should also be disinfected with the bleach solution described in B above.
- d. Toys and other personal non-disposable items should be cleaned with soap and water followed by disinfection with the bleach solution before passing to another person. A normal laundry cycle is adequate for other non-disposable items.
- e. Persons involved in the clean-up should wash their hands afterward.
  - ii. Additional precautions may be recommended or required in certain instances (e.g., social distancing, masks, etc.).

4. Confidentiality and Data Privacy.

Public concern regarding communicable diseases is neither an excuse nor defense for the violation of data privacy rights of students or employees who have or are rumored to have such illnesses.

- a. Personally identifiable health information regarding students is private data and is not to be disseminated to the public or to staff without the strict observance of student privacy rights.
- b. Personally identifiable health data and information regarding employees is private data and may not be released to the public nor to fellow employees without strict observance of privacy rights of public employees.
- c. Parents of other children attending the school, or other school employees, may only be notified of a possible exposure to a communicable disease to the extent permitted, or required, under applicable law, regulations or Executive order. In general, such information will not identify the particular student or employee who has the disease.
- d. Any District employee who violates the confidentiality provisions of this policy shall be subject to discipline. A confidentiality breached by an independent contractor/consultant, could result in termination of the contract for cause.

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5. Staff and Student Education.

The School Board recognizes that the education of its residents, staff, and students regarding the risks involved in the spread of infectious diseases in the school setting will help to minimize the risk of transmission to other students and employees while protecting the rights of infected students and employees.

- a. All school district employees should receive instruction regarding appropriate hygienic practices for use in school settings, precautions to be employed where contagious diseases may be encountered and community resources for referral and information.
- b. Any information provided as part of a student’s instruction pertaining to sexually transmitted diseases shall comply with Board policy {\*\*}IHAM.

6. Implementation.

The Superintendent is authorized to implement this policy through and procedures, or administrative directives which s/he deems necessary or appropriate.

*Legal References:*

*RSA 189:1-a, Duty to Provide Education*

*RSA 189:31, Removal of Teacher*

*RSA 186-C, Special Education*

*RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil*

*RSA 193:3, Change of School or Assignment, Manifest Educational Hardship or Best Interest, Excusing Attendance*

*RSA 200:32, Physical Examination of Student*

*RSA 200:36, Medical Examination of School Personnel*

*RSA 200:39, Exclusion from School*

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## **ELECTRONIC/DIGITAL RECORDS & SIGNATURES**

Related Policies EHAB, EHB, EHB-R
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### **A. Statement of Policy**

Electronic or digital signatures can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, and signed. The School Board adopts the following policy with respect to the use of electronic records and signatures in connection with its communications with parents, guardians, or other persons having control over a child enrolled in the District.

### **B. Definitions**

**“Attribution” or “Attributable to”** – An electronic record or electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic record or electronic signature was attributable. The effect of an electronic record or electronic signature attributed to a person under paragraph I is determined from the context and surrounding circumstances at the time of its creation, execution, or adoption, including the parties' agreement, if any, and otherwise as provided by law.

**“Digital”** – As used in the title or otherwise in this policy is intended to have the same meaning as or as a sub-category of “Electronic”.

**“Electronic record”**– Means a record created, generated, sent, communicated, received, or stored by electronic means.

**“Electronic signature”**– Means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

**“Record”**– Means information that is inscribed on a tangible medium or that is stored in an electronic or other medium and is retrievable in perceivable form.

### **C. Applicability**

This policy applies to parents, guardians, and other persons having control or charge of a child enrolled or formerly enrolled in the District, eligible students as used in the Family Educational Rights and Privacy Act; and also to individuals affiliated with the District, whether employees or not, paid or unpaid, including but not limited to teachers, administrators, staff, students, affiliates, and volunteers.

### **D. Acceptance, Use and Issuance of Electronic Records and Signatures**

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1. The District may receive and accept as original, electronic records and signatures so long as the communication, on its face, appears to be authentic and is not otherwise precluded by law.
2. The District, through the Superintendent, shall maintain an electronic recordkeeping system that can receive, store, and reproduce electronic records and signatures relating to communications and transactions in their original form. Such system should include security procedures whereby the District can:
  - a) assure signature intent,
  - b) verify the attribution of a signature to a specific individual,
  - c) allow for reliable access and use to those who would have access to the record if in hard copy form for the period required under the District's Data/Records Retention Policy (EHB),
  - d) detect changes or errors in the information contained in a record submitted electronically,
  - e) protect and prevent access, alteration, manipulation or use by an unauthorized person, and
  - f) provide for nonrepudiation through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.
3. The Superintendent shall ensure that all electronic records and signatures are capable of being accurately reproduced for later reference and are retained until such time as all legally mandated retention requirements are satisfied.
4. Any electronic records or electronic signatures technology shall comply with the District's Data Governance and Security Plan.

**E. Electronic Records**

Electronic records created or received by the District shall be appropriately attributed to the individual(s) responsible for their creation and/or authorization or approval. The District shall utilize available technology to implement reliable methods for generating and managing electronic records. Any electronic record filed with or issued by the District may be given full force and effect of a paper communication if the following conditions are satisfied:

1. The communication is an electronic filing or recording and the District, through the School Board Chair, or the Superintendent or his/her delegate, agrees to accept or send such communication electronically; and

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2. If a signature is required on the record or communication by any statute, rule or other applicable law or School Board policy, the electronic signature must conform to the requirements set forth in this policy governing the use of electronic signature, and any other standards required by applicable law or regulation.

**F. Electronic Signatures**

An electronic signature may be used whenever a signature is required, unless there is a specific statute, regulation, or policy that requires records to be signed in non-electronic form. The issuance and/or acceptance of an electronic signature by the District may be permitted in accordance with the provisions of this policy and all applicable state and federal law. If permitted, such electronic signature shall have the full force and effect of a manual signature only if the electronic signature satisfies all of the following requirements:

1. The electronic signature identifies the individual signing the document by his/her name and title;
2. The electronic signature is unique to the signer;
3. The District and the other party have agreed to the use of electronic signatures (need not be a formal agreement);
4. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail;
5. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed;
6. The electronic signature conforms to all other provisions of this policy and applicable law;

**G. Procedures and Practices**

The Superintendent may adopt procedures and/or practices to implement this policy, including for such things as format requirements, regulations with respect to use of email signatures, saving and retention of electronic records, or records transmitted via email.

**Legal References:**

*20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)*

*RSA Chapter 294-E, Uniform Electronic Transactions Act*

*"Electronic Signatures Analysis and Implementation Guide", N.H. Dept. of Information, N.H. Dept. of Administrative Services Technology, N.H. Secretary of State, October 12, 2012*

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## **EXCLUSION OF STUDENTS WHO PRESENT A HAZARD**

Related Policies: EBCG
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A student may be excluded from school when he/she exhibits symptoms of a contagious or communicable illness or is otherwise a hazard to him/herself or others. Determinations to exclude a child based upon a contagious or communicable illness, or other medical conditions shall be made pursuant to Board policy EBCG.

Exclusions based upon hazards other than contagious or communicable disease may only occur with the approval of the Superintendent.

Parents will be notified of the reason their child is excluded upon pickup/dismissal. Parents will be provided with criteria for readmission within 24 hours.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to any child with a disability as defined in Ed 1102.01(t), those laws shall govern and shall supersede this policy to the extent this policy may be inconsistent with those laws.

*Legal and Other References:*  
 RSA 186-C, Special Education  
 RSA 193:38, Discrimination in Public Schools  
 RSA 200:32, Physical Examination of Students  
 RSA 200:39, Exclusion from School