

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, JUNE 24, 2021\*\*

Regular Business Meeting – 7:00pm

Performing Arts Center\*  
40 Greenough Road, Plaistow

Dr. Kimberly Farah, Chair  
Kristin Savage, Vice Chair

Dr. Brian Cochrane, Interim Superintendent

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

## AGENDA

1. **7:00PM** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
5. Delegates and Individuals
6. Student Representative
7. Current Business
  - a. **7:15PM** School Re-Opening Update – INFORMATIONAL/ACTION (10)
  - b. **7:25PM** Facilities Update – INFORMATIONAL/ACTION (5)
  - c. **7:30PM** Designation of Unencumbered Funds – ACTION (15)
  - d. **7:45PM** SAU106 Organization – INFORMATIONAL/ACTION (15)
  - e. **8:00PM** Business Curriculum (second read) – ACTION (5)
  - f. **8:05PM** Suspension Authorization – ACTION (5)
  - g. **8:10PM** Federal Funding Authorization – ACTION (5)
  - h. **8:15PM** Summer Hiring Process – INFORMATIONAL/ACTION (5)
  - i. **8:20PM** Policies (first read) – ACTION (10)
  - j. **8:30PM** Superintendent’s Goals – ACTION (10)
  - k. **8:40PM** School Board Meeting Location – ACTION (5)
8. **8:45PM** Administrator’s Report
9. **8:50PM** Personnel Report
10. **8:55PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **9:00PM** Other Business
14. Nonpublic (If needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
July 15	Regular Meeting	TBD	7:00PM
August 5	Regular Meeting	TBD	7:00PM
August 19	Regular Meeting	TBD	7:00PM

\*\*Rescheduled from June 17, 2021.

*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 June 24, 2021 School Board Meeting*

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

**4. APPROVAL OF MINUTES** (5 sets – 6/3 public session and 4/15, 5/6, 6/3, 6/17 nonpublic sessions)

**5. DELEGATES AND INDIVIDUALS**

**6. STUDENT REP**

**7. CURRENT BUSINESS**

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

*Updates to be presented. Re-opening plan for 2021-22 school year to be presented. Also, at the second School Board Meeting in June, the administration will present preliminary September enrollment numbers to the School Board with specific reference to enrollment pressure points.*

**b. Facilities Update – INFORMATIONAL/ACTION**

*Continued updates with respect to HVAC, summer projects and the Director of Plant Operations position.*

**c. Designation of Unencumbered Funds – ACTION**

*Unencumbered funds to be designated towards facilities projects before the end of the school year. Maria Watkins to provide list of projects.*

**d. SAU106 Organizational Chart – ACTION**

*Continued discussion on director positions with relation to union membership and curriculum coordinator job description to be presented. Dr. Cochrane to present org chart for SAU106 positions (filled v. unfilled).*

**e. Business Curriculum – ACTION**

*Second read on the complete re-write of curriculum on three business courses. (See policy IGA)*

**f. Suspension Authorization – ACTION**

*Annual board authorization for Superintendent or designee to suspend students beyond 10 days as outlined in RSA 193:13. Suggested motion language: To authorize the Superintendent and his designee to continue the suspension of a student for a period in excess of ten school days as provided for in RSA 193:13(b).*

**g. Federal Funding Authorization – ACTION**

*Each year the board must authorize the Superintendent, Assistant Superintendent, and Business Administrator to apply for and receive, on behalf of the District, federal and state grants/funding. SAMPLE MOTION: ... to authorize the Superintendent, Assistant Superintendent, and Business Administrator to apply for and receive on behalf of the District federal and state grants and funding and to file such authorization with the NH Department of Education.*

**h. Summer Hiring Process – ACTION**

*The board to determine the summer hiring process per policy GCF which states in part, From June 15, through September 1 when the board is not meeting, any three members of the School Board, shall be empowered to act on personnel matters as presented before them during the summer months and to bring recommendations forward to the Board for approval at subsequent Board meetings; and that valid contracts would be issued upon the recommendation of any three members; and that the Chair be authorized to sign them or, in his/her absence, his/her designee. The board may also opt, by majority vote, to authorize any one board member to make recommendation in lieu of the three board members provision for hiring professional staff during the summer months while the board is not in session. As of July 1<sup>st</sup> there may not be anyone trained in PandaDoc to utilize this process. Dr. Cochrane to provide an update.*

**i. Policies – ACTION**

*First read on 8 policies: CF, CFA, CFA-R, CFB, CH, CHCA, CLA, and CM.*

**j. Superintendent's Goals – ACTION**

*Dr. Cochrane to present draft goals for 2021-22 school year. Board action required.*

**8. ADMINISTRATOR'S REPORT**

**9. PERSONNEL REPORT**

*Board to ratify the June 17<sup>th</sup> personnel report as this was addressed in nonpublic last week. Dr. Cochrane to present a June 24<sup>th</sup> personnel report as well.*

**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** – *as needed.*

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

## UPCOMING REGULAR MEETING AGENDAS

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

July 15, 2021	
Policies	<i>Second read/adoption</i>
Summer Projects Update	
2021-22 School Opening Plan	

August 5, 2021	
Summer Projects Update	
2021-22 School Opening Plan	

August 19, 2021	
Fund Balance Retention	<i>Maria Watkins to present year-end budget numbers. Board members shall take action on the retention of any surplus for the purpose of having funds on hand to use as a revenue source for emergency expenditures and over-expenditures under RSA 32:11, or to be used as a revenue source to reduce the tax rate, all in accordance with RSA 198:4-b, II.</i>
Ratify Summer Hiring	
Summer Projects Update	

Presentation Schedule			
Item	Detail	Timeline/By	Done
Develop 5-Year Facilities Plan	Continued from 2019-20	TBD	
Create proposal for Solar Panels	Continued from 2019-20	TBD	Postponed to 2021-22
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. Rev (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 finalized	10/15/2020	✓
School Action Plans	October of each year – Secondary	10/15/2020	Hold
Program of Studies	First Read	12/3/2020	✓
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	11/19/2020	
Program of Studies	Second Read	12/17/2020	✓
Ratify CBAs	Finalize CBAs for warrant (by 2 <sup>nd</sup> Tues in Jan.)	1/7/2021	✓
Finalize Warrant	For Deliberative Session (by last Tuesday in Jan.)	1/21/2021	✓
School Calendar	For the upcoming school year	2/18/2021	✓
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	2/18/2021	
Projected unencumbered funds	To inform on end of year funds to address needs	3/4/2021	✓
Food Service Annual Review	Renewal Year 4 of 4	3/4/2021	✓
Prof. Staff Renominations	Notification of nonrenewal by April 15 <sup>th</sup>	3/18/2021	✓
MOUs/LOUs Authorization	Authorize Personnel Com 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	4/15/2021	✓
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	No Changes
Auditor Option & Schedule (MS-60A)	To DRA	6/30/2021	
MS-60 or CPA Financial Audit	To DRA	6/30/2021	

## School Reopening Update

### Mask practices for OUTDOOR events through the end of the year.

As TRSD plans and prepares for numerous end of the year events such as academic award nights, and move up or graduation celebrations, and or plans for recess or outdoor time for students; we continue to monitor regional and local metrics, as well as adhere to guidance from the CDC, NH DPHS and local health officials. At this time, TRSD continues to rely on multiple layers of prevention strategies to ensure the health and safety of all individuals, while also taking into consideration the social, emotional and comfort factors of our participants.

Per the Latest guidance from NH DPHS: "With levels of community transmission decreasing, we recommend that schools and childcare agencies can remove masks in outdoor settings (regardless of a person's vaccination status), including at recess and during non contact sports. -NH DPHS still recommends physical distancing between children/students, to the extent possible"

As most events are scheduled to be outdoor events, as being outside has shown to be an effective mitigation strategy, we will be implementing the following protocols during these TRSD events.

- Any and all events will be either live streamed, or recorded and made available at a later date to allow those that cannot be in attendance the opportunity to view the event.
- Any and all events will have specific attendance limits to ensure that socially distancing protocols can be implemented.
- We ask all participants to continue to use the district's daily monitoring protocol and not come to the event if they are showing any signs or symptoms of illness.
- Individuals do not need to wear a mask while outside, unless they desire to do so, but we do ask people to continue to socially distance.
- We ask that family groups stay as a cohort and remain socially distanced (at least 6 feet) from other family groups or individuals. The logistics of the event will allow for the individual family 'cohort' to be seated together, but separated from the next closest family group by at least six (6) feet. We ask that you keep socially distanced from other family groups especially if you are not wearing a mask. In instances where six foot distancing is not possible, we ask all non-fully vaccinated individuals to wear a mask.
- Until at least June 30, 2021, while indoors, all individuals will be required to wear a mask per current protocols and CDC guidance for school operations.

TRSD respects the individual's right to wear a mask at all times to protect themselves and or their loved ones. Guidance still suggests that wearing a proper fitting mask is an effective mitigation strategy.

Respectfully Submitted By:

Sandra Allaire, Director of Curriculum and Professional Learning

Lucy Canotas, Director of Elementary Curriculum

Mark Pedersen, Director of Secondary Curriculum

## School Reopening Update

### Mask practices for summer program

The motion made on June 3, 2021 that identifies “active cases of COVID is in the green for Rockingham County as measured by the number of Active cases reported by the NH DHHS as per our criteria set at the beginning of the year” as the metric to follow for determining mask wearing this summer. However, active cases as reported by the state of NH are identified by shade of blue without numerical correlations, and colors change by comparison to other counties.

Additionally with the state issued technical advisory released, June 7, 2021, **it is our recommendation that mask wearing in TRSD buildings this summer follow the chart below for staff and summer programs** (Extended School Year, Title One Summer Camps, Atkinson Summer Skills, and Summer School) to reflect the intent of the motion referenced above.

- Although CDC and NH DHHS guidance still suggests that wearing a proper fitting mask is an effective mitigation strategy, we recommend **mask wearing and / or social distancing as per the chart below for all individuals regardless of vaccination status in buildings unless NH mandates otherwise.**
  - TRSD continues to respect the rights of individuals to choose to wear a mask at all times to protect themselves and/or their loved ones.
  - TRSD summer programs welcome communications from parents to indicate preference of their child’s mask status.

Color	Metric	Mitigation strategies
Green	0-50 Active cases in Rockingham county as reported by State of NH: <a href="https://www.covid19.nh.gov/dashboard/map">https://www.covid19.nh.gov/dashboard/map</a>	No mask, no social distancing
Yellow	51-100 Active cases in Rockingham county as reported by State of NH: <a href="https://www.covid19.nh.gov/dashboard/map">https://www.covid19.nh.gov/dashboard/map</a>	Masks <b><u>or</u></b> 3 ft. distancing
Red	Over 100 Active cases in Rockingham county as reported by State of NH: <a href="https://www.covid19.nh.gov/dashboard/map">https://www.covid19.nh.gov/dashboard/map</a>	Masks <b><u>or</u></b> 6 ft. distancing

TRSD will continue to use mitigation strategies such as cleaning protocols, and the continuation to ask all participants (students and staff) to use the district’s daily monitoring protocol and not come to a building/ attend their summer program if they are showing any signs or symptoms of illness.

Respectfully Submitted By:

Sandra Allaire, Director of Curriculum and Professional Learning

Lucy Canotas, Director of Elementary Curriculum

Mark Pedersen, Director of Secondary Curriculum

CURRENT Metrics tracked by color and/ or quantity as a reference

Metric	Green	Yellow		Red
NH DHHS: COVID 19 PCR test Positivity as a 7 day average	0-4.99%	5-10%		10%+
NH DHHS: Number of new infections per 100,000 population over prior 14 days	0-49	50-99		100+
NH DHHS: Transmission within school facility (as determined by individual schools)	Zero or sporadic cases with no evidence of transmission within the school building	One Cluster		Two or more unrelated clusters in the school with onset within 14 days of each other
NH DHHS: Student absenteeism due to illness (as determined by individual schools)	0-14.9%	15-29.9%		30%+
NH DHHS: Staff capacity (as determined by individual schools)	Normal	Strained		Critical
	Blue	Yellow	Orange	Red
CDC: Total New Cases per 100,000 persons in past 7 days	0-9	10-49	50-99	100+
CDC: Percentage of NAATs that are positive during the past 7 days	0-4.99%	5-7.9%	8.0-9.9%	10%+
State of NH Active cases in Rockingham County (please note there are not definitive numbers associated with the colors)	White-light blue*	Light Blue-Medium blue*	Medium blue-Dark blue*	Dark Blue*
TRSD ORIGINAL Metric Please note that this metric was created BEFORE the state issued guidance in September 2020	Stay in-person or hybrid if less than 0.1% population of Rockingham County are actively positive for COVID-19.			Go fully remote IF, Over 0.1% population in Rockingham County are actively positive for COVID 19

\*Darker colors indicate higher values and lighter colors indicate lower values. This color range is distinct across the three map types (county, public health region, and town) in order to maximize the information shown in each geographic context.

## Timberlane Plan for Safe Return to In-Person Instruction and Continuity of Services

### American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER) Fund

The Timberlane District is set to receive approximately \$1.2 million in federal funds through the American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER) Fund. These ESSER funds are designed to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic. A minimum of 20% of these monies must be used to address the potential academic impact of lost instructional time, or “learning loss” that incurred because of the pandemic.

### Plan for the Safe Return to In-Person Instruction and Continuity of Services

All Local Education Agencies (LEAs) receiving ESSER funds are required to:

1. Develop a plan for the “Safe Return to In-Person Instruction and Continuity of Services,” which is often named a Reopening Plan or Return to School Plan.
2. Seek public comment on the plan, consider such comments in the plan development, and make this plan publicly available on the district website within 30 days of receiving preliminary allocations, which were released by the NH Department of Education (NH DOE) on May 24.

If a school district had developed a previous plan for a safe re-opening of schools that meets the requirements described above, before the date of the enactment of the ARP ESSER Fund, that plan will be deemed to meet the requirements set forth by the ARP Act.

The Timberlane Return to School Plan meets the requirements set forth by the ARP Act. Regardless of this previous plan, however, all NH school districts were required to submit information to the DOE to address preliminary planning for a safe return to school in the fall of 2021. Districts were required to take into account:

1. How the district will maintain the health and safety of students, educators, and other staff and a description of any adopted protocols or policies connected to safety recommendations established by the Centers for Disease (CDC) Control. These include:
  - a. Universal and correct wearing of masks.
  - b. Physical distancing.
  - c. Handwashing and respiratory etiquette.
  - d. Cleaning and maintaining healthy facilities, including improved ventilation.
  - e. Contact tracing in combination with isolation and quarantine, in collaboration with State and local health departments.
  - f. Diagnostic screening and testing.
  - g. Efforts to provide vaccinations to school communities.
  - h. Appropriate accommodations for children with disabilities with respect to health and safety policies.
  - i. Coordination with State and local health officials.
2. How the district will ensure continuity of services, including but not limited to services to address students’ academic needs and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services.

The TRSD submitted this updated information to the NH DOE on June 22, in a template supplied by the DOE. The attached Timberlane Plan for a Safe Return to In-Person Instruction and Continuity of Services document provides an overview of the key information that was submitted to the DOE. In conjunction with requirements set forth by the ARP Act, this document was posted on the district website for public viewing on Wednesday June 23. We will update this document throughout the summer months as we obtain more information and solidify plans for the opening of schools in August 2021. We will inform the Board of any changes to this preliminary plan and will post those changes on the district website.

Respectfully Submitted By:

Sandra Allaire, Director of Curriculum and Professional Learning

June 23, 2021

## **Timberlane Regional School District 2021-2022 Plan on the Safe Return to In-Person Instruction and Continuity of Services**

TRSD acknowledges that, at this time, there is ongoing uncertainty around the local and regional metrics that COVID-19 will present to schools in the fall of 2021. Therefore, there are few definitive decisions that can be made at this time, as all decisions will be made in conjunction with current guidance from the CDC, NH DPHS, NH DOE, and local health officials. The TRSD will review and update this plan in an ongoing manner throughout the summer months to reflect ongoing updates from local, state, and federal public health organizations.

### **COVID-19 Data**

- 2020-2021 student attendance rates ranged from 91% - 97% in week to week reporting, with an average attendance rate of 95% daily for the school year. We have every reason to believe this strong attendance rate will continue as the risk of COVID-19 subsides.
- 2020-2021 staff absenteeism averaged 5%, as reported weekly in the TRSD COVID-19 Data Dashboard. Although numerous staff members were fully remote, the district maintained total staff capacity due to the hiring of ‘pandemic proctors’. We expect staff capacity to remain strong into next year, as most of those who were fully remote have returned or plan to return to in person learning.
- On very limited occasions, TRSD schools (TRHS, TRMS) needed to pivot to fully remote instruction. At the elementary level, isolated classrooms needed to quarantine due to a COVID -19 concern. These situations were identified through targeted close contact tracing. With improving conditions and increased vaccination levels in our four communities, we expect there to be little to no disruption or need to shift to fully remote instruction in 2021/2022. The district is prepared to continue to implement contact tracing/ quarantine protocols.
- Transmission within schools has been low to non-existent. We expect little to no transmission as next school year gets underway.
- Although key COVID-19 data points surged to high levels in late winter and early spring, the district maintained our in-person model. We have every reason to believe that improving conditions support a return to even greater pre-pandemic conditions and normalcy.

### **Keys to Our Success**

- Effective resource allocation, including expanded resources and supports for underperforming students;
- Improved access to valid and reliable data to better identify students’ academic needs and potential learning loss;

- Expanded educational services for vulnerable populations;
- Support for our staff, including emphasis on emotional and physical well-being;
- Health and safety measures in place for students and staff;
- Equitable access to support services, including mental health supports.

### **Remote Instruction**

- The Timberlane District does not intend to provide a remote-only instructional option, using in-school instructors, for students.
- The district encourages those families who may desire remote-only instruction to look into homeschooling or other alternative options such as VLACS, as the district will not provide such options for all students and families.
- In the event that a student has a medical condition documented by a physician, requiring him/her to remain at home, the district will work with the family on a case-by-case basis to provide appropriate alternatives to in-person learning, as required by state and federal guidelines.
- The district will retain the option to shift to hybrid or fully remote options, based on COVID metrics and informed by state and/or federal guidance.

### **Facility Access**

- School building and office access will return to pre-pandemic status for parents and others attending student-focused meetings. Access for other visitors, including volunteers, classroom guests, contracted service providers, and vendors, will be based on fall conditions and determined on a case-by-case basis. TRSD may continue to ask visitors to self-screen and adhere to appropriate mitigation strategies in effect at the time.
- Restrictions on facility use may remain in place for outside organizations and rental requests, based on COVID metrics and informed by state and/or federal guidance.
- We will update projected opening plans when we have mid-July data from the Department of Health and Human Services

### **Mitigation Efforts/Safety Protocols**

- All mitigation efforts and protocols will be based on local conditions as well as state and federal guidance.
- We will continue to inform our decisions by recommendations of public health officials.
- Masks will still be required on buses, due to a federal order.
- We will continue to emphasize handwashing and provide hand-sanitizer in all classrooms and common spaces.

## Fall 2021 Reopening

- We will strive to maintain some social distancing protocols in classrooms.
- We will continue to clean classrooms and other shared spaces using disinfecting chemicals and techniques as suggested by health and medical professionals.

### **Vaccinations**

- Although students ages 12-18 are eligible for vaccination, we do not currently have data on percentages of vaccinated students.
- We do not yet know how variants will affect staff or students and influence a return to school this fall, but we expect to be able to overcome any related hurdles by remaining prepared for contingencies, including the ability to pivot to remote instruction if necessary.
- We know children are at lower risk for contracting the virus. We will continue to adhere to guidance from health and medical professionals as to the need for mitigation strategies for those students under age 12 who cannot receive the vaccine.

### **Mental Health and Well-Being**

- We will maintain student emotional health and well-being as a priority. Counseling Team members will meet regularly to identify student and staff needs and supports.
- School-based mental health teams will continue to develop practices that focus on emotional, mental, and physical well-being.
- We will focus on formal school community and classroom team building.

### **Diagnostic Screening and Testing / Learning Loss**

- The district will implement a new diagnostic screening tool through grade 8, to better identify student academic needs in both literacy and math.
- Educators are meeting across grade spans this spring to discuss a review of the 20/21 school year and to make plans for how to start the 21/22 school year to avoid further regression.
- Summer opportunities are being provided and supports will extend into the new year
- We will plan late transportation home for after-school programming and extra help sessions
- Biggest concerns are for vulnerable populations, including special needs, foster children, ELL and minority students

### **Coordination with State and Local Health Officials**

- Throughout the 2020-2021 school year, the district has maintained close communications and a collaborative relationship with local and state health officials.
- TRSD administration will continue to work with local and state health officials to ensure fluid communications in regard to COVID metrics as well as federal, state and local guidance/ requirements for schools.

### **Funding**

- We will use available grant funds to ensure our schools continue to be safe for students and will plan the use of funds accordingly
- Our priorities to determine allocation of available grant funds will be:
  - The potential learning loss for all students, as well as our at-risk sub-group student populations, as identified by clear, reliable, and valid student data;
  - Updates to the infrastructure of our current school buildings and aging facilities to maintain safe and healthy environments for students and staff; and
  - Increased training for staff to support Social Emotional Learning and increased mental health supports for both students and staff.

# Executive Summary

**TRSD Projects Report from Marc Fournier**

**6/24/2021**

## **HVAC Capital Equipment Replacements Recommendations**

An RFP for the replacement and installation of the 9 HVAC units has been issued and will open on June 17, 2021. A pre-bid meeting was held with contractors at 9am on June 3, 2021 to review the equipment to be replaced and answer questions. Representatives from Trane and Palmer & Sicard attended the pre-bid meeting.

## **Trane Projects**

HVAC general maintenance and repair work- Trane has completed the work in the Middle School and continues to work in the High School. They are providing detailed weekly progress reports listing the work performed and before and after pictures. We have spent the first \$50,000 for repairs and Trane is predicting they will need ~\$40,000 to complete the maintenance & repairs work in the High School. They have just about completed the thorough cleaning of the equipment and are beginning the repair work now.

## **In-house LED Re-Lamping Project**

It was decided in the TRSD Energy Committee that will perform the balance of the LED re-lamping work inhouse due to the low incentives provided by the utility companies. An award to Northeast Electrical Distributors in the amount of \$215,337.68 has been processed and Steve expects to begin work very soon.

## **CPower Demand Response Project**

The agreement has been signed and the meters have been installed by CPower. Marc has sent a Zoom link to TRSD staff regarding a presentation by CPower that explains how the program will work. We also have received a confirmation from Unitil confirming our participation in the program.

## **Director of Plant Operations Position**

Interviews for the Director of Plant Operations position were held recently. Updates will be available in the near future.

## **Facilities Coordinator Position**

Sarah Vaira has resigned to take a position with a local company. We recently posted the position and interviewed candidates. We expect to announce the successful candidate shortly.

## **Solar Energy Project**

Marc has obtained numerous documents from Nashua and Dover detailing how they planned and implemented their solar PPA (Purchase Power Agreement) projects. The Energy Committee met on June 2, 2021 and agreed to review the documents, create lists of questions from the members, and meet on June 30, 2021 to discuss next steps. We have also asked Revision Energy to tell us how large a solar array might fit on the Sandown North roof (our first target project roof) to give us a sense of the possible scale of the project there. We need a list of all TRSD roofs and their ages and

condition to determine if there are any other roofs that are viable candidates for solar arrays in the first proposed project.

June 17, 2021

## Executive Summary

### FY2021-2022 Encumbrances

At the request of the School Board, listed below is a list of projects that can be reasonably encumbered for FY2022 using operations surplus and/or capital funding.

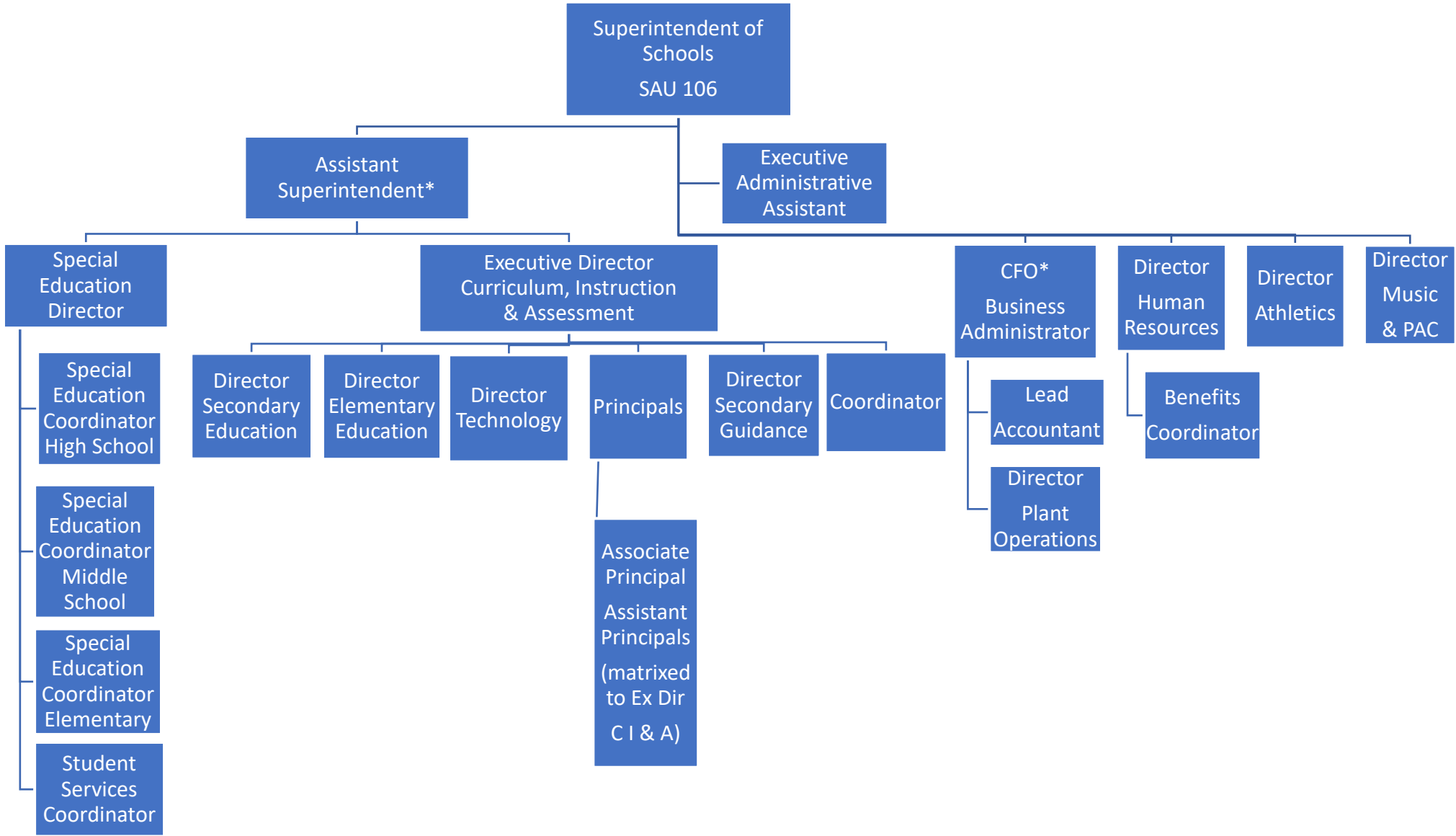
<b>Location</b>	<b>Project</b>	<b>Estimated Cost</b>
Middle School	Steamer	\$ 10,095
High School	Steamer	\$ 10,095
Middle School	Automatic Door Opener	\$ 10,030
High School	Automatic Door Opener	\$ 10,030
High School	Track Event Area	\$ 50,000
Sandown North	Refrigerator/Freezer	\$ 9,250
Danville Elementary	Boilers	\$ 117,000
Danville Elementary	Roof Repair	\$ 25,000
District Wide	Batting Cages	\$ 30,000
<b>Total</b>		<b>\$ 271,500</b>
High School	Boilers encumbered in FY2021	\$ 225,000
District Wide	HVAC Equipment Replacement <sup>1</sup>	\$ 589,995

*1. HVAC equipment replacement is likely to be grant funded*

Respectfully submitted,

Maria Watkins

CFO / Business Administrator



Superintendent  
of Schools  
SAU 106

**Executive  
Administrative  
Assistant**

Assistant Superintendent  
Special Education

Executive Director  
Curriculum, Instruction  
& Assessment

CFO/Business Administrator

Director  
Human Resources

**Pupil Personnel  
Services**

Lead  
Accountant

Payroll  
Coordinator

Accounts  
Payable

Admin Asst/  
Payroll (PT)

**Director of  
Plant  
Operations**

**Facilities  
Coordinator**

HR  
Lead Asst

**HR  
Admin Asst**

**HR  
Admin Asst**

## Secondary Curriculum Coordinator Single Page Summary

1. Due to the RiF of all three Academic Deans, the proposed single Secondary Curriculum Coordinator will be absorbing the job functions of all three Academic Deans.
2. The Secondary Curriculum Coordinator will report to the Director of Secondary Education, will be on the same level as Assistant Principals, and work closely with all secondary administrators
3. We feel that asking this one person to now support all teachers in the administrative, teacher mentoring, curriculum, instruction and assessment oversight of all department at both the middle school and high school, will be setting this one person up for failure. Therefore...
4. We are requesting the creation of 12 Curriculum, Instruction, Assessment Specialists or Department Instructional Leaders stipends. Please note the following regarding these stipends
  - a. They will be selected from current staff.
  - b. They will NOT have a decreased teaching load in 2021/2022, as all schedules are currently built and changes of that magnitude can NOT be accommodated at this time.
  - c. They will have job responsibilities above and beyond teaching and be paid a stipend. The total budgetary impact will be \$48,000.
    - i. 6 Stipend positions at the High School: each one at \$5,000 stipend for high school specific work.
    - ii. 6 Stipend positions at the middle school: each one at \$3,000 stipend for middle school work. There are fewer MS tasks than HS tasks associated with the positions.

# Timberlane Regional School District

## Plaistow, New Hampshire

### Job Description

**TITLE** Secondary Curriculum Coordinator

**QUALIFICATIONS**

1. Hold a Master's Degree
2. Valid New Hampshire Teaching Certificate in and discipline at the secondary level.
3. Valid New Hampshire Administrator Certificate (Principal, Associate Principal, or Curriculum Admin) OR eligible and working towards certification.
4. At least five successful years of teaching experience
5. Training in Supervision and Evaluation
6. Experience in developing curriculum, instructional practices and assessments preferred
7. Alternatives to the above qualifications as the Superintendent may find appropriate and acceptable

**TERM OF EMPLOYMENT** Administrator – 260 days

**REPORTS TO** Director of Secondary Curriculum / Education

**SUPERVISES** Staff and Students

### PERFORMANCE RESPONSIBILITIES

1. Supports the mission, vision, goals, expectations, and policies of the district, secondary schools, and specific disciplines 6-12
2. Functions as a curriculum specialist by coordinating the development and implementation of competencies based curriculum, instructional strategies and assessments. Works with department instructional leaders to do the same.
3. Develops, organizes, administers, and explains the curriculum, instructional strategies and assessments to align with District, State, and National requirements
4. Assumes a role in the formal and informal evaluation of designated personnel
5. Works with administrative team and department instructional leaders in developing, organizing, and justifying annual budgets.
5. Works with Director of Secondary education and building administration to plan and coordinate supports for and implementation of state testing (SATs, NH SAS).

6. Works with administrative team and department instructional leaders to collect, organize, interpret, and share out data.
7. Works cooperatively with the Administrative Team, including Principal, in hiring personnel
8. Works cooperatively with director of School counseling, Director of Secondary Education and building principal in determining the alignment and validity of extended learning opportunities.
9. Collaborates with Director of Secondary Education to identify and seek necessary resources for successful implementation of curriculum and instructional strategies
10. Collaborates with Principal and Professional Development Committee in planning, designing, and implementing staff development, i.e., new pedagogy, modeling, differentiated instruction, to support the teaching and learning process
11. Collaborates with other personnel to complete state, or regional reports such as the NEASC report.
12. Collaborates with Director of Secondary Education and the departmental instructional leaders in developing, implementing, and integrating curriculum, instructional practices and assessments.
13. Mentors the departmental instructional leaders and teacher mentors to help support all teachers and has a role in collaboration with the designated evaluator in improving instruction
14. Promotes secondary schools positively throughout the Timberlane community by assisting in the public relations
15. Represents secondary schools on the district K-12 curriculum committees and other committees as assigned
16. Maintains open communications with parents, community agencies and other organizations, as well as members of the Administrative Team
17. Communicates and promotes high expectations for staff and student performance and supports programs and activities that contributes to a positive learning environment
18. Teaches (or co-teaches) at least one course/ section of a course at TRHS/ TRMS for which they are certified
19. Performs all other duties as assigned.

# Timberlane Regional School District

## Plaistow, New Hampshire

### Job Description

**TITLE** High School 9-12 Curriculum, Instruction and Assessment Specialists (Department Instructional Leaders)

### QUALIFICATIONS

1. Valid New Hampshire Teaching Certificate in and discipline at the secondary level.
2. At least five successful years of teaching experience
3. Experience in developing curriculum, instructional practices and assessments preferred
4. Alternatives to the above qualifications as the Superintendent may find appropriate and acceptable

**TERM OF EMPLOYMENT** Teacher plus- 187 days plus 2 extra days

**REPORTS TO** Secondary Curriculum Coordinator, Director of Secondary Education

**SUPERVISES- NONE**

### PERFORMANCE RESPONSIBILITIES

1. Supports the mission, vision, goals, expectations, and policies of the district, secondary schools, and specific disciplines 9-12
2. Functions as a curriculum specialist by coordinating the development and implementation of competency based curriculum, instructional strategies and assessments.
3. Helps to develop, organize, administer, and explain the curriculum, instructional strategies and assessments to align with District, State, and National requirements
4. Works with administrative team to collect, organize, interpret, and share out data.
5. Works cooperatively with Secondary Curriculum Coordinator and Director of Secondary Education and building principal in determining the alignment and validity of Extended Learning Opportunities.
6. Collaborates with Secondary Curriculum Coordinator and Director of Secondary Education to identify and seek necessary resources for successful implementation of curriculum and instructional strategies

7. Collaborates with Secondary Curriculum Coordinator and Director of Secondary Education in implementing staff development, i.e., new pedagogy, modeling, differentiated instruction, to support the teaching and learning process
8. Collaborates with Secondary Curriculum Coordinator and Director of Secondary Education in developing, implementing, and integrating curriculum, instructional practices and assessments
9. Acts as a mentor to teachers in improving instruction
10. Promotes secondary schools positively throughout the Timberlane community by assisting in the public relations
11. Represents secondary schools on the district K-12 curriculum committees and other committees as assigned
12. Maintains open communications with parents, community agencies and other organizations, as well as members of the Administrative Team
13. Communicates and promotes high expectations for staff and student performance and supports programs and activities that contribute to a positive learning environment
14. Works with administrative team in developing, organizing, and justifying annual budgets.
15. Organizes and approves course syllabi, Midterm and Final Exams.

# Timberlane Regional School District

## Plaistow, New Hampshire

### Job Description

**TITLE** Middle School 6-8 Curriculum, Instruction and Assessment Specialists (Department Instructional Leaders)

### QUALIFICATIONS

1. Valid New Hampshire Teaching Certificate in associated discipline at the secondary level.
2. At least five successful years of teaching experience
3. Experience in developing curriculum, instructional practices and assessments preferred
4. Alternatives to the above qualifications as the Superintendent may find appropriate and acceptable

**TERM OF EMPLOYMENT** Teacher plus- 187 days plus 2 extra days

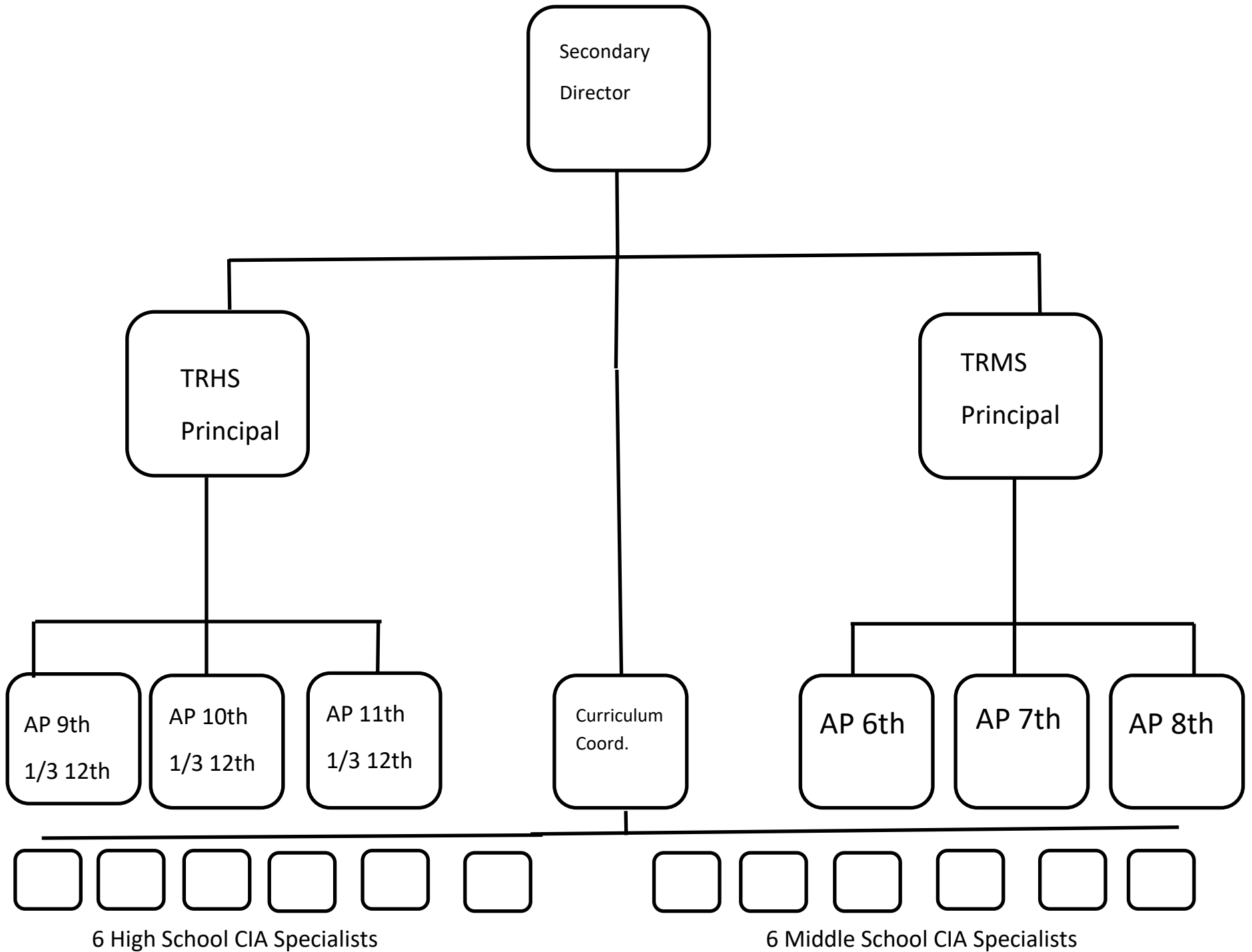
**REPORTS TO** Secondary Curriculum Coordinator, Director of Secondary Education

**SUPERVISES- NONE**

### PERFORMANCE RESPONSIBILITIES

1. Supports the mission, vision, goals, expectations, and policies of the district, secondary schools, and specific disciplines 6-8
2. Functions as a curriculum specialist by coordinating the development and implementation of competency based curriculum, instructional strategies and assessments.
3. Helps to develop, organize, administer, and explain the curriculum, instructional strategies and assessments to align with District, State, and National requirements
4. Works with administrative team to collect, organize, interpret, and share out data.
5. Works cooperatively with Secondary Curriculum Coordinator and Director of Secondary Education and building principal in determining the alignment and validity of Extended Learning Opportunities.
6. Collaborates with Secondary Curriculum Coordinator and Director of Secondary Education to identify and seek necessary resources for successful implementation of curriculum and instructional strategies

7. Collaborates with Secondary Curriculum Coordinator and Director of Secondary Education in implementing staff development, i.e., new pedagogy, modeling, differentiated instruction, to support the teaching and learning process
8. Collaborates with Secondary Curriculum Coordinator and Director of Secondary Education in developing, implementing, and integrating curriculum, instructional practices and assessments
9. Acts as a mentor to teachers in improving instruction
10. Promotes secondary schools positively throughout the Timberlane community by assisting in the public relations
11. Represents secondary schools on the district K-12 curriculum committees and other committees as assigned
12. Maintains open communications with parents, community agencies and other organizations, as well as members of the Administrative Team
13. Communicates and promotes high expectations for staff and student performance and supports programs and activities that contribute to a positive learning environment



Position	Name	Budget Impact- Stipend	Additional job responsibilities
6-12 Curriculum coordinator & 9-12 ELA CIA specialist	Jen Puchlopek	None- Budgeted for  NO stipend for attending extra meetings, help with budget and schedule and POC	In charge of the CIA Specialists- See coordinator job description.  - Facilitates dept meetings, and attends monthly curriculum meeting.
9-12 Math CIA specialist		\$5,000 stipend for attending extra meetings, help with budget and schedule and POC	- Facilitates dept meetings, and attends monthly curriculum meeting.
9-12 Science CIA specialist		\$5,000 stipend for attending extra meetings, help with budget and schedule and POC	- Facilitates dept meetings, and attends monthly curriculum meeting.
9-12 Social Studies CIA specialist		\$5,000 stipend for attending extra meetings, help with budget and schedule and POC	- Facilitates dept meetings, and attends monthly curriculum meeting.
9-12 World Language CIA specialist		\$5,000 stipend for attending extra meetings, help with budget and schedule and POC	- Facilitates dept meetings, and attends monthly curriculum meeting.
9-12 Art CIA specialist		\$5,000 stipend for attending extra meetings, help with budget and schedule and POC	- Facilitates dept meetings, and attends monthly curriculum meeting.
9-12 Business/ FACS/ Comp sci/ trades CIA specialist		\$5,000 stipend for attending extra meetings, help with	- Facilitates dept meetings, and attends monthly curriculum meeting.

		budget and schedule and POC	
6-8 ELA CIA leader		\$3,000 stipend for attending monthly curriculum meetings and working as POC	-Attends monthly curriculum meeting and is the POC for CIA
6-8 Math CIA leader		\$3,000 stipend for attending monthly curriculum meetings and working as POC	-Attends monthly curriculum meeting and is the POC for CIA
6-8 Science CIA leader		\$3,000 stipend for attending monthly curriculum meetings and working as POC	-Attends monthly curriculum meeting and is the POC for CIA
6-8 Social Studies CIA leader		\$3,000 stipend for attending monthly curriculum meetings and working as POC	-Attends monthly curriculum meeting and is the POC for CIA
6-8 World Language CIA leader		\$3,000 stipend for attending monthly curriculum meetings and working as POC	-Attends monthly curriculum meeting and is the POC for CIA
6-8 UA CIA leader		\$3,000 stipend for attending monthly curriculum meetings and working as POC	-Attends monthly curriculum meeting and is the POC for CIA

Save estimated \$130,000 between salary and benefits, by eliminating the Student services Coordinator. When we originally had someone in that role over 2 years ago, there were a total of 3 district/ building level admin (not including this student services coordinator position) dedicated to special ed/ student services. In 2021/2022 there will be a total 5 district/ building level admin (not including the student services coordinator position) dedicated to special ed/ student services.

Expend: \$48,000 stipends paid to teachers for the department instructional leader positions as described above.

NET SAVING of \$82,000

Please note that for the 2021/2022 school year, it will be extremely difficult to have these department instructional leaders have a reduced teaching load as the schedules are already set with kids assigned to the classes. It would be easier to remove these individuals from the duty schedule and expect them to do these tasks during their prep or after school time.

# Human Relations in Organizations Unit 1: Behavior, Motivation, and Performance

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to analyze the relationships between behavior, motivation, and performance in order to set personal goals, solve problems, and make decisions.</li> <li>Students will demonstrate the ability to identify and integrate human relations concepts within an organization in order to successfully manage people.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p>Content Standards:</p> <ul style="list-style-type: none"> <li><b>NBEA Career Development 1:</b> apply knowledge gained through individual assessment to develop a comprehensive career plan.</li> <li><b>NBEA Management 1:</b> analyze the management functions and their implementation and integration within the business environment.</li> <li><b>NBEA Management 4:</b> develop personal management skills to function effectively and efficiently in a business environment.</li> <li><b>NBEA Management 5:</b> examine the role of ethics and social responsibility in decision-making.</li> </ul>	Transfer	
	<p>Students will be able to independently use their learning to <b>identify personal strengths, developmental needs, behavior, and motivators that influence performance in the work place.</b></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>intrapersonal skills are the foundation on which careers are built.</li> <li>individuals and groups are the foundation of an organization.</li> <li>people with interpersonal skills have the ability to initiate, build, and maintain relationships.</li> <li>leadership skills include persistency and the ability to motivate others.</li> <li>being likeable is important to personal happiness and career success.</li> <li>biases and perception influence human relations.</li> <li>first impressions are important.</li> <li>values influence the choices people make.</li> <li>unethical behavior hurts business and society.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Why are relationships important?</li> <li>What happens when we self-assess, self-reflect, and set goals?</li> <li>How do you deal with difficult people?</li> </ul>
	Acquisition	
Students will know...	Students will be skilled at...	

- that self-awareness and personal growth improve behavior and motivation.
- that behavior and motivation impact performance.
- that a person's behavior can play a significant role in employment situations/opportunities.
- that goals are always a work in progress and need to be reassessed often.
- that personality traits can be learned and changed with work.
- that there are techniques that can be implemented to reduce workplace stress.
- that preconceived notions and labels can undermine accurate perceptions.
- that projecting a positive image influences first impressions.
- that attitudes impact behavior.
- that values and ethics influence attitudes.

*vocabulary:* Human Relations, win-win situation, total person approach, behavior, levels of behavior, organization, organizational behavior, performance, systems effect, Elton Mayo, Hawthorn effect, Theory Z, interpersonal skills, intrapersonal skills, leadership skills, personality, Type A personality, Locus of Control, Big Five Model of Personality, stress, intelligence, perception, stereotyping, image, attitude, Theory X, Theory Y, Pygmalion effect, job-satisfaction, self-concept, self-efficacy, values, ethics

- explaining why human relation skills are important.
- analyzing trends and challenges in the field of human relations.
- demonstrating a realistic understanding of self.
- creating a personal SWOT analysis and applying it to real-world scenarios.
- describing the relationships between individual and group behavior and performance.
- identifying motivation theories that impact leading.
- comparing and contrasting the leading function to other organizational functions.
- analyzing the benefits of personality profiles.
- analyzing the causes and effects of stress.
- creating a self-care plan.
- explaining how to anticipate and minimize stressors in personal and professional life.
- Identify the components of an effective stress-management plan.
- evaluating personal emotional intelligence.
- explaining the biases affecting perception.
- explaining the importance of first impressions and how to project a positive image.
- describing the relationship between attitudes, behavior, and performance.
- creating a positive self-concept.
- comparing the three levels of moral development.
- demonstrating awareness of ethical responsibility to business professionals and society.

		<ul style="list-style-type: none"> <li>● defining various terms and concepts.</li> </ul>
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Content Area Literacy Standards	21 <sup>st</sup> Century Skills
<p>CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● <i>Interact effectively with others through the growth and use of social skills</i></li> <li>● <i>Have a better understanding of self</i></li> <li>● <i>Work creatively and innovatively with others</i></li> <li>● <i>Problem solve</i></li> <li>● <i>Communicate clearly</i></li> </ul>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

**Stage 3 – Learning Plan**

Summary of Key Learning Events and Instruction

Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources

# Human Relations in Organizations Unit 2: Communication, Collaboration, and Conflict

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to apply situationally appropriate communication skills in order to initiate, build, and maintain relationships.</li> <li>Students will demonstrate the ability to identify and integrate human relations concepts within an organization in order to successfully manage people.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p>Content Standards:</p> <ul style="list-style-type: none"> <li><b>NBEA Communication 1:</b> listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.</li> <li><b>NBEA Communication 2:</b> apply interpersonal skills in personal and professional environments to communicate effectively.</li> <li><b>NBEA Communication 3:</b> prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.</li> <li><b>NBEA Communication 4:</b> demonstrate professional speaking techniques and strategies.</li> <li><b>NBEA Management 4:</b> develop personal management skills to function effectively and efficiently in a business environment.</li> <li><b>NBEA Management 8:</b> utilize information and technology tools to conduct business effectively and efficiently.</li> </ul>	Transfer	
	<p><i>Students will be able to independently use their learning to <b>build strong interpersonal relationships through effective communication.</b></i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>communication is vital for the success of organizations.</li> <li>organizational communication flows through organizational structure.</li> <li>digital information technology has changed the way people communicate.</li> <li>communication barriers can lead to miscommunication.</li> <li>communicating with people brings out emotions.</li> <li>dealing effectively with emotions reduces stress and improves human relations and performance.</li> <li>people can control behavior, not feelings.</li> <li>dealing with emotions, self and others, is part of emotional intelligence.</li> <li>the ability to manage conflict is critical to success.</li> <li>the common organizational structure today is based on teams.</li> <li>team performance depends on behavior and human relations.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>How would you describe good/effective communication?</li> <li>How do you deal with emotional people?</li> <li>How does conflict affect people?</li> <li>Is conflict inevitable? desirable? avoidable?</li> <li>What role does conflict play in collaboration?</li> </ul>

	<ul style="list-style-type: none"> <li>● norms are essential for a group to maintain consistent and desirable behavior.</li> <li>● meeting leadership skills are necessary for career success.</li> <li>● problem solving and decision making are an important part of group structure.</li> <li>● the more effective the group structure and dynamics, the higher the stage of development, and the higher the stage of development, the greater the level of performance of the group.</li> </ul>	
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>● that there are four steps in the communication process.</li> <li>● that there are specific ways to give feedback in communication.</li> <li>● that there are five response styles.</li> <li>● that there are different leadership styles and communication approaches that accommodate each style.</li> <li>● there are things that should and should not be done to calm an emotional person.</li> <li>● that specific behaviors and ego-states lead to conflict.</li> <li>● that passive, aggressive, and assertive behavior affect motivation and performance.</li> <li>● that conflict resolution is a multi-step process.</li> <li>● that teams must agree on clear objectives in order to be effective.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● explaining how organizations are structured.</li> <li>● explaining and analyzing the flow of communication within an organization.</li> <li>● explaining the communication process.</li> <li>● identifying and analyzing barriers of communication.</li> <li>● listening with an objective position.</li> <li>● demonstrating a command or interactive listening techniques in a variety of settings.</li> <li>● understanding the needs of primary and secondary audiences.</li> <li>● analyzing the relationship between non-verbal cues and success in the work place.</li> <li>● effectively sending, receiving, and responding to messages.</li> <li>● analyzing ethical implications of written messages containing misleading, distorted, and missing information.</li> </ul>

- that team structure components and dynamics affect team performance.
- that team norms can be positive or negative.
- that team/group members have specific roles and responsibilities.
- that meeting planning is necessary.
- that personality types emerge in team meetings.
- that problem solving and decision making are an important part of group structure.
- that there are differences between creativity and innovation.

*vocabulary:* organizational structure, organizational communication, vertical communication, horizontal communication, grapevine, communication process, encoding, messaging, decoding, paraphrasing, feedback, emotional labor, empathic listening, reflective statements, transactional analysis, ego states, assertiveness, conflict, XYZ Model, conflict resolution, teamwork, team performance model, team dynamics, norms, status, roles, task roles, problem solving, decision making, creativity, innovation, brainstorming

- analyzing the readability of messages and revise to ensure audience understanding.
- explaining how emotions affect communication.
- explaining how emotional intelligence is used by organizations.
- creating a plan to deal with emotional people.
- giving and receiving criticism
- using behavior from the adult ego state during human relations.
- explaining the differences between passive, aggressive, and assertive behavior.
- avoiding passive aggressive behavior.
- dealing with anger and the anger of others.
- knowing the reasons for conflict.
- employing the five conflict management styles.
- initiating conflict resolution.
- understanding the importance of the team performance model.
- implementing the group situational supervision model.
- using the decision making model.
- selecting the appropriate level of participation when making group decisions.
- handling problem team members.
- analyzing the differences between problem solving and decision making.
- defining various terms and concepts.

Content Area Literacy Standards	21 <sup>st</sup> Century Skills
<p>CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● <i>Interact effectively with others through the growth and use of social skills</i></li> <li>● <i>Work creatively and innovatively with others</i></li> <li>● <i>Problem solve</i></li> <li>● <i>Communicate clearly</i></li> </ul>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources

# Human Relations in Organizations Unit 3: Leading an Organization

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• <i>Students will demonstrate the ability to analyze various leadership theories and traits in order to select the most appropriate leadership style for a given situation.</i></li> <li>• <i>Students will demonstrate the ability to identify and integrate human relations concepts within an organization in order to successfully manage people.</i></li> <li>• <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i></li> <li>• <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i></li> <li>• <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i></li> </ul> <p>Content Standards:</p> <ul style="list-style-type: none"> <li>• <b>NBEA Management 1:</b> analyze the management functions and their implementation and integration within the business environment.</li> <li>• <b>NBEA Management 2:</b> analyze management theories and their application within the business environment.</li> <li>• <b>NBEA Management 4:</b> develop personal management skills to function effectively and efficiently in a business environment.</li> <li>• <b>NBEA Management 6:</b> describe human resource functions and their importance to an organization's successful operation.</li> <li>• <b>NBEA Management 12:</b> examine the issues of corporate culture and managing in the global environment.</li> </ul>	Transfer	
	<p><i>Students will be able to independently use their learning to <b>apply leadership theories and traits at school and in the workplace.</b></i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• leadership ability is important to everyone in an organization.</li> <li>• leadership and management are not the same.</li> <li>• personality traits affect leadership style and creative outcomes.</li> <li>• you cannot be a truly effective leader without trust.</li> <li>• trust affects behavior, human relations, and performance.</li> <li>• being trustworthy is important in both personal and professional situations.</li> <li>• motivation affects behavior, human relations, and performance.</li> <li>• capitalism demands that companies be responsive to change.</li> <li>• change is an ongoing and never-ending process of an organization.</li> <li>• organizational values are important.</li> <li>• culture, climate, and morale can be different at various levels in an organization.</li> <li>• valuing diversity means including all groups in all levels of an organization.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• How do you define leadership success for yourself?</li> <li>• What happens when an organization resists change?</li> <li>• How are people transformed through their relationships with others?</li> <li>• What are the benefits and challenges of a diverse organization?</li> </ul>

Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>● that there are various styles of leadership.</li> <li>● that there are characteristics and traits that distinguish leaders from followers.</li> <li>● that there are different types of trust.</li> <li>● that trust can be learned and developed.</li> <li>● that trust is earned and builds over time.</li> <li>● that motivation is an employee's willingness to put forth effort.</li> <li>● that knowing how to motivate people (employees) is important.</li> <li>● that people resist change for a variety of reasons.</li> <li>● that there are different types of change.</li> <li>● that there are different stages in the change process.</li> <li>● that there are variables in resistance to change.</li> <li>● that there are several dimensions to an organization's culture and climate.</li> <li>● that groups and organizations that value diversity outperform those that do not.</li> <li>● that there are common areas of employment discrimination.</li> <li>● that there are laws affecting employment opportunity.</li> </ul> <p><i>vocabulary:</i> leadership, leadership trait theory, behavioral leadership, Leadership Grid, contingency leadership theory, leadership continuum, normative leadership, situational leadership, autocratic style, consultative style, participative style, laissez-faire style, trust, motivation, content motivation theories, process</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● defining and applying the two-dimensional leadership styles.</li> <li>● analyzing contemporary behavioral theories.</li> <li>● explaining the four contingency leadership theories.</li> <li>● selecting the most appropriate leadership style for a given situation.</li> <li>● comparing and contrasting the leading function to other management functions.</li> <li>● understanding the types of trust.</li> <li>● knowing how to repair trust.</li> <li>● applying the motivation process.</li> <li>● analyzing the importance of motivation and how it affects behavior, human relations, and performance.</li> <li>● explaining the four content motivation theories.</li> <li>● explaining the two process motivation theories.</li> <li>● motivating others.</li> <li>● analyzing the management skills necessary for leading at various levels of management.</li> <li>● explaining how management theories evolve and are interrelated.</li> <li>● illustrating how past and current management theories are applied in the business environment.</li> <li>● identifying emerging management theories and explain how they expand upon current theories.</li> <li>● analyzing the extent to which organizations meet the needs of employees.</li> </ul>

	<p>motivation theories, needs hierarchy, giving praise, objectives, managing by objectives (MBO), job enrichment, job design, job simplification, types of changes, automation, resistance to change, organizational culture, organizational climate, morale, development, standards, coaching model, prejudice, discrimination, minority, affirmative action, disability, sexual harassment, sexism,</p>	<ul style="list-style-type: none"> <li>● evaluating the effectiveness of incentive and recognition programs.</li> <li>● assessing procedures used in the evaluation process.</li> <li>● analyzing the impact of performance appraisals on motivation and job performance.</li> <li>● identifying avenues for professional growth.</li> <li>● explaining why lifelong learning and development is important.</li> <li>● explaining the role of innovation and change.</li> <li>● describing a leader’s role in change management.</li> <li>● analyzing the reasons for resisting change and how to overcome resistance.</li> <li>● comparing the differences and similarities between culture and climate.</li> <li>● analyzing the relationship between culture and climate.</li> <li>● describing some of the major laws and areas of discrimination in employment.</li> <li>● identifying how employment law has impacted the workplace.</li> <li>● evaluating the importance of valuing and managing diversity.</li> <li>● describing the benefits and challenges of managing a diverse workforce.</li> <li>● explaining strategies for effectively managing a diverse workforce.</li> <li>● defining various terms and concepts.</li> </ul>
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<p>CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● <i>Interact effectively with others through the growth and use of social skills</i></li> <li>● <i>Work creatively and innovatively with others</i></li> <li>● <i>Problem solve</i></li> <li>● <i>Communicate clearly</i></li> </ul>
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources

# Intro to Business: Unit 1: Entrepreneurship and the Economy

## Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to apply entrepreneurial traits and practices in order to make informed decisions about business opportunities.</li> <li>• Students will demonstrate the ability to examine economic concepts in order to predict the influence and impact on business.</li> <li>• Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>• Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>National Business Education Association Standards: Entrepreneurship</p> <ul style="list-style-type: none"> <li>• <b>NBEA Entrepreneurship 1:</b> Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.</li> <li>• <b>NBEA Entrepreneurship 2:</b> Recognize trends and social responsibilities can lead to entrepreneurial opportunities.</li> <li>• <b>NBEA Entrepreneurship 3:</b> Apply economic concepts when making decisions for an entrepreneurial venture.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to interpret economic situations and apply an entrepreneurial mindset.</i></p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• an entrepreneurial mindset recognizes opportunity through curiosity, analysis and innovative thinking.</li> <li>• there are entrepreneurs behind every business in the country, no matter the size and scope</li> <li>• businesses have a responsibility to their customers, employees, shareholders and society.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• Why do some businesses succeed while others fail?</li> <li>• Why is a knowledge of business studies relevant to any career choice?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• the traits of a successful entrepreneur</li> <li>• the risks and rewards of entrepreneurship</li> <li>• the responsibilities that comes with business ownership</li> <li>• the decision-making process that goes into choosing the appropriate form of business ownership</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• identifying the characteristics and skills of successful entrepreneurs</li> <li>• comparing and contrasting one's personal characteristics with those of a typical entrepreneur</li> <li>• identifying current trends that are creating new business opportunities</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>NBEA Entrepreneurship 8:</b> Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.</li> </ul>	<ul style="list-style-type: none"> <li>● how current economic trends affect business opportunities</li> <li>● how supply and demand impact the prices and availability of consumer goods and services within an economy.</li> <li>● the role of the government in regulating business activities</li> </ul> <p><b><u>Vocabulary:</u></b> Soft skills, hard skills, entrepreneurial mindset, innovator, inventor, sole proprietor, unlimited liability, general partner, limited partner, partnership agreement, limited liability, double taxation, LLC, stock, stock symbol, stockholders, valuation, capital, corporate social responsibility, fair trade, patent, franchise, franchisor, franchisee, royalty fee, direct competition, indirect competition, competitive advantage, differentiation, SWOT analysis, supply, demand, equilibrium price, determinants of supply, determinants of demand, change in supply/demand, change in quantity supplied/demanded, surplus, shortage</p>	<ul style="list-style-type: none"> <li>● selecting the most appropriate form of business ownership for an entrepreneurial venture</li> <li>● comparing the advantages and disadvantages of starting a new business, buying an existing business, or purchasing a franchise.</li> <li>● recognizing the variety of ways businesses demonstrate social responsibility.</li> <li>● constructing and interpreting supply and demand curves</li> <li>● illustrating changes of supply and demand related to current events</li> <li>● exploring government regulations that affect business opportunities</li> </ul>
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<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● <i>Solve Problems</i></li> <li>● <i>Make ethical judgments and decisions</i></li> <li>● <i>Become innovative thinkers and creative problem solvers</i></li> <li>● <i>Access and evaluate information</i></li> </ul>

## Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<b>Science Integration</b>	<b>College, Career, and Civic Life Integration</b>	<b>Technology Integration</b>
<b>District Materials</b>	<b>Distance Learning/Field Trips</b>	<b>Technology Resources</b>

# Intro to Business: Unit 2 Business Management Resources

## Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- Demonstrate the ability to apply entrepreneurial traits and practices in order to make informed decisions about business opportunities.
- Demonstrate the ability to identify and integrate the management functions of the business environment, such as Marketing, Management, Finance and Accounting, in order to recognize interrelationships.
- Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.
- Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.
- Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.

Content Standards:

National Business Education Association Standards  
Entrepreneurship

- Achievement Standard 4: Develop a marketing vision to introduce a product or service
- Achievement Standard 5: Use the financial concepts and tools needed by the entrepreneur in making business decisions.
- Achievement Standard 6: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.
- Achievement Standard 7: Develop a management plan for an entrepreneurial venture.

*Transfer*

*Students will be able to independently use their learning to become a successful employee, manager, or entrepreneur.*

*Meaning*

ENDURING UNDERSTANDINGS

*Students will understand that...*

- The consumer is the cornerstone of all marketing decisions
- Keeping accurate financial records is a crucial part of any business.
- An effective manager must utilize and combine human, capital, natural, and entrepreneurial resources for a business to succeed.

ESSENTIAL QUESTIONS

- What does the quote “a satisfied customer is the best business strategy of all” mean?
- Would you rather be a manager or a leader?
- Why is knowledge of business studies relevant to any career choice?

*Acquisition*

*Students will know...*

- the marketing concept provides the foundation to achieve competitive advantage
- marketing methods influence consumer behavior
- financial management coordinates obtaining money and using it effectively

*Students will be skilled at...*

- Recognizing the consumer-oriented nature of marketing
- Analyzing target markets for potential new businesses
- Applying the elements of marketing (product, price, place and promotion)
- Developing strategies for gaining/maintaining competitive edge

	<ul style="list-style-type: none"> <li>● the direct relationship between assets, liabilities and owner’s equity</li> <li>● up-to-date financial information at the end of a fiscal period allows businesses to make more sound financial decisions.</li> <li>● the four basic elements in managing a business.</li> <li>● That managers must be creative problem solvers to achieve business goals while minimizing costs.</li> </ul> <p><b><u>Vocabulary:</u></b> Marketing concept, consumer profile, market segmentation, demographics, marketing mix, target market, debt financing, equity financing, angel investors, crowd funding, assets, liabilities, owner’s equity, retained earnings, balance sheet, income statement, organizational chart, Board of Directors, CEO, COO, CFO, human resources, planning, organizing, directing, controlling, interpersonal skills, organizational plan, team building, workplace climate</p>	<ul style="list-style-type: none"> <li>● Determining the resources needed to start a business</li> <li>● Differentiating between debt and equity financing</li> <li>● Preparing basic financial statements (Income Statement and Balance Sheet)</li> <li>● Analyzing changes that affect the accounting equation</li> <li>● Identifying the 4 basic functions of management (planning, organizing, leading and controlling)</li> <li>● Creating an organizational structure for a business venture</li> <li>● Identifying skills and qualities needed for specific jobs and careers</li> <li>● Explaining the impact of leadership styles on communication and motivation</li> <li>● Applying effective leadership and motivational techniques</li> <li>● Understand the importance of a healthy business environment</li> </ul>
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<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● <i>Solve Problems</i></li> <li>● <i>Make ethical judgments and decisions</i></li> <li>● <i>Access and evaluate information</i></li> <li>● <i>Implement innovations</i></li> </ul>

**Stage 2 - Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

<b>Science Integration</b>	<b>College, Career, and Civic Life Integration</b>	<b>Technology Integration</b>
<b>District Materials</b>	<b>Distance Learning/Field Trips</b>	<b>Technology Resources</b>

# Personal Money Management: Money

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><b><u>Competencies:</u></b></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to make rational and informed decisions in order to set financial goals.</li> <li>Students will demonstrate the ability to evaluate earnings and spending to minimize expenses and increase savings in order to increase financial wealth.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><b><u>Content Standards:</u></b>                      NBEA - National Business Education Association</p> <ul style="list-style-type: none"> <li><b>NBEA Personal Finance 1:</b> Use a rational decision making process as it applies to the roles of citizens, workers and consumers.</li> <li><b>NBEA Personal Finance 2:</b> Identify various forms of income and analyze factors that affect income as part of the career decision-making process.</li> <li><b>NBEA Personal Finance 3:</b> Develop and evaluate a spending/savings plan.</li> <li><b>NBEA Personal Finance 5:</b> Apply a decision making model to maximize consumer satisfaction when buying goods and services.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to make informed personal financial management decisions.</i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Financial situations change throughout one's life.</li> <li>There are steps in making a rational decision in making a personal economic decision in money management and purchases.</li> <li>The taxes we pay fund federal, state and local expenses</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>How do people's personal values and experiences affect how they make financial decisions?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that having a plan helps to manage spending and achieve financial goals.</li> <li>that life events affect you financially</li> <li>that there is a difference between needs, wants and goals</li> <li>that there are different types of income</li> <li>that taxes are collected to provide revenue for public expenses</li> <li>that there is a difference between saving and investing</li> </ul> <p><b><i>vocabulary:</i></b> needs vs wants, behavioral finance, opportunity costs, stock market, gross income, net income, hourly pay, salary, commission, piecework, overtime, taxes, saving vs investing</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>using a financial decision making grid</li> <li>exploring careers</li> <li>calculating different types of earnings</li> <li>calculating net income</li> <li>analyzing needs vs wants and their financial impact</li> <li>understanding paycheck stubs</li> <li>tracking the stock market</li> <li>analyzing the stock market</li> <li>analyzing the impact of economic changes on future jobs</li> <li>analyzing the effects of career choice on income</li> <li>explaining the different types of taxes and their impact on income</li> <li>exploring potential tax deductions</li> <li>creating spending plans according to short and long terms goals</li> </ul>

		<ul style="list-style-type: none"> <li>● comparing the costs and benefits of purchasing, leasing, and renting</li> <li>● calculating costs of living and the impact on spending and saving</li> </ul>
<b>Content Area Literacy Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		<ul style="list-style-type: none"> <li>● <i>Reason effectively</i></li> <li>● <i>Access and evaluate information</i></li> <li>● <i>Implement innovations</i></li> <li>● <i>Use and manage information</i></li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

# Personal Money Management: Banking and Other Financial Institutions

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to analyze offerings of financial institutions vs. their own needs in order to reduce potential financial risks.</li> <li>Students will demonstrate the ability to compare and evaluate saving, investing, and borrowing while protecting their money in order to support their financial well-being.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>NBEA - National Business Education Association</p> <ul style="list-style-type: none"> <li><a href="#">NBEA Personal Finance 4:</a> Evaluate savings and investment options to meet short-term and long-term goals.</li> <li><a href="#">NBEA Personal Finance 6:</a> Evaluate services provided by financial deposit institutions.</li> <li><a href="#">NBEA Personal Finance 7:</a> Analyze factors that affect the choice of credit, the cost of credit and the legal aspects of using credit.</li> <li><a href="#">NBEA Personal Finance 8:</a> Analyze choices available to consumers for protection against risk and financial loss.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to realize the impact of their personal financial decisions.</i></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>There are different types of financial institutions for various needs</li> <li>There are financial pitfalls to avoid</li> <li>Credit scores can affect the ability to borrow money as well as the interest associated with a loan</li> <li>Financial planning is a guide through life</li> <li>Financial planning will help keep control of income, expenses, and investments.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How easy is it to get a loan?</li> <li>How much does lack of financial knowledge cost?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>That there is a difference between checking and savings accounts</li> <li>That there is a difference between a debit card and a credit card</li> <li>That there are fees associated with bank accounts</li> <li>That amortization schedules show a breakdown of the principal and interest paid on loans</li> <li>That there are risks associated with using credit and borrowing money</li> <li>That there are laws and regulations around borrowing and credit</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Analyzing financial statements (bank, credit cards, etc.).</li> <li>Applying an amortization schedule to various loans</li> <li>Calculating loan payments</li> <li>Calculating and analyzing the impact of debt to income on personal finance</li> <li>Describing the risks and responsibilities associated with using credit along with maintaining a good credit rating</li> <li>Identifying how various actions affect credit scores</li> </ul>

	<ul style="list-style-type: none"> <li>• There are different types of insurance to help provide protection</li> </ul> <p><i>vocabulary:</i> credit, debit, loan, principal, interest, amortization schedule, credit score, credit report, APR, 20-10 rule, Schumer box, fixed vs variable rate, identity theft, predatory lending, bankruptcy, insurance, truth-in-lending, fair credit reporting, equal credit opportunity, fair debt collection, title transfer, responsibility limits, collateral requirements, co-signing</p>	<ul style="list-style-type: none"> <li>• Explaining why so many people fall prey to bad financial decisions</li> <li>• Identifying how to mitigate bad financial decisions</li> <li>• Creating a financial plan including protection against risk</li> <li>• Comparing and contrasting different interest rates</li> <li>• Comparing the various ways to transfer funds</li> <li>• Evaluating products and services and related costs and fees associated with financial institutions</li> <li>• Analyzing various sources and types of credit</li> <li>• Selecting an appropriate form of credit for a particular buying situation</li> <li>• Analyzing credit ratings and credit reports</li> <li>• Identifying strategies for effective debt management</li> <li>• Applying rights and responsibilities of consumers according to credit legislation</li> <li>• Explaining the differences between legal and illegal types of credit</li> <li>• Identifying specific steps that consumers can take to minimize their exposure to identity theft</li> <li>• Applying specific steps that should be taken by a victim of identity theft</li> <li>• Explaining the process and implications of foreclosure and bankruptcy</li> </ul>
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<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>• <i>Make judgement and decisions</i></li> <li>• <i>Think creatively</i></li> <li>• <i>Access and evaluate information</i></li> <li>• <i>manage goals and time</i></li> <li>• <i>Be self-directed learners</i></li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	

# TITLE XV EDUCATION

## CHAPTER 193 PUPILS

### School Attendance

#### Section 193:13

193:13 Suspension and Expulsion of Pupils. –

I. (a) The superintendent or chief administering officer, or a representative designated in writing by the superintendent, is authorized to suspend pupils from school for a period not to exceed 10 school days for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school and shall make educational assignments available to the suspended pupil during the period of suspension.

(b) The school board or a representative designated in writing of the school board is authorized, following a hearing, to continue the suspension of a pupil for a period in excess of 10 school days. The school board's designee may be the superintendent or any other individual, but may not be the individual who suspended the pupil for the first 10 days under subparagraph (a). Any suspension shall be valid throughout the school districts of the state, subject to modification by the superintendent of the school district in which the pupil seeks to enroll.

(c) Any suspension in excess of 10 school days imposed under subparagraph (b) by any person other than the school board is appealable to the school board, provided that the superintendent received such appeal in writing within 10 days after the issuance of the decision being appealed. The school board shall hold a hearing on the appeal, but shall have discretion to hear evidence or to rely upon the record of a hearing conducted under subparagraph (b). The suspension under subparagraph (b) shall be enforced while that appeal is pending, unless the school board stays the suspension while the appeal is pending.

II. Any pupil may be expelled from school by the local school board for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school, or for an act of theft, destruction, or violence as defined in RSA 193-D:1, or for possession of a pellet or BB gun, rifle, or paint ball gun, and the pupil shall not attend school until restored by the local board. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local board to the state board of education. Any expulsion shall be valid throughout the school districts of the state.

III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

IV. The local school board shall adopt a policy which allows the superintendent or chief administering officer to modify the expulsion requirements set forth in paragraphs II and III on a case by case basis.

V. Any pupil expelled by a local school board under the provisions of the Gun-Free Schools Act of 1994 shall not be eligible to enroll in another school district in New Hampshire for the period of such expulsion. Nothing in this section shall be construed to prevent the local school district that expelled the student from providing educational services to such students in an alternative setting.

VI. A pupil expelled from school in another state under the provisions of the Gun-Free Schools Act of 1994 shall not be eligible to enroll in a school district in New Hampshire for the period of such expulsion.

VII. For purposes of paragraphs I, II, and III, school board may be either the school board or a subcommittee of the board duly authorized by the school board.

XI. School boards and chartered public schools shall establish policies on school discipline that contain a system of supports and consequences designed to correct student misconduct and promote behavior within acceptable norms. Such policies shall:

(a) Include a graduated set of age appropriate responses to misconduct that may include, but are not limited to, parent conferences, counseling, peer mediation, instruction in conflict resolution and anger management, parent counseling and training, community service, rearranging class schedules, restriction from extra curricular activities, detention, in-school supports and consequences, out-of-school suspension, and expulsion.

(b) Set forth standards for short term suspensions up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and expulsion. Such standards shall make reference to the nature and degree of disruption caused to the school environment, the threat to the health and safety of pupils and school personnel, and the isolated or repeated nature of incidents forming the basis of disciplinary action.

XII. Each school district and chartered public school shall make its policy on school discipline:

(a) Available to parents at the beginning of each school year;

(b) Publicly available on the district, school administrative unit, or chartered public school website and in the student handbook; and

(c) Available to parents via a manner designed to ensure parental notification if the school district, school administrative unit, or chartered public school does not maintain a website and/or student handbook.

[RSA 193:13 effective July 1, 2021; see also RSA 193:13 set out above.]

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

## **PROFESSIONAL STAFF HIRING**

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

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

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

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

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

**Legal References:**

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

# TIMBERLANE POLICY COMMITTEE RECOMMENDATIONS TO THE SCHOOL BOARD

## FIRST READ

1	<b>CF SCHOOL BUILDING ADMINISTRATION</b> (Generally the same as NHSBA language except for last paragraph and policy title. PC recommends revising title only.)
2	<b>CFA INDIVIDUAL SCHOOL ADMINISTRATIVE PERSONNEL</b> (Same language as NHSBA except for hiring process which is defined by district procedure. PC recommends revising title only.)
3	<b>CFA-R DUTIES OF THE PRINCIPAL</b> (Same language as NHSBA except for paragraph number 6. PC recommends reaffirming.)
4	<b>CFB EVALUATION OF BUILDING PRINCIPALS</b> (TRSD's policy covers all administrators where the NHSBA policy is specific to principals. PC recommends revising title only.)
5	<b>CH POLICY IMPLEMENTATION</b> (last reviewed in 2011, NHSBA language proposed. PC recommends revisions noted.)
6	<b>CHCA APPROVAL OF HANDBOOKS AND DIRECTIVES</b> (last updated in 2011; no changes needed; reaffirmation recommended by PC.)
7	<b>CLA TREATMENT OF OUTSIDE REPORTS</b> (No changes required per NHSBA language; reaffirmation recommended by PC.)
8	<b>CM SCHOOL DISTRICT ANNUAL REPORT</b> (last updated in 2015; however, no changes are required. Reaffirmation recommended by PC.)

<b>Timberlane Regional School District</b>	<b>Policy Code: CF</b>
<b>Adopted: 12-13-90</b> <b>Revision: 12-03-98</b> <b>Revised: 02-17-11</b> <b>Revised: 04-19-12</b> <b>Revised:</b>	<b>Page 1 of 1</b>

**~~ADMINISTRATIVE STAFF~~ SCHOOL BUILDING ADMINISTRATION**

Related Policies: CFA
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The Board reaffirms the rights and responsibilities of the building principals for the administration of their various programs and buildings within the broad scope of the adopted Board policies.

Specifically, the principal of an individual school, in conjunction with District Directors of Elementary and Secondary Education, is the responsible head and professional leader in the development of the educational program and the improvement of instruction in the school of which s/he is the Principal. All personnel will work through and under the direction of the Principal in the performance of their duties within his/her school.

Unless specifically noted as a policy effecting only teachers and/or support staff, or unless specifically addressed by a policy or regulation in Section C, all policies in Section G will apply to administrative staff as well as other professional and support staff.

**Legal Reference**

*NH Code of Administrative Rules, Section Ed 304.01, Substantive Duties of School Principals*

<b>Timberlane Regional School District</b>	<b>Policy Code: CFA</b>
<b>Adopted: 05-05-83</b> <b>Reaffirmed: 12-06-90</b> <b>Revised: 12-03-98</b> <b>Revised: 09-20-01</b> <b>Revised: 03-06-14</b> <b>Revised:</b>	<b>Page 1 of 1</b>

**SCHOOL BUILDING ~~ADMINISTRATION~~ PRINCIPALS**

Related Policies: CF

Appointment of Principals

The principals shall be elected by the Board following nomination by the Superintendent. Should the Board fail to accept the nomination of the Superintendent; the Superintendent will be directed to present another name in nomination.

Candidates for position of principal will file a formal application consistent with district procedure.

Functions

All building principals shall be responsible for the school buildings and grounds to which they are assigned. They shall be responsible for and shall have authority over the actions of students, professional and non-professional employees, visitors, volunteers, and persons hired to perform special tasks.

All principals shall keep the Superintendent informed of activities in their buildings by whatever means the Superintendent deems appropriate.

Principals will file a written report, as requested by the Superintendent.

The principal shall attend Board meetings if requested by the Superintendent or the Board.

Legal Reference

*N.H. Code of Administrative Rules, Section Ed 304.01, Substantive Duties of School Principals*

*Appendix CFA-R*

<b>Timberlane Regional School District</b>	<b>Procedure Code: CFA-R</b>
<b>Adopted: 05-05-83</b> <b>Reaffirmed: 12-06-90</b> <b>Revised: 12-03-98</b> <b>Revised: 09-20-01</b> <b>Revised: 10-29-14</b> <b>Reaffirmed:</b>	<b>Page 1 of 1</b>

## **DUTIES OF SCHOOL PRINCIPALS**

### Substantive Duties; School Principals and Assistant Principals.

- (a) The school principal shall be responsible for promoting the success of all students by:
- (1) Facilitating the development, articulation, implementation, and stewardship of a vision for learning that is shared and supported by the community, school board, and superintendent of schools;
  - (2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
  - (3) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
  - (4) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources ; and
  - (5) Having the knowledge and skills to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.
  - (6) Principal promotes and implements the district goals, collaboratively develops and implements building level goals, and develops professional goals which are in concert with and support district and school level goals.
- (b) The school principal shall evaluate and make recommendations to the superintendent concerning candidates for professional and nonprofessional positions within the school administrative unit in accordance with local school board policy, or as directed by the superintendent.
- (c) The school principal shall assign, direct, and be responsible for the evaluation of all personnel employed in the school in accordance with local school board policy, administrative rules, and as directed by the superintendent.
- (d) The school principal shall perform any duty assigned by the superintendent in accordance with local school board policy, state statutes, and rules of the state board of education.
- (e) The school assistant principal shall be responsible for assisting and supporting the school principal in promoting the success of all students as stated in the above duties.

**Statutory Authority:**

*NH Code of Administration Rules Ed. 304.01*

<b>Timberlane Regional School District</b>	<b>Policy Code: CFB</b>
<b>Adopted: 10-05-95</b> <b>Revised: 09-20-01</b> <b>Revised: 03-06-14</b> <b>Revised:</b>	<b>Page 1 of 1</b>

## EVALUATION OF ~~ADMINISTRATORS~~SCHOOL PRINCIPALS

Related Policies: CF, CFA
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The Superintendent shall conduct an ongoing process of evaluating ~~administrators~~building principals on their skills, abilities, and competence. Annually, the Superintendent or designee will formally evaluate the ~~administrators~~principals.

The goal of the formal evaluation process is to ensure the education program for the students is carried out, promote growth in effective administrative leadership for the school district, clarify the ~~administrator's~~principal's role as the board and the superintendent see it, ascertain areas in need of improvement, and focus the immediate priorities of the ~~administrator's~~principal's responsibilities.

The formal evaluation shall include written criteria related to the job duties. The administrator may make comments responding to the formal evaluation.

The formal evaluation shall also include an opportunity for the ~~administrator~~principal and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation shall be completed by the Superintendent or designee, signed by the ~~administrator~~principal and filed in the administrator's personnel file.

This policy supports and does not preclude the ongoing informal evaluation of the ~~administrator's~~principal's skills, abilities and competence.

New principals will be evaluated at least twice in writing for each of the first three years of their employment.

**Legal References**

- Littkey v. Winchester School District, 219 NH 626 (1987)*
- NH Code of Administrative Rules Section 302, Duties of Superintendents*
- NH Code of Administrative Rules Section 304, Duties of School Principals*

<b>Timberlane Regional School Board</b>	<b>Policy Code: CH</b>
<b>Adopted: 04-21-83</b> <b>Revised: 10-03-96</b> <b>Revised: 12-03-98</b> <b>Revised: 02-17-11</b> <b>Revised:</b>	<b>Page 1 of 2</b>

### POLICY IMPLEMENTATION

Related Policies: BGA, BGB, BGD, CB
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The administration of the ~~school system district in all its aspects~~ shall be delegated to the Superintendent who shall carry out his/her administrative functions in accordance with the policies adopted by the Board. The execution of all decisions made by the Board concerning the internal operations of the school system shall be delegated to the Superintendent.

<b>Timberlane Regional School Board</b>	<b>Policy Code: CHCA</b>
<b>Adopted: 04-21-83</b> <b>Revised: 12-06-90</b> <b>Revised: 12-03-98</b> <b>Revised: 02-17-11</b> <b>Reaffirmed:</b>	<b>Page 1 of 1</b>

## APPROVAL OF HANDBOOKS AND DIRECTIVES

Related Policies: JI
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The principal(s) and other administrators are responsible for the development of employee and student handbooks.

The contents of all handbooks must conform to District-wide policies and regulations.

The Superintendent will use his or her judgment as to whether handbooks need Board approval; however, all handbooks published are to be made available to the Board for informational purposes.

<b>Timberlane Regional School Board</b>	<b>Policy Code: CLA</b>
<b>Adopted: 04-21-83</b> <b>Revised: 10-03-96</b> <b>Revised: 12-03-98</b> <b>Revised: 09-20-01</b> <b>Reaffirmed: 03-06-14</b> <b>Reaffirmed:</b>	<b>Page 1 of 1</b>

**TREATMENT OF OUTSIDE REPORTS**

Related Policies: KLB, KLG, KM
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Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, health department, and others, the Superintendent shall inform the Board of actions necessary to comply with recommendations made in such reports, assuming such action can be completed within the current budget. Otherwise the Superintendent shall prepare recommendations for Board actions.

<b>Timberlane Regional School Board</b>	<b>Policy Code: CM</b>
<b>Adopted: 05-05-83</b> <b>Revised: 12-06-90</b> <b>Revised: 12-03-98</b> <b>Revised: 02-24-05</b> <b>Revised: 09-17-15</b> <b>Reaffirmed:</b>	<b>Page 1 of 1</b>

## SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the District and the administration's recommendations for its improvement shall be prepared by the Superintendent and presented to the Board. Upon Board approval, and in accordance with RSA 189:28, the report shall be made available to the public and used as one means for informing parents and citizens, the State Board of Education, and other school districts in the area of the programs and conditions of the Schools.

**Legal Reference:**

- RSA 193-E:3.I, (a), (b), Delivery of an Adequate Education*
- RSA 193-H:4, School Performance and Accountability*
- RSA 194:31, Register; Reports*

**PROPOSED Superintendent's Goals PROPOSED**  
**2021-22**

**ORGANIZATIONAL**

- 1** Work with building administrators to create/review job responsibilities and descriptions, ensure alignment of professional development opportunities to the new job descriptions and evaluation processes.  
  
*→ Deliverables: Job descriptions, evaluation processes and criteria, professional development plan for Administrators (differentiated by grade span as necessary).*
- 2** Evaluate and revise as appropriate the new SAU organizational structure, function, procedures, and workflow.  
  
*→ Deliverables: Job descriptions and procedures/workflow documents.*
- 3** Special Education Audit: Work with Assistant Superintendent and Director of Special Education to perform a district wide audit of special education programs, services, and processes.  
  
*→ Deliverables: Summary report to the SB with recommendations.*
- 4** Review, evaluate, and revise as necessary the School Building budget development processes.  
  
*→ Deliverables: Calendar of dates for initial budget proposal, default budget proposal, description of budget drivers, recommendations for changes/elimination of the default budget.*

**NEGOTIATIONS**

- 5** Support the School Board negotiation teams in their work.  
  
*→ Deliverables: Recommendations to School Board members on the negotiations team for CBAs. This may include evaluation processes, disciplinary process, and salary schedules.*

**PLANNING**

- 6** Review current Strategic Plan and begin work on developing a new plan.  
  
*→ Deliverables: Timeline and action items to be completed for the new strategic plan.*
- 7** Resume Capital Improvement Plan and revise CIP planning document.  
  
*→ Deliverables: Updated CIP and revised CIP for next 5 years.*