

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, MAY 21, 2020

Regular Meeting – 7:00pm

Dr. Kimberly Farah, Chair
Kristin Savage, Vice Chair
Dr. Earl Metzler, II, Superintendent

Webinar Link

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

Technology Assistance
603-382-6541 x 3955

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

AGENDA

1. **7:00PM** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. **7:05PM** Approval of Minutes
5. Student Representative
6. Delegates and Individuals
7. Current Business
 - a. **7:15PM** Football Boosters Sponsorship Program – ACTION (5 minutes)
 - b. **7:20PM** AP Physics Book Approval – ACTION (10 minutes)
 - c. **7:30PM** Remote Instruction Update – INFORMATIONAL (15 minutes)
 - d. **7:45PM** Facilities Department Update – INFORMATIONAL (10 minutes)
 - e. **7:55PM** Summer Projects Plan – INFORMATIONAL (15 minutes)
 - f. **8:10PM** Auditor’s Report Update – INFORMATIONAL (10 minutes)
 - g. **8:20PM** Projected Year End Financials – INFORMATIONAL (10 minutes)
 - h. **8:30PM** Withdrawal Plan Update – ACTION (10 minutes)
 - i. **8:40PM** School Board Goals – ACTION/INFORMATIONAL (20 minutes)
 - i. Finalize and Adopt 2020-21 Goals
 - ii. Review of 2019-20 Goals
8. **9:00PM** Administrator’s Report
9. **9:05PM** Personnel Report
10. **9:10PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **9:15PM** Other Business
14. Nonpublic (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
June 4	Regular Board Meeting	SAU	7:00PM
June 18	Regular Board Meeting	SAU	7:00PM

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

ADMINISTRATOR'S REPORT

Administrator's Report for May 21, 2020 School Board Meeting

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

4. APPROVAL OF MINUTES (*One set – May 7th – Sealed nonpublic sets will be reviewed once the board reconvenes in person.*)

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS

7. CURRENT BUSINESS

a. Football Boosters Sponsorship Program – ACTION

The football boosters are requesting approval for their sign sponsorship program. Approval is typically given for a two-year period.

b. AP Physics Textbook – ACTION

Per policy IJJ: The Board shall officially adopt textbooks and textbook programs for use in the district schools upon recommendation of the Superintendent.

c. Remote Instruction – INFORMATIONAL

Team to present updates on the remote instruction initiative.

d. Facilities Department Update – INFORMATIONAL

Continued discussion on the re-organization of facilities department.

e. Summer Projects – INFORMATIONAL

Facilities projects slated for summer 2020 to be presented.

f. Auditor's Report Update – INFORMATIONAL

Mr. Dowd to present an update on the status of the 2019 audit.

g. Projected Year-End Financials – INFORMATIONAL

Mr. Dowd to present projected year-end figures for the 2019-20 school year.

h. Withdrawal Plan Update – ACTION

Board members to take action on employing a consultant to assist with the transition for withdrawal.

i. School Board Goals for 2020-21 – ACTION/INFORMATIONAL

- 1. The board to finalize and adopt their goals for 2020-21*
- 2. The board to conduct a review of their 2019-20 goals*

8. ADMINISTRATOR'S REPORT

a. Update on District Activities

9. PERSONNEL REPORT

10. COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD – *Committee Chairs to update board on current initiatives. Board committee meetings are on hold for the time being due to challenges associated with videoconferencing and the open meeting law.*

11. CORRESPONDENCE – *All correspondence now forwarded to board members as it comes in.*

12. VENDOR AND PAYROLL REGISTERS – *please be sure to review and sign electronically vendor and payroll registers.*

13. OTHER BUSINESS – *Board members to provide agenda items for future meeting consideration.*

14. NONPUBLIC SESSION – *If needed and if electronic platform has been secured.*

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.*

June 4, 2020	
Remote Instruction Update	
Data Governance Plan	Annual review by 1st meeting in June
Tuition Rates for 2020-21	
Policy JIA	
YMCA Before/Aftercare Program at TLC	
Cleaning/Sanitizing of Buildings	<i>Prior to re-opening of schools</i>
Summer Hours	
PreK/Kindergarten Enrollment	

June 18, 2020	
Suspension Authorization	
Federal Funding Authorization	
Staffing Needs Projection (Policy IIB)	<i>By second meeting in June.</i>
Athletic Trainer Contract	<i>(earlier if available)</i>
Summer Hiring Process	

Upcoming	
Re-convening of board committees	

Presentation Schedule			
Item	Detail	Timeline/By	Done
Strategic Plan Update	Biannual report (Sep/Mar) – TBD	00/00/0000	
School Calendar Workshop	Member request – TBD	00/00/0000	
Treasurer’s Report	Quarterly (Aug/Nov/Feb/May)	8/22/2019	✓
School Financial Report (DOE-25)	To DRA	9/1/2020	✓
School Financial Report (MS-25)	To DRA	9/1/2020	✓

Presentation Schedule			
Item	Detail	Timeline/By	Done
Revised Est'd Revenues (MS-24)	#'s needed from DRA/DOE approved MS-25	9/1/2020	✓
Signed Revised Est. Revenues (MS-24S)	Signed Revised Est. Revenues (MS-24S)	9/1/2020	✓
NHSBA Resolutions	September of each year	9/5/2019	✓
Budget /Default Budget	First Draft	10/3/2019	✓
Enrollment/NESDEC	After October 1 enrollment numbers determined	10/3/2019	✓
Budget Committee	Meet with committee – SB Goal	10/3/2019	
Develop 5-Year Facilities Plan	SB Goal by October 15	10/17/2019	✓
Create proposal for Solar Panels	SB Goal by October 15	10/17/2019	
School Action Plans	September of each year – Elementary	10/17/2019	✓
Videographer Training Update	SB Goal	11/7/2019	✓
Program of Studies	First Read	11/21/2019	✓
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	11/21/2019	✓
Potable Water for Plaistow	Backburner item – TBD – 12/5/2019	12/05/2019	✓
School Action Plans	October of each year – Secondary	12/5/2019	✓
Program of Studies	Second Read	12/5/2019	✓
Facilities Department Org Chart	Review of department structure	12/5/2019	✓
Advanced Placement Stats	Review of enrollment – SB Goal	12/5/2019	✓
Assessment Reports	Assessments scores – SB Goal (2/20/20)	12/5/2019	✓
STEAM Resources Outline	Utilization update – SB Goal (2/20/20)	12/5/2019	✓
Current Budget Evaluation	To fill gaps/concerns re: academic goals – SB Goal	12/5/2019	
Union Updates	Invites to present – SB Goal (after March vote)	12/19/2019	
No Bully Update	To monitor program – SB Goal	12/19/2019	✓
Financial Reporting Schedule	Incorporate into school board schedule – SB Goal	1/2/2020	✓
Ratify TSSU and TAU #633 CBAs	Finalize CBAs for warrant (by 2 nd Tuesday in Jan.)	1/2/2020	✓
Finalize Warrant /Recommendations	For Deliberative Session (by last Tuesday in Jan.)	1/16/2020	✓
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	2/20/2020	
Projected unencumbered funds	To inform on end of year funds to address needs	2/20/2020	✓
Food Service Annual Review	Renewal Year 3 of 4	03/5/2020	✓
Auditors Report	Without findings – SB Goal	3/19/2020	
Professional Staff Renominations	Notification of nonrenewal required by April 15 th	3/19/2020	✓
Report of Appropriations Voted (MS-22)	Due to DRA	3/30/2020	✓
Budget as Posted with Warrant (MS-27)	Due to DRA	3/30/2020	✓
DRA Approved Appropriations (MS-22R)	To DRA Pending DRA Approval	3/30/2020	✓
Signed Appropriations As Voted (MS-22)	To DRA Within 20 days of vote	3/30/2020	✓
Signed Default Budget (MS-DS)	As posted with the warrant – due to DRA	3/30/2020	✓
School Meal Costs Increase 2020-21	Based on DOE recommendations	4/4/2020	✓
Athletic Trainer Contract Annual Review	Annual review/renewal for 2020-21 school year	4/16/2020	
Compass Program Update	Update on the new program	5/21/2020	
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	5/21/2020	
Data Governance Plan	Annual review by 1 st meeting in June	6/4/2020	
Credit Card/Electronic Check Update	Update on Superintendent's goal	6/18/2020	
No Bully Update	To monitor program – SB Goal	6/18/2020	
Auditor Option & Schedule (MS-60A)	To DRA	6/30/2020	
MS-60 or CPA Financial Audit	To DRA	6/30/2020	
Assessment Report – Part II	Field questions on 2/20 presentation	TBD	
MOUs/LOUs Authorization	Authorize Personnel Committee to approve MOUs	Re-Org Mtg	✓



May 11, 2020

To whom it may concern

My name is Jaclyn Kelley, President of the TRHS Football Boosters. On behalf of our booster team, I am requesting school board approval for the following:

- **Renewal of our “Sponsorship(s) Banner” fundraiser**

All of the proceeds collected from all of our fundraising efforts pay towards, but are not limited to:

- Game day food and meals for players and coaching staff.
- Senior Scholarships
- Bus transportation
- Football dues, fees and equipment
- End of season player and coaching staff gifts
- End of season banquet

With your approval, we will continue to mutually support the surrounding businesses within the community whom so proudly support Timberlane Football. Thank you for your continued support of the players, coaches and booster programs at TRHS.

Should you have any further questions or concerns please feel free contact me at the number listed below.

Thank you for your time and consideration!

Sincerely,

Jaclyn M. Kelley
President
Timberlane Football Boosters
603-553-1144



Timothy Guanci
 Mr.
 Timberlane Reg High School
 36 Greenough Rd
 Plaistow, NH 03865-2799
 United States

Quote Number: 97385-3
Quote Creation Date: 05-06-2020
Quote Expiration Date: 09-30-2020
Quote Release: 3

Timberlane NH Physics
 Price Quote Summary

Solution	Base Amount	Total
Knight: College Physics: A Strategic	\$ 18,145.50	\$ 18,145.50
Solution Subtotal	\$ 18,145.50	\$ 18,145.50
	Shipping & Handling	\$ 0.00
		Total \$ 18,145.50

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
Knight: College Physics: A Strategic Approach				
Knight et al., College Physics: A Strategic Approach AP Edition, 4th Edition ©2019 with Mastering Physics with Pearson eText				
9780134761312	MASTERINGPHYS WITH ETEXT COLL PHYS 6 YR	\$120.97	150	\$18,145.50
Knight et al., College Physics: A Strategic Approach AP Edition, 4th Edition ©2019 with Mastering Physics with Pearson eText Subtotal				\$ 18,145.50
Knight: College Physics: A Strategic Approach Subtotal				\$ 18,145.50
Solution Subtotal				\$ 18,145.50
Shipping and Handling				\$ 0.00
Total				\$ 18,145.50

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Fax: 1-877-260-2530

Mail: PO Box 6820, Chandler, AZ 85246

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For questions regarding your order please call Customer Service: 1-800-848-9500 .

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Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will show up on the customer proposal and invoice as a S&H charge.

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MySavvas Training which provides online access to on-demand tutorials and interactive webinar sessions is included with purchase of products. <https://mysavvastraining.com>

High School Educators and Your Move to Modified Mastering

Important Details — What to Expect and When



New MyLab and Mastering courses page — available now!

Beginning with Back-to-School 2020–21, high school educators who use Mastering will transition to Modified Mastering. The benefits listed at go.pearson.com/ModifiedMastering for higher education educators and courses also apply to Advanced Placement®, Honors & Elective high school educators. We suggest you review the benefits on the website as well as the important details with key dates on the following pages that are unique to high school educators.

We will continue to update this flyer with the most current details for your transition to Modified Mastering. To easily access the most up-to-date information, be sure to bookmark the website at go.pearson.com/ModifiedMastering.

Getting started

Starting today, you can begin by going to the new MyLab and Mastering courses page at www.PearsonMyLabandMastering.com and accessing your current Mastering course(s). You will use this same site after transitioning your courses to Modified Mastering. Course creation begins April 15, 2020. See page 2 for more information.



Pearson

Last updated: March 10, 2020

Course creation for existing users — starting April 15, 2020

IMPORTANT! Before starting this process, see the [Program Upgrade Information](#) at the end of this flyer.

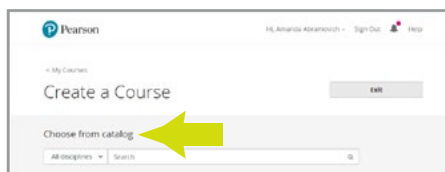
Course creation and importing assignments

Although you will see the option to copy your existing Mastering course, high school educators who are existing users **MUST** use **Create a New Course** to access the Modified Mastering courses **for high school educators** (no additional registration needed). After creating your new course, you will be able to import your past assignments for use in this course. Simply follow the steps below.

1. Sign into your account using your current user name and password at www.PearsonMyLabandMastering.com.

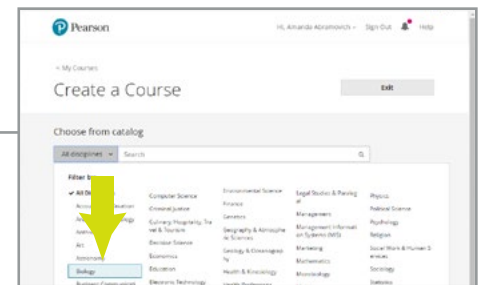


2. Select Create/Copy course. You **MUST** use **Create a New Course**.



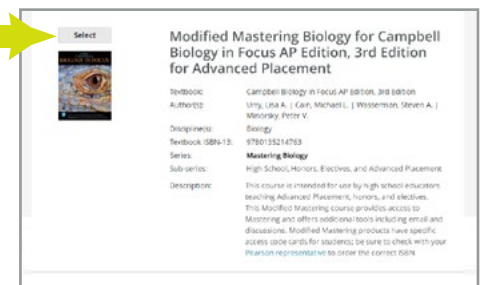
3. Use the section labeled: Choose from catalog

a. From the **All disciplines** drop down, select your **Subject Area** (i.e., Biology).



b. Enter your **program title** in the Search box.

c. Locate your program and follow the on-screen instructions to create your course. Be sure to check the [Program Upgrade Information](#) in case your course content is upgrading to a newer edition online.



NOTE: You **MUST** choose the program title that reads for “High School Users” or for “Advanced Placement”. If you select the incorrect course, your students will receive an error message when trying to join your online course.

4. Once your course is created, sign in and review the **Getting Started** section linked from your Course Home page. The step-by-step instructions and videos will help you set up and navigate your course, including how to copy your assignments.

Existing adoption user access (years 2–6)

The process for requesting student codes for years 2–6 remains the same as in the past. You should continue to use our online renewal system at www.savvas.com/access_request. To request codes, choose your discipline and select **Renewal Access**. Once back in school, provide your students with your course ID and their Mastering Access code, and direct them to www.PearsonMyLabandMastering.com to complete their registration and join your online course.

New adoption user access (year 1)

If you have purchased an Advanced Placement®, Honors & Elective covered title (visit www.savvas.com/advancedcoveredtitles for a complete listing) for use in the 2020–21 School Year, you will need to request educator and student adoption access codes at www.savvas.com/access_request. Choose your discipline, select **Initial Access**, and complete the form under **Option 3**. Your educator and student codes along with detailed registration instructions will be emailed to you.



Program upgrade information

Select programs are being upgraded to a newer edition online. The newer edition is what you should choose when creating your new course to ensure you and your students access the most dynamic and up-to-date content. Refer to the following list of current programs transitioning to newer editions online.

IMPORTANT!

If your program is listed in the left column below, you **MUST** create your new Modified Mastering course using the new online course listed in the right column.

If you are using this current program:

You should upgrade to the following course content online:

Audesirk, <i>Biology: Life on Earth with Physiology</i> , 10e	Audesirk, <i>Biology: Life on Earth with Physiology</i> , 12e for High School Users
Brown/Lemay, <i>Chemistry: The Central Science</i> , 12e	Brown/Lemay, <i>Chemistry: The Central Science</i> , 13e for Advanced Placement
Urry, <i>Campbell Biology In Focus</i> , 1e, AP® Edition	Urry, <i>Campbell Biology In Focus</i> , 2e, AP® Edition for Advanced Placement
Campbell, <i>Biology</i> , 9e, AP® Edition	Campbell, <i>Biology</i> , 10e, AP® Edition for Advanced Placement
Knight, <i>Physics For Scientists & Engineers: A Strategic Approach with Modern Physics</i> , 3e	Knight, <i>Physics For Scientists & Engineers: A Strategic Approach with Modern Physics</i> , 4e for Advanced Placement
Knight/Jones/Field, <i>College Physics: A Strategic Approach</i> , 2e	Knight/Jones/Field, <i>College Physics: A Strategic Approach</i> , 3e for Advanced Placement
Marieb, <i>Essentials of Human Anatomy & Physiology</i> , 10e	Marieb, <i>Essentials of Human Anatomy & Physiology</i> , 11e for High School Users
Marieb, <i>Human Anatomy & Physiology</i> , 9e	Marieb, <i>Human Anatomy & Physiology</i> , 10e for High School Users
Martini, <i>Essentials of Anatomy & Physiology</i> , 6e	Martini, <i>Essentials of Anatomy & Physiology</i> , 8e for High School Users
Martini, <i>Fundamentals of Anatomy & Physiology</i> , 9e	Martini, <i>Fundamentals of Anatomy & Physiology</i> , 10e for High School Users
Martini, <i>Visual Anatomy & Physiology</i> , 1e	Martini, <i>Visual Anatomy & Physiology</i> , 3e for High School Users
Rubenstein, <i>Contemporary Human Geography</i> , 3e	Rubenstein, <i>Contemporary Human Geography</i> , 4e for High School Users
Rubenstein, <i>The Cultural Landscape: An Introduction to Human Geography</i> , 11e	Rubenstein, <i>The Cultural Landscape: An Introduction to Human Geography</i> , 12e for Advanced Placement
Simon et al., <i>Campbell Essential Biology with Physiology</i> , 4e	Simon et al., <i>Campbell Essential Biology with Physiology</i> , 6e for High School Users
Timberlake, <i>Basic Chemistry</i> , 4e	Timberlake, <i>Basic Chemistry</i> , 5e for High School Users
Tro, <i>Chemistry: A Molecular Approach</i> , 3e	Tro, <i>Chemistry: A Molecular Approach</i> , 4e for Advanced Placement
Trujillo, <i>Essentials of Oceanography</i> , 11e	Trujillo, <i>Essentials of Oceanography</i> , 12e for High School Users
Withgott/Brennan, <i>Environment: The Science behind the Stories</i> , 4e	Withgott/Brennan, <i>Environment: The Science behind the Stories</i> , 5e for Advanced Placement
Wright, <i>Environmental Science: Toward a Sustainable Future</i> , 12e	Wright, <i>Environmental Science: Toward a Sustainable Future</i> , 13e for High School Users
Wright, <i>Environmental Science: Toward a Sustainable Future</i> , 11e	Wright, <i>Environmental Science: Toward a Sustainable Future</i> , 13e for High School Users

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Last updated: March 10, 2020

Executive Summary

Remote Instruction Update

This executive summary includes information relative to summer academic work for students, the refunding of senior dues at the high school, and participation/attendance data from the previous two weeks of remote learning.

TRSD Summer Learning

Pursuant to TRSD Policy IHCA, Summer Learning, all students in the Timberlane District “will be expected to complete summer activities that support student learning.” This policy also states that “there will be required summer work.” Timberlane summer learning activities are designed to enable students to apply and extend their learning beyond the school year, to minimize regression over the summer, to maintain a learning mindset and remain academically connected, to build home-school connections, to establish lifelong learning patterns, to promote personal growth, and to support transitions between grade levels.

TRHS Summer Work

Procedure IHCA-R further defines summer learning expectations at the elementary, middle, and high school levels. This procedure requires that summer work be assigned at the high school in all year-long and semester 1 classes in the departments of English, Mathematics and Science. Advanced Placement courses in other departments such as Social Studies and World Language also require summer work. These summer assignments are focused around the associated skills-based curriculum for each content area. High school summer work is factored as 3% of a student’s quarter 1 grade. Summer work is not assigned or included as a component of a student’s grade for semester 2 classes, as semester 2 typically begins at the end of January.

At the May 7, 2020 school board meeting, a request was made to consider eliminating summer work for semester 1 high school classes. In considering this request, the high school examined student enrollment data to determine the impact of eliminating summer work in semester classes, with a particular focus on 12th grade enrollment, as most semester electives are populated by seniors. The two charts below include data on 12th grade enrollment in year-long courses in English, Science, and Math, as well as AP courses that currently require summer work (English, Science, Math). These charts include data from the 2019 fall enrollment of this year’s current senior class, as well as data based on the tentative schedules for the fall of 2020 for our current 11th grade students.

Class of 2020 - Current 12th graders Fall 2019 Enrollment		
Enrollment in year-long classes that require summer work	Raw Number of Students	% of Total Students in Grade
0 year-long classes requiring summer work	50	17%
1 year-long class requiring summer work	97	34%
2 year-long classes requiring summer work	101	35%
3 or more year-long classes requiring summer work	40	14%

Class of 2021 - Current 11th graders Tentative Fall 2020 Enrollment		
Enrollment in year-long classes that require summer work	Raw Number	Percentage of total students in grade
0 year-long classes requiring summer work	55	19%
1 year-long class requiring summer work	107	38%
2 year-long classes requiring summer work	80	28%
3 or more year-long classes requiring summer work	42	15%

Based on an analysis of this 12th grade enrollment data, if we had eliminated summer work in the fall of 2019 in semester 1 classes, 17% of our current seniors would not have completed any summer work. Looking ahead to the summer/fall of 2020, the elimination of summer work in semester 1 classes would result in 19% of seniors who would complete no summer work. An additional 38% of students in the class of 2021 would complete summer work in only one class.

The elimination of summer work for semester 1 courses would create a significant inequity in the summer work requirements for all students at the high school, as students in grades 9-11 generally take year-long classes in English, Math, and Science and complete a minimum of three summer work assignments each year. This approach would also result in students who complete no summer work at all, which would be in violation of TRSD Policy IHCA. For these reasons, the district has decided to maintain summer work requirements for both semester 1 and year-long classes in the departments of English, Math, and Science for the fall of 2020.

Senior Dues

Senior dues are collected each year to offset the cost of senior events including prom and senior cruise. Due to the postponement and possible cancellation of many senior events, all members of the class of 2020 will receive a full refund of their senior dues during the week of June 22-26. If a student is in financial need and would like an earlier reimbursement, they may email Heather Cronan at the high school. If the high school is able to hold a prom in July, the ticket price may be a bit higher, since there will no longer be any funds from senior dues to help offset the cost of this event.

During the week of June 15, members of the senior class will be sent a link to sign up for time slots to enter the building during the week of June 22-26. All students will be required to wear a mask and will be screened using district protocols prior to entering the building. Students will enter the building through the main entrance and proceed to separate stations to return books, to pick up full refund checks for senior dues, to collect their senior packets, and pick up any awards and scholarships that they were granted at the virtual Scholarship night on June 21st.

Attendance/Participation

Elementary

Attendance is counted based on participation in any of the following: completion of assignments, engagement in live video conferencing (should the teacher host an optional conference), or communication with the teacher through Google classroom or email. Attendance, based on participation rates, remains high. Each week administrators are reaching out to individual students' families to provide support and create plans for engaging any student(s) not participating in the prior week. We thank teachers for making this data a priority each week. Supporting students and families has been at the forefront of our Principals and Assistant Principals minds as being connected with our families is of utmost importance.

Week 7 data was collected Wednesday 5/13 to reflect participation in week 7 (5/4-5/11) and week 8 data was collected Wednesday 5/20 to reflect participation in week 8 (5/11-5/18):

- Pollard School had 8 students not participate in week 7 and 4 students not participate in week 8. Week 7 brought a spike in non-participation as it was the first week that rose over the usual count of 5. This may have been due to April vacation the week prior. In week 8 one of the 5 students consistently not participating did engage. Administrators continue to reach out to the families and create plans.
- Danville School had 5 students not participate in week 7 and 4 students not participate in week 8. Administration continues to reach out to all families, however three of the students' families have not returned calls or emails for most of our remote learning weeks. Two to three students have been inconsistent in their participation throughout remote learning.
- Sandown North had 5 students not participate in week 7. Four of those students have been inconsistent over the weeks of remote learning. The other student has been engaged in prior weeks. Eight students did not participate in week 8. Administration is reaching out to support students and their families in order to end the year successfully.
- The Learning Center at Sandown Central had 3 students not participating in either week 7 or 8. These are all Pre-K students and the same students as not participating in previous weeks. Administration has reached out to families but calls and/or emails have not been returned.
- Atkinson Academy had 1 student not participate in either week 7 or 8. This student has not participated in any previous week. Plans have been created and followed up on by administration but no assignments have been completed.

Secondary

TRMS and TRHS showed similar participation rates in week 7 & 8 to previous weeks and similar to 'normal' absentee rates.

At the middle school,

In week 7 → 2.6% of students (21 in total) were absent/non-participating in all of their classes. This means that 97.4 % of all TRMS students participated in most of their classes.

In week 8 → 4.1% of students (33 in total) were absent/non-participating in all of their classes. This means that 95.9 % of all TRMS students participated in most of their classes.

At the high school,

In Week 7 → 2.9% (31 total students) did not participate in any of their classes. 97.1% of all students participated in one or more of their classes. 5.4% (59 total kids) were absent in 4 or more of their classes. This means that 94.6% of all of our students participated in the majority of their classes.

In Week 8 → 1.7% (18 total students) did not participate in any of their classes. 98.3% of all students participated in one or more of their classes. 4.1% (45 total kids) were absent in 4 or more of their classes. This means that 95.9% of all of our students participated in the majority of their classes.

These high participation / attendance rates are similar to our normal attendance rates and are a testament to the proactive and tireless work of our teachers, counselors, and administrators, to engage students and support the various needs of students and families.

Respectfully Submitted By:

Sandra Allaire, Director of Curriculum and Professional Learning
Kenneth Henderson, Director of Technology
Lucy Canotas, Director of Elementary Curriculum
Mark Pedersen, Director of Secondary Curriculum

May 21, 2020

Executive Summary

Technology Purchases Expectations – Fall 2020

This purpose of this summary is to provide an overview of technology purchases that have already been budgeted for Pre-Covid19 and those that would be needed to enhance remote learning assuming we find ourselves in a similar situation next year.

The following purchases that would factor into remote learning have already been budgeted for and approved for FY 20/21. The RFP has been completed for all students devices and a vendor has been selected. Part of the bid requirements was that the vendor needs to secure inventory of our devices now and ship to the schools in early July when we can complete a Purchase Order for the new fiscal year.

Already Budgeted for 2020/2021

Chromebooks for students – 600

Touchscreen Chromebooks for students – 25

Laptops for Students – 25

Touchscreen Chromebooks for Staff – 30

Microsoft Academic Licenses – Yearly Fee

Adobe Cloud Creative – 200 Seats for staff/students

Last week we conducted a Survey Monkey to professional staff asking about what they perceive as remote learning's success with themselves and their students, about which platforms have they have used, and what they see as needing to help them in remote learning if we were to continue next year. The summary results are included at the bottom of this summary.

In terms of what was asked for to improve remote learning it was a mix of device needs including wishing students could all be on the same devices as some are now using various home devices at the elementary level. Some also reference needing better devices with cameras (document cameras, etc). There was a fair number asking about Learning Management Systems (LMS) including SeeSaw and what else would be out there instead of Google Classroom that could offer more. We are already looking at using SeeSaw in the future for remote learning for grades Preschool through Kindergarten as it is a more age appropriate LMS than Google Classroom with more parental involvement possibilities. We also have begun investigating Schoology as a possible replacement for Google Classrooms in grades 1 through 12. Schoology is a much more enhanced LMS than Google Classroom and is owned and operated by Powerschool so it would have a much tighter integration into Powerschool for assignments and grading.

The CDC is discouraging the use of shared materials between students for re-opening schools and getting to 1:1 dedicated devices per student in PreK through Grade 5 would help to achieve this goal.

Prices below are estimated and Chromebook prices include the one time Google license fee to add to our Google administrative domain.

Not in Budget for 2020/2021

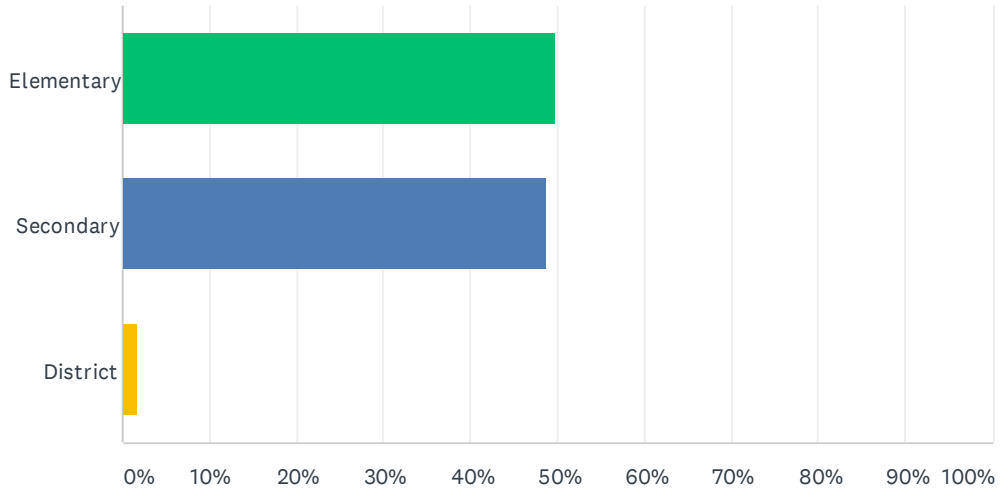
- Tablets for Preschool – $\$100 \times 90 = \$9,000$
- Touch Screen Chromebooks (K) - $\$260 \times 220 = \$57,200$
- Chromebooks (Grades 1-5) - $400 \times \$200 = \$80,000$
- SeeSaw (Grades PreK-K) - $\$3,000$
- Schoology – (Grades 1-12) - $\$32,850$
- Screencastify (Grades PreK-12) - $\$8,000$
- Zoom for Education (300 accounts) - $\$2,500/\text{Month}$
- Document Cameras - $50 \times \$70 = \$3,500$
- WiFi Hotspots for Families in need - $20 \times \$100 = \$2,000$ (MRC = $\$40/\text{each}$)

Respectfully Submitted By:

Kenneth Henderson, Director of Technology

Q1 What level do you teach/work at in the district?

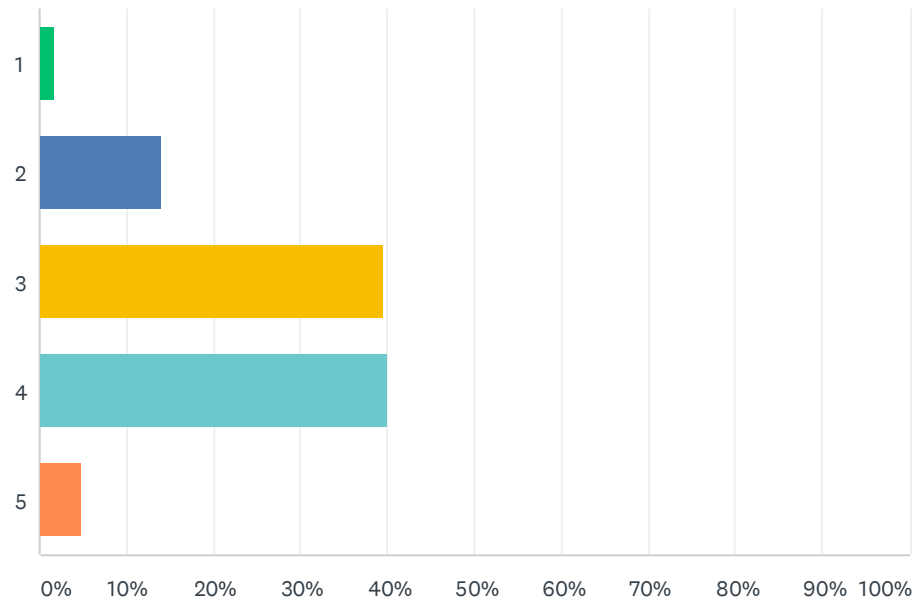
Answered: 185 Skipped: 0



ANSWER CHOICES	RESPONSES	
Elementary	49.73%	92
Secondary	48.65%	90
District	1.62%	3
TOTAL		185

Q2 On a scale of 1-5 (5 being the highest), how successful has remote learning been for you?

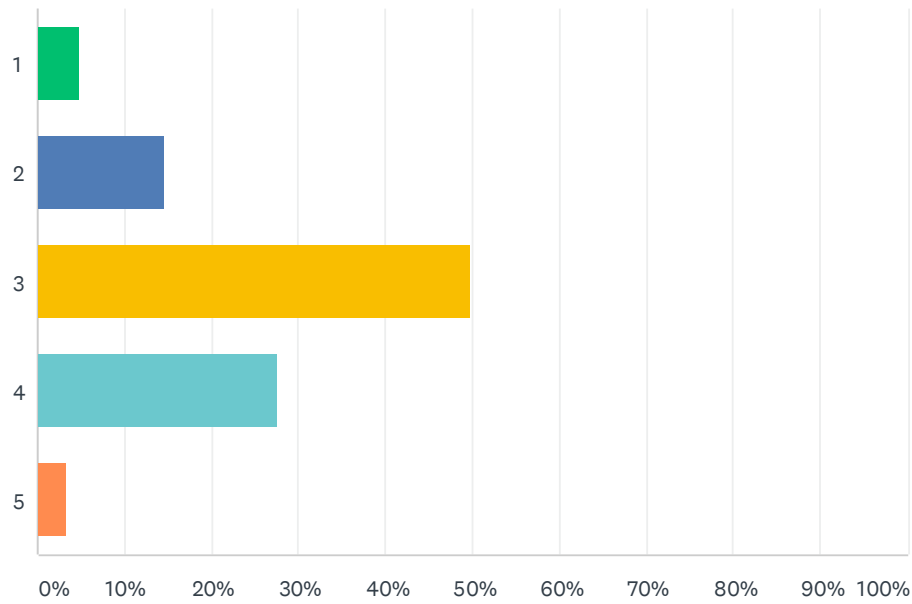
Answered: 185 Skipped: 0



ANSWER CHOICES	RESPONSES	
1	1.62%	3
2	14.05%	26
3	39.46%	73
4	40.00%	74
5	4.86%	9
TOTAL		185

Q3 On a scale of 1-5 (5 being the highest), how successful has remote learning been for your students?

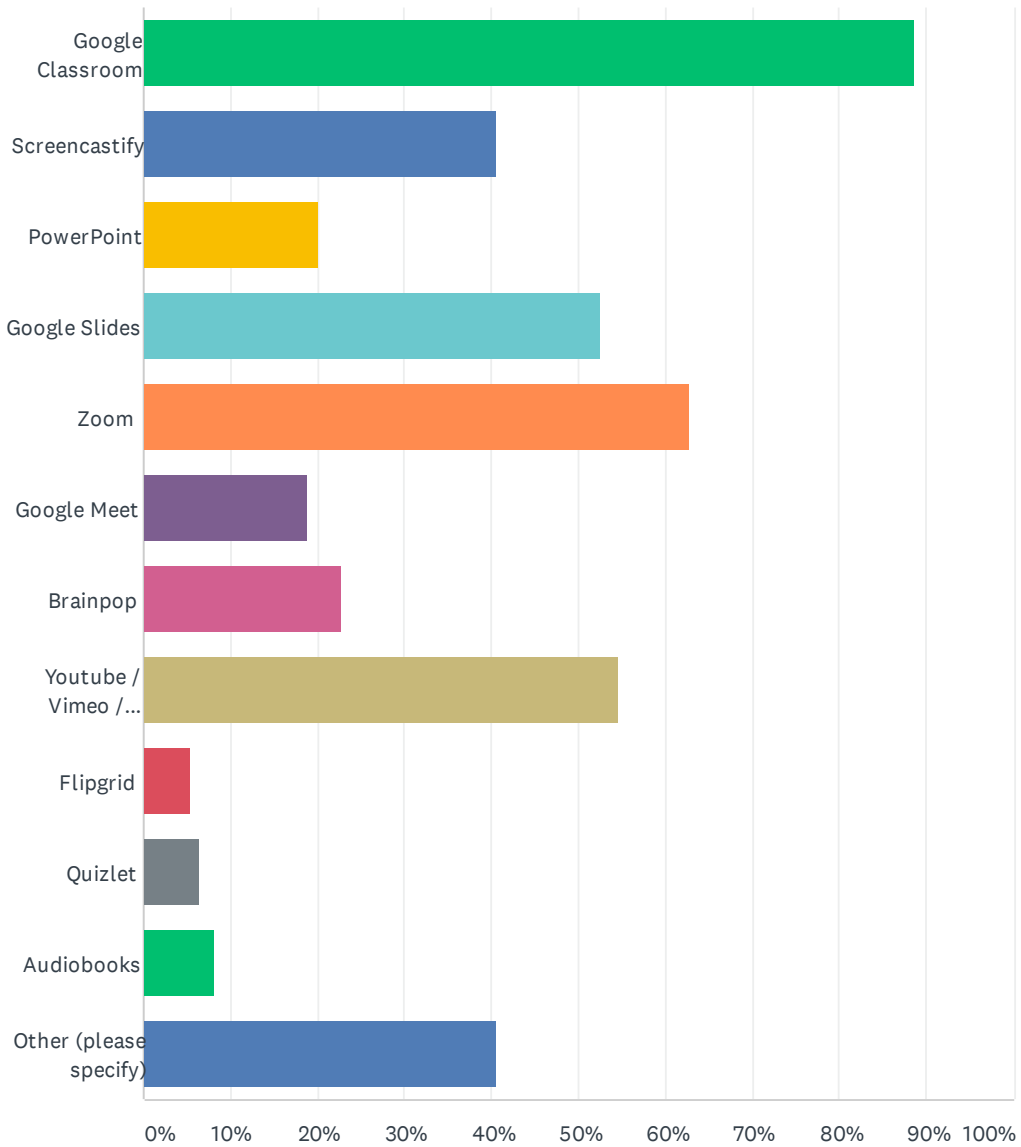
Answered: 185 Skipped: 0



ANSWER CHOICES	RESPONSES
1	4.86% 9
2	14.59% 27
3	49.73% 92
4	27.57% 51
5	3.24% 6
TOTAL	185

Q4 Which instructional platforms / apps have been the most successful in supporting you in your delivery of remote instruction? (check all that apply)

Answered: 185 Skipped: 0



Remote Learning Needs Survey - Professtional Staff

ANSWER CHOICES	RESPONSES	
Google Classroom	88.65%	164
Screencastify	40.54%	75
PowerPoint	20.00%	37
Google Slides	52.43%	97
Zoom	62.70%	116
Google Meet	18.92%	35
Brainpop	22.70%	42
Youtube / Vimeo / SchoolTube instructional/ educational videos	54.59%	101
Flipgrid	5.41%	10
Quizlet	6.49%	12
Audiobooks	8.11%	15
Other (please specify)	40.54%	75
Total Respondents: 185		

Executive Summary

Food Service – Update

The following is an update on our Remote Learning Food Service program. I have included some information which you received at the last meeting to show trending.

Number of Students Indicating Interest

As of 4/09/2020: 260
 As of 4/15/2020: 358
 As of 4/22/2020: 455
 As of 5/06/2020: 511
 As of 5/20/2020: 526

Program Participation

<u>Day/Date</u>	<u>Meals Served</u>	<u>Students Served</u>
Thursday, 4/09/2020	160 Breakfasts & 160 Lunches	80
Monday, 4/13/2020	387 Breakfasts & 387 Lunches	129
Thursday, 4/16/2020	326 Breakfasts & 326 Lunches	163
Monday, 4/20/2020	705 Breakfasts & 705 Lunches	235
Thursday, 4/23/2020	526 Breakfasts & 526 Lunches	263
Monday, 4/27/2020	840 Breakfasts & 840 Lunches	280
Thursday, 4/30/2020	552 Breakfasts & 552 Lunches	276
Monday, 5/04/2020	927 Breakfasts & 927 Lunches	309
Thursday, 5/07/2020	614 Breakfasts & 614 Lunches	307
Monday, 5/11/2020	993 Breakfasts & 993 Lunches	331
Thursday, 5/14/2020	596 Breakfasts & 596 Lunches	298
Monday, 5/18/2020	870 Breakfasts & 870 Lunches	290

Note: Monday service includes three (3) bags, Thursday service includes two (2) bags.

Summer Food Service Programming: The District is currently serving students through a ‘Summer Serving Option’ which we are able to do through temporary waivers until June 30, 2020. NH D.O.E. has requested waivers into the summer. The current environment is rapidly changing, and my office continues to monitor developments.

Memorial Day Update: The Monday, May 25th Food Service offering will be moved to Tuesday, May 26th. Three breakfasts & lunches will be included on Thursday, May 21st, and two breakfasts & lunches will be included on Tuesday, May 26th. Program participants have been notified.

As a reminder, the program serves between 11:15 and Noon, every Monday and Thursday at the following designated locations:

- Atkinson Academy, 17 Academy Avenue, Atkinson, NH 03811
- Danville Elementary, 23 School Street, Danville, NH 03819 (*Effective April 20, 2020*)
- TLC at Sandown Central, 295 Main Street, Sandown, NH 03873
- Pollard Elementary, 120 Main Street, Plaistow, NH 03865

Respectfully Submitted By:

Geoffrey Dowd, CFO/Business Administrator

May 21, 2020

Executive Summary

Director of Pupil Personnel Services and Special Education

This summary is provided to update the Timberlane Regional School Board regarding Special Education. Progress has been made at the New Hampshire Department of Education to support the smooth transition of Educational Plans from the district to the students' family. Additional updates provided regarding our Extended School Year services for the 2020 school year. Remote Learning Special Education Services continue through our last day of school.

Our district is now planning for the delivery of educational plans through our New Hampshire Special Education system. Trainings will be held during our June professional development days. Case managers will be working with their families to create this transition to electronic signatures and providing Individual Educational Plans electronically. Families will be able to see their child's plan through the New Hampshire Special Education website. I hope to have additional updates regarding this improvement to the special education process by the third week of June.

Our postings for Extended School Year services are in process and interviewing for these positions should begin for the first week of June. Student lists and skill set needs are being worked on now by all of the district's special education case managers. This Remote Learning Extended School Year will operate from July 6, 2020 through August 7, 2020. The program is scheduled to be Monday through Thursday. The program hours will be 8:15- 11:15 for instruction and a planning hour each day from 11:15-12:15. We continue to work on the method of delivery and meet the needs of our families during this unprecedented time.

Respectfully submitted by,

Susan Rasicot

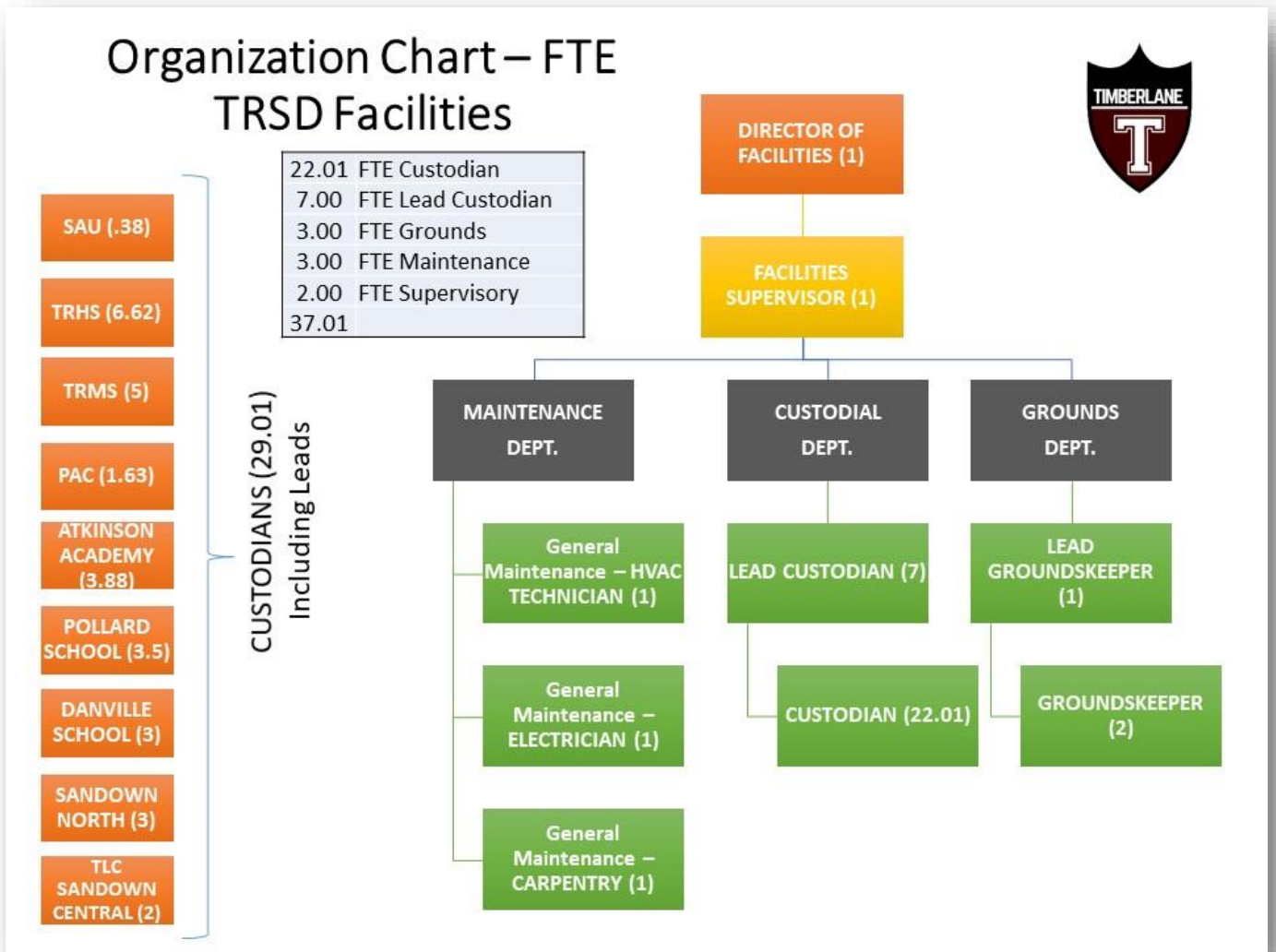
Director of Pupil Personnel Services and Special Education

Executive Summary

Facilities Organizational Chart Update with FTE

The Department Organizational Chart below shows positions using a Full-Time Equivalent (FTE) count. The Department Organizational Chart presented at the May 7th Board meeting showed positions utilizing staff head count.

Please note May 7th Chart included an additional custodian at Danville Elementary, and showed one less custodian at the High School. This was due to a temporary assignment at Danville Elementary to cover a long-term absence.



Respectfully Submitted,

Gary Paradis, Director of Facilities

Job title: **Facilities Supervisor**

Location: Timberlane Regional School District

Reports to: Director of Facilities

SUMMARY:

The Facilities Supervisor is responsible supervision of custodial and maintenance staff and supporting the Director of Facilities who oversees the daily facilities operations (grounds, maintenance and custodial) for the Timberlane Regional School District whose properties include Atkinson Academy, Danville Elementary, Pollard School, Sandown Central, Sandown North and the main campus (the SAU building, high school, middle school, and PAC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

General Support & Administrative

- Assist with daily oversight of all facilities operations (financial, scheduling, supervising staff, timesheet entry, coordinating calls)
- Dispatch and coordinate/assign facilities repair and maintenance work order requests generated by district staff (using School Dude) and manage expectations with house staff and sub-contractors
- Coordinate meetings with facilities staff, school administration
- Field phone and radio calls and dispatch for facilities department
- Review/approve Facilities Request forms and coordinate events with school administration/event coordinators and communicate details with facilities staff
- Serve as a liaison and assist with coordination and scheduling outside vendors, subcontractors, tradesmen, laborers, etc.
- Assist Director of Facilities in preparing annual budget, executive summaries and other requested information for the SAU
- Order supplies and process invoices for district facilities' accounts

Staff Management

- Oversee and manage in-house custodial, grounds and maintenance technician staff (approximately 35)
- Review/approve weekly time sheets
- Review/approve time off requests and communicate long-term leave requests to HR
- Conduct, prepare and document annual review forms of staff performance
- Ensure buildings are clean and in orderly condition and that staff follow prescribed safety regulations and cleaning protocols
- Provide daily report for custodial, grounds and maintenance to Director of Facilities
- Report and document disciplinary actions to HR and review with staff
- Provide training and orientation for new staff

Financial and Project Management

- Monitor vendor pricing for supply orders to ensure greatest value to district
- Review and process invoices to ensure satisfaction or completeness of goods/services delivered/provided.
- Attend administration meetings and coordinate projects and communicate with administration on behalf of Director of Facilities
- Attend and clerk for District Safety Committee and District Facility Committee
- Assist in development of strategic road map for maintenance operations
- Assist with drafting and maintaining inventory of district property including building maps/floor plans, alarm and badge access, roofs, boilers/HVAC, vehicle fleet, paint schedules, and other maintenance equipment
- Draft and post RFPs and scopes of work as well as participate in bid openings
- Assist Director of Facilities in obtaining quotes from vendors and contractors
- Maintain preventive maintenance schedule, assign work and monitor compliance and completion in regards to all heating, air conditioning and repair of buildings and equipment
- Assist administration with plan for fire evacuation and disaster response
- Assist Grounds Supervisor and Technology Director in regard to hazardous waste disposal programs

May 20, 2020

Executive Summary

Anticipated Summer Projects - Facilities

The Facilities staff continues to focus on day-to-day operations revolving around cleaning, sanitizing and prepping the schools for summer cleanout. Director of Facilities is monitoring building entry and working closely with administration on their plans for wrapping up student pickup of personal items and also developing plans for classroom cleanouts in early June. Each principal will be providing information as to dates, times, inventory of rooms including which teachers will be coming in and the rooms to be accessed while maintaining social distancing guidelines.

We anticipate work on the following additional projects to wrap up during this summer. Some projects will be on the tail end of the 2020 budget as well as projects for 2021 budget. Additionally, after meeting with CIP, there will be a more specific financial and strategic plan of action for larger and long-term projects into the 2020-2021 year.

2020 Summer Projects:	Status:
PAC wall completion	in progress
SC gym wall	in progress
Boiler replacement completion (Atkinson, Plaistow)	in progress
LED lighting upgrades and replacement	in progress
JV baseball dugouts completion	in progress
TRHS hallway painting	in progress
TRHS administration & school counseling painting	to begin June
Striping and waxing district hallways and classrooms	to begin June
Playground mulch for elementary schools	to begin June
SAU carpet replacement (lower level)	scheduling in progress
TRHS science cabinets	to begin August
PAC irrigation installation completion	in progress
SC upgrade BMS system	to begin August
HS/MS - refinishing Gym floors	quote requested
Danville/Atkinson/SN - refinishing gym floors	quote requested
Upgrade district AC wall-mounted units	to begin June
Boiler replacement (TRHS)	to begin August
TRMS roof (sections)	quote Requested
LED lighting (additional hallways in district)	assessment in progress
Varsity baseball retaining wall and platform for bleacher	to begin July
Danville – assess kitchen block wall	to begin July

Respectfully submitted,

Gary Paradis, Director of Facilities

Timberlane Regional School District

End of Year Projection

FY 2019-2020

as of May 21, 2020

	<u>Variance</u> <u>Fav / (Unfav)</u>
Salaries	850,000
Health / Dental	150,000
Other Benefits	200,000
Books/Info. Res./Software	50,000
Spec. Educ.	
Prof Serv.	(175,000)
Tuition	(600,000)
Vocational Education	(50,000)
Professional Improvmt	60,000
Legal fees	(120,000)
Utilities	150,000
Major Maint.	0
Other	213,000
Food Service Fund Contribution	(160,000)
Grant Expense Relief?	100,000
Transportation	300,000
Appropriations Var.	<u>968,000</u>
Revenue Var.	350,000
Proj. Surplus before Cap. Res.	<u>1,318,000</u>
Capital Reserve Contribution	0
Projected Surplus	<u>1,318,000</u>

Current Fund Retention = \$500,000

TIMBERLANE REGIONAL SCHOOL BOARD GOALS FOR 2020-21

ACADEMICS

1. Develop organizational structure for new SAU in 2021 incorporating current Timberlane staff.
2. The board will continue to support the SLT and instructional staff in the pursuit of academic excellence by timely approval of curriculum changes, supporting recommendations for educational tools and support of resources including those needed for remote learning.
3. Advance the work of the district focused on providing students with career pathways, extended learning opportunities, vocational experiences, dual enrollment, and non-traditional courses.
4. Explore the development of a district funded full-day Kindergarten program.
5. Identify needs for PreK-12 STEAM opportunities to be expanded in the district prior to budget development.
6. Review data on preparedness for college, workplace, and career, and on success post college gathered via survey for TRSD line of STEAM resources and materials available in classrooms with an explanation of utilization by staff.

FINANCIAL

1. Review impact of COVID-19 pandemic on 2019-2020 budget year including possible encumbrances that must be made prior to the end of the budget year NLT June 1, 2020
2. Evaluate the current budget and look at how to best allocate funds to address any concerns/gaps identified in above academic goal
3. Audit for TRSD to be free of significant deficiencies and material weaknesses, and to the SB no later than February 2021

FACILITIES

1. Review Maintenance Repair and Projects document that was developed by the Business Operations Coordinator
2. The Superintendent's Leadership Team, CIP Committee, and the School Board shall collaboratively prioritize projects through a predefined process based on safety, educational need, and life cycle.
3. Develop a 5-year Facilities Plan with a spend rate of \$2 million per year for facilities improvements
4. Create a proposal for solar engineering on district buildings

BUDGET – FIRST BOARD MEETING IN OCTOBER

1. Receive first draft of Administration's proposed/recommended Operating Budget for FY 21-22 with an executive summary for any major budget drivers
2. Receive first draft of Administration's proposed Default Budget for FY 21-22 and be provided explanations of justifications for any increases or decreases by line item as is required by statute

CULTURE CLIMATE – JANUARY 1, 2021

1. Invite all union groups to attend a school board meeting and provide updates
2. Monitor the No Bullying initiative

Adopted by the School Board on _____

Dr. Kimberly Farah, Chair
Kristin Savage, Vice Chair
Timberlane Regional School Board

TIMBERLANE REGIONAL SCHOOL BOARD GOALS FOR 2019-20

ACADEMICS – BY DECEMBER 15, 2019

1. Review state testing and building assessment scores
2. Review AP and dual enrollment offerings along with any trends in enrollment and scores
3. Obtain information related to declining participation in AP classes and look at how to expand enrollment
4. Obtain an outline of STEAM resources and materials available in classrooms with an explanation of utilization by staff

FINANCIAL – BY DECEMBER 1, 2019

1. Evaluate the current budget and look at how to best allocate funds to address any concerns/gaps identified in above academic goal
2. Audit for TRSD to be free of significant deficiencies and material weaknesses, and to the SB no later than March 2020

FACILITIES – OCTOBER 15, 2019

1. Review Maintenance Repair and Projects document that was developed by the Business Operations Coordinator
2. Be presented projected unencumbered fund balance figures by March 1st in order to inform the board on the matter of addressing facilities' needs with year-end funds
3. Develop a 5-year Facilities Plan with a spend rate of \$2million per year for facilities improvements
4. Create a proposal for solar engineering on district buildings

BUDGET – FIRST BOARD MEETING IN OCTOBER

1. Receive first draft of Administration's proposed/recommended Operating Budget for FY 20-21 with an executive summary for any major budget drivers
2. Receive first draft of Administration's proposed Default Budget for FY 20-21 and be provided explanations of justifications for any increases or decreases by line item as is required by statute
3. Meet with Budget Committee, so that both committees understand where surplus came from and what we expect to see in the 2020-2021 budget

CULTURE CLIMATE – JANUARY 1, 2020

1. Invite all union groups to attend a school board meeting and provide updates
2. Monitor the No Bullying initiative

GENERAL – ONGOING

1. Financial spreadsheets will be provided to board members the Fridays before the meetings in order to allow adequate time to review
2. Obtain update from the Superintendent as to the ability to train others on operating recording devices for public meetings
3. Financial reports requiring board signatures be presented to the board at least one meeting prior to the report submission date

Adopted by the School Board on September 19, 2019
Shawn O'Neil, Chair
Jennifer Silva, Vice Chair
Timberlane Regional School Board



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May 13, 2020

Donald Woodworth
Principal
Timberlane Regional High School
36 Greenough Road
Plaistow, NH 03865

Dear Mr. Woodworth:

The Commission on Public Schools, at its April 16, 2020 meeting, reviewed the Decennial Accreditation Report from the recent visit to Timberlane Regional High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Commission was impressed with many of the programs and services and wishes to commend the following:

- the use of multiple research resources in the development of the school's core values, beliefs, and learning expectations
- the development of the OWLS program
- the excellent example the staff and administration set in modeling the school's core values and beliefs
- the careful attention the school leadership team is giving to the development and alignment of school-wide rubrics and assessment of student achievement during the pilot phase
- the development of the UbD curriculum documents including essential questions, goals, concepts, content, and skills
- the wide range of authentic learning opportunities both in and out of school through which students can apply their knowledge and depth of understanding
- the full deployment of Chromebooks in the 1:1 implementation at TRHS that has been exceptionally well received and is supporting the curriculum and learning across the school
- the many teachers who are excellent at student engagement through personalized instruction
- the school data team which collects, analyzes, and disseminates data to teachers to improve instruction
- the teachers who provide PD for their peers to improve their instructional practice

As well, the Commission was pleased to note the following:

- the teachers' regular communication of the school's 21st century learning expectations and related unit-specific learning goals before summative assessments

- the creativity and expertise demonstrated by teachers to design a wide variety of assessment methods, both formative and summative
- the move towards competency-based grading which shows that grading and reporting practices are being reviewed and changed to align with the school's 21st century learning expectations
- the visible and palpable care, compassion, and support of students by TRHS personnel
- the overwhelming sense of pride and shared ownership for learning and engagement amongst staff and students
- the depth and consistency of the training of evaluators to consistently supervise teachers through TELA
- the efforts to maintain manageable class sizes to maximize the opportunities for student engagement and personalization of instruction
- the impressive turn out for freshman orientation which suggests that information dissemination is responsive and effective
- the counseling department's collection of data to be responsive to student needs
- the extensive support for co-curricular activities and student-led organizations at TRHS
- the creative usage of space in and around the building to support students
- the flexibility and creativity of administration and staff to limit the impact of the shortfalls of the building and facilities on students

The Commission requests that school officials submit a Special Progress Report by May 1, 2021 providing detailed information on action taken to address the following:

- develop a plan to address the need for the school board to take an active role in listening, observing, and supporting the hard work and dedication of the TRHS administration, staff, and students in their efforts to meet the school's 21st century learning expectations

All accredited schools must submit a required Two-Year Progress Report, which in the case of Timberlane Regional High School is due on September 15, 2021. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and can be found at <https://cpss.neasc.org> under the "Process" tab, *Two-Year Progress Report*. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's Decennial Accreditation Report. As well schools are reminded to provide the requested information in Sections III - IX.

With regard to the reporting of action taken on accreditation report recommendations, school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the accreditation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each accreditation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

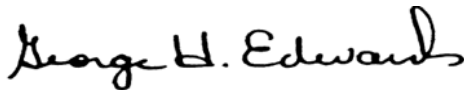
- include all stakeholders in the next scheduled review and revision of the school's core values, beliefs, and 21st century learning expectations (vision of the graduate)
- explore ways to provide dedicated time and support to teachers so they can continue their curriculum mapping and aligning competencies to instruction

- finish instituting competency-based grading that will result in a long-term development of instructional growth
- look at ways teachers can be provided with time within their contract and the master schedule to meet with all staff teaching the same courses to ensure equity in assessment
- implement a complete RTI model and universal PD to build familiarity on all levels of interventions
- continue to develop ways to ensure the involvement of a significant number of parents in meaningful participation in school activities that promote responsibility and ownership
- develop and implement a plan to address areas of the site and plant that do not support a 21st century education for students including:
 - the outdated science labs
 - the unusable outdoor track
 - the walls in the gymnasium with structural concerns
 - the lack of storage in the athletic facility
 - the lack of adequate parking
- improve communication to the community regarding specific needs and impacts related to the building and facility

The Commission congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the accreditation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the accreditation report. The Commission's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Commission's *Accreditation Handbook* provides information on follow-up procedures.

The school's accreditation status will be reviewed when the Commission considers the Special Progress Report. The school's Special Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



George H. Edwards

Sincerely



Alyson M. Geary

GHE/AMG/rm

cc: Earl Metzler, Superintendent, Timberlane Regional School District SAU #55
Brian Boyle, Chairperson, SAU# 55
Nathaniel Greene, Bureau Administrator, New Hampshire Department of Education
Paul MacMillan, Chair of the Visiting Commission
Robert N. Baldwin, Chair, Commission on Public Schools