

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

WEDNESDAY, JUNE 3, 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 (Introduction of Newly Elected Rep)
6. Delegates and Individuals
7. Current Business
 - a. **7:10PM** AP Physics Book Approval – ACTION (10 minutes)
 - b. **7:20PM** Remote Instruction Update – INFORMATIONAL (15 minutes)
 - i. Technology Purchase Plan – ACTION
 - c. **7:35PM** Data Governance Plan Annual Review – ACTION (10 minutes)
 - d. **7:45PM** Contract Updates (Refunds) – INFORMATIONAL (15 minutes)
 - e. **8:00PM** TTA Evaluation Plan – ACTION (10 minutes)
 - f. **8:10PM** TTA Evaluations MOU – ACTION (5 minutes)
 - g. **8:05PM** 2020-21 Staffing – INFORMATIONAL/ACTION (15 minutes)
 - h. **8:20PM** Pre-K/ Kindergarten Enrollment – INFORMATIONAL (15 minutes)
 - i. **8:35PM** Tuition Rates – ACTION (10 minutes)
 - j. **8:45PM** Withdrawal Update – ACTION (5 minutes)
8. **8:50PM** Administrator's Report
9. **8:55PM** Personnel Report
10. **9:00PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **9:05PM** Other Business
14. Nonpublic (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
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 June 3, 2020 School Board Meeting

1-3. OPEN MEETING – self-explanatory.

4. APPROVAL OF MINUTES (Two sets – May 21st)

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS – Kyle Duffy to introduce new student rep Jenna Horan of Sandown. This will be Kyle's last school board meeting.

7. CURRENT BUSINESS

a. 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. Updated materials included in board packets.

b. Remote Instruction – INFORMATIONAL/ACTION

Board members to review executive summaries and pose questions. Action to be taken on technology purchase proposal. The board may also consider extending the food service program throughout the summer months or wait until further announcements from the Governor.

c. Data Governance Plan Annual Review – ACTION

Minor changes proposed to the Data Governance Plan which are outlined on page one of presentation materials. Motion needed to approve the plan as proposed.

d. Contract Updates (Refunds) – INFORMATIONAL

Information about transportation refunds to be presented.

e. TTA Evaluation Plan – ACTION

Per Article 14.1 of the TTA CBA, the Evaluation Committee will present changes of the evaluation plan to the TTA and the Board. Minor changes as outlined in the plan have been approved by the TTA President. Motion to accept the plan as presented needed.

f. TTA Evaluations MOU – ACTION

Dr. Farah to present MOU as proposed by the TTA, vetted and approved by legal counsel and the Personnel Committee. Motion to accept the memorandum of understanding needed.

g. 2020-21 Staffing – INFORMATION/ACTION

Board members to discuss opportunities to reduce/re-organize staff, and review staffing numbers that are provided in board packets (Music Program to be discussed at June 18th board meeting).

h. Pre-K/ Kindergarten Enrollment – INFORMATIONAL

At the request of the board, enrollment numbers (to date) are provided for review.

i. Tuition Rates – ACTION

Each year the board reviews and approves the tuition rates for the ensuing year. Tuition rates for the 2020-21 school year are provided for board action.

j. Withdrawal Update – INFORMATIONAL/ACTION

Dr. Farah will provide an update on the consultant's work as well as seek approval from the board to send a letter of termination of lease to the SAU Board.

8. ADMINISTRATOR'S REPORT

Dr. Metzler to provide an update on district activities.

9. PERSONNEL REPORT

Dr. Metzler to present the 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 18, 2020	
Suspension Authorization	
Federal Funding Authorization	
Staffing Needs Projection (Policy IIB)/ Music Program Staffing	
Athletic Trainer Contract	(earlier if available)
Summer Hiring Process	
Credit Card/Electronic Check Update	
Auditors Report Update	
End of Year Financials	
Projects List for Surplus Consideration	
YMCA Before and After Care at TLC	
Cleaning/Sanitizing of Buildings	
Policy JIA	
Summer Hours	

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	✓
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	✓

Presentation Schedule			
Item	Detail	Timeline/By	Done
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	✓

June 3rd, 2020

Executive Summary

Physics Textbook Update

Since the last school board meeting of May 21, we requested a new quote for the physics textbook, *College Physics: Explore and Apply AP Edition Plus Modified Mastering Physics with Etext*. This new quote was developed in conjunction with our projected 2020-2021 student enrollment in classes that will use the textbook. We currently have a combined total of 171 students registered for Physics CCP / ACC, AP Physics, and the Physics/Chemistry integrated course. Based on these numbers, we are proposing to purchase a combination of 125 hard copies/etexts of the physics textbooks and an additional 50 digital 6-year licenses for etexts. The 125 textbooks will create class sets that remain in the classrooms for students to use during class. The 125 textbooks also come with 125 6-year licenses for the digital etext version of the textbook. Based on enrollment in physics classes that will use this text, we are also proposing to purchase an additional 50 6-year licenses for the etexts only, for a combined total of 175 digital versions of the textbook. All functions of the student etext will work on student Chromebooks. All functions of the teacher version will work on district-issued teacher laptops. Students and teachers will access the digital text through the Mastering platform. This proposal will enable all students to have digital access to the textbook in school, at home, and/or during a future remote learning period. This plan will allow us to establish a classroom set of resources in all 5 physics classrooms, while also ensuring that all students will have access to the digital version of the etext.



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

Quote Number: 97385-11
Quote Creation Date: 06-01-2020
Quote Expiration Date: 09-30-2020
Quote Release: 11

Timberlane NH Physics
Price Quote Summary

Solution	Base Amount	Total
Etkina: College Physics	\$ 28,294.75	\$ 28,294.75
Solution Subtotal	\$ 28,294.75	\$ 28,294.75
Shipping & Handling		\$ 1,668.47
Total		\$ 29,963.22

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
Etkina: College Physics				
Etkina et al., College Physics: Explore and Apply AP Edition, 2nd Edition ©2019 with Mastering Physics with Pearson eText				
9780134683300	COLLEGE PHYSICS: EXPLORE AND APPLY AP EDITION PLUS MODIFIED MASTERING P YSICS WITH ETEXT (NASTA)	\$177.97	125	\$22,246.25
9780134761299	MASTRNGPHYS WITH ETEXT COLLEGE PHYS 6 YR	\$120.97	50	\$6,048.50
Etkina et al., College Physics: Explore and Apply AP Edition, 2nd Edition ©2019 with Mastering Physics with Pearson eText Subtotal				\$ 28,294.75
Etkina: College Physics Subtotal				\$ 28,294.75
Solution Subtotal				\$ 28,294.75
Shipping and Handling				\$ 1,668.47
Total				\$ 29,963.22

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:

e-Form: <http://support.savvas.com/support/s/contactsupport>

Fax: 1-877-260-2530

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.

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

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Savvas proprietary information and not subject to disclosure by the customer.

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.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas reserves the right to change and/or update technology platforms, including possible edition updates to customers during the term of access . Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within six months from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Savvas within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: <https://k12.savvas.com/worktext-subscription>.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly, unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by emailing k12customerservice@savvas.com .

Technical support services are included with purchase of Savvas digital products eform: <https://support.savvas.com/support/s/k12-curriculum-support-form> phone: 1-800-234-5832

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

Executive Summary

Remote Instruction Update

Attendance/Participation

Elementary

Attendance, based on participation rates, remains high overall. This is due to teachers communicating with and supporting families, as well as administrators working with families to modify expectations, so all are successful during this time. Each school continues to see a small percentage of their students who inconsistently participate. Additionally, at each school there are one or two families that have not returned any communication from administration over several weeks.

Week 9 data was collected Wednesday 5/27 to reflect participation in week 9 (5/18-5/22 or 5/26 due to the Memorial Day Holiday). Week 10 data was collected Wednesday 6/3 to reflect participation in week 10 (5/26-5/29, with assignments being posted for week 10 on 5/22):

- Pollard School had 7 students not participate in week 9, and 2 students not participate in week 10.
- Danville School had 6 students not participate in week 9, and 9 students not participate in week 10.
- Sandown North had 9 students not participate in week 9, and 8 students not participate in week 10.
- The Learning Center at Sandown Central had 2 students not participate in either week 9 or 10.
- Atkinson Academy had 4 students not participate in weeks 9 and 10.

Secondary

TRMS and TRHS staff continue to work hard to connect with families to ensure that students continue to participate. In week 9 at the middle school, 4.2% of students (34 in total) were absent/non-participating in all of their classes. This means that 95.8 % of all TRMS students participated in most of their classes.

In week 9 at the high school, 1.0 % (11 total students) did not participate in any of their classes. 99% of all students participated in one or more of their classes. 3.5% (39 total kids) were absent in 4 or more of their classes in week 9. This means that 96.5% of all of our students participated in the majority of their classes in week 9.

The data for week 10 is still being collected as teachers have till Wednesday mid-day to submit their participation data to administration.

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.

Student Feedback

This week, our elementary, middle, and high school teachers are preparing report cards. These reports will provide general feedback to students and families regarding student engagement in remote learning and report on academic skills and competencies. Report cards will be released to families on June 10th, by posting in the PowerSchool Parent Portal, per normal procedures.

Respectfully Submitted By:

Sandra Allaire, Director of Curriculum and Professional Learning

Lucy Canotas, Director of Elementary Curriculum

Mark Pedersen, Director of Secondary Curriculum

June 3, 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. The Governor has issued an Executive Order #43 that has two specific directives for all New Hampshire Special Education Directors.

The first request is that all Extended School Year meetings be completed by June 30, 2020. The Extended School Year meetings held throughout the school year and continue to be discussed throughout the remaining staff days in June 2020. This request from the Governor does not pose any change in the way that Timberlane teams conduct their meetings. This is a procedure we have followed all year and will continue to do so through the final day of school June 2020.

Our staff and related services interviews for Extended School Year services are in process and continue through next week. 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.

The second directive is that all Special Education directors must make sure that every educational plan has been reviewed within thirty days after school begins. This directive will pose many challenges as students return to school. I will have another update to this directive after a June 8, 2020 meeting with New Hampshire Special Education directors across the state.

Respectfully submitted by,

Susan Rasicot

Director of Pupil Personnel Services and Special Education

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 5/06/2020: 511	As of 6/03/2020: 525
As of 4/15/2020: 358	As of 5/13/2020: 520	
As of 4/22/2020: 455	As of 5/20/2020: 526	
As of 4/29/2020: 473	As of 5/27/2020: 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
Thursday, 5/21/2020*	720 Breakfasts & 720 Lunches	240
Tuesday, 5/26/2020*	466 Breakfasts & 466 Lunches	233
Thursday, 5/28/2020	436 Breakfasts & 436 Lunches	218
Monday, 6/01/2020	567 Breakfasts & 567 Lunches	189

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

* In observance of Memorial Day, three breakfasts & lunches were included on Thursday, May 21st, and two breakfasts & lunches were included on Tuesday, May 26th.

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.

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

Executive Summary

Technology Purchases Update

The purpose of this summary is to provide an update on technology purchases since the last board meeting on May 21st. At that board meeting, the TRSB approved using \$160,000 from the 2019-2020 operating budget towards the purchase of student standard and touch screen Chromebooks, as presented at that meeting. We have reached out to the winner bidder from the 2020 summer technology purchases RFP and guaranteed same pricing on their bid and availability for shipping in July for the 400 additional standard Chromebooks and 220 Touch Screen Chromebooks. The CFO and Director of Technology would like to ask approval from the TRSB to use this vendor for these additional purchases approved at the May 21st meeting. We feel that if we put these additional purchases up for bid, there is a chance that the prices may increase as time goes on and the availability of these devices becomes an issue.

The results of the Summer 2020 Technology Purchases RFP bids are below. This is broken down per Chromebook and license pricing based on 600 standard Chromebooks and 25 Touchscreen Chromebooks. The winning bidder was Sunnytech out of Woburn, MA. and that is the vendor we would like to use to purchase the additional Chromebooks approved at the last board meeting.

Summer 2020 Technology Purchases - RFP Bid Results (per unit pricing) All Chromebooks are 4GB Models					
Vendor Name	Chromebook Model	Chromebook Price	Touchscreen Chromebook Model	Touchscreen Chromebook Price	Google License Price
Sunnytech	Lenovo 100e 2nd Gen	\$158	Lenovo 300e 2nd Gen	\$231	\$23.20
ByteSpeed	Lenovo 100e 2nd Gen	\$179	Lenovo 300e 2nd Gen	\$259	\$25
Whalley Computer Assoc.	Lenovo 100e 2nd Gen	\$172.98	Lenovo 300e 2nd Gen	\$277.41	\$24
Connection	Lenovo 100e 2nd Gen	\$170.39	HP 14e	\$259.96	\$24.15
Firefly	Lenovo 100e 2nd Gen	\$160.10	Lenovo 300e 2nd Gen	\$245	\$24
CDW	HP 11A	\$190	No Bid	No Bid	\$24

Y&S	Lenovo 100e 2nd Gen	\$185.75	Lenovo 300e 2nd Gen	\$261	No Bid
MVation	Lenovo 100e 2nd Gen	\$171.51	Lenovo 300e 2nd Gen	\$296.35	\$24.44
Zones	Dell 3100	\$226	Dell 3100 Touch	\$253	\$25

We have also reached out to the TTA and began discussions around reviewing other Learning Management Systems outside of Google Classroom including SeeSaw and Schoology. We are securing demonstration materials and will be sharing with them as well as providing ways to collect feedback in the coming weeks.

Respectfully Submitted By:
Kenneth Henderson, Director of Technology

TRSD Data Governance Plan

Change Log - 5/29/2020

Page 11 and Page 30 - Added to VPN account authentication requirements.

Page 12 - Added Microsoft One Drive as a resource

Page 14 - Changed the retention policy for students Google accounts from one year after they graduate to September 30th to be more in line with past practices.

Page 34 - Added password requirement additions and student password requirements.

Timberlane Regional School District



Data Governance Manual

Timberlane Regional School District

2019

Adopted by TRSB

6/20/2019

Revised Draft Version - 6/3/2020

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Introduction

The Timberlane Regional School District is committed to protecting our students' and staffs' privacy through maintaining strong privacy and security protections. The privacy and security of this information is a significant responsibility and we value the trust of our students, parents, and staff.

The Timberlane Regional School District's Data Governance Manual includes information regarding the data governance team, data and information governance, applicable School Board policies, District procedures, as well as applicable appendices and referenced supplemental resources.

This manual outlines how operational and instructional activity shall be carried out to ensure the District's data is accurate, accessible, consistent, and protected. The document establishes who is responsible for information under various circumstances and specifies what procedures shall be used to manage and protect it. Definitions of terminology can be found in Appendix A: Definitions.

The Timberlane Regional School District's Data Governance Manual shall be a living document. To make the document flexible, details are outlined in the appendices and referenced supplemental resources. This document and any future modifications to this document will be posted on the District's website.

Data Governance Team

The Timberlane Regional School District's Data Governance team consists of the following positions: Superintendent, Assistant Superintendent, Business Administrator, Facilities Director, Human Resources Manager, Director of Student Services and Special Education, Student Services Coordinator, Director of Curriculum and Professional Learning, Director of Assessment and Accountability, and the Director of Technology. Members of the Data Governance Team will act as data stewards for all data under their direction. The Director of Technology will act as the Information Security Officer (ISO), with assistance from members of the full Technology team. The Business Administrator is the district's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available. All members of the district administrative team will serve in an advisory capacity as needed.

Purpose

The School Board recognizes the value and importance of a wide range of technologies for a well rounded education, enhancing the educational opportunities and achievement of students. The Timberlane Regional School District provides its faculty, staff, and administrative staff access to technology devices, software systems, network and Internet services to support research and education. All components of technology must be used in ways that are legal, respectful of the rights of others, and protective of juveniles and that promote the educational objectives of Timberlane Regional School District.

To that end, the district must collect, create and store confidential information. Accurately maintaining and protecting this data is important for efficient district operations, compliance with laws mandating confidentiality, and maintaining the trust of all district stakeholders. All persons who have access to district data are required to follow state and federal law, district policies and procedures, and other rules created to protect the information.

It is the policy of the Timberlane Regional School District that data or information in all its forms--written, electronic, or printed--is protected from accidental or intentional unauthorized modification, destruction or disclosure throughout its life cycle. This protection includes an appropriate level of security over the equipment, software, and practices used to process, store, and transmit data or information. All staff and authorized district contractors or agents using confidential information will strictly observe protections put

into place by the district.

Scope

The data security policy, standards, processes, and procedures apply to all students and staff of the district, contractual third parties and agents of the district, and volunteers who have access to district data systems or data. This policy applies to all forms of Timberlane Regional School District data and information, including but not limited to:

- Speech, spoken face to face, or communicated by phone or any current and future technologies.
- Hard copy data printed or written.
- Communications sent by post/courier, fax, electronic mail, text, chat and/or any form of social media.
- Data stored and/or processed by any electronic device, including servers, computers, tablets, mobile devices.
- Data stored on any type of internal, external, or removable media or cloud based services.
- The terms data and information are used separately, together, and interchangeably throughout the policy, the intent is the same.
- Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as systems, assets or resources.
- All involved systems and information are considered assets of the Timberlane Regional School District and shall be protected from misuse, unauthorized manipulation, and destruction.

Regulatory Compliance

The district will abide by any law, statutory, regulatory, or contractual obligations affecting its data systems (see Appendix B: Laws, Statutory, and Regulatory Security Requirements). The Timberlane Regional School District complies with the [NH Minimum Standards for Privacy and Security of Student and Employee Data](#) established in April, 2019. The Timberlane Regional School District complies with all other applicable regulatory acts including but not limited to the following:

- Children's Internet Protection Act ([CIPA](#))
- Children's Online Privacy Protection Act ([COPPA](#))
- Family Educational Rights and Privacy Act ([FERPA](#))
- Health Insurance Portability and Accountability Act ([HIPAA](#))
- Payment Card Industry Data Security Standard ([PCIDSS](#))
- Protection of Pupil Rights Amendment ([PPRA](#))
- Individuals with Disabilities in Education Act ([IDEA](#))
- New Hampshire State RSA - Student and Teacher Information Protection and Privacy

[NH RSA 189:65](#) Definitions

[NH RSA 189:66](#) Data Inventory and Policies Publication

[NH RSA 189:67](#) Limits on Disclosure of Information

[NH 189:68](#) Student Privacy

[NH RSA 189:68-a](#) - Student Online Personal Information

- [New Hampshire Minimum Standards for Privacy and Security of Student and Employee Data](#)
- New Hampshire State RSA - Right to Privacy:
 - [NH RSA 359-C:19](#) - Notice of Security Breach - Definitions
 - [NH RSA 359-C:20](#) - Notice of Security Breach Required
 - [NH RSA 359-C:21](#) - Notice of Security Breach Violation

Data User Compliance

The Data Governance Manual applies to all users of Timberlane Regional School District's information including: staff, students, volunteers, and authorized district contractors or agents. All data users are to maintain compliance with School Board Policies and District administrative procedures,, [GBEF](#) (Employee Use of District-Issued Computers, Devices and the Internet, formally GCSA), [GBEF-R](#) (Employee Computer/Device and Internet Responsible Use Rules, formally GCSA-R), [EHAB](#) (Data Governance and Security), [JIICL](#) (Student Use of Computers, Devices and the Internet, formally EGA), [JIICL-R](#) (Student Technology Responsible Use, formally EGA-R) and all policies, procedures, and resources as outlined within this Data Governance Manual and School Board Policy.

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Unless permission has been granted by the ISO or designee, no staff, vendor or other person may remove confidential or critical data from the district's premises or the district's network, remove a device containing confidential or critical data from the district's premises, or modify or copy confidential or critical data for use outside the district. If permission is given, the data may be accessed only on a district-provided device with appropriate security controls or through a secure virtual private network (VPN). When users access confidential or critical data from a remote location, the user must take precautions to ensure that the confidential or critical data is not downloaded, copied or otherwise used in a manner that would compromise the security and confidentiality of the information.

Staff who fail to follow the law or district policies or procedures regarding data governance and security may be disciplined or terminated. Volunteers may be excluded from providing services to the district. The district will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the district reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of a staff member's teaching certificate.

The district may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The district will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the district.

Any attempted violation of district policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

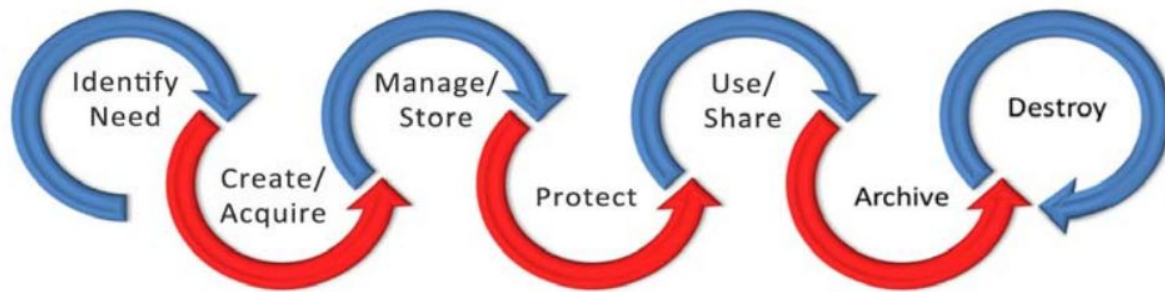
Possible disciplinary/corrective action may be instituted for, but is not limited to, the following:

- Unauthorized disclosure of PII or Confidential Information.
- Sharing your user IDs or passwords with others (exception for authorized technology staff for the purpose of support)

- Applying for a user ID under false pretenses or using another person's ID or password.
- Unauthorized use of an authorized password to invade student or staff privacy by examining records or information for which there has been no request for review.
- The unauthorized copying of system files.
- Attempting to secure a higher level of privilege without authorization.
- Installation or use of unlicensed software or software not approved for district technological systems.
- The intentional unauthorized altering, destruction, or disposal of district information, data and/or systems. This includes the unauthorized removal of technological systems such as but not limited to: laptops, internal or external storage, computers, servers, backups or other media, that may contain PII or confidential information.
- The introduction of computer viruses, hacking tools or other disruptive or destructive programs.

Data Lifecycle

Data Governance is necessary at each phase in the data lifecycle. This lifecycle starts at evaluating the need for data collection and ends when the data is destroyed. It is important that appropriate safeguards, policies, procedures and practices are in place for each phase of the data lifecycle.



Identifying Need & Assessing Systems for District Requirements

To accomplish the district's mission and to comply with the law, the district may need to maintain confidential information, including information regarding students, parents/guardians, staff, applicants for employment and others. The district will collect, create or store confidential information only when the Superintendent or designee determines it is necessary.

New Systems

District staff members are encouraged to research and utilize online services or applications to engage students and further the district's educational mission. However, before any online service or application is purchased or used to collect or store confidential or critical information, including confidential information regarding students or staff, the ISO or designee must approve the use of the service or application and verify that it meets the requirements of the law and School Board policy and appropriately protects confidential and critical information. This prior approval is also required when the services are obtained without charge.

Memorandums of understanding (MOU), contracts, terms of use and privacy policy for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the ISO prior to initiation.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on technology environment including storage and bandwidth
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements including cost
- Resource update and maintenance schedule
- Funding for the initial purchase and continued licenses and maintenance
- Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
 - o The district continues to own the data shared, and all data must be available to the district upon request.
 - o The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
 - o District data will be maintained in a secure manner by applying appropriate technical, physical and administrative safeguards to protect the data.
 - o The provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
 - o No API will be implemented without full consent of the district.
 - o All data will be treated in accordance to federal, state and local regulations
 - o The provider assumes liability and provides appropriate notification in the event of a data breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent permission is requested from parents during the yearly online registration process for district vetted and approved applications and tools.

Review of Existing Systems

The District will ensure that data collection is aligned with School Board Policy EHAB. Data systems shall be regularly reviewed to ensure that only necessary data is being transmitted and collected.

Individual student level data is submitted to different approved service providers in order to ensure business operations and instructional services. At times, these imports include PII for staff and student. The District must ensure that each piece of PII is necessary for operations or instruction and that the providers are abiding by their terms of service.

The District will audit data imports annually. These audits should include:

- Review of provider's terms of service to ensure they meet the District's data security requirements.
- Verification that software imports are accurate and pulling correct information.
- Verification that, when applicable, the staff, students and classes included in the imports are still necessary for instructional purposes (only those that need data collected are included in import).
- Determine if the fields included in the imports are still necessary for intended purpose.

Acquisition and Creation

It is the responsibility of the staff requesting to use new digital content to properly vet the resource to ensure that it meets district business objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use. Digital resources that accompany adopted instructional and/or curriculum materials will be vetted by the Assistant Superintendent, Curriculum Directors/Deans and the ISO, or designee, prior to purchase.

The Timberlane Regional School District, starting in July 2019, will be a member of the New Hampshire Student Data Privacy Alliance (NHSDPA). The NHSDPA is a collaboration of New Hampshire school districts and law counselors that share common concerns around student privacy. This Consortium will help vet new digital resources using collective resources. The goals of this Consortium are:

- Establish a community of stakeholders who have various needs addressed through policy, technology and/or effective practice sharing around effective privacy management,
- Identify projects that have on-the-ground and real-world impact on student data privacy enabling schools, districts, state and vendors find resources, adapt them to their unique context and implement needed protections,
- Development of tools and resources to address operational issues not currently being addressed,
- Leverage partnership organizations working in the privacy space to have their good work utilized and no reinvention of existing work,
- Development of a clearinghouse of student data privacy operational issues and resources to support schools, districts, states and vendors in managing those issues – no matter where the resources originate.

Once the Consortium is operating staff will check a database of approved digital resources to see if it has been approved for meeting or exceeding minimum standards outlined by the state. In the event it does not there will be an approval process where the staff member will submit information about the resource they would like to use on the NH Consortium website. A first level approval would need to be granted by the district in order to make sure that there are no obvious or known issues with the resource and that it passes curriculum related goals. Passing that, the Consortium will contact the vendor in order to process agreements that they will follow all minimum federal and state laws regarding security and privacy. If the provider completes all agreements the resource will be added to the database of vetted resources that are good to use.

Management and Storage

Systems Security

The district will provide access to confidential information to appropriately trained district staff and volunteers only when the district determines that such access is necessary for the performance of their duties. The district will disclose confidential information only to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law and authorized by the district (School Board Policy EHAB). Therefore, systems access will only be given on an as-needed basis as determined by the data manager and ISO. Further information regarding Electronic Access Security Controls is contained in the

Data Management

The effective education of students and management of district personnel often require the district to collect information, some of which is considered confidential by law and district policy. In addition, the district maintains information that is critical to district operations and that must be accurately and securely maintained to avoid disruption to district operations.

Data Managers are responsible for the development and execution of practices and procedures that ensure the accuracy and security of data in an effective manner. All district administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage. Data managers will:

- ensure that system account creation procedures and data access guidelines appropriately match staff member job function with the data on instructional and operational systems.
- review all staff with custom data access beyond their typical group's access.
- review district processes to ensure that data will be tracked accurately.
- review contracts with instructional and operational software providers to ensure that they are current and meet the district data security guidelines.
- ensure that staff are trained in the district's proper procedure and practices in order to ensure accuracy and security of data.
- assist the ISO in enforcing district policies and procedures regarding data management.

Data Classification and Inventory

Classification is used to promote proper controls for safeguarding the confidentiality of data. Regardless of classification, the integrity and accuracy of all classifications of data are protected. The classification assigned and the related controls applied are dependent on the sensitivity of the data. Data is classified according to the most sensitive detail they include. Data recorded in several formats (e.g., source document, electronic record, report) have the same classification regardless of format (see Appendix E: Data Classification Levels).

The ISO or designee will identify all systems containing district data, such as student information systems, financial systems, payroll systems, transportation systems, food-service systems, email systems, instructional software applications and others. The ISO or designee will identify the data files and data elements maintained in those systems and identify confidential and critical information the district possesses or collects. Once the data files and data elements are identified, the ISO or designee will classify the data as confidential or critical so that those files and the information they contain can be more closely monitored.

The district will create and maintain a data inventory for all information systems containing PII or confidential information. When possible, a data dictionary will be maintained for critical information systems. The data inventory will contain the following elements:

- Data Source
- What data is stored
- Where the data is stored
- Persons assigned to manage the data
- Staff or staff categories that have access to the files
- When the data is collected and received
- How the data is accessed

- Who has access
- Criticality/Sensitivity Rating

Security/Protection

Risk Management

A thorough risk analysis of all Timberlane Regional School District's data networks, systems, policies, and procedures shall be conducted on an bi-annual basis by an external third party or as requested by the Superintendent, ISO or designee. An internal audit of District network security will be conducted annually by District Technology staff. This analysis shall be completed using the risk management steps outlined in the Data Security Checklist (Appendix D). The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

Security Logs

The District will maintain a comprehensive list of critical system events that will be logged and monitored to ensure data security. These events will include, but are not limited to, access to critical systems and modification of critical data. When applicable, notifications will be established for critical event triggers.

Physical Security Controls

Technology telecommunication closets are housed in secure locations. Access authorization is assigned through the Director of Technology, Network Administrator and or Director of Facilities. In addition, access to areas in which information processing is carried out shall be restricted to only appropriately authorized individuals (see appendix G: Physical Security Controls).

No technological systems shall be disposed of or moved without adhering to the appropriate procedures (see Appendix H: Asset Management).

Inventory Management

The district shall maintain a process for inventory control in accordance to federal and state requirements and School Board policy. All district technology assets will be maintained in inventory and verified through the regular inventory verification process (see Appendix H: Asset Management).

Virus, Malware, Spyware, Phishing and SPAM Protection

The District uses a multi-layered approach to ensure that all electronic files are appropriately scanned for viruses, malware, spyware, phishing and SPAM. These include, but are not limited to, enterprise virus/malware/ spyware software, group policy, gateways, firewalls, and content filter. Users shall not turn off or disable district protection systems or install other systems (see Appendix I: Virus, Malware, Spyware, Phishing and SPAM Protection).

Electronic Access Security Controls

District staff will only access personally identifiable and/or confidential information if necessary to perform their duties. The district will only disclose this information to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law. All staff are required to read and acknowledge applicable district

policies via the Faculty Handbook sign-off form annually.

Mechanisms to control access to PII, confidential information, internal information and computing resources include, but are not limited to, the following methods:

- **Identification/Authentication:** Unique user identification (user ID) and authentication are required for all systems that maintain or access PII, confidential information, and/or internal information. Users will be held accountable for all actions performed on the system with their User ID. User accounts and passwords shall not be shared.
- **Authorization:** Access controls are maintained through a partnership between the technology department, human resources (HR) and data managers.

Additionally, only members of the District Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Access security is audited annually or whenever access permission requirements are changed for a particular application/software or when an application/software is no longer necessary.

Staff Users

All new staff accounts are authorized through an HR hiring process (see Appendix J: Account Management). Role-based permissions and security groups are used to establish access to all systems (see Appendix K: Data Access Roles and Permissions). If a staff member requires additional access, a request must be made directly to the ISO with a clear justification for access.

Contractors/Vendors

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by HR and the ISO. All contractors doing business on district premise must also pass a background check unless other security measures are addressed in a vendor contract. All contractors/vendors accessing district data will be considered on premise users. Once the approval has been obtained, the technology department will create the account, only granting access to the server/application that the contractor/vendor supports.

Password Security

The District will enforce secure passwords for all systems within their control (see Appendix L: Password Security). When possible, the district will utilize Single Sign On (SSO) or LDAP/Active Directory Integration to maintain optimal account security controls.

Concurrent Sessions

When possible, the district will limit the number of concurrent sessions for a user account in a system.

Remote Access

Access into the District's network from outside is strictly prohibited without explicit authorization from the ISO. Remote access will be granted through virtual private network (VPN) connection through the district's network VPN appliance; no other method of remote access shall be granted without explicit authorization from the ISO. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within District's network. [All VPN accounts will employ the use of 2 factor authentication.](#)

In the event that VPN access is needed by a contractor/vendor, access must be approved by the ISO. The ISO or designee will establish the contractor account, only granting access to the server/application that the contractor/vendor supports.

All VPN accounts will be reviewed at least annually.

Securing Data at Rest and Transit

District data security applies to all forms of data, including data stored on devices, data in transit and data stored on additional resources. All district external hard drives will be maintained in inventory and verified through the regular inventory verification process. Regular transmission of student data to internal and external services is managed by the technology department using a secure data transfer protocol.

Users must ensure that they are securely storing their data. Guidelines have been established for Cloud Storage and File Sharing, External Storage Devices, and File Transmission Practices. (see Appendix F: Securing Data at Rest and Transit). These guidelines are outlined in the following section.

Usage and Dissemination

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. All district staff, volunteers, contractors and agents who are granted access to critical and confidential information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of confidential information. All individuals using confidential and critical information will strictly observe protections put into place by the district including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information in a confidential and secure manner.

All users are responsible for the security and integrity of the data they create, store or access. Users are expected to act as good stewards of data and treat data security and integrity with a high degree of responsibility and priority. Users must follow all guidelines outlined with Board policies, specifically Employee and Student Technology Usage (GBEF, GBEF-R, JICL, JICL-R), Data Governance and Security (EHAB), and Student Records (JRA, JRA-R).

District staff, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

Data Storage and Transmission

All staff and students that log into a district owned devices will be provided with several options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data. Staff and students will be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution. Staff and students may also have a mapped personal folder. This folder acts as a redirection of document and desktop folders to district file servers. Access to these files is restricted to the folder's owner (staff or student who is assigned) and district enterprise administrator accounts. Staff and students using Chromebook devices have limited local storage capabilities. Chromebook users are to store data online within their GSuite for Education Drive account.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with accounts for Google GSuite for Education and [Microsoft One Drive](#) that provide unlimited storage. Users are responsible for all digital content on their district provided Google GSuite for Education Drive or [Microsoft One Drive](#) (see Appendix F: Securing Data at Rest and Transit).

File Transmission Practices

Staff are responsible for securing sensitive data for transmission through email or other channels. Staff should not transmit files labeled classified, confidential, or restricted through email or third party file transfer services without district approval. When possible, staff should de-identify or redact any PII or confidential information prior to transmission. Regular transmission of student data to services such as a single sign on provider is managed by the technology department using a secure data transfer protocol (see Appendix F: Securing Data at Rest and Transit).

Credit Card and Electronic Payment

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the appropriate level of PCI compliance when handling such data (see Appendix F: Securing Data at Rest and Transit).

Mass Data Transfers

Downloading, uploading or transferring PII, confidential information, and internal information between systems shall be strictly controlled. Requests for mass download of, or individual requests for, information for research or any other purposes that include PII shall be reviewed and approved by the Superintendent or designee. All other mass downloads of information shall be approved by the ISO and include only the minimum amount of information necessary to fulfill the request.

Printing

When possible, staff should de-identify or redact any PII or confidential information prior to printing. PII and confidential information shall not be downloaded, copied or printed indiscriminately or left unattended and open to compromise.

Oral Communications

Staff shall be aware of their surroundings when discussing PII and confidential information. This includes, but is not limited to, the use of cellular telephones in public areas. Staff shall not discuss PII or Confidential Information in public areas if the information can be overheard. Caution shall be used when conducting conversations in: semi-private rooms, waiting rooms, corridors, elevators, stairwells, cafeterias, restaurants, or public areas.

Training

The district shall create and maintain a data security training program. This program will consist of the following:

- Training for all staff on technology policies and procedures, including confidentiality and data privacy.
- Additional training for new instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for all instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for district administration on federal regulations, data privacy and security.
- All training or professional learning that includes the use of data systems shall include data security.

Archival and Destruction

Once data is no longer needed, the ISO or designee will work with the data managers to ensure that it is appropriately destroyed. Special care will be taken to ensure that confidential information is destroyed appropriately and in accordance with law. Confidential paper records will be destroyed using methods that render them unreadable, such as shredding. Confidential digital records will be destroyed using methods that render the record unretrievable.

District Data Destruction Processes

The district will regularly review all existing data stored on district provided storage for the purposes of ensuring data identification and appropriate destruction. Data destruction processes will align with School Board Policy EHB and EHB-R. District data managers will regularly review systems and data to ensure that data that is no longer needed is destroyed. The following exceptions will be made:

- Data in an active litigation hold will be maintained until the conclusion of the hold.
- Student GSuite for Education account will be maintained until September 30th ~~one year~~ after the student's final date of attendance.
- Staff GSuite for Education accounts will be suspended after the final work day, unless HR or the ISO approves a district administrator to maintain access.

Asset Disposal

The district will maintain a process for physical asset disposal in accordance to School Board Policy DN. The district will ensure that all assets containing PII, confidential, or internal information are disposed of in a manner that ensures that this information is destroyed (see Appendix H: Asset Management).

Critical Incident Response

Controls shall ensure that the District can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach and natural disaster) that damages/breaches data or systems.

Business Continuity

The District's administrative procedure EHB-R, delineates the timeline for data retention for all district data. The District will maintain systems that provide near-line and off-site data backup. These systems shall allow for the full recovery of critical systems in the event of a disaster. The district will test near-line and off-site backups of critical systems quarterly.

Disaster Recovery

The District's Technology Disaster Recovery Plan outlines critical staff, responsibilities, and processes in the event of a disaster or critical data loss. The District shall maintain a list of all critical systems and data, including contact information. The Technology Disaster Recovery Plan shall include processes that enable the District to continue operations and efficiently restore any loss of data in the event of fire, vandalism, natural

disaster, or critical system failure (see Appendix M: Disaster Recovery Plan).

Data Breach Response

New Hampshire's data breach law (RSA 359-c:19, 20, 21) is triggered when a School District computer system is breached and personal information is acquired without authorization in a way that compromises the security or confidentiality of the information. The law requires a school district experiencing a breach to conduct a good faith and reasonably prompt investigation to determine the likelihood that personal information was, or will be, misused. The Data Breach Response Plan enables the District to respond effectively and efficiently to a data breach involving personally identifiable information (PII) as defined by NH Law, confidential or protected information (ie-FERPA), district identifiable information and other significant cybersecurity incident. The Data Breach Response Plan shall include processes to validate and contain the security breach, analyze the breach to determine scope and composition, minimize impact to the users, and provide notification (see Appendix N: Data Breach Response Plan).

Appendix A - Definitions

Confidentiality: Data or information is not made available or disclosed to unauthorized persons.

Confidential Data/Information: Information that the district is prohibited by law, policy or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) regarding students and staff.

Critical Data/Information: Information that is determined to be essential to district operations and that must be accurately and securely maintained to avoid disruption to district operations. Critical data is not necessarily confidential.

Data: Facts or information. Data can be in any form; oral, written, or electronic.

Data Breach, Breach of Security or Breach: A security incident in which there was unauthorized access to and unauthorized acquisition of personal information maintained in computerized form that compromises the security, confidentiality or integrity of the information.

Data Integrity: Data is current, accurate and has not been altered or destroyed in an unauthorized manner.

Data Management: The development and execution of policies, practices, and procedures in order to manage the accuracy and security of district instructional and operational data in an effective manner.

Data Owner: User responsible for the creation of data. The owner may be the primary user of that information or the person responsible for the accurate collection/recording of data. Ownership does not signify proprietary interest, and ownership may be shared. The owner of information has the responsibility for:

- knowing the information for which she/he is responsible.
- determining a data retention period for the information according to Board policy and state statute.
- ensuring appropriate procedures are in effect to protect the integrity, confidentiality, and availability of the data used or created.
- reporting promptly to the ISO the loss or misuse of data.
- initiating and/or implementing corrective actions when problems are identified.

- following existing approval processes for the selection, budgeting, purchase, and implementation of any digital resource.

Information Security Officer: The Information Security Officer (ISO) is responsible for working with the Superintendent, Data Governance Team, data managers, data owners, and users to develop and implement prudent security policies, procedures, and controls. The ISO will oversee all security audits and will act as an advisor to:

- data owners for the purpose of identification and classification of technology and data related resources.
- systems development and application owners in the implementation of security controls for information on systems, from the point of system design through testing and production implementation.

Systems: Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device, whether hosted by the district or provider.

Security Incident: An event that 1) actually or potentially jeopardizes the confidentiality, integrity or availability of an information system or the information the system processes, stores or transmits, or 2) constitutes a violation or imminent threat of violation of security policies, security procedures or acceptable-use policies.

Personally Identifiable Information (PII): Any information about an individual maintained by an agency, including (1) any information that can be used to distinguish or trace an individual's identity, such as name, social security number, State Assigned Student Identification, date and place of birth, mother's maiden name, or biometric records and (2) any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Risk: The probability of a loss of confidentiality, integrity, or availability of information resources.

User: The user is any person who has been authorized to read, enter, print or update information. A user of data is expected to:

- access information only in support of their authorized job responsibilities.
- comply with all data security procedures and guidelines.
- keep personal authentication confidential (user IDs, passwords, secure cards, PINs, access codes).
- report promptly to the ISO the loss or misuse of data.
- follow corrective actions when problems are identified.

Appendix B - Laws, Statutory, and Regulatory Security Requirements

CIPA: The Children's Internet Protection Act was enacted by Congress to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program. Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies shall include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they shall provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. <https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

COPPA: The Children's Online Privacy Protection Act regulates operators of commercial websites or online services directed to children under 13 that collect or store information about children. Parental permission is required to gather certain information.

<https://www.ftc.gov/tips-advice/business-center/privacy-and-security/children%27s-privacy>

FERPA: The Family Educational Rights and Privacy Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education. This regulation protects student information and accords students specific rights with respect to their data.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

HIPAA: The Health Insurance Portability and Accountability Act applies to organizations that transmit or store Protected Health Information (PHI). It is a broad standard that was originally intended to combat waste, fraud, and abuse in health care delivery and health insurance, but is now used to measure and improve the security of health information as well.

<https://www.hhs.gov/hipaa/index.html>

IDEA: The Individuals with Disabilities in Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

<https://sites.ed.gov/idea/>

PCI DSS: The Payment Card Industry Data Security Standard was created by a consortium of payment brands including American Express, Discover, MasterCard, and Visa. It covers the management of payment card data and is relevant for any organization that accepts credit card payments.

www.pcisecuritystandards.org

PPRA: The Protection of Pupil Rights Amendment affords parents and minor students' rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

<https://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html>

New Hampshire State RSA 189:65-189:68: Student and Teacher Information Protection and Privacy as defined by the following sections:

- [NH RSA 189:65](#) Definitions
- [NH RSA 189:66](#) Data Inventory and Policies Publication
- [NH RSA 189:67](#) Limits on Disclosure of Information
- [NH 189:68](#) Student Privacy
- [NH RSA 189:68-a](#) Student Online Personal Information

[New Hampshire Minimum Standards for Privacy and Security of Student and Employee Data](#)

[New Hampshire Minimum Standards - FAQ's](#)

New Hampshire State RSA Chapter 359-C Right to Privacy:

- [NH RSA 359-C:19](#) Notice of Security Breach - Definitions
- [NH RSA 359-C:20](#) Notice of Security Breach Required
- [NH RSA 359-C:21](#) Notice of Security Breach Violation

Appendix C - Digital Resource Acquisition and Use

The purpose of the Digital Resource Acquisition and Use process is to:

- ensure proper management, legality and security of information systems,
- increase data integration capability and efficiency,
- and minimize malicious code that can be inadvertently downloaded.

New Resource Acquisition

Staff will be required to complete steps outlined under the staff section of the District's website. An online request is required for any new digital resources that either has an associated cost or collects staff or student data. All staff must adhere to the following guidelines regarding digital resource acquisition:

- Contracts for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the ISO prior to initiation. Staff should speak with their building Technology Integrator before using ANY new app/online tool with students and seek their assistance with the evaluation/vetting process. This includes any online tool that a student interacts with where they may be creating content and/or any site that requires any student login.
- It is the responsibility of the staff requesting to use new digital content to properly vet the resource to ensure that it meets district business objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use.
- Digital resources that accompany adopted instructional and/or curriculum materials will be vetted by the appropriate Assistant Superintendent, Curriculum Directors/Deans and the Director of Technology, or designee, prior to purchase.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on technology environment including storage and bandwidth
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements including cost
- Resource update and maintenance schedule
- Funding for the initial purchase and continued licenses and maintenance
- Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
 - o The district continues to own the data shared, and all data must be available to the district upon request.
 - o The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
 - o District data will be maintained in a secure manner by applying appropriate technical, physical and administrative safeguards to protect the data.
 - o The provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
 - o No API will be implemented without full consent of the district.
 - o All data will be treated in accordance to federal, state and local regulations
 - o The provider assumes liability and provides appropriate notification in the event of a data

breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent permission is requested from parents during the yearly online registration process for district vetted and approved applications and tools.

Approved Digital Resources

In order to ensure that all digital resources used meet security guidelines and to prevent software containing malware, viruses, or other security risk, digital resources that have been vetted are categorized as Approved or Denied.

- A list of vetted software will be maintained on the District Technology Use and Student Data Privacy website.
- It is the responsibility of staff to submit a request to use a new digital resource if a resource is not listed.
- Digital resources that are denied or have not yet been vetted will not be allowed on district owned devices or used as part of district business or instructional practices.

Digital Resource Licensing/Use

All computer software licensed or purchased for district use is the property of the District and shall not be copied for use at home or any other location, unless otherwise specified by the license agreement.

All staff must adhere to the following guidelines regarding digital resource licensing/use:

- Only approved district resources are to be used.
- District software licenses will be:
 - o kept on file in the technology office.
 - o accurate, up to date, and adequate.
 - o in compliance with all copyright laws and regulations.
 - o in compliance with district, state and federal guidelines for data security.
- Software installed on Timberlane Regional School District systems and other electronic devices will have a current license on file or will be removed from the system or device.
- Resources with or without physical media (e.g. downloaded from the Internet, apps, or online) shall still be properly vetted and licensed, if necessary, and is applicable to this procedure.
- Under no circumstances can staff act as a parental agent when creating student accounts for online resources; resources requiring this permission must be approved at the district level.

Appendix D - Data Security Checklist

A thorough risk analysis of all Timberlane Regional School District data networks, systems, policies, and procedures shall be conducted on an bi-annual basis or as requested by the Superintendent, ISO or designee by an independent third party. The risk analysis will include internal and external vulnerability cybersecurity risk assessments and external penetration testing of the District network. An internal audit of District network security will be conducted annually by District Technology staff.

The Data Security Checklists examine the types of threat that may affect the ability to manage and protect the information resource. The analysis also documents any existing vulnerabilities found within each entity, which could potentially expose the information resource to threats. Finally, the analysis includes an evaluation of the information assets and the technology associated with its collection, storage, dissemination and protection.

From the combination of threats, vulnerabilities, and asset values, an estimate of the risks to the confidentiality, integrity and availability of the information is determined. The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

Data Security Checklist for District Hosted Systems

- ☐ Inventory and classification of data on system
- ☐ Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- ☐ Physical security of system
- ☐ Location within network including network systems protection (firewall, content filter) and if system is externally facing or only allows for district network access
- ☐ Access controls including password security (can district password requirements be enforced)
- ☐ Authentication methods (LDAP/Active Directory, Single Sign On, District managed account, user managed account)
- ☐ Server/system security patch frequency
- ☐ Ability to access from mobile devices
- ☐ Ability to maintain critical system event logs
- ☐ Ability to receive notification for critical system events

Data Security Checklist for Provider Hosted Systems

- ☐ Inventory and classification of data on system
- ☐ Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- ☐ Contract, terms of service and privacy policy are current and meet district data security requirements
- ☐ Provider has adequate data security measures including data management and incident response
- ☐ Ability to ensure proper access controls including password security (can district password requirements be enforced)
- ☐ Authentication methods (LDAP/Active Directory, Single Sign On, District managed account, user managed account)
- ☐ Server/system security patch frequency
- ☐ Ability to access from mobile devices
- ☐ Notification practices in the event of a system compromise or security breach

Appendix E - Data Classification Levels

Personally Identifiable Information (PII)

PII is information about an individual maintained by an agency, including:

- Any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records.
- Any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Unauthorized or improper disclosure, modification, or destruction of this information could violate state and federal laws, result in civil and criminal penalties, and cause serious legal implications.

Confidential Information

Confidential Information is very important and highly sensitive material that is not classified as PII. This information is private or otherwise sensitive in nature and shall be restricted to those with a legitimate business need for access. Examples of confidential information may include: student records, personnel information, key financial information, proprietary information, system access passwords and encryption keys.

Unauthorized disclosure of this information to individuals without a business need for access may violate laws and regulations, or may cause significant consequences for district, its staff, parents, students or other stakeholders. Decisions about the provision of access to this information shall always be cleared through the data manager and/or ISO.

Internal Information

Internal Information is intended for unrestricted use within the district and in some cases within affiliated stakeholders. This type of information is already widely-distributed within the district, or it could be distributed within the organization without advance permission from the information owner. Examples of Internal Information include internal policies and procedures and handbooks.

Unauthorized disclosure of this information to outsiders may not be appropriate due to copyright, legal or contractual provisions.

Directory Information

Directory Information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The school district designates the following items as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

This information may only be disclosed as permitted in School Board Policy JRA and JRA-R

Public Information

Public Information must be specifically approved for public release by the Superintendent or appropriate district administrator. Examples of public information may include patron mailings and materials posted to the district's website.

Appendix F - Securing Data at Rest and Transit

All staff and students that log into a district owned device will be provided with several options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data. Staff and students may be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution. Staff may also have a mapped server based personal folder. This folder acts as a redirection to district file servers. Access to these files is restricted to the folder's owner (staff who is assigned) and district enterprise administrator accounts. Staff and students using Chromebook devices have limited local storage capabilities. Chromebook users are to store their data within their GSuite for Education Drive account.

Confidential and critical information will be saved and maintained in a secure manner using encryption or other password-protected security measures. Likewise, when data is transmitted, the district will use encryption or password-protected security measures.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with a GSuite Or Office 365 for Education account that provides unlimited storage. Users are responsible for all digital content on their district provided GSuite or Office 365 for Education Drive. When using cloud storage, staff must adhere to the following guidelines:

- Staff and students may not access cloud storage through third party applications outside of approved internet browsers and Google Drive App on Android & iOS on One Drive for Microsoft Office. This will ensure that native operating systems do not replace cloud sharing security.
- Users need to be aware of default sharing settings on folders when they upload files. Users are required to limit sharing files to an as needed basis.
- Staff and students must ensure that any cloud storage providers used are approved by the district and meet district student data and data security standards.
- When exiting the district, students should responsibly copy their content to their own personal storage solution.
- When exiting the district, staff should ensure that they are only copying personal content that they created. Staff are prohibited from copying content that contains confidential information, student records or data.
- Data with personally identifiable information of staff or students may be posted to users' district provided Google Drive or One Drive with appropriate security settings. Users may not post this data to other cloud sharing platforms without consent of district administration.
- Staff should never post any documents labeled classified, confidential, or restricted to any cloud storage including district provided Google Drive or One Drive accounts without district approval.
- All users shall immediately report any cloud storage security problems of the district's technology resources to a teacher or administrator.
- Attempting to gain or gaining unauthorized access to cloud storage or the files of another is prohibited.
- As with other forms of district technology, district staff, students, and other GSuite for Education or One Drive users have no expectation of privacy on data stored on this platform.

The term "File Sharing" is used to define all activities that share access to digital information whether in the cloud or on district administered mapped drives. When file sharing, staff must adhere to the following guidelines:

- Users must abide by all policies and procedures regarding professional conduct and

communication when sharing, reviewing, updating, commenting and re-sharing.

- When sharing content, users must ensure that other users accessing the information in the files have appropriate access to the information based on job function.
- All users shall immediately report any inappropriate sharing of the district's technology resources to an administrator.

External Storage Devices

The term "External Storage Devices" is used to define all portable storage devices (including USB drives, rewritable CD/DVD, memory cards, and external hard drives) used by staff and students. While the district recognizes the advantages for staff and students to maintain information on these devices, users are strongly encouraged to rely on their district provided GSuite for Education Drive account for all storage needs. When using external storage devices, staff must adhere to the following guidelines:

- Users are responsible for all content on external storage devices that have been connected to district technology resources.
- Users must ensure that they will not introduce harmful software including computer viruses, malware, non-district approved software, or hacking tools to district technology resources.
- Users must ensure that the data will remain secure through appropriate encryption or password protection when transferring files containing PII or protected information to an external storage device. Users should only keep the information stored on the external device for the duration of the project, and then promptly remove.
- Staff should never transfer any documents labeled classified, confidential, or restricted to any external storage device.
- Staff should never transfer or create confidential data or student records on personal storage devices.

File Transmission Practices

- Staff are responsible for securing sensitive data for transmission through email or other channels. When possible, staff should de-identify or redact any PII or confidential information prior to transmission.
- Staff should never include a password in any electronic communication unless directed to do so by Technology Staff.
- Staff should not transmit files labeled classified, confidential, or restricted through email or third party file transfer services without district approval.
- Regular transmission of student data to services such the District Library Management system, Food Service Management system and Single Sign On Provider system is managed by the technology department using a secure data transfer protocol. All such services are approved by a district/building administrator and the Director of Technology.

Credit Card and Electronic Payment

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the following requirements and appropriate level of PCI compliance when handling such data:

- Never store cardholder data on district systems or in written form. All cardholder data may only be entered in secured payment systems approved by the district. Any cardholder data collected in written form must be shredded immediately after entry into approved system.
- The district will never maintain a data system for payment information. All payment information will be stored and processed by a 3rd party accessible through a secure portal.

- Never request cardholder information to be transmitted via email or any other electronic communication system. The district will employ measure to help flag emails that contain this information.
- Payment information shall be entered directly into the approved payment system by individual making payment. If the individual is not able to directly input the payment, designated staff may gain verbal approval for the payment process either in person or via phone (after identification is verified). If verbal payment information is received, that information must be entered directly into the payment system and not written down during the process.
- If payment information is collected via a physical form, that form must be shredded or payment information redacted immediately upon receipt and entry into payment system.

Appendix G - Physical Security Controls

The following physical security controls shall be adhered to:

- Network systems shall be installed in an access-controlled area. The area in and around the computer facility shall afford protection against fire, water damage, and other environmental hazards such as power outages and extreme temperature situations.
- Monitor and maintain data centers' temperature and humidity levels.
- File servers and/or storage containing PII, Confidential and/or Internal Information shall be installed in a secure area to prevent theft, destruction, or access by unauthorized individuals.
- Ensure network systems and network equipment are properly secured to prevent unauthorized physical access and data is properly safeguarded to protect from loss.
- Computers and other systems shall be secured against use by unauthorized individuals. It is the responsibility of the user to not leave these devices logged in, unattended, and open to unauthorized use.
- Monitor and control the delivery and removal of all data-storing technological equipment or systems. Maintain a record of all such items entering or exiting their assigned location using the district approved technology inventory program. No technology equipment regardless of how purchased or funded shall be moved without the explicit approval of the technology department.
- Ensure that technological equipment or systems being removed for transfer to another organization or being designated as surplus property is appropriately sanitized in accordance with applicable policies and procedures (see Appendix I: Asset Management).

Appendix H - Asset Management

Data security must be maintained through the life of an asset, including the destruction of data and disposal of assets. Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as a system, asset or device.

All involved systems and information are assets of the district and are expected to be protected from misuse, unauthorized manipulation, and destruction.

Inventory

All technology devices or systems considered an asset are inventoried by the technology department. This includes, but is not limited to, network appliances, servers, computers, laptops, mobile devices, and external hard drives. The technology department will conduct annual inventory verification of all district devices. It is the responsibility of the technology department to update the inventory system to reflect any in-school transfers, in-district transfers, or other location changes for district technology assets.

Disposal Guidelines

Assets shall be considered for disposal in accordance with state/federal regulations and School Board Policy DN. The following considerations are used when assessing an asset for disposal:

- End of useful life
- Lack of continued need
- Obsolescence
- Wear, damage, or deterioration
- Excessive cost of maintenance or repair
- Salable value

The Director of Technology shall approve disposals of any district technology asset.

Methods of Disposal

Once equipment has been designated and approved for disposal, it shall be handled according to policy [DL \(School Properties Disposal Procedure\)](#).

Appendix I - Virus, Malware, Spyware, Phishing and SPAM Protection

Virus, Malware, and Spyware Protection

Timberlane Regional School District PC desktops, laptops, and file servers are protected using enterprise virus/malware/spyware software. Definitions are updated daily and an on-access scan is performed on all “read” files continuously. A full scheduled scan runs weekly. A full scheduled scan is performed on all servers weekly during non-peak hours. All files and systems are scanned.

Internet Filtering

Student learning using online content and social collaboration continues to increase. The Timberlane Regional School District views Internet filtering as a way to balance safety with learning—letting good content, resources, and connections in while blocking the bad. To balance educational Internet resource and application use with student safety and network security, the Internet traffic from all devices on the district network is routed through the district firewall and content filter. Filtering levels are based on the role of the user, staff or student and student grade level. All sites that are known for malicious software, phishing, spyware, etc. are blocked.

Phishing and SPAM Protection

Email is filtered for viruses, phishing, spam, and spoofing using Google and Office 365 services.

Security Patches

Server patch management is performed regularly. Security patches are applied on an as needed basis. The district utilizes a Microsoft WSUS server (Windows Server Updates Services) to distribute approved updates.

Appendix J - Account Management

Access controls are essential for data security and integrity. The Timberlane Regional School District maintains a strict process for the creation and termination of district accounts. All new staff accounts are authorized through an HR hiring process prior to creation. Role-based permissions are used to establish access to all systems. Access security is audited at least annually or whenever access permission requirements are changed for a particular application/software or when an application/software is no longer necessary.

Staff Accounts

When a staff member is hired by the Timberlane Regional School District, the following process ensures that each staff member has the correct access and permissions to the resources that are required for their position.

- Notification of new staff member is sent from Human Resources to the Technology Department. This notification includes position, building assignment(s), and start date.
- Only after notification has been received from Human Resources, the Technology Department creates user accounts. The user is given access and permissions to the necessary resources based on their position and building assignment(s) (see Appendix K: Data Access Roles and Permissions).
- Any exception to permissions must be approved by the district administrator responsible for the system (data manager) and the Director of Technology.

When a staff member's employment is ended, either by termination or resignation, account permissions are revoked in one of two ways.

- In the event of termination, HR will notify the Technology Department via email or phone call requiring the account to be disabled at once, preventing any further access to district resources.
- In the event of resignation, HR will notify the Technology Department via email indicating the termination date. The account is disabled at the end of business on the termination date, preventing further access to district resources.
- In the event that a user having elevated permissions to any system separates from the district, additional measures are taken to ensure that all elevated accounts to those systems are secure.

Local/Domain Administrator Access

Only members of the District Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Remote Access

Access into the District's network from outside is strictly prohibited without explicit authorization from the ISO. Remote access will be granted through virtual private network (VPN) connection through the district's network VPN appliance; no other method of remote access shall be granted without explicit authorization from the ISO. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within District's network.

In the event that VPN access is needed by a contractor/vendor, access must be approved by the ISO. The Network Administrator will establish the contractor account, only granting access to the server/application that the contractor/vendor supports. [All VPN accounts will employ the use of 2 factor authentication.](#)

All VPN accounts will be reviewed at least annually.

Contractors/Vendors

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by HR and ISO. All contractors doing business on district premise must also pass a background check unless other security measures are addressed in a vendor contract. All contractors/vendors accessing district data will be considered on premise users. Once the approval has been obtained, the technology department will create the account.

Appendix K - Data Access Roles and Permissions

Student Information System (SIS)

Staff are entered into the Timberlane Regional School District's student information system. Only staff whose roles require access are provided accounts for the system. The following minimum information is entered for each staff member:

- Building/Site location
- Status - Active
- Staff Type
- District Email Address
- Primary Alert Phone Number and Cell phone number

Access accounts for the District's SIS are setup based on staff role/position, building and required access to student data and are assigned by the Director of Technology or designee. Teacher accounts are created for all staff responsible for taking student attendance and entering and maintaining grades. Teacher accounts login to the SIS Teacher Portal. Staff assigned a Teacher account only have access to students they teach or provide services to. Administrative accounts are created based on the staff member's role/position and function and further restrictions to data are controlled through security groups. Security groups control access permissions to certain data sets such as attendance, demographic data, grades, discipline etc. and whether the staff member can view or maintain data. Additional page level permissions are assigned to the security groups. PowerSchool administrative accounts log into the SIS Admin Portal.

Security Groups

- Administrator
- Guidance Staff
- School Administrator
- Administrative Assistant
- School Nurses
- Unassigned - no access

* A complete list of permissions is kept on file in the technology department.

Financial System

All staff members are entered into the District's financial system for the purpose of staff payroll and HR tracking. Staff access to their individual payroll information is granted through the employee portal. Only staff requiring access are provided accounts for the financial/personnel system.

After basic information and user ID are created, a security role is assigned to the account granting them access to designated areas of the financial system to complete their job responsibilities.

Financial System Security Roles

- AP/GL (Accounts Payable), General Ledger)
- AP/GL/PR (Accounts Payable, General Ledger, Payroll)
- Full Access
- HR Admin Asst
- HR Director
- HR Review

- IT Processing
- Payroll
- PR/HR (Payroll, Human Resources)
- Principals/Directors
- Remote (Admin Assistants at schools)
- Remote SPED Only

* A complete list of permissions is kept on file in the technology department.

Special Education System

The State of New Hampshire provides the District access to the NH Special Education Information System (NHSEIS) that houses all student IEP information. Access accounts to NHSEIS is maintained by the District's Director of Special Services office through the MyNHDOE single sign on portal. A user role determines the user's authority and applicable permissions within the NHSEIS system. The established roles are as follows:

- School Administrator
- Provider
- Case Manager
- District IT Administrator
- IEP Team Member
- District Administrator
- SAU System Administrator
- SAU System Staff
- General Ed Teacher
- SAU District Administrator

The following user roles access NHSEIS through the MyNHDOE portal: Case Manager, District Administrator, District IT Administrator, SAU District Administrator, SAU System Administrator, SAU System Staff, and School Administrator. The remaining user roles, Provider, General Ed Teacher and IEP Team Member access NHSEIS through a SAU specific web address.

Health Software System

School District Nurses, Nurse Substitutes and Technology Staff are the only staff members granted access to the District's Health Software system. Technology Staff access is for the purpose of upgrades, and technical support for the use of the system. The medical data that is collected and maintained by the school nurses on the system includes immunizations, conditions, medications, and clinic logs (Time in/out of clinic and action taken). School nurses are the only accounts that can view and maintain medical information.

Food Services System

The District uses a Food Services software management system to track data and perform functions necessary for the efficient operation of the Food Service Program. Food service staff are granted accounts with access to only the parts of the system that are necessary to complete their job functions. Technology Staff access is for the purpose of upgrades, and technical support for the use of the system and cash registers. SAU Staff has access to data to comply with state and federal reporting.

* A complete list of permissions is kept on file in the technology department.

Appendix L - Password Security

The District requires the use of strictly controlled passwords for network access and for access to secure sites and information. All passwords to district systems shall meet or exceed the below requirements.

- Passwords shall never be shared with another person.
- When possible, user created passwords should adhere to the same criteria as required for district network access as outlined below.
- Passwords shall never be saved when prompted by any application with the exception of single sign-on (SSO) systems as approved by the Technology Department.
- Passwords shall not be programmed into a computer or recorded anywhere that someone may find and use them.
- When creating a password for secure information or sites, it is important **not** to use passwords that are easily guessed due to their association with the user (i.e. children's names, pets' names, or birthdays).
- Users and staff who have reason to believe a password is lost or compromised must notify the Director of Technology or designee as soon as possible. The technology department will verify the identity of the person requesting the change before resetting the password.
- **Staff** Passwords will be expired and forced to be changed **to a strong one** at least once per calendar year
- **Student Passwords will be expired upon entering 6th and 9th grades and students will be required to choose a new strong one.**

District network access to resources managed through Active Directory/Google Accounts:

- Passwords must be "strong," and must be a minimum of 8 characters long, must include at least one uppercase character, one number and one special character (! @ # \$ % & ?)
- Passwords will only be changed in the event the user shares their password with another staff member or they believe their account has been hacked.
- Your password must not be too similar to your username.
- Do not use your district password for any non-district systems.
- **Password history will be enforced so that users cannot change a password to a recently use one.**

Where possible, system software should enforce the following password standards:

- Passwords routed over a network shall be encrypted.
- Passwords shall be entered in a non-display field.
- System software shall enforce the changing of passwords and the minimum length.
- System software shall disable the user password when more than five consecutive invalid passwords are given.

Appendix M - Technology Disaster Recovery Plan

Objectives

The primary purpose of the Technology Disaster Recovery Plan (TDRP) is to enable the Timberlane Regional School District (Timberlane Regional) to respond effectively and efficiently to a natural disaster or critical failure of the district's data center and/or core systems. The objectives during a natural disaster or critical failure are the following:

- Minimize the loss or downtime of core systems and access to business critical data.
- Recover and restore the district's critical systems and data.
- Maintain essential technology resources critical to the day to day operations of the district.
- Minimize the impact to the staff and students during or after a critical failure.

Planning Assumptions

The following planning assumptions were used in the development of Timberlane Regional's TDRP:

- There may be natural disasters that will have greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during a disaster.
- There is the possibility of complete loss of the current data center.
- We will have adequate storage to recover systems.
- District data is housed at district data center and backed up in the cloud.
- District data is hosted by 3rd party providers.
- In the event of a critical failure to network infrastructure in the datacenter, District networking may be significantly impacted.

Disaster Recovery/Critical Failure Team

The Timberlane Regional School District has appointed the following people to the disaster recovery/critical failure team:: Director Technology, Business Administrator, Business Operations Coordinator and all Senior Technology Specialists.

In the event the TDRP is activated, overall management of the response is delegated to this team. Their primary responsibilities include:

- Determining the impact of the natural disaster/critical failure.
- Communication of impact and or loss, and updates of progress to the Superintendent.
- Communication of outages and updates to district staff.
- Oversight of the TDRP implementation and restoration of critical systems and data.
- Allocation and management of technology staff during the event.
- Working with manufacturers and/or vendors during the recovery and restoration of critical systems and data.
- Oversight of TDRP implementation debrief.

Activation

The TDRP will be activated in the event of the following:

- A natural disaster has occurred and affects the operation of the District's data center(s). A natural disaster includes but is not limited to the following: tornado, earthquake, lightning, and flood.
- A fire has impacted the data center.
- Water or flooding has impacted the data center.
- Critical system failure.

The Information Security Officer (ISO) will act as the incident response manager (IRM). If the ISO is not able to act as the IRM, a member of the Superintendent's Leadership Team will assume the role of IRM, with assistance from the IRT.

Notification

The following groups, if affected, will be notified in the event the plan has been activated:

- Superintendent
- Superintendent's Leadership Team
- Technology Staff
- District Staff
- Parents and Students
- Vendors

Information will be disseminated to the above groups through whichever means of communication is available at the time. This could include any one or combination of the following:

- Phone
- Email
- Social Media/Website
- Radio or Television

The TDRP team will work with the Superintendent on which information will be conveyed to each above group and what means will be used.

Implementation

The TDRP team has the following in place to bring the District back online in the least of amount of time possible:

- Maintained spreadsheet listing all server names, physical and virtual, and their function. A hard copy of this document will be secured at the technology office. An electronic version will be housed on Google Drive.
- Maintained secure application to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.
- The District's locally data backup solution includes the use of a daily local backup and off-site file storage. The local backup copy will be sent offsite for storage on a daily basis.
- The District's cloud based applications will be backed up daily and stored securely off site.

- In the event of a critical system failure, the District can restore that server back to our current environment from the backup solution.

Deactivation

The TDRP team will deactivate the plan once services are fully restored.

Evaluation

An internal evaluation of the Timberlane Regional TDRP response will be conducted. This will entail gathering documentation from the response and feedback from all stakeholders and incorporate into an after action report and corrective action plan. The result will be an update to the TDRP and other emergency response plans as appropriate.

Appendix N - Data Breach Response Plan

Objectives

The purpose of the Technology Data Breach Plan (TDBP) is to enable the Timberlane Regional School District to respond effectively and efficiently to an actual or suspected data breach involving personally identifiable information (PII), confidential or protected information, district identifiable information and other significant cybersecurity incident. The objectives of the TDBP are:

- Convene the Incident Response Team (IRT) as necessary.
- Validate and contain the data security breach.
- Analyze the breach to determine scope and composition.
- Minimize impact to the staff and students after a data breach has occurred.
- Notification of data owners, legal counsel, state/federal agencies and law enforcement as deemed necessary.

Planning Assumptions

The following planning assumptions were used in the development of Timberlane Regional TDBP:

- There may be data breaches that will have greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during a data breach.
- District data is backed up.
- Some District data is hosted by 3rd party providers.

Data Breach/Incident Response Team

Timberlane Regional has appointed the following people to the data breach/incident response team: Director of Technology, Business Administrator, Business Operations Coordinator, Director of Human Resources, Director of Student Services and all Senior Technology Specialist.

In the event the TDBP is activated, overall management of the response is delegated to this team. Their primary responsibilities include:

- Determine the nature of the data compromised and its impact to staff, students and the district itself.
- Communicate impact, the number of affected individuals, the likelihood information will be or has been used by unauthorized individuals and updates of progress to the Superintendent and Business Administrator.
- Coordinate with Superintendent to ensure communication with district staff and or parents as deemed appropriate.
- Oversight of the TDBP implementation and data breach resolution.
- Allocate and manage technology staff resources during the event.
- Work with vendors, 3rd party providers, manufacturers, legal counsel, district data breach insurance provider, state/federal agencies and law enforcement while correcting the data breach and its repercussions.

- Oversight of TDBP implementation debrief.

Activation

The TDBP will be activated in the event of the following:

- A data breach has occurred and affects the district itself. A data breach includes but is not limited to an incident in which sensitive, protected or confidential data has potentially been viewed, stolen or used by an individual unauthorized to do so.
- Personal Health Information (PHI) has been compromised.
- Personally Identifiable Information (PII) has been compromised.
- Confidential or sensitive data has been compromised.
- Network hack/intrusion has occurred.

The Information Security Officer (ISO) will act as the incident response manager (IRM). If the ISO is not able to act as the IRM, a member of the Superintendent's Leadership Team will assume the role of IRM, with assistance from the IRT. The breach response and reporting process will be documented according to state and federal requirements. The Director of Technology will work with the Superintendent to dispense and coordinate the notification and public message of the breach.

Notification

The following groups will, if affected, be notified in the event the plan has been activated:

- Superintendent
- Superintendent's Leadership Team
- Technology Staff
- District Staff
- Parents and Students
- Vendors

Information will be disseminated to the above groups through whichever means of communication deemed appropriate. This could include any one or combination of the following:

- Email
- Social Media/Website
- Radio or Television
- Written Notice
- Phone

The TDBP team will work with district leadership on which information will be conveyed to each above group, timing of that communication and what means will be used.

Implementation

The TDBP team has the following processes in place to contain the data breach in the least of amount of time

possible:

- Data inventory of all systems containing sensitive data. A hard copy of this document will be secured at the technology office. An electronic version will be housed on the Technology Departments Team Drive.
- Data dictionary of all district hosted information systems. A hard copy of this document will be secured at the technology office. Due to non-disclosure agreements, this data may not be available in other locations/formats. The appropriate vendor(s) can be contacted for this information.
- Maintained spreadsheet listing all server names, physical and virtual, and their function. A hard copy of this document will be secured at the technology office. An electronic version will be housed on the Technology Departments Team Drive.
- Maintained secure application to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.
- The District's data backup solution includes the use of a backup manager and off-site file storage, which backs up data locally in the datacenter and offsite.

The following will take place during the incident response:

- The members of the IRT will be assembled once a breach has been validated. The IRT will be comprised of the Director of Technology, Business Administrator, Business Operations Coordinator, Director of Human Resources, Director of Student Services and all Senior Technology Specialist. Additional members of the Timberlane Regional School District's administrative team and technology department may be designated to assist on the IRT.
- The IRT will determine the status of the breach, on-going, active, or post-breach. For an active and ongoing breach, the IRT will initiate appropriate measures to prevent further data loss. These measures include, but are not limited to, securing and blocking unauthorized access to systems/data and preserving any and all evidence for investigation.
- The IRT will work with the data managers and data owners to determine the scope and composition of the breach, secure sensitive data, mitigate the damage that may arise from the breach and determine the root cause(s) of the breach to devise mitigating strategies and prevent future occurrences.
- The IRM will work with legal counsel and the Superintendent's Leadership Team to determine appropriate course of action pursuant to state statute. This includes notification of the authorities, and local law enforcement.
- Collaboration between the authorities and the IRT will take place with the IRM. The IRT will work with the proper authorities to make sure any and all evidence is properly handled and preserved.
- On advice from legal counsel, an outside party may be hired to conduct the forensic investigation of the breach. When the investigation has concluded, all evidence will be safely stored, recorded or destroyed (where appropriate).
- All affected data, machines and devices will be identified and removed from the network as deemed appropriate for the investigation. Interviews will be conducted with key personnel and facts of the incident will be documented and the evidence preserved for later examination.
- The IRT will work with the Superintendent's office to outline the notification of the data owners and those affected. Communication will be sent out as directed by legal counsel and advised by the district communications team. The types of communication will include, but not limited to, email,

text message, postal mail, substitute notice and/or phone call.

- The IRM, in conjunction with the IRT, legal counsel and the Superintendent's Leadership Team will determine if notification of affected individuals is necessary. Once the determination is made to notify affected individuals, a letter will be written in accordance with all federal and state statutes, and local procedures. If it is determined that identity theft or other fraud is not reasonably likely to occur as a result of the breach, such a determination shall be documented in writing and filed at the Superintendent's office.

Deactivation

The TDBP team will deactivate the plan once the data breach has been fully contained.

Evaluation

Once the breach has been mitigated an internal evaluation of the Timberlane Regional School District's TDBP response will be conducted. The IRT, in conjunction with the IRM and others that were involved, will review the breach and all mitigation steps to determine the probable cause(s) and minimize the risk of a future occurrence. Feedback from the responders and affected entities may result in an update to the TDBP and other emergency response plans as appropriate. Information security training programs will be modified to include countermeasures to mitigate and remediate previous breaches so that past breaches do not recur. The reports and incident review will be filed with all evidence of the breach.

Change Log - 5/29/2020

Page 11 and Page 30 - Added to VPN account authentication requirements.

Page 12 - Added Microsoft One Drive as a resource

Page 14 - Changed the retention policy for students Google accounts from one year after they graduate to September 30th to be more in line with past practices.

Page 34 - Added password requirement additions and student password requirements.

June 3, 2020

Executive Summary

Remote Learning Contracts Update

Transportation: Regular transportation provider First Student has honored their 35% discount on their April and May contract price for those buses which are committed to the District, with the stipulation they do not layoff or furlough our drivers outside of normal practice.

First Student typically furloughs their drivers after the last day of school and continues their drivers' benefits through the summer. Since the final date for online learning was May 29th, they made a decision to follow their normal practice and furlough their drivers after that last day of school. Although this is in keeping with their normal practice, this was not the intent in the initial agreement. At my request, First Student has confirmed they will take an additional 10% discount off their June billing for a total discount of 45% for June.

Our Special Education transportation provider continues to provide food assistance transportation and has agreed to an 8% discount during Remote Learning.

Below is breakdown of the savings:

\$ 332,000 – Regular Transportation

\$ 85,000 – Special Transportation

\$ 417,000 – Total Savings

Food Service: Our Food Service Contract with Whitson's is scalable. We reimburse Whitson's directly, dollar for dollar, for the amounts they pay their employees, for the food they purchase and for the supplies they use. We've asked them to continue paying their workers and we will reimburse their labor costs through the last day of Remote Learning. Their use of food and supplies is significantly diminished and we will reimburse their diminished costs. We continue to pay their administrative and management fees since they are still using their back-end infrastructure to manage our Food Assistance Program through 6/30/2020.

While we will experience significant cost savings, we are also experiencing a loss on revenue which will result in a deficit to the Food Service Fund. The anticipated deficit only on the Whitson's contract for April, May, and June is anticipated to be approximately \$85,000. The total Food Service Fund deficit is anticipated to be approximately \$175,000. Both figures are subject to year-end inventory adjustments which will be different this year than in years past.

Respectfully Submitted,
Geoffrey Dowd, CFO / BA

TIMBERLANE REGIONAL SCHOOL DISTRICT

EDUCATOR EVALUATION PLAN

2020-2025

Evaluation Committee:

Sandra Allaire	Director of Curriculum & Professional Learning
Louis Broad	Teacher, Timberlane Regional High School
Scott Desmond	Special Education, Timberlane Regional Middle School
Meaghan Guanci	Assistant Principal, Sandown North School
Karen Lovering	Special Education, Danville School
Lorainne Mascioli	Math Teacher, Timberlane Regional High School
Jennifer Puchlopek	Academic Dean, English, Language Arts & World Languages
JoelAnn Santy-McFarlin	Teacher, Pollard School
Jennifer Toth	School Librarian, Atkinson Academy
Lois Paul	District Technology Integration Coordinator

This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.

—Maya Angelou

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Timberlane Regional School District

Educator Evaluation Plan

I. INTRODUCTION

This evaluation plan was developed by the Timberlane Evaluation Committee with the help of other Timberlane educators. It is the result of an extensive study dedicated to redefining the *spirit* of evaluation in our district to include positive collaborative effort, reflection, trust, and shared control of a process that embodies the professional growth of educators. The dialogue that shaped the final plan was guided by:

- research from NH Task Force on Effective Teaching: the State Model System 2013,
- current research in Teacher Effectiveness and Teacher Evaluation,
- the work of other progressive school districts,
- the Mission, Beliefs, and Goals as stated in our Timberlane District Strategic Plan

Consistent with our belief in the power of reflection, the implementation of this evaluation plan is predicated on goal setting, the collection of feedback, documentation of shared experiences, reflective writing, and modification of the plan itself.

The Timberlane Regional School District recognizes that continual professional growth and a thoughtfully constructed evaluation process will have a long-lasting and positive impact on the quality of education it offers its students. This plan allows educators to determine goal areas, plans for working in these areas, methods for the collection and documentation of growth, and the best way to present their performance. Continual reflection on professional practice is considered an essential aspect of this plan. It helps ensure that the performance and practice of professional educators are viewed holistically; indeed, the evaluation takes into account all of the ways educators interact in the school community. Essentially, this plan combines the district's commitment to support both the educators and the community by making a high standard of practice the goal of a collaborative effort.

Timberlane Philosophy of Evaluation

The Timberlane Regional School District Evaluation Program focuses on the professional enhancement of each educator so that s/he can best facilitate the education of all students, promoting high standards and continuous improvement for students while preparing them to be self-sufficient, contributing citizens.

The district believes that learning is a continual process that must be embraced by children and adults. It values and supports an evaluation plan that

- promotes a spirit of professional inquiry,

- encourages collegiality,
- ensures a connection between teacher effectiveness and student performance,
- empowers the individual to regularly reflect upon his/her expectations and practices,
- creates a positive professional atmosphere marked by mutual respect and commonality of purpose.

Components of the Evaluation System

The components of the evaluation plan include three areas that will be formally measured.

1. The foundation of the system is built on the standards of professional practice. Timberlane uses the Framework for Effective Teaching from Charlotte Danielson's 2013 edition or subsequent editions,
2. Individual goals collaboratively developed between the evaluator and educator that advance the district or school goals, and
3. Individual goals that document student learning which are described as Student Learning Objectives (SLO).

Enhancing Professional Practice: A Framework for Teaching

Collaboration and reflection in an educational community needs to be supported by commonly held standards of excellent teaching practices and a common language by which to describe them. After considering a variety of models that articulate good teaching practice, the Timberlane Evaluation Committee has adopted, with some adaptation, the model of teaching described in *Enhancing Professional Practice: A Framework for Teaching* written by Charlotte Danielson, 2013 edition or subsequent editions.

The framework identifies four domains of professional practice and the components of each. The framework also provides a continuum of descriptors to delineate the way practices in each component look in action. These domains, components, and descriptors provide us with common language and specific targets for pursuing excellent practice, which results in student growth. This framework was developed through substantive research. This research is described fully in *Enhancing Professional Practice: A Framework for Teaching*. For the remainder of this document, we will refer to the contents of this book or a later edition, as *The Frameworks for Teaching*, or Danielson's Domains.

Educators are expected to meet the proficient level (or above) of *The Frameworks for Teaching* and show growth in their professional practice. For some educators, rubrics have been adapted to reflect their specialization (e.g. nurses, counselors, librarians, etc.).

The four Domains of Professional Practice for classroom educators are:

Domain I: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain II: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain III: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain IV: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

District and / or School Goals

It is a common practice for school districts and schools to develop actionable goals for student achievement and systemic practices. Timberlane Regional School District has both district and school goals that are associated with professional practice and student performance. These goals are developed through a variety of data that typically include the results of state-wide, district-wide, and school-based assessments.

Performance targets are based on standardized assessments, including NH's state-wide assessment. Timberlane uses universal screening tools, ~~such as Dibels and STAR~~, to measure student achievement. Multiple data sources are used to develop student performance targets, and these are incorporated in the established district and school goals.

The NH Task Force (2013) recommended that districts use results of student learning in the evaluation model (Smarter Balanced). Educators are accountable in their contribution toward the achievement of the district and school goals that are developed because the goals are connected to student learning. It is important to the Timberlane Regional School District that educators have some choice in developing their individual goals that will support the school goals. This ownership of the work seems to outweigh the shared attribution option of sharing state-wide assessment results.

Educators will develop an individual goal aligned to the district or school goals. They will be evaluated on 1) the achievement results of the goal and 2) their personal contribution towards advancing the district or school goal. Achievement results will be organized into three performance classifications of "low growth, average or typical growth, and high growth." During the goal setting process, educators will need to identify the cut points of what will be considered low, average, or high growth targets. Educators will also be evaluated on the level of their personal contribution to the goal.

Student Learning Objectives (SLOs)

The NH Task Force on Effective Teaching (2013) recommends having all teachers document student learning results using "Student Learning Objectives," as part of the evaluation process. Timberlane is adding this important component to the evaluation system. This recommendation is made due to the "critical and powerful relationship between teacher quality and student achievement" (NH Department of Education, p. 8).

Student learning results can be measured using growth percentiles, if standardized tests are used as the evidence. Student learning results can also be measured using Student Learning Objectives. SLO's are "content and grade/course-specific measurable learning objectives that can be used to document student learning over a period of time" (p. 26). SLO's can be for groups of students, a class, multiple classes, or a grade level, as long as the educator has ownership of the

students. Setting clear targets, differentiating instruction, and monitoring student progress are essential to SLOs.

The achievement results will be organized into three performance classifications of “low growth, average or typical growth, and high growth” (p. 26). At the goal setting process, educators will need to identify the cut points of what will be considered low, average, or high growth targets.

II. OUTLINE OF EVALUATION PROCESS

Overview of the Timberlane Evaluation Plan

The primary purpose of the evaluation system is to focus on educator practice which maximizes student learning. This evaluation plan reflects specific beliefs that are based on current research in teacher effectiveness, assessment, and professional development. The beliefs include:

- aligning evaluation with goal setting that will advance the district and school goals,
- understanding effective educators consistently improve student growth and achievement,
- using multiple sources of information to evaluate performance, including student learning data,
- emphasizing self-assessment, reflection and collegial support,
- valuing the documentation and presentation by an individual of his/her accomplishments,
- allowing a varied focus in different years by using a three-year cycle for assessment,
- maximizing autonomy, collaboration, and accountability,
- taking a holistic view of an educator’s contribution to the district.

The evaluation process is collaboration between a designated evaluator and an educator. For this purpose, an evaluator will be any district employee who is on an administrative contract and whose area of administration concerns students and school programs. This group would include, but not be limited to, principals, assistant principals, department chairs, coordinators, directors, assistant directors, associate directors, superintendent, and assistant superintendents.

Educators will be defined as all district employees who are included in the Timberlane Teachers’ Association bargaining unit. Educators will fall into four categories for the purpose of this plan.

1. **New Educator** - Educators who are new to the profession and/or the Timberlane District.
2. **Experienced Educator** - Educators who are on continuing contract are in this group. The vast majority of Timberlane educators fall into this group.

3. Support Plan Educator - This level is used to support an educator who is, based on evidence, experiencing difficulty meeting one or more of *The Frameworks for Teaching*, or requires additional support during a transition phase or implementing district or school programs.

4. Improvement Plan Educator - An educator who is, based on documented evidence, experiencing substantial difficulty meeting one or more of the district's teaching standards or has been informed by his/her evaluator that s/he is in serious danger of not being employed by the Timberlane Regional School District.

All educators will be assigned a primary evaluator to join with them in this collaborative, collegial process. Informal/unstructured observations most often will include additional evaluators. Improvement Plan educators will be assigned a second evaluator to provide additional support and another point of view in the growth process. If any other educator wishes to have a second evaluator as a part of his/her Evaluation Plan, s/he will need to make that known at a goal setting or goal review conference.

This Evaluation Plan is based on a three-year cycle and is intended to run concurrently with the New Hampshire recertification cycle. Dates of hiring, or other factors, may interfere with this cycle. Upon recertification, a one or two-year cycle will be fashioned by the evaluator, to allow the educator to synchronize their evaluation plan with recertification. The first year of a new cycle is designed to begin in the fall after recertification has been received.

Evaluation will incorporate Danielson's Domains, the district or school's goals, and student performance. The Evaluation Plan consists of a series of processes including:

Self-Reflection

The document must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

Goal Setting/ Goal Review

Goal setting begins each ~~three-year~~ cycle. During the three-year cycle, an educator will monitor his/her goals, work on any domain components, reflect on his/her progress, and make any necessary changes with his/her evaluator.

Educators will develop two SMART goals that will lead to improved educator instructional practices and student performance.

- **District or School Goals:** One individual goal will be aligned to the district or school goals. The educator will be evaluated on his/her contribution based on evidence, and the actual results of achieving the goal. The goal will be measured over a period of 1, 2, or 3 years.

- **Student Learning Objective (SLO):** One individual objective will be connected to student performance. This is referred to as the Student Learning Objective (SLO). The objective will be associated with the educator's content area and students in his/her current classes, caseloads, or groups. SLO's can be done in two ways: 1) one objective sustained over the three year cycle with the same or different cohort of students; or 2) three objectives (a new objective each year) for three different groups of students during the three-year cycle. The educator can decide what is best for his/her situation. The educator will be evaluated on the evidence and results of the objective(s) attainment at the end of the third year.

The SLO is tied to instructional practices and/or content. The purpose is to improve the educator's practices with his/her current students. The more educators align the SLOs to district or school goals, the more likely the school will achieve improved results.

The Individual Professional Development Plan (IPDP)

The IPDP is not directly connected to the evaluation process, but educators should associate their IPDPs with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance in the domain rubrics will be counted in the summative evaluation.

Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and a teacher have some element of evaluation.

There are three categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and might include class visits, or 3) Unassociated observations that are not connected with direct evaluation procedures and include day to day interactions.

- New Educators will receive a Formal/Structured Observation twice each year to provide that level of feedback and support needed for successful growth and integration into the district.
- Experienced Educators will receive a Formal/Structured Observation once during each three-year cycle.
- Support Plan Educators will have observations as identified in the plan.
- Improvement Plan Educators will have observations as identified in the plan.

Annual Reflections of Progress

At the end of each ~~the first and second~~ year, educators will complete a reflection regarding the progress they are making toward their goals.

Summary Conference

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four Danielson Domains, the individual goal, and the SLO. At the Summary Conference, the educator will present for review the documentation and evidence which has been collected over the three-year cycle.

Summary Evaluation Report

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the performance in the four Danielson Domains and the results of the individual goal and the SLO. ~~Additionally, the educator will be rated according to effectiveness using the process outlined in Section VII.~~ This is the final step in the three-year cycle.

III. NEW EDUCATOR PLAN

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The goals for New Educators are predetermined so they are successful in their first years of teaching at Timberlane.

Goal Setting

Goal setting for New Educators in the first year of the cycle consists of a discussion of four goal areas that have been predetermined by the district. All educators new to Timberlane will have the following four goal areas for the first year to enable the educator and evaluator to focus attention and support on activities that help ensure a successful foundation in the district's teaching standards. The four goal areas are:

1. Plan and prepare for quality instruction, both long and short term, in each course/curriculum area taught.
2. Develop a plan for maintaining a positive learning environment, including such items as rules and procedures, positive communication, student recognition systems, etc.
3. Employ a variety of instructional strategies, such as group work, skits, hands-on activities, use of technology, etc.
4. Become familiar with and fulfill all professional responsibilities.

Each educator will have to define his/her goals and activities specific to his/her role and position.

At the beginning of the second or third year, New Educators will reflect on their performance in the four predetermined goal areas. An educator may revise or create new goals with his/her evaluator, if necessary.

Starting with the second or third year, the evaluator and new educator can make an agreement to move the new educator to the Experienced Educator Plan as described in Section IV, if the educator is meeting all the New Educator criteria in a proficient manner and has prior teaching experience.

The plan for New Educators will focus on how they will achieve the four preset goals. They will have a mentor as a part of this plan. The mentor will be guided by the Timberlane *Induction with Mentoring* program. The mentor will provide support for the educator. The interactions between the mentor and the educator are confidential and not shared with the evaluator.

After the self-reflection and goal setting meeting has occurred, the educator will complete or revise the three-year IPDP plan as outlined in the Professional Development Master Plan. The educator will describe the activities s/he will engage in order to accomplish professional improvement. S/he will determine what other resources, personnel, expertise, or professional

development activities will support his/her growth in the four goal areas that have been predetermined by the district.

The Individual Professional Development Plan (IPDP) is not directly connected to the evaluation process, but educators should associate their IPDP with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the domain rubric will be counted in the summative evaluation.

Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and a teacher have some component of evaluation. There are three categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and might include class visits, or 3) Unassociated observations that are not connected with direct evaluation procedures and include day to day interactions.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or included in the routine feedback of written evaluation) for clarity and documentation.

Formal/Structured Observations

New Educators will have two required Formal/Structured Observation Cycles each year. The evaluator will initiate the scheduling of the pre-observation conference.

All required Structured Observation Cycles will focus on three Domains of The Frameworks for Teaching: Planning and Preparation, Classroom Environment and Instruction or the four predetermined goal areas. However, in certain situations, such as meetings or presentations, Domain 4 can be observed.

The required Structured Observation Cycles will be composed of

- a pre-observation conference,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.)
- a written reflection by the educator related to the observation organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,

- educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

Informal/Unstructured Observations

New Educators will have a minimum of two Informal/Unstructured observations per year during the three year cycle. Unstructured observations may be initiated by the evaluator or the educator.

Informal/Unstructured observations include seeing educators in a wide variety of school settings and activities, including classrooms, playground, hallways, parent conferences, after school activities, staff meetings, committee work, etc. The unstructured observation will be based on the four domains of the frameworks. Informal observations should result in feedback in a written form to the teacher (email, online form, memo or letter) within one week of the observation.

Informal observations should result in feedback in the appropriate informal form. Unstructured observations (walk throughs) should result in feedback to the teacher in writing (email, online form, memo or letter). All feedback needs to be provided within one week of the observation.

Unassociated Observations

Unassociated interaction that results in an evaluation (positive or negative) may include written feedback, but is not required. Written feedback is at the discretion of the Administrator/Evaluator, but must comply with the duty to inform if there is a concern.

Annual Reflections of Progress

At the end of the first and second year, educators will complete a reflection regarding the progress they are making toward their predetermined goals and in the four Danielson Domains.

Summary Conference (End of third year)

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four domains, and the predetermined goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three-year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the four Danielson Domains and the results of the individual predetermined goals. Additionally, the educator will be rated according to effectiveness using the process outlined in

Section VII. They are only rated on the Danielson Domains and their performance on the predetermined goals. This is the final step in the three-year cycle.

IV. EXPERIENCED EDUCATOR PLAN

Self-Assessment

The educator completes a self-assessment survey. The self-assessment process is designed for each educator to thoughtfully consider every component in each Domain and accurately determine where on the continuum his/her practice is best described. The document must be completed and shared with their evaluator, as a starting point to the goal's discussion.

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The educator will reflect on their skills and knowledge of the Danielson Four Domains (2013) using the rubric. Educators will select areas of improvement and work on these areas over the three-year cycle. Components that are rated as "Unsatisfactory or Basic" need to be improved to the "Proficient" level. There are no formal goals associated with the Danielson Domains, but collection of evidence and evaluation of the Domains is ongoing and will be included in the Three-Year Summary report.

Goal Setting

The educator will develop two SMART Goals in collaboration with the evaluator. These goals are based on 1) District and School goals, and 2) Student performance.

SMART goals are:

- *Specific* – target a specific area for improvement. (who, what, where, when)
- *Measurable* – quantify indicators of progress. (criteria toward attainment, how will you know?)
- *Attainable* – Steps of the goal. (time frame is within reason, who has ownership?)
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) will be achieved (benchmarking)

Goal setting begins each three-year cycle. Goals will incorporate the District or school's goals, and student performance. During the three year cycle, educators will revisit their goals yearly, reflect on their progress, keep evidence, and make any necessary changes with their evaluator.

Educators will develop two SMART goals/objectives that will lead to improved educator instructional practices and student performance

- **District or School Goals:** One individual goal will be aligned to the District or School Goals. The educator will be evaluated on his/her contribution based on evidence and the actual results of achieving the goal. The goal(s) will be measured over three years.

- **Student Learning Objective (SLO):** One individual objective will be connected to student performance. This is referred to as the Student Learning Objective (SLO). The objective will be associated with the educator's content area and students in his/her current classes, caseloads, or groups. SLO's can be done in two ways: 1) one objective sustained over the three year cycle with the same or different cohort of students; or 2) three objectives (a new objective each year) for three different groups of students during the three-year cycle; the educator can decide what is best in his/her situation. The educator will be evaluated on the evidence and results of the objective(s) attainment at the end of the third year.

While the goal setting process should represent consensus between the teacher and the evaluator, there may be instances where there is significant disagreement to the final goal or objective. In this case, the evaluator may determine a goal area that is necessary for an individual, a group, or the faculty to pursue.

In a case where the past performance of an otherwise solid educator has not met a proficient level of performance in a specific component area, based on evidence; a specific focus goal for improvement of that area can be set by the evaluator. This focus goal will replace the district and school goal for the individual educator.

Educators will complete and submit district forms according to district procedures.

After the self-reflection and goal setting meeting has occurred, the educator will complete or revise the three year IPDP as outlined in the Professional Development Master Plan. The educator will describe the activities s/he will engage in order to accomplish professional improvement. S/he will determine what other resources, personnel, expertise, or professional development activities will support his/her growth in the Domain areas and in goal areas identified under District/School goals or SLO's.

The Individual Professional Development Plan (IPDP) is not directly connected to the evaluation process, but educators should associate their IPDP with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the Domain rubric will be counted in the summative evaluation.

Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and a teacher have some component of evaluation. There are three categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and might include class visits, or 3) Unassociated observations that are not connected with direct evaluation procedures and include day to day interactions.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or included in the routine feedback of written evaluation) for clarity and documentation.

Formal/Structured Observations

Experienced Educators will have a minimum of one Formal/Structured observation during the three year cycle. The evaluator will initiate the scheduling of the pre-observation conference.

All required Structured Observation Cycles will focus on three Domains of The Frameworks for Teaching: Planning and Preparation, Classroom Environment and Instruction or the four predetermined goal areas. However, in certain situations, such as meetings or presentations, Domain 4 can be observed.

The required Structured Observation Cycles will be composed of

- a pre-observation conference,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.)
- a written reflection by the educator related to the observation organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- Educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

Informal/Unstructured Observations

Experienced Educators will have a minimum of two Informal/Unstructured observations per year during the three year cycle. Unstructured observations may be initiated by the evaluator or the educator.

Informal/Unstructured observations include seeing educators in a wide variety of school settings and activities, including classrooms, playground, hallways, parent conferences, after school activities, staff meetings, committee work, etc. The unstructured observation will be based on the four domains of the Frameworks. Informal observations should result in feedback in a written form to the teacher (email, online form, memo or letter) within one week of the observation.

Unassociated Observations

Unassociated interaction that results in an evaluation (positive or negative) may include written feedback, but is not required. Written feedback is at the discretion of the Administrator/Evaluator, but must comply with the duty to inform if there is a concern.

Annual Reflections of Progress

At the end of each ~~the first and second~~ year, educators will complete a reflection regarding the progress they are making toward their goals ~~and in the four Danielson Domains~~. At the end of the third year, educators will complete a reflection in the four Danielson Domains.

~~At the end of the first and second year, educators will reflect on their performance of the four Domains and their two individual goals. They will complete the associated reflection forms.~~

Summary Conference (End of third year)

At the end of each three-year cycle the educator and evaluator will reflect on the performance of the educator in the four Domains, and the two individual goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the four Danielson Domains and the results of the individual goal, and SLO. ~~Additionally, the educator will be rated according to effectiveness using the process outlined in Section VII.~~ This is the final step in the three-year cycle.

V. SUPPORT PLAN EDUCATOR

This level is used to support an educator who is, based on documented evidence, experiencing difficulty meeting one or more of Danielson's *Frameworks for Teaching* or requires additional support during a transition phase or implementing district or school programs. Support plans are to be used with Continuing Contract teachers only. Educators may include a third party, to listen and ask clarifying questions, in all meetings. The third party may be a union representative or officer.

Notification

An educator being placed on a support plan is notified by the evaluator or principal. The educator will be provided a letter explaining the specific concerns in performance within the framework of the specific Danielson Domains and components that need to be improved, as well as, the details of associated evidence.

Support Plan Goals

Goals for the areas of concern will be clear and measurable. They will delineate specific outcomes with reasonable time lines. The Support Plan is intended to result in the educator's support, improvement, and retention.

Educators who are on a Support Plan will have specific plans for their support and improvement made jointly with their evaluator. The need for reflection and documentation will be outlined in their individual plan. These plans will include details of the areas of concern, specific time lines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the support plan prior to implementation. There will be clear, measurable goals set by educator and evaluator to show acceptable performance in all components being addressed.

The Support Plan may involve a second evaluator, who is a specialist in an area of instruction or content to act in an advisory capacity for either the evaluator or educator, if the educator and evaluator both agree. The educator's individual goal toward the District and School Goals and the SLO may be put on hold until the successful completion of the Support Plan.

The evaluator and educator will mutually agree on an observation schedule including any Formal/Structured observations and the expected frequency or schedule of these observations. Amounts and approximate timelines for Informal/Unstructured observations will also be specified in the Support Plan. Written observations feedback from the evaluator will be given to the educator within 1 week of either observation. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The Support Plan will be monitored. The evaluator and educator will mutually agree on a schedule of meetings to review progress of the plan and any mutually agreed modifications that may be needed.

The evaluator will provide to the educator at least two written progress reports, of which one should be at the midpoint in the time line and the other is at the conclusion of the Support Plan. The educator may request a written progress report from the evaluator at any time.

The support plan time-line should be of sufficient length to allow for all aspects to be successfully implemented but will not exceed 36 weeks. It is recommended that if possible a support plan should not carry over a summer break into the following school year. However, the plan must address specifics of implementation, if the time-line carries over through a summer break to the following school year.

Summary Conference

The educator will prepare any documentation required by their individual plan for the Summary Conference. At the Summary Conference the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Support Plan Summary Report.

Support Plan Summary Report

The Support Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. A Support Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the Evaluator after this report has been received.

After the educator has been deemed as meeting the outcomes in the Support Plan, the educator is returned to the Experienced Educator Plan and Support Plan documentation does not become a part of the personnel file.

If the educator has been deemed as not meeting the outcomes in the Support Plan, there could be three options: 1) continue the support plan for a longer time, 2) revise the support plan in content, or 3) advance to an Improvement Plan, as outlined in Section VI.

VI. IMPROVEMENT PLAN EDUCATOR

The District's commitment to the professional growth of our educators demands that evaluators and administrators; offer clarity in describing and identifying areas of concern in writing, provide support for improvement in the areas of concern, furnish fair documentation of progress, inform the educator in accordance with the legal time-line, if the evaluator does not see improvement and does not intend to offer a contract for the next year. It is the responsibility of the district to provide an explicit Improvement Plan that has the intention and potential to result in the support, improvement, and retention of the educator.

When an evaluator's or administrator's concern for the actions or performance of an Experienced Educator becomes too serious to be effectively addressed by the normal evaluation and administrative procedures, or a Support Level Plan, it would indicate that *improvement in the area(s) of concern is imperative* to the continued employment of the educator.

In this instance, which occurs very rarely, several factors must be considered equally including the District's commitment to the students, parents, community, and our profession that demands action be taken if it is determined that employing the educator is not in the best interest of the students. An Improvement Plan would be required due to the serious nature of these circumstances. **The educator's individual goal toward the District and School Goals and Student Learning Objectives is put on hold until the successful completion of the Improvement Plan.**

An educator who is experiencing substantial difficulty will be placed on an Improvement Plan. This difficulty is based on evidence that the educator is not meeting one or more of the district's teaching standards, or has been informed by his/her evaluator that s/he is in serious danger of not being employed by the Timberlane Regional School District. If the difficulty has been known over a period of time, there should be previously documented attempts to address the concern through the normal evaluation and administrative procedures. Improvement Plans are to be used with Experienced Educators, unless there are substantive reasons to assign it for a New Educator.

Notification

Any educator who needs to be on an Improvement Plan would be clearly informed, in writing that s/he is on probation, the nature of his/her deficiency, and that s/he is going to be put on an Improvement Plan.

Establishing the Improvement Plan Goals

Once the educator is notified, a second evaluator would be assigned by the superintendent (or his/her designee) to offer support and an additional point of view. If the educator would like a third party to attend the conferences and participate in the Improvement Plan, s/he should make that known to the evaluator before the goals are written. A third party at this stage of the process would be differentiated from an advocate, or representative, as in the case of a grievance. In this setting, the role of a third party would be to add clarity, act as another set of ears, support, and

another point of view to assist the educator in processing the information and participating in the activities that are designed to produce improvement.

Within two weeks of notification a Goal Setting Conference (GSC) will result in written statement of specific areas of concern and clear measurable goals set by the evaluator to demonstrate needed improvement in all area(s) of concern. All parties will be present.

Within two weeks of the GSC, the Improvement Plan is written by the evaluator to include specific steps to be taken by educator, evaluator or others with time-lines and outcomes specified. The Improvement plans will include details of the areas of concern, specific time lines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the Improvement plan prior to implementation.

The improvement plan time-line should be of sufficient length (recommendation is a minimum of 12 weeks) to allow for all aspects to be successfully implemented but will not exceed 36 weeks. The Improvement plan must address specifics of implementation if the time-line carries over through a summer break to the following school year.

An Improvement Plan must include:

- Clarity in describing and identifying areas of concern in writing
- Goals – clearly stated and related directly to area(s) of concern
- Expected outcomes necessary to the successful completion of improvement
- Strategies for measuring and documenting the improvement
- Resources to increase the likelihood of the desired outcomes
- Frequency of observations, structured and unstructured

An Improvement Plan may include:

- Structured reflections
- Regular conferencing
- Peer mentor or coach
- Required workshops or other professional development activities
- Professional reading
- Professional visitation
- Monitoring of professional responsibilities

The evaluator(s) in consultation with the educator will establish a schedule of regular meetings to review progress of the plan.

The evaluator(s) in consultation with the educator will establish an observation schedule including any Formal/Structured observations and expected frequency of Informal/Unstructured observations. Written feedback from any evaluator will be given to the educator within one week after any observation. The educator may request a third party present at Formal/Structured observations. Additional Formal or Informal observations may be initiated by the evaluator or educator. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The evaluator(s) will provide to the educator at least two written progress reports, of which one should be at the midpoint in the time-line, and the other at the conclusion of the Improvement Plan. The educator may request a written progress report from the evaluator(s) at any time.

Summary Conference

The educator will prepare any documentation required by their individual Improvement Plan for the Summary Conference. At the Summary Conference the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Improvement Plan Summary Report. Evaluators who have played a part in the Improvement Plan may attend. The educator can ask to have a union representative during this meeting.

Improvement Plan Summary Report

The Improvement Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the evaluators involved in the meeting, and the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. An Improvement Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the Evaluator after this report has been received. The educator can also submit a written response to the Summary Report within one week of receipt of it.

After the educator has been deemed as meeting the outcomes in the Improvement Plan, the educator is returned to the Experienced Educator Plan, and Improvement Plan documentation becomes a part of the educator's personnel file.

If the educator has been deemed as not meeting the outcomes in the Improvement Plan, there could be two options: 1) revise the Improvement Plan in content, or 2) be recommended for non-renewal or termination.

VII. FINAL DETERMINATION OF EFFECTIVENESS

At the conclusion of the third year summative conference, the evaluator will make a final determination of effectiveness using:

- Four Danielson Domains (this area should be weighted at least 75% of the final determination)
- Personal contribution towards advancing the district or school goal
- Achievement of the Student Learning Objective (SLO)
 - Achievement results of the Student Learning Objective (SLO) will be organized into three performance classifications: Low Growth, Average/Typical Growth, or High Growth.

Overall Effectiveness Determinations

The evaluator will give an overall rating using the Effectiveness Ratings: Not Effective, Needs Improvement, Effective, or Highly Effective. This final determination of effectiveness is made using all three elements as outlined above. This final determination may include subjective information from observations, conversations, and other evidence.

New Educators who are working on Danielson Domains will be rated according to their performance on their Danielson Domains and their performance on meeting their associated pre-determined goals.

Ratings

Not Effective	Needs Improvement	Effective	Highly Effective
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The educator will be given a rating of effectiveness in their final three-year summative report. If requested by the Department of Education, numbers of staff who are deemed effective will be reported to them.

VIII. TRANSITION (~~Not needed after 2017~~)

The Teacher Evaluation Committee will address the transition of educators to this new plan. They will present the educators with a plan of how this transition will occur for people in their 1) first year, 2) second year or 3) third or last year of the recertification cycle.

Recertification Cycle 2015: This is a suggested transition plan.

- ~~Staff starting their first year of their recertification cycle will automatically follow this new plan.~~
- ~~Staff in their second year will complete their previously set goals and add an SLO for the remainder of 2015-2016 and 2016-2017 years. They do not have to set a goal associated with a District or School Goal. They will still be rated on Danielson Domains. Staff can realign their previously set goals to correspond to this new plan, if approved by their Supervisors.~~
- ~~Staff in their third year, will complete their goals as set previously and add a goal to support a District or School Goal for 2015-16. They do not have to set a goal associated with an SLO during this last year. They will still be rated on Danielson Domains.~~

~~Staff who are in year two or three will not be penalized in their effectiveness rating for those elements they are not completing.~~

Educators who are on continuing contract are in this group. The vast majority of Timberlane educators fall into this group and will use the following timeline.

TRSD Educator Evaluation Plan

New Educator

Educators who are new to the profession and/or new to the Timberlane School District.

	Activities	Timeline
SET GOALS	<u>Year One</u> 1. Goal setting conference is held to discuss preset district goals. (p.12) <u>Years Two and Three</u> 1. Educator completes self-assessments and refines preset goals. 2. Educator and evaluator reflect on previous performance with reference to the four Domains. 3. Goal review conference is held. Revised goals are agreed upon. <u>Years Three, Four and Five</u> as determined by Evaluator: Option 1: Continue on New Educator Plan following the process for Years Two and Three Option 2: Move to Experienced Educator Plan	By 11/1 or within 2 months of hire. By 11/1
OBSERVE	1. Two Structured/Formal Observation Cycles will be done each year. 2. Two Unstructured/Informal Observations will be done. 3. Additional structured/formal or unstructured/informal observations may be initiated by the educator or evaluator.	By 12/15 and 3/15 By 3/1
REFLECT, DOCUMENT, REVIEW	<u>Year One and Two</u> Educator prepares written reflection on the year's work and shares it with evaluator in review conference. <u>Year Three</u> 1. Educator prepares and submits recertification documentation to evaluator. 2. Educator prepares reflection and discusses progress on preset district goals, or other goal, during Summary Conference. 3. At Summary Conference, educator and evaluator meet to determine if the educator will move to the Experienced Educator Plan or remain on New Educator Plan.	By April vacation Between 3/15 – 5/31
SUMMARY REPORT	Before moving to the Experienced Educator Plan (year three, four or five) the evaluator prepares written Summary Report referencing accomplishments on preset goals.	By the end of the school year.

ORIGINAL AUTHORS OF TRSD EVALUATION PLAN 2020

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Louis Broad	Teacher, Timberlane Regional High School, President TTA
Scott Desmond	Special Education, Timberlane Regional Middle School
Jan Gilman	4 th Grade Teacher, Sandown Central School
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Jennifer Toth	School Librarian, Atkinson Academy
Lois Paul	District Technology Coordinator
Dr. Roxanne Wilson	Assistant Superintendent

Executive Summary

Preschool, Pre-K, Kindergarten Enrollment

The 2020-2021 new student registration process opened online for families on February 1st. Flyers were distributed in towns and to area daycares. All three neighborhood schools held their PK/K Parent Information Night the first week of March. The Learning Center at Sandown Central was not able to hold their information night due to the closure of schools.

Registration numbers listed in the chart below reflect students whose family has completed at least the online portion of the registration process. For some families, the full process might not be complete, as it requires the physical transfer of photocopied documents. In our remote environment, parents have been advised to complete the online portion, and have also been informed that schools will follow up with them once their office is reopened.

The table below reflects student enrollment in sessions as of May 29th, sorted by school and grade level. The table also includes the average class size with current registration and maximum student enrollment for each session. Our 20-21 staffing levels are based on these enrollment counts.

School	Grade	Sessions	Enrolled	Av. Class Size
Atkinson Academy	Pre-K	One ½ day session	10 16 waitlisted	10 max 17
Atkinson Academy	Half day K	Two ½ day sessions	26	13 max 20
Atkinson Academy	Full day K	Two sessions	28	14 max 20
Danville School	Pre-K	One ½ day session	13	13 max 17
Danville School	Half day K	One ½ day session	6	6 max 20
Danville School	Full day K	Two sessions	32	16 max 20
Pollard School	Pre-K	One ½ day session	16 12 waitlisted	16 max 17
Pollard School	Half day K	One ½ day session	19	19 max 20
Pollard School	Full day K	Two sessions	38	19 max 20
The Learning Center at Sandown Central	Preschool (3s)	Four ½ day sessions	31	8 max 12
TLC @ Sandown Central	Pre-K	Four ½ day sessions	40	10 max 17
TLC @ Sandown Central	Half day K	Two ½ day sessions	19	10 max 20
TLC @ Sandown Central	Full day K	Three sessions	50	17 max 20

Preschool and Pre-K

In our TRSD Preschool program, we have students who attend full day sessions and those who come for different half day sessions. This can be due to parent/guardian choice in days and times, or to meet state requirements of an Early Childhood setting. In order to meet the requirements of a 3-5 Early Childhood setting, we must have an equal number of, or more, regular education students (typicals) in comparison to the number of special education students in each session. The Learning Center at Sandown Central is always looking for Peer Partners (typicals) in order to increase its ratios and meet full capacity. TLC also holds Preschool sessions specialized to focus on students with more global needs; those requiring a modified approach to their education. These sessions are smaller in number as they contain only special education students.

It is important to note that Preschool, our 3-year-old program, has rolling enrollment. Students are referred to The Learning Center at Sandown Central through Early Support Services at 2.5 years. The Preschool program is

required by special education law, as part of the Child Find process, to evaluate students referred. If these students are determined eligible for special education services, they enroll and begin Preschool upon their 3rd birthday. In addition, regular education students (typicals) are able to enroll as soon as they turn 3, whenever that happens in the year. This is why Preschool begins the year with smaller class sizes than it ends the year.

Our neighborhood schools have historically each held one ½ day session of Pre-K, with The Learning Center at Sandown Central housing the largest number of classes. Based on state guidelines, enrollment is tight. Each session can enroll up to 17 students for their Pre-K program, however we must not exceed ratios of 9 typical students to 8 special education students. This means, on occasion, that our PK sessions look like they have open slots, but we are required to maintain the expected ratio and cannot enroll to total capacity with any who register. Schools are asked in the fall to reserve 2 spaces for students who enroll through the year as special education students. Therefore, our capacity in each Pre-K class right now is 9 typicals and 6 special education students.

Both Atkinson Academy and Pollard School have a large number of waitlisted students. At Pollard, one in-district transfer to Pre-K could not be accommodated, as Plaistow residents are waitlisted as well. Both Atkinson and Pollard's waitlisted students were offered, in their letter Monday, the option of enrolling at TLC.

Kindergarten

Kindergarten placement is based on the requests of parents or guardians, which is why our session enrollments don't always balance. Once a session meets capacity, parents wishing to enroll their child in Kindergarten are offered a spot in another session that isn't yet at capacity. TRSD has seen a rise in full day Kindergarten enrollment over the last two years; because of this, we now offer two full day sessions at each neighborhood school and three full day sessions at Sandown Central. All sessions have room for additional students at this time, however Pollard is the closest to capacity.

The numbers listed in the chart reflect all in-district transfers for K (1 to Pollard) as well as students transitioning from TLC to their neighborhood school. These students have also been included in the notification of placement.

Securing seats/notification

On June 1st, Monday of this week, schools sent session placement letters to families confirming their spot in a session of Preschool (AM/PM and which days), Pre-K (AM/PM), Half-day K (AM/PM), or confirming full day Kindergarten. While tuition payments don't begin until August, it is assumed that parents confirm their placement if they do not contact the school to make a change in that placement.

Students who have been waitlisted at their neighborhood school can seek placement in another district program. We have seen an overall decline in registration this spring and assume this is a result of our remote environment, as well as the unknown of the 20-21 school year. We anticipate a rise in registration as further details about the school year become available. At this time, we encourage families considering any of our programs to register in order to secure a seat. Those families can contact their neighborhood school by email or phone call. The school will update those requestors with availability and enroll students if there is space or provide the name and number of another district program. The securing of seats moving forward will be daily.

Respectfully Submitted By:

Melissa MacDonald, Preschool Coordinator

Lucy Canotas, Director of Elementary Curriculum

Memo

To: Dr. Metzler
From: Geoffrey Dowd, CFO / Business Administrator
CC:
Date: June 3, 2020
Re: Timberlane Tuition Rates

Listed below are the 2020-2021 tuition rates. Please have the Board review and approve these rates at their next meeting.

I have calculated the following rates:

Kindergarten	\$ 8,900
Elementary	\$ 17,800
Middle School	\$ 17,800
High School	\$ 18,000
Special Education*	\$ 35,800

Previous Tuition Rates

	<u>2019-20</u>	<u>2018-19</u>	<u>2017-18</u>
Kindergarten	\$ 8,600	\$ 8,600	\$ 8,300
Elementary	\$ 17,300	\$ 17,200	\$ 16,700
Middle School	\$ 17,700	\$ 17,000	\$ 16,500
High School	\$ 17,600	\$ 17,000	\$ 16,300
Special Education*	\$ 35,000	\$ 34,300	\$ 33,000

* Special Education rate does not include costs associated with specialized services, specialized transportation, or one-to-one assistance.

TIMBERLANE REGIONAL SCHOOL BOARD

30 Greenough Road – Plaistow – NH – 03865
TRSB@Timberlane.net

Brian Boyle, Chair SAU 55
30 Greenough Road
Plaistow, NH 03865

June 1, 2020

REFERENCE: Termination of SAU 55 Lease Agreement

Dear Chairman Boyle,

Please be advised that this letter serves as written notice that the Timberlane Regional School District (TRSD) intends to claim total premises of the SAU 55 Office Building no later than June 30, 2021.

Sincerely,

Kimberly S. Farah

Chair, Timberlane Regional School Board