

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, APRIL 16, 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. Approval of Minutes
5. Student Representative
6. Delegates and Individuals
7. Current Business
 - a. **7:10PM** Remote Instruction Update – INFORMATIONAL (60 minutes)
 - i. Videoconferencing
 - ii. Attendance and PowerSchool
 - iii. Food Service Program
 - iv. Third-Party Vendor Contracts (Action)
 - b. **8:10PM** Graduation/End of School Year – INFORMATIONAL (5 minutes)
 - c. **8:15PM** Policy JIA – INFORMATIONAL/ACTION (10 minutes)
 - d. **8:25PM** School Board Goals for 2020-21 – INFORMATIONAL (10 minutes)
 - e. **8:35PM** Update on Financials – INFORMATIONAL (10 minutes)
8. **8:45PM** Administrator’s Report
9. **8:50PM** Personnel Report
10. **8:35PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **8:55PM** Other Business
14. Nonpublic (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
May 7	Regular Board Meeting	SAU	7:00PM
May 21	Regular Board Meeting	SAU	7:00PM
June 4	Regular Board Meeting	SAU	7:00PM
June 18	Regular Board Meeting	SAU	7:00PM

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

ADMINISTRATOR'S REPORT

Administrator's Report for April 16, 2020 School Board Meeting

1-3. OPEN MEETING *Self-explanatory.*

4. APPROVAL OF MINUTES *(One set – April 9th)*

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS

7. CURRENT BUSINESS

a. Remote Instruction Updates – INFORMATIONAL

Updates to be provided with regard to videoconferencing (usage, email response time from teachers, communications to parents with regard to Google Classroom), attendance and PowerSchool (to ensure compliance with state and timeframe for posting grades), food service program (stats of free and reduced against number of meals provided, communications of service available to all students, and the possibility of home delivery), third-party vendor contracts (authorize Superintendent to negotiate with 3rd party vendors – action item).

b. Graduation/End of School Year – INFORMATIONAL

Board chair to announce timeframe to address these items. Waiting for Governor's announcement scheduled for April 17th. The matter will be placed on the next agenda.

c. Policy JIA – INFORMATIONAL

The board tabled the first read of this policy at the April 9th meeting and placed on a future agenda to discuss why the Policy Committee felt the need to keep the policy on the books in light of legal counsel's recommendation to repeal.

d. School Board Goals for 2020-21 – INFORMATIONAL

The board to discuss the process for developing school board goals for the 2020-21 school year as well as field ideas for such goals.

e. Update on Financials – INFORMATIONAL

Geoff Dowd to present an update on the current year's financials.

8. ADMINISTRATOR'S REPORT

a. Update on District Activities

9. PERSONNEL REPORT

10. COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD – *Committee Chairs to update board on current initiatives. Chair to recommend holding off on board committee meetings until they can meet in person due to challenges associated with videoconferencing.*

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.*

May 7, 2020	
Graduation Date/End of Year Activities/Last Day of School	
Remote Instruction Update	
School Board Goals for 2020-21	
Policy JIA	
YMCA Before/Aftercare Program at TLC	
Cleaning/Sanitizing of Buildings	<i>Prior to re-opening of schools</i>
Union Updates	
CIP/Facilities Update	

May 21, 2020	
Projected Year End Financials	
Summer Projects	
Review of School Board Goals for 2019-20	
Remote Instruction Update	

June 4, 2020	
Remote Instruction Update	
Data Governance Plan	Annual review by 1st meeting in June
Tuition Rates for 2020-21	

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	√
NHSBA Resolutions	September of each year	9/5/2019	√
Budget /Default Budget	First Draft	10/3/2019	√
Enrollment/NESDEC	After October 1 enrollment numbers determined	10/3/2019	√
Budget Committee	Meet with committee – SB Goal	10/3/2019	
Develop 5-Year Facilities Plan	SB Goal by October 15	10/17/2019	
Create proposal for Solar Panels	SB Goal by October 15	10/17/2019	
School Action Plans	September of each year – Elementary	10/17/2019	√
Videographer Training Update	SB Goal	11/7/2019	√
Program of Studies	First Read	11/21/2019	√
Treasurer’s Report	Quarterly (Aug/Nov/Feb/May)	11/21/2019	√
Potable Water for Plaistow	Backburner item – TBD – 12/5/2019	12/05/2019	√
School Action Plans	October of each year – Secondary	12/5/2019	√
Program of Studies	Second Read	12/5/2019	√
Facilities Department Org Chart	Review of department structure	12/5/2019	
Advanced Placement Stats	Review of enrollment – SB Goal	12/5/2019	√
Assessment Reports	Assessments scores – SB Goal (2/20/20)	12/5/2019	√
STEAM Resources Outline	Utilization update – SB Goal (2/20/20)	12/5/2019	√
Current Budget Evaluation	To fill gaps/concerns re: academic goals – SB Goal	12/5/2019	
Union Updates	Invites to present – SB Goal (after March vote)	12/19/2019	
No Bully Update	To monitor program – SB Goal	12/19/2019	√
Financial Reporting Schedule	Incorporate into school board schedule – SB Goal	1/2/2020	√
Ratify TSSU and TAU #633 CBAs	Finalize CBAs for warrant (by 2 nd Tuesday in January)	1/2/2020	√
Finalize Warrant /Recommendations	For Deliberative Session (by last Tuesday in January)	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	√
School Meal Costs Increase 2020-21	Consideration to increase based on DOE recommendations	4/4/2020	√
Athletic Trainer Contract Annual Review	Annual review and consideration of 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 to accept electronic payments at the PAC by June 30 th .	6/18/2020	
No Bully Update	To monitor program – SB Goal	6/18/20	
Assessment Report – Part II	Field questions on 2/20 presentation	TBD	
MOUs/LOUs Authorization	Authorize Personnel Committee to approve MOUs	Re-Org Mtg	√

Executive Summary

Remote Instruction Update

State of New Hampshire School Administrative Units (SAUs)

Remote Learning Readiness Heat Map

The New Hampshire Department of Education (DOE) has worked closely with districts throughout the state to determine each district's readiness to transition to remote learning. The DOE has established a color-coded "heat map" system to characterize various levels of readiness for remote learning across the state. The DOE indicators and colors used to identify remote learning readiness are provided below:

0 - No response provided
1 - No capacity to currently conduct remote learning and will not be able to implement this school year
2 - Not currently conducting remote learning however is possible to implement within a month
3 - Currently testing or implementing remote learning for the first time
4 - Currently implementing remote learning with limited challenges
5 - Remote learning is fully implemented

The DOE has published two "heat maps." On March 15, prior to the start of remote learning in the TRSD, SAU 55 was listed in category 2 (orange). Remote learning officially began in the Timberlane Regional School District on March 18, 2020. Four days later, on March 22, the DOE issued a second remote learning heat map, which identifies SAU 55 as one of 24 SAUs statewide in category 5 (dark green). This rating indicates a full implementation of remote learning. A copy of this March 22 map has been

provided at the end of this document.

Remote learning readiness in the TRSD was greatly enhanced by our district's long-standing proactive approach to technology integration and availability. At the onset of remote learning, all teachers and para educators had already been given a district-issued device (laptop or Chromebook). Additionally, through the TRSD 1:1 technology initiative, all students across grades 6-12 have a district-issued Chromebook. During week 1 of remote learning, the district investigated options to support families in need of devices at the elementary level. Following a district-wide survey of elementary families, the district has held two Chromebook distribution days at elementary schools for families in need. Prior to the transition to remote learning, students and teachers of grades 3-12 were already familiar with procedures for the posting and submission of remote assignments, due to the widespread use of Google Classroom for Online Learning / Blizzard Bag Days. Steps were taken during the first days of remote learning to transition students and teachers in grades K-2 to Google Classroom.

Throughout the remote learning period, teachers have used a variety of platforms and instructional tools to support ongoing learning. A list of vetted and approved technology apps and resources has been made available on the TRSD Coronavirus Response and Remote Learning Information and Resource page for teachers. Teachers continue to use a variety of instructional options with their students including audio-visual resources, screencasts, text-based resources, research-based projects, online learning apps, and optional video-conferencing. Through this multitude of available options and remote instructional apps and tools, teachers have ensured that students are introduced to new content

and new learning opportunities. While there is no ideal educational platform or replacement for in-the-classroom learning, our teachers will continue to access a variety of instructional tools to provide robust educational opportunities that challenge students and help them achieve academic growth. We are focused on keeping the learning process moving forward, even though we are not able to meet with our students in person.

Technology Access Update

In an effort to continually improve on all students' access to technology, the district held another event this past Tuesday for all students in need of a device. A district wide remote learning update was sent on April 6th which included asking parents to notify their principal if they were in need of a device. School personnel also reached out to those they knew of in need directly to inform them of the pickup event. As with our past Chromebook distribution events, this provided an opportunity for parents to drive up in front of the school to pick up a Chromebook, which had been cleaned and disinfected. In total, the district has handed out 285 Chromebooks and shipped another 13 to grades 6-12 students whose Chromebooks have broken during the closure. Out of all families who have expressed a need for a device, there are a total of 5 that we are aware of who did not come yet. We are working with those families to determine if they still have a need and if so, how we can get them a Chromebook.

We are aware of a total of 10 students in the district who do not have Internet access. We have made all of these families aware of the Internet Services Providers with Covid-19 accommodations in place. We have confirmed so far that two of those families have since procured Internet access and we have reached out to the other 8 families to obtain an update on their internet status. All professional staff have been made aware of the Covid-19 resource page that lists the providers with accommodations to share with anyone who expresses a need. We continue to expand our resources available to parents and families. We updated the Covid-19 student/parent resource page earlier this week to include both a document and a video on how to add parent/guardian updates to Google Classrooms. Through SchoolMessenger, the district sent out a mass email communicating to parents several district technology reminders, as well as these new steps to access their child's Google Classroom.

Video Conferencing

Video conferencing is one of many instructional options available to teachers during our period of remote learning. In accordance with the March 25, 2020 Memorandum of Understanding (MOU) between the Timberlane Teachers Association (TTA) and the Timberlane Regional School Board, video conferencing in the Timberlane Regional School District (TRSD) is both voluntary and non-evaluative.

Numerous professional development resources and remote training opportunities have been offered to staff since the approval of the MOU by the school board on March 31, 2020. These PD resources not only support teachers in implementing the technology used for video-conferencing, but also promote the use of proactive measures to maintain the security of all sessions, as well as staff and student privacy. Zoom was the first platform that has been approved and made available to professional staff. The district is currently looking to add Google Meet (formerly known as Google Hangouts) as an additional platform for teachers to use for voluntary video conferencing. Guideline documents and training materials to support teachers in implementing Google Meet with best practices to ensure online security and privacy are being prepared.

Students must have parental permission to "opt in" and participate in optional video conference sessions scheduled by their teachers. Parental permission forms were first sent to all district parents/guardians on March 30. As of April 16, 43 parents across the district have declined their

permission for their students to participate in video conferencing and 316 parents have not replied. As indicated in the permission form, if parents do not fill out the form, the School District will reluctantly assume that their students do not have permission to participate in video conferencing. After two mass emails asking parents/guardians to please fill out the video permission forms, schools were asked to follow up again with those that have not filled them out. Teachers are using the waiting room feature in Zoom to only permit those students whose parents have opted in to be in the video conferences. If students do not have parental permission, teachers inform those students that their parents need to first approve of their use of video conferencing.

We continue to seek feedback from staff on the usage and success of videoconferencing. The district ran a recent optional staff survey to obtain data on the usage of video conferencing, however very few staff filled out the survey and the results did not yield any significant data. The district also conducted a Thought Exchange to solicit feedback and questions from staff with regard to the implementation of optional video conferencing. 152 staff members shared feedback through this exchange.

The majority of staff:

- Provided positive feedback regarding the professional development opportunities on video conferencing;
- Indicated the voluntary sessions are a good forum for class meetings, extra help, and Q&A sessions;

Many staff had concerns regarding:

- Privacy for students and staff;
- Online security;
- Lack of student participation;
- Community pressure to use this optional platform;
- The challenges to balance new ways to operate during remote learning

Attendance/Participation

Elementary

Attendance, based on participation data, has increased in all elementary schools over our five weeks of remote instruction and support. The distribution of devices and information on internet options during the pandemic have contributed to this increase. At the elementary level, in weeks 1 and 2, there were just under 50 families not participating district-wide. After the first technology distribution this number dropped, and again decreased this week after a second technology distribution. Schools are reaching out to individual students' families to provide support and create plans for engaging any remaining students not participating in week 4. As you will see in our newest data, participation rates are high.

Week 4 data was collected Wednesday 4/15 to reflect participation in week 4 (4/6 - 4/13):

- Pollard School has 12 students not participating in week 4. Of these 12, five have plans in place for engagement. Of the other 7; one student's family is dealing with illness, two students (same family) say they are doing alright but there has been no work submitted, one is a Kindergarten student and the family says it is not mandatory, one student refuses to work for their parents because they are "on vacation", and two students' families have not responded to administration/outreach.
- Danville School has 6 students not participating in week 4. Of these 6; two students' families have plans in place for engagement moving forward, two students participated in weeks 1-3 but did not in week 4. Building administration is reaching out to these families as well as continuing outreach to the two families who have not yet responded to calls.

- Sandown North has 7 students not participating in week 4. Of these 7 students, 5 picked up Chromebooks this week. All seven students' families have plans in place to engage and participate moving forward.
- The Learning Center at Sandown Central has 100% participation in Preschool, Pre-K and Kindergarten for week 4.
- Atkinson Academy has 3 students not participating in week 4. These students have Chromebooks, but parents have requested paper materials to participate. Administration is working to complete this plan.

Secondary

At the secondary level, attendance/participation data is being reported by teachers at the class or course-level. As students are enrolled in multiple different courses, it takes a substantial amount of time to cross reference class-level reports to generate a comprehensive school-level attendance/participation rate. In some cases, students have participated and completed work in all but one or two classes. These students and families are being contacted by teachers and/or grade level teams to both provide any necessary support and also encourage future participation.

At both the middle and high schools, starting in the first week of remote learning, teachers and grade-level teams communicated with their students about work completion and also helped to troubleshoot students' technology problems. Teachers collaborated with Assistant Principals and school counselors with concerns, emailed students and parents, and diligently documented missed work in PowerSchool.

At TRMS, as remote learning continued into weeks 2 and 3, grade-level teams developed shared documents to track student work completion. Weekly grade-level and Unified Arts team meetings were held (facilitated by grade level Assistant Principals (APs) for all teams (3 per grade level) with the grade-level school counselor present. Student concerns were discussed at these meetings. Grade-level counselors and APs have been reaching out to the families of students who haven't been communicating with teachers or completing work.

For week 4, there were 24 students at the middle school who are being contacted and supported by administrators and/or school counselors. These 24 students (spanning across all three grade levels) have turned in no work, nor have they been in communication with their teachers during week 4 of remote learning. Administrators and school counselors are emailing and/or calling home to connect with parents to see how our students can best be supported (technology issues, academic support, family situations that are keeping the student from work, etc.) Administration is working with district staff and the district's SRO to do well checks on students when contact has not been made with a family/student after several attempts.

The high school has embraced a similar approach to track and support students and families who have yet to participate in remote learning. Since week 1, individual teachers have been reaching out to students and families to personally check in and provide necessary help and support. Teachers have also been sending names of students who have not been in touch to both building administration and the students' counselors. Moving into week 4, the high school established a more formalized process for teachers to report systematically and building-wide on student participation and attendance at the course level. This data is populated into a spreadsheet that is shared with building administrators and school counselors. At TRHS, attendance/participation in coursework met a 96.5% participation rate for week 4. Many of the 38 students who have been identified as not participating in anything during week

4, have already been contacted by counselors and administrators, or in some cases the families have had well-being checks by local police.

Across all schools in the district, our focus remains on the whole child: academic, social, and emotional well-being are all priorities for us in the TRSD.

Student Feedback / Powerschool

Since the start of remote learning, weekly professional expectations have required teachers to regularly access and respond to electronic communication from students, parents, and colleagues during contractual school hours. In conjunction with a request made at the April 9 school board meeting, remote learning expectations for week 5 included an additional request that teachers attempt to respond to student communication as soon as possible, ideally within 24 hours. In accordance with past practice and procedures outlined in staff handbooks, teachers will continue to update grades in Powerschool in a timely manner. During remote learning, as assignments are designed on a weekly basis, grades will be updated within two weeks from the date when work is assigned and one week from the date when students submit student work. In many cases, some teachers may collect as many as 300 assignments from students each week, which results in a substantial amount of time for teachers to review and grade these assignments. In addition to the grading of assignments and the entering of grades in Powerschool, teachers will continue to provide regular formative feedback to students on an ongoing basis through the use of timely electronic communication.

Respectfully Submitted By:

Sandra Allaire, Director of Curriculum and Professional Learning

Kenneth Henderson, Director of Technology

Lucy Canotas, Director of Elementary Curriculum

Mark Pedersen, Director of Secondary Curriculum

State of New Hampshire School Administrative Units Remote Learning Readiness

as of 3/22/2020

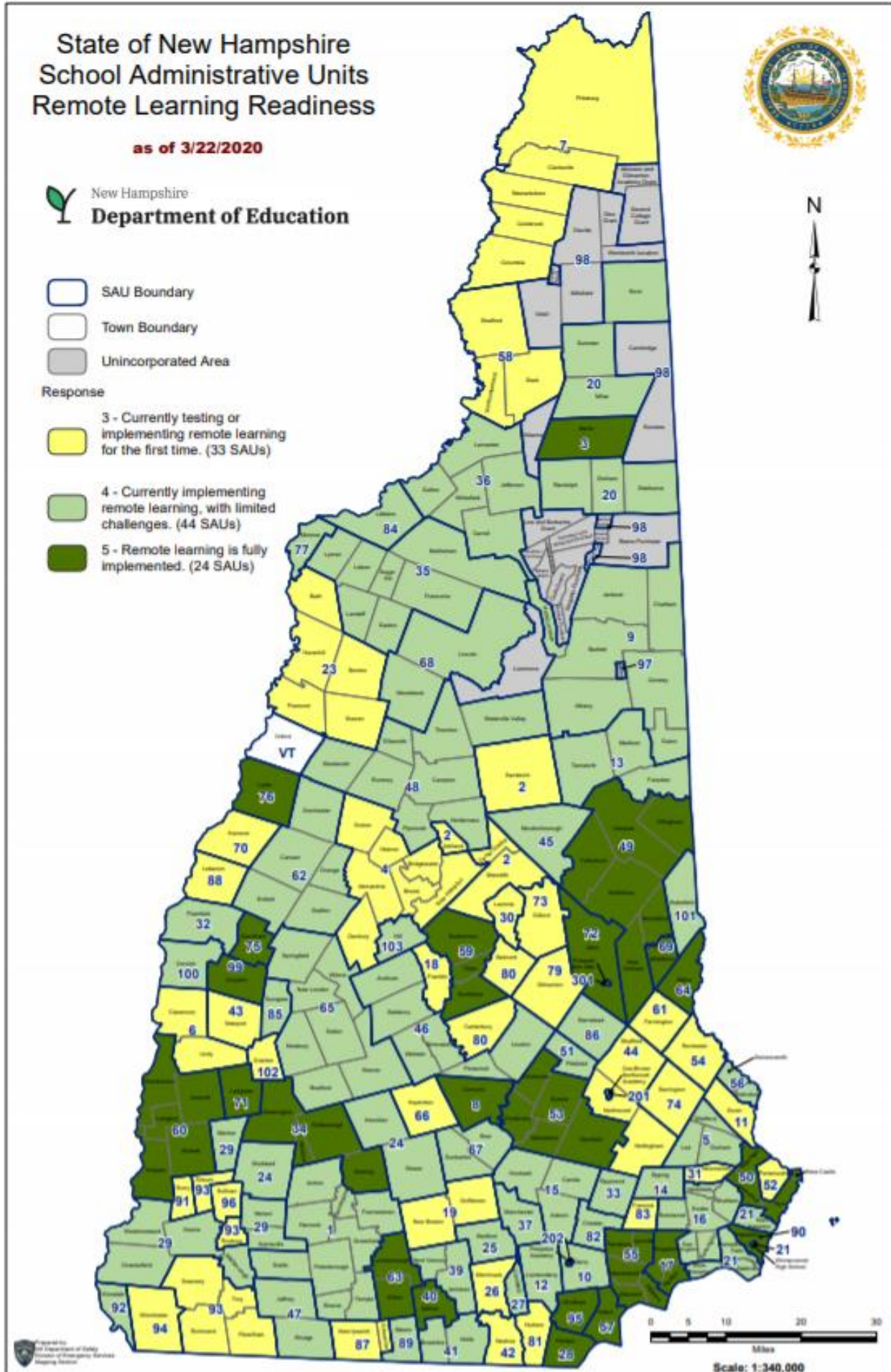


New Hampshire
Department of Education

- SAU Boundary
- Town Boundary
- Unincorporated Area

Response

- 3 - Currently testing or implementing remote learning for the first time. (33 SAUs)
- 4 - Currently implementing remote learning, with limited challenges. (44 SAUs)
- 5 - Remote learning is fully implemented. (24 SAUs)



April 16, 2020

Executive Summary

Food Service – Update

The District Remote Learning Food program is up and running. You should find the following information helpful:

Number of Students Indicating Interest:

As of 4/9/2020: 260

As of 4/15/2020: 358

As a reference, and as requested by the School Board, our District wide Free & Reduced count is 397 students.

<u>Participation:</u>	<u>Meals Served</u>	<u>Students Served</u>
4/09/2020:	160 Breakfasts & 160 Lunches	80
4/13/2020:	387 Breakfasts & 387 Lunches	129

Please note, once a parent has indicated interest to the District, they are included in the count and should proceed to the designated location in their town. There is no need to confirm with the District that they are in the District meal counts for their town. The program is open to anyone in our District, there are no requirements for Free or Reduced qualifications.

As a reminder, the program will serve 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
- TLC at Sandown Central, 295 Main Street, Sandown, NH 03873
- Pollard Elementary, 120 Main Street, Plaistow, NH 03865

** As of Monday, April 20, 2020, the new Danville designated location will be Danville Elementary, 23 School St, Danville, NH 03819. This was communicated at the pickup location on April 16, 2020 and will be updated to parents on April 17, 2020.*

Respectfully Submitted By:
Geoffrey Dowd, CFO/Business Administrator

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

STUDENT DUE PROCESS RIGHTS

Related Policies: JI, JICD

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

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

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

Legal References:

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

Appendix: JICD - R

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

TIMBERLANE REGIONAL SCHOOL BOARD GOALS FOR 2019-20

ACADEMICS – BY DECEMBER 15, 2019

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

FINANCIAL – BY DECEMBER 1, 2019

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

FACILITIES – OCTOBER 15, 2019

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

BUDGET – FIRST BOARD MEETING IN OCTOBER

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

CULTURE CLIMATE – JANUARY 1, 2020

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

GENERAL – ONGOING

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

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

April 16, 2020

Executive Summary

Facilities – LED Lighting Update

TRSD Facilities would like to update the School Board in regards to the external lighting updates for district buildings. All of the exterior building lights (on the buildings) will be upgraded to new LED's including TRHS, TRMS, SAU, PAC, AA, PS, DS, SN, and SC. All parking lot lights have already been completed.

Interior lights in the high school and middle school hallways and cafeterias will also be done as well as the middle school library.

Lights will include:

455 - 2x4 LED panels to replace the 2x4 fluorescent fixtures

13 - 2x2 LED panels to replace the 2x2 fluorescent fixtures

6 - 100W LED wall packs to replace the 400W High pressure sodium lights

67 - 23W LED wall packs to replace the 50W and 70W metal halide lights

70 - 51W LED wall packs to replace the 150W and 175W metal halide lights

There is an estimate of approximately \$58K for the lights. Additionally, we will receive rebates from Unutil. Facilities is working with NE Electric and Unutil to coordinate logistics and scheduling.

In-house electrician working with electric company for potential rebates.

Please note color ratings for lights:

- 2x4 LED fixtures – 3500 kelvin
- Exterior fixtures – 5000 kelvin

Respectfully submitted,

Gary Paradis, Director of Facilities

Executive Summary

Facilities – District Boiler Assessment

In response to the Board’s request, listed below are the district’s boilers:

Facility	Qty	Type	BTU	Installed	Fuel Type	Est’d Repl?
HS	2	Benchmark 2.0	1 million	2004	Natural Gas	2025
HS	6	Aerco KC Series	1 million	1997	Natural Gas	2021
<i>Note: 6 boilers heat the HS and PAC. 2 boilers heat domestic hot water.</i>						

MS	4	Weil McLean	1 million	1983	Natural Gas	2022
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PS	2	Bosch/Buderus	1 million	2018	Natural Gas	>5 yrs
PS	1	HydroTherm	1 million	2006	Natural Gas	Current Year
<i>Note: PS currently replacing HydroTherm with 1 new 1 million BTU Bosch/Buderus boiler.</i>						

AA	1	HB Smith	4 million	2001	Oil	Current Year
<i>Note: AA currently replacing the HB smith boiler with 4 new 1 million BTU (Buderus or comparable boiler).</i>						

SC	2	Buderus	500,000	2007	Oil	>5 yrs
SC	1	Weil McLean	500,000	2000	Oil	2021

SN	1	Buderus	1.5 million	2016	Oil	>5 yrs
SN	1	HB Smith	1.7 million	2000	Oil	2021

DS	2	HB Smith	1.25 million	2000	Oil	2022
DS	1	Buderus	500,000	2016	Oil	>5 yrs

SAU	1	Weil McLean	100,000	~1987	Natural Gas	2022
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Respectfully submitted,

Gary Paradis, Director of Facilities

April 16, 2020

Executive Summary

Staff Contracts and Hiring of New Staff

The Human Resource, Business, and Technology Departments have been working collaboratively to institute the necessary protocols and systems to deliver and process electronically staff contracts and letters of agreement, as well as recruit, hire and process new staff for the upcoming school year.

Delivery of Employment Contracts/Agreements for the 2020/2021 School Year

Upon original notification of the remote learning initiative, the team has been working to develop a process for the electronic delivery of contracts/letters of agreement to staff members. An overview of that process is as follows:

- 1) Professional staff members (TTA) on tract to receive a contract for the 2020-2021 school year will receive their contract by email along with the software that will allow them to review and electronically sign the document. This tracking software will also ensure all members receive and return their contracts.
- 2) Signed contracts will then be electronically forwarded to the school board chair for electronic signature.
- 3) Once all parties have endorsed the contracts, a copy of the document will be sent via email to each staff member.
- 4) This process will be repeated for the Timberlane Support Staff Union members and all other staff that will be extended an employment agreement for the 2020-2021 school year.

Hiring for the 2020-2021 School Year

- 1) The team has been working on the protocol for remote hiring. We will continue to use the AppliTrack system for the administrative portion of the process (applications, communications, scheduling interviews, tracking workflow, etc.).
- 2) Applications will be reviewed by the hiring committees, and interviews, job offers, verification of certification and most of the onboarding process will be performed remotely.

Guidance throughout the remote instruction phase changes often; we will continue to keep the board apprised of any changes that warrant significant procedural revisions.

Respectfully submitted,

Nancy Louiselle, Director of Human Resources

Executive Summary

Hourly Calculations for the Final Day of School

In accordance with guidelines from the New Hampshire Department of Education (DOE), public and private schools are required to maintain a calendar with at least 945 hours of instruction for elementary schools and 990 hours of instruction for middle and high schools. During the 2019-2020 school year, the Timberlane Regional School District had a total of two snow days on October 17 and December 3, 2019. Taking these two required days into consideration, based on the 2019-2020 TRSD school calendar, the Timberlane Regional School District will have completed 166 full days of school on May 29, 2020 and 171 full days of school on June 5. The district also had one Early Release Day on October 24, 2019. In accordance with the DOE formula for the calculation of school hours per day, the total hours per school level, as of May 29 and June 5 are included below:

Total Hours per Level - Aug 28, 2019 - May 29, 2020					
School Level	# full days (Aug. 28-May 29)	Hours per day	Total Full Day Hours	Early Release Hours	Total Hours
Elementary	166	6	996	4	1,000
Middle	166	6	996	4	1,000
High	166	6	996	4	1,000

Total Hours per Level - Aug 28, 2019 - June 5, 2020					
School Level	# full days (Aug. 28-June 5)	Hours per day	Total Full Day Hours	Early Release Hours	Total Hours
Elementary	171	6	1,026	4	1,030
Middle	171	6	1,026	4	1,030
High	171	6	1,026	4	1,030

Based on the calculations above, both of these potential dates for the final day of school will meet the DOE's minimum standard for 945 hours of instruction for elementary schools and 990 hours of instruction for middle and high schools.

Respectfully Submitted By:
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