

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, DECEMBER 20, 2018

Regular Meeting - **7:00PM***

Superintendent's Office
30 Greenough Road , Plaistow, NH
Susan Sherman, Chairman
Brian Boyle, Vice Chairman

Dr. Earl Metzler, II, Superintendent
Dr. Roxanne Wilson, Asst. Superintendent

***Note start time**

AGENDA

1. **7:00 PM** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
 - a. December 6th and 17th meetings (4 sets)
5. Student Representative
6. Delegates and Individuals
7. Current Business
 - a. **7:05PM** Program of Studies (second read) – ACTION (30 minutes)
 - b. **7:35PM** Ratify TTA CBA – ACTION (15 minutes)
 - c. **7:50PM** Budget Update/Default Budget – ACTION (60 minutes)
 - d. **8:50PM** Policies (first read) – ACTION (30 minutes)
 - e. **9:20PM** Warrant Articles – INFORMATION/ACTION (40 minutes)
8. **10:00PM** Administrator's Report
9. **10:05PM** Personnel Report
10. **10:10PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **10:15PM** Other Business
14. Non-public (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
December 28	SAU Public Hearing on Budget	SAU	7:00PM
January 3	Regular Board Meeting	SAU	7:30PM
January 4	Deadline for Bond Article Citizen's Petitions	SAU	5:00PM
January 8	Deadline for Petitioned Warrant Articles	SAU	5:00PM
January 10	Public Hearing on Budget/Bond	PAC	7:00PM
January 17	Regular Board Meeting	SAU	7:30PM
January 23	First Day of Filing Period	SAU	
January 24	Last Day for Budcom WA Recommendations		
January 28	Last Day to Post Warrant		
February 1	Last Day to File for Candidacy	SAU	5:00PM
February 7	Deliberative Session with Special Mtg to Follow	TRHS	7:00PM
February 21	Regular Board Meeting	SAU	7:30PM
March 7	Regular Board Meeting	SAU	7:30PM
March 12	Voting	Polls	
March 21	Re-Organizational Meeting	SAU	7:00PM

*PowerPoint Presentation

estimated times

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 December 20, 2018 School Board Meeting

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

4. APPROVAL OF MINUTES *(December 6th and December 17th – total of four sets)*

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS

7. CURRENT BUSINESS

a. Program of Studies – ACTION

Mark Pedersen and Sandy Allaire to present the 2019-20 Program of Studies for second read (approval). As requested by the board, the master schedule for 2018-19 high school courses is included in board packets.

b. Ratify TTA Collective Bargaining Agreement – ACTION

The board to vote on ratifying the TTA CBA tentative agreement for placement on the 2019 district warrant. Reminder: a nonmeeting will be held prior to the start of this meeting for an update on the tentative agreement.

c. Budget Update/Default Budget – ACTION

Geoff Dowd to present an update on the development of the proposed 2019-20 budget as well as provide information relative to the default budget. The board may take action to finalize the default budget for the 2019 district warrant.

d. Policies – ACTION

Jen Silva to present 10 policies for first read (ACE, IHBA, IMAH, KA, IJO, IFA, GCO, JCA, JEC and IGE).

e. Warrant Articles – INFORMATIONAL

The board to continue discussion on drafting articles for the 2019 warrant. To date the board has considered articles for: the collective bargaining agreement (TTA), the PAC wall, Capital Reserve Fund, changing the Trustees of the Trust Fund, and other capital projects to be determined.

8. ADMINISTRATOR'S REPORT – Dr. Metzler to present

a. Update on District Activities

9. PERSONNEL REPORT – Dr. Metzler to present

10. COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD – Committee Chairs to update board on current initiatives (these topics were combined by the Chair).

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 vendor and payroll registers.

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

14. NON-PUBLIC – if needed.

15. FUTURE DATES – As indicated.

UPCOMING REGULAR MEETING AGENDAS

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

January 3, 2019	
Policies	
Warrant Articles	<i>Standing item until Warrant is finalized</i>
Default Budget/Budget Update	
SPED Audit Update	
Bullying Prevention Update	
SAT/AP Report (tentative)	
December Goals Review	
Strategic Plan Update	

January 10, 2019	
Public Hearing on Budget	
Presentation of Default Budget	
Special Meeting	<i>Make recommendations on Warrant Articles – or wait until January 17th meeting.</i>

January 17, 2019	
Policies	
Warrant Articles	<i>Finalize Warrant for Deliberative Session</i>
Annual Report Article	<i>Approve SB article in January</i>

February 7, 2019	
Deliberative Session	
Special Meeting	<i>Update WA recommendations if needed</i>

February 21, 2019	
Policies	
Treasurer's Report	<i>In board packets</i>

Back Burner List	
TTA/TSSU Updates	
Instructional Tools/Assessment Reporting	<i>Throughout the year</i>
Treasurer's Report (quarterly)	<i>August/November/February/May</i>
Athletic Track	
Strategic Plan Progress Update	<i>September/March</i>
Service Contract Inventory	<i>In process</i>
MS/HS Bus Routs	<i>By March 1</i>

TIMBERLANE POLICY COMMITTEE

RECOMMENDATIONS TO THE SCHOOL BOARD

FIRST READ

1 **ACE PROCEDURAL SAFEGUARDS – NONDISCRIMINATION ON BASIS OF HANDICAP/DISABILITY** (This policy was originally repealed (2010) because the topic was covered under policies ACAA and ACAB. NHSBA then updated the language as a general statement with reference to safeguards under federal and state law. Policies ACAA and ACAB were updated in 2016 with the assistance of legal counsel and ACAA-R was updated in 2018 with legal assistance as well. ACAB-R was last updated in 2016. This is a required policy.)

2 **GCO TEACHER PERFORMANCE AND EVALUATION SYSTEMS** (Last reviewed in 2012; NHSBA proposed updates in 2013 due to legislative revisions. SLT changed out “appendix” with “evaluation plan.” This is a required policy.)

3 **IFA INSTRUCTIONAL NEEDS OF EACH INDIVIDUAL STUDENT** (Last updated in 2014; only change is to title; required policy.)

4 **IJO SCHOOL, COMMUNITY, AND HOME RELATIONS** (Last updated in 2009; small revision as recommended by NHSBA; required policy.)

5 **KA SCHOOL COMMUNITY, AND HOME RELATIONS** (redundant policy; SLT and PC recommend repealing and referencing IJO.)

6 **IMAH DAILY PHYSICAL ACTIVITY**(Last updated in 2007, only change recommended by NHSBA is legal references; required policy.)

7 **IHBI ALTERNATE LEARNING PLANS** (Last updated in 2013, NHSBA language changes reflected with SLT and PC recommendation to remove procedural language to IHBI-R; required policy.)

8 **IHBAA EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES** (Last updated in 2014; NHSBA made significant changes; required policy.)

9 **JCA CHANGE OF SCHOOL OR ASSIGNMENT; BEST INTEREST** (Last updated in 2010; new language proposed by NHSBA; required policy.)

10 **JEC CHANGE OF SCHOOL OR ASSIGNMENT – MANIFEST EDUCATIONAL HARDSHIP** (Last updated in 2012; new language to reflect changes in law; required policy.)

11 **IGE PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL** (Last updated in 2017; new language consistent with NHSBA; SLT removed procedure portion of policy to IGE-R (in packet as reference); recoded from IGEA to IGE to align with NHSBA code index; required policy.)

Timberlane Regional School Board	Policy Code: ACE
Revised: 12-03-98 Revised: 02-24-05 Revised: 06-19-08 Revised:	REPEALED <i>Page 1 of 1</i>

PROCEDURAL SAFEGUARDS - NONDISCRIMINATION ON BASIS OF HANDICAP/DISABILITY

This policy was repealed by the Timberlane Regional School Board on September 16, 2010.

The school district will ensure that all students with a handicap or disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook.

Legal References:

*NH Department of Education Administrative Rules, Ed 1120, Procedural Safeguards
34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap
Section 504 of The Rehabilitation Act of 1973*

*Reference: ~~ACAA-R~~
~~ACAB-R~~*

NHSBA Note, September 2016: Significant changes and amendments are made to this Sample Policy following NHSBA consultation with the NHDOE Special Education Department and other special education practioners. The NHDOE has updated and revised its Procedural Safeguard Handbook, effective February 2016. Since such safeguards are required to be followed by all school districts, recitation of those safeguards via school board policy is unnecessarily repetitive and duplicative. Rather, a statement directing interested persons to the NHDOE's Procedural Safeguards is within the school board's policy-making role. Procedures ACAA-R and ACAB-R are directed appendices to policies ACAA and ACAB thus should be stricken from this newly amended policy.

*Revised: September 2016
Revised: September 2008, April 2011*

Timberlane Regional School District	Policy Code: GCO
Adopted: 01-01-83 Revised: 10-03-96 Revised: 02-24-05 Revised: 04-05-12 Revised:	Page 1 of 2

EVALUATION OF PROFESSIONAL STAFF TEACHER PERFORMANCE AND EVALUATION SYSTEMS

The School Board will adopt and the superintendent will implement a teacher performance and evaluation system. The performance and evaluation system will include procedures, evaluation criteria and other components necessary to evaluate certified teaching personnel. Such procedures, criteria and components may be included within the evaluation plan.

The School Board will involve teachers and principals in the development of this policy and its corresponding evaluation plan by providing such teachers with notice and an opportunity to comment on its provisions. However, all final decisions relative to evaluation procedures, criteria and components will remain with the School Board.

~~The performance and effectiveness of a teacher shall be evaluated through a written evaluation procedure.~~

~~As such, the Timberlane Regional School District Evaluation Program shall focus 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 values and supports an evaluation plan that:~~

- ~~• promotes a spirit of professional inquiry;~~
- ~~• encourages collegiality;~~
- ~~• empowers the individual to regularly reflect upon his/her expectations and practices; and~~
- ~~• creates a positive professional atmosphere marked by mutual respect and commonality of purpose.~~

~~This evaluation plan shall reflect specific beliefs in assessment and professional development. These include:~~

- ~~• aligning evaluation with goal setting and professional development activities;~~
- ~~• using multiple sources of information to evaluate performance;~~
- ~~• 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; and~~

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- ~~taking a holistic view of an educator's contribution to the District.~~

~~The evaluation process shall be a collaboration between a designated evaluator and an educator. The Board and Superintendent shall adopt and implement teacher evaluation procedures, criteria and other necessary components.~~

NHSBA Note, September 2013: Legislative revisions to RSA 189:1-a require school boards to "adopt a teacher performance evaluation system, with the involvement of teachers and principals, for use in the school district."

Legal References:

- RSA 189:14-a, Failure to be Renominated or Reelected*
- N.H. Code of Administrative Rules, Section Ed. 302.02(n), Substantive Duties of Superintendents*
- N.H. Code of Administrative Rules, Section Ed. 304.01(b), Substantive Duties of School Principals*
- RSA 189:1-a, Duty to Provide Education*

Timberlane Regional School District	Policy Code: IFA
Adopted: 03-04-10 Re-affirmed: 03-06-14 Revised:	Page 1 of 1

**INSTRUCTIONAL NEEDS OF ~~STUDENTS WITH DIFFERENT TALENTS~~ EACH
INDIVIDUAL STUDENT**

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district’s instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

Administrators and teachers should collaborate to consider and address students’ different talents, interests and academic development when planning the district’s educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(6), Instructional Needs of Students With Different Talents
NH Code of Administrative Rules, Section Ed 306.04(j), Instructional Needs of Students With Different Talents

NHSBA Note, May 2014: Only change is to title of the policy, per changes to Ed 306.02(a)(6) and Ed 306.04(j). Content of policy has not changed. No changes to Legal References.

Timberlane Regional School District	Policy Code: IJO
Adopted: 04-03-08 Revised: 01-08-09 Revised:	Page 1 of 2

SCHOOL, COMMUNITY, AND HOME RELATIONS

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

- District schools are a welcoming place, clearly accessible to parents and the community.
- Communication between home and school is regular, two-way and meaningful.
- Parents are full partners in the educational decisions that affect children and families.
- Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.
- Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.
- Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.
- Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.
- For the purposes of this policy, the term "parent" refers to any adult – mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor – who plays a significant role in the care of a student or students enrolled in District Schools.
- Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.
- Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning.
- Student participation in community service will be encouraged.
- *The support of area businesses, agencies and faith-based organizations will be sought through financial, goods and services, and volunteer contributions.*
- Business partnerships will also be developed to assist students in the successful transition to employment or further education.

[See also policy KA.](#)

Timberlane Regional School District	Policy Code: IJO
Adopted: 04-03-08 Revised: 01-08-09 Revised:	Page 2 of 2

Legal References:

NH Code of Administration Rules, Section Ed 306.04(a)(11), Community Partnerships
NH Code of Administration Rules, Section Ed 306.04(k), Community Partnerships

<p>Timberlane Regional School District</p>	<p>Policy Code: KA</p>
<p>Adopted: 08-19-83 Revised: 10-13-98 Revised: 02-24-05 Revised: 01-08-09</p>	<p>Page 1 of 2 REPEALED</p>

SCHOOL, COMMUNITY AND HOME RELATIONS

~~The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.~~

- ~~• District schools are a welcoming place, clearly accessible to parents and the community.~~
- ~~• Communication between home and school is regular, two-way and meaningful.~~
- ~~• Parents are full partners in the educational decisions that affect children and families.~~
- ~~• Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.~~
- ~~• Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.~~
- ~~• Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.~~
- ~~• Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.~~
- ~~• For the purposes of this policy, the term "parent" refers to any adult—mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor—who plays a significant role in the care of a student or students enrolled in District Schools.~~
- ~~• Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.~~
- ~~• Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning.~~

<p>Timberlane Regional School District</p>	<p>Policy Code: KA</p>
<p>Adopted: 08-19-83 Revised: 10-13-98 Revised: 02-24-05 Revised: 01-08-09</p>	<p>Page 2 of 2</p>

- ~~• Student participation in community service will be encouraged.~~
- ~~• Business partnerships will also be developed to assist students in the successful transition to employment or further education.~~

See also policy IJO.

Legal References:

NH Code of Administration Rules, Section Ed 306.04(a)(11), Community Partnerships

NH Code of Administration Rules, Section Ed 306.04(k), Community Partnerships

Repealed by the School Board on _____. See Policy IJO School Community, and Home Relations.

NOTE: Recommended for repeal and reference due to duplicate policy IJO

Timberlane Regional School Board	Policy Code: IMAH
Adopted: 11-01-07	Page 1 of 1

DAILY PHYSICAL ACTIVITY

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board recommends that students and staff participate in developmentally appropriate physical activity and exercise for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

- 1) Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
- 2) Support special programs such as student and staff walking programs, family fitness events, and events that emphasize life-long physical activity;
- 3) Integrate health and physical activity across the school curriculum;
- 4) Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- 5) Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
- 6) Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will assist school staff to recognize their influence as role models for active lifestyles;
- 7) Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
- 8) Encourage physical activity recess periods; and
- 9) Institute a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.

Legal References:

Ed 306.04(a)(17), Daily Physical Activity

Ed 306.04(l), Daily Physical Activity

Ed 310, Daily Physical Activity

RSA 189:11-a, Food and Nutrition Programs

NH Code of Administrative Rules, Section Ed. 310, Appropriate Daily Physical Activity

NHSBA Note, May 2014: Changes to Legal References only.

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Adopted: 03-04-10 Re-affirmed: 12-19-13 Revised:	Page 1 of 4

ALTERNATIVE LEARNING PLANS

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and guidance counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. *If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of Policies IMBC, Alternative Credit Options and IHBH, Extended Learning Opportunities, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, Assessments and ILBAA, High School Competency Assessments.* Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

~~Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.~~

~~Teachers, Guidance Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school should inform either the Principal or the Guidance Counselor of the Teacher's concerns. The Principal will then~~

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~~schedule a meeting with the student, the Principal, the Guidance Counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the Guidance Counselor, Principal, or the Principal's designee.~~

~~The Guidance Counselor or Principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student need.~~

~~The Principal or Principal's designee and the designated team will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The Principal will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.~~

~~Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see in Appeal Process procedure IHBI-R).~~

~~Students interested in Alternative Learning Plans shall follow procedure IHBI-R.~~

~~Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.~~

~~Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation, including associated costs and transportation.~~

Approval Process

- ~~1. The student/parent/guardian seeking an alternative learning plan shall meet with the guidance counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan designed to enable the student to remain enrolled in school and complete educational requirements.~~
- ~~2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. The Superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the~~

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~~decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.~~

- ~~3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.~~
- ~~4. The District reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.~~

Evaluation Criteria

~~The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:~~

- ~~• Provides for proper administration and supervision of the program or plan~~
- ~~• Provides that certified school personnel oversee and monitor the program~~
- ~~• Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards~~
- ~~• Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning~~
- ~~• Are developed and amended, if necessary, in consultation with the student, a school Guidance Counselor, the school Principal and at least one parent/guardian of the student~~

Appeal Process

~~If the submitted plan is rejected, the Superintendent or designee will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the Superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the Superintendent's determination, the decision of the School Board may be appealed to the State Board of~~

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~~Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.~~

Program Integrity

~~In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the District's policies on graduation.~~

~~If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The Principal will determine the validity of such reasons on a case by case basis.~~

~~If a student ceases to attend or is unable to complete the alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.~~

~~In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.~~

Legal References:

- ~~RSA 193:1, Duty of Parent; Compulsory Attendance by Student~~
- ~~NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities~~
- ~~NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities — High School~~
- ~~Ed 306.04(a)(13), Alternative Means Of Earning Credit Toward A High School Diploma~~
- ~~Ed 306.04(a)(14), Alternative Means Of Demonstrating Achievement Of Competencies~~
- ~~Ed 306.21, Alternative Programs~~

<p>Timberlane Regional School District</p>	<p>Policy Code: IHBAA</p>
<p>Adopted: 10-15-09 Revised: 03-06-14 Revised:</p>	<p>Page 1 of 2</p>

**~~SPECIFIC LEARNING DISABILITY EVALUATION~~
EVALUATION
REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES**

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

NHSBA Note, September 2016: Significant changes and amendments are made to this Sample Policy following NHSBA consultation with the NHDOE Special Education Department and other special education practioners. The intent of these revisions is to ensure compliance with all special education rules as well as to ensure consistency with NHDOE recommendations. Since such evaluations are required to be followed by all school districts, recitation of laws specific to special education evaluation via school board policy is unnecessarily repetitive and duplicative. Rather, a statement directing interested persons to the NHDOE's Special Education Procedures Manual is within the school board's policy-making role.

Legal References:

NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children With Specific Learning Disabilities

Appendix IHBAA-R

~~It shall be the policy of the Timberlane Regional School District to evaluate students suspected of having a specific learning disability in accordance with the New Hampshire Rules for the Education of Children with Disabilities.~~

~~When evaluating a student for a specific learning disability, the district will permit the use of a process based on the child's response to scientific, research based intervention. For those students who have not participated in scientific research based intervention, a discrepancy model between intellectual ability and achievement may be used along with other alternative research based procedures for determining whether a child has a specific learning disability.~~

~~When evaluating a student for a specific learning disability, the IEP evaluation team must determine whether there is a disorder in one or more of the basic psychological processes. The IEP evaluation team will consider multiple sources of data to identify a child's pattern of strengths and weaknesses in performance, achievement, or both, relative to age and/or grade, intellectual development and state approved grade-level standards. A specific learning disability will be determined through the professional judgment of the IEP evaluation team using evidence from multiple sources, including the manner in which a student responds to scientific research based instruction and intervention.~~

Timberlane Regional School District	Policy Code: IHBAA
Adopted: 10-15-09 Revised: 03-06-14 Revised:	Page 2 of 2

Legal References:

~~20 U.S.C. § 141414 (b) (6) (2004)~~

~~34 C.F.R. §300.8(a) (10), 300.307-300.311 (2006)~~

~~RSA 186 C: 16~~

~~NH Code of Administrative Rules, Section Ed. 1106.01(b), (d) (e), 1107, 01(a), 1107.02, 1107.04(a) (b), Tale 1100.1 (2008)~~

<p>Timberlane Regional School District</p>	<p>Policy Code: JCA</p>
<p>Adopted: 01-08-09 Revised: 08-19-10 Revised:</p>	<p>Page 1 of 4</p>

CHANGE OF SCHOOL *OR* ASSIGNMENT: *BEST INTEREST*

In circumstances where the best interests of a pupil warrant a change of school or assignment, the Superintendent is authorized to reassign a pupil from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a pupil from a school district that is not part of the SAU, under the following conditions and procedures.

Conditions and Procedures for Reassignment

- 1. Either the parent/legal guardian or the Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the pupil warrant a reassignment.*
- 2. The Superintendent will fully consider this written request, will meet with the parent/guardian, if necessary, and will make a determination concerning the reassignment request.*
- 3. The Superintendent's decision will be based on the best interests of the pupil, as determined by the Superintendent. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.*
- 4. If the Superintendent determines that the best interests of the pupil warrant a reassignment, he/she will present the matter to the school board. The board must vote to approve the re-assignment before the reassignment can occur. Upon school board approval, the Superintendent may reassign the pupil to: (a) another school within the same school district; (b) another school district within the same SAU; or (c) a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU and approval of the school boards of both the sending and receiving school districts.*
- 5. The Superintendent will issue a written decision to the parent/guardian.*
- 6. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the school board votes to exceed this limit.*
- 7. Reassignments made under this policy that exceed the percentages provided in Paragraph #6 must have the prior written approval of the School Board.*

<p>Timberlane Regional School District</p>	<p>Policy Code: JCA</p>
<p>Adopted: 01-08-09 Revised: 08-19-10 Revised:</p>	<p>Page 2 of 4</p>

Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.

The cost of transportation for any pupil reassigned under this policy will be the sole responsibility of the parent/guardian.

Role of the Department of Education

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

Manifest Educational Hardship Change of Assignment

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, the parent/guardian may seek a change of assignment in accordance with applicable provisions of RSA 193:3 and Board Policy JEC - Manifest Educational Hardship.

Special Education Placements

A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

NHSBA Note, September 2016: Minor amendment made as a result of SB 316, which amends RSA 193:3 to clarify that the placement or change of school assignment made pursuant to a student's special education needs and services does not constitute a change of placement for purposes of RSA 193:3.

~~I. Reassignment of Resident Students~~

~~A. The Superintendent has discretion to reassign a student from the public school to which the student is currently assigned to another public school in New Hampshire under RSA 193:3,III only if all the following conditions are met:~~

- ~~(1) The student's parent or legal guardian petitions the Superintendent for a change of school assignment or consents to the Superintendent's recommendation for such a change; and~~

<p>Timberlane Regional School District</p>	<p>Policy Code: JCA</p>
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- ~~(2) The Superintendent determines that such a change would be in the student's best interest as defined below: and~~
- ~~(3) The total reassignments or transfers in any one school year shall not exceed one (1) percent of the average daily membership in residence of the school district or exceed five (5) percent of the average daily membership in residence of any single school, whichever is greater.~~
- ~~B. The parent or legal guardian has the burden of demonstrating that the reassignment is in the student's best interest.~~
- ~~C. "Best interest" does not mean that a parent has the right to select whichever public school the parent prefers or that a student has the right to attend a school that the parent or student believes is better suited to allow the student to reach his/her full potential. Rather, best interest means that the student's education will be adversely affected if the student continues to attend the public school to which the student is assigned.~~
- ~~D. The Superintendent's decision is final and conclusive and is not appealable. If the parent or legal guardian disagrees with the Superintendent's decision, the parent or legal guardian can file a request for change of school assignment to the local School Board under RSA 193:3,I, and Policy JEC on the basis of manifest educational hardship.~~
- ~~E. The Superintendent shall notify the New Hampshire Department of Education within 30 days of any reassignment of a resident student.~~
- ~~H. Requests to Assign Students from Other Public School Districts (Non-Resident Students)~~
 - ~~A. The Superintendent has discretion to approve a request from another Superintendent to accept a transfer of a student from another school district if:
 - ~~(1) The conditions in Section I(A) are met;~~
 - ~~(2) Space is available within the school; and~~
 - ~~(3) The student meets the school's admission requirements.~~~~
 - ~~B. The Superintendent is not required to accept the findings of the sending district's Superintendent concerning a student's best interest, and will make an independent decision on the reassignment request. The Superintendent's decision is final, conclusive and is not appealable.~~
 - ~~C. Any student accepted under this Section will be permitted to attend our schools for only so long as that student abides by the reasonable rules of the school, failing of~~

<p>Timberlane Regional School District</p>	<p>Policy Code: JCA</p>
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~~which the student's right to attend our school will be terminated.~~

~~III. General Requirements for Resident and Non-Resident Students~~

- ~~A. The parent or legal guardian of any student reassigned or accepted under this policy shall sign an acknowledgement that he/she has received a copy of this policy, understands it and agrees to be bound by its terms.~~
- ~~B. All reassignments shall be limited to the current school year.~~
- ~~C. The parent or legal guardian is responsible for the student's transportation.~~
- ~~D. The Superintendents involved in the reassignment of a student shall jointly establish a tuition rate for each such student. The tuition rate shall include all costs of the student's educational program including, but not limited to, special education costs, costs of related services, costs of due process proceedings, costs related to Section 504 of the Americans with Disabilities Act, or any other costs for additional services, equipment, or accommodations required by state or federal law. Some or all of the tuition may be waived by the Superintendent of the receiving district for the good cause shown or pursuant to school board policy of the receiving district.~~
- ~~E. Notwithstanding anything else to the contrary contained herein, the educational placement of disabled students shall be determined in accordance with the IDEA, RSA 186-C and Section 504. Any student reassigned under this policy whom the receiving district suspects has a disability will be referred to the student's district of residence for evaluation and possible identification.~~
- ~~F. When a reassignment exceeds the percentage limitations set forth in Section I (A)(3), the School Board must approve the reassignment.~~

Legal References:

- RSA 193:3, III, Change of School Assignment*
- RSA 193:3, I, II, Manifest Educational Hardship*
- RSA 193:14-a, Change of School Assignment; Duties of State Board of Education*

<p>Timberlane Regional School District</p>	<p>Policy Code: JEC</p>
<p>Adopted: 02-24-05 Revised: 08-19-10 Revised: 01-19-12</p>	<p>Page 1 of 3</p>

***CHANGE OF SCHOOL OR ASSIGNMENT - MANIFEST EDUCATIONAL
HARDSHIP***

The Superintendent or designee shall assign resident students of the district to a public school within the district.

The board recognizes that in unusual and extraordinary circumstance, parents, or guardians may wish to request a change of assignment to another public school within the district or a public school in another district. ~~When the parents or guardians believe that the assignment which has been made will result in a manifest educational hardship to the student, the board will consider these requests according to the procedure outlined below.~~

A. PROCEDURE FOR CONSIDERATION OF A MANIFEST EDUCATIONAL HARDSHIP REQUEST

The following procedures will be utilized where parents or guardians seeks a change of assignment within the district, or a waiver of assignment *for his/her child* from attending any school in the district based on an assertion that the current assignment constitutes a manifest educational hardship.

1. The parents or guardians shall make a written request through the Superintendent’s office, detailing the specific reason why they believe that the current assignment constitutes a manifest educational hardship. ~~The parents or guardians shall make any such written request within fifteen (15) days of the assignments made by the Superintendent or designee. Through the application, the parent/guardian may request that the child:~~
 - ~~1.~~ *a. Attend another public school or public academy in the District; or*
 - b. Attend a public school or public academy in another school district.*

2. The board will ~~schedule a time at a regular board~~ *hold a hearing on the matter within meeting held within* thirty days of receipt of the written request ~~of the parents or guardians to hear the parents’ or guardians’ request. At such time, the parents or guardians may address the board.~~ The board will hear the ~~parents’ or guardians’ request~~ *matter* in non-public session, ~~to the right of the~~ *unless the* parents or guardians ~~to have the matter~~ *request the hearing be held heard* in public session under RSA 91-A:3 II(c).

3. *Prior to the hearing, the Superintendent shall provide the Board his/her recommendations regarding the parent/guardian's request. Such*

<p>Timberlane Regional School District</p>	<p>Policy Code: JEC</p>
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recommendations may be provided orally at the hearing, or in writing at or before the hearing, with a copy to the parent/guardian.

4. *At the hearing, the parent/guardian may use whatever information he/she deems is necessary and appropriate to support the request.*
5. *In determining whether the current assignment of the student constitutes a manifest educational hardship, and what the corresponding appropriate action should be, the Board will consider all information presented by the parent/guardian, the recommendations of the Superintendent, and any other information which the Board deems relevant and useful.*
6. *The Board may find that a manifest educational hardship exists provided that parent/guardian demonstrates that attendance at the assigned school will have a detrimental effect on the child's education, and that another public school or public academy, either within the District or in another district, can reasonably meet the child's educational needs.*

~~3.7. The Board shall find that a manifest educational hardship exists if it determines that there is clear and convincing evidence that: The parents or guardians of the student may use whatever information they deem is appropriate to support their request. The parents or guardians must present clear and convincing evidence that:~~

- (a) ~~A compelling amount of a child's substantial portion of a pupil's~~ academic, physical, personal and social needs cannot be met by the assigned school or are not found within the student body of the assigned school;
- (b) ~~The attendance at the assigned school will impair the educational progress of the child; and The assigned school's failure to meet the pupil's needs will impair the educational progress of the student; and~~
- (c) Another public school *or public academy*, either within the district or in another district, may reasonably meet the ~~pupil's~~ *child's* educational needs.

~~4. In determining whether the current assignment of the student constitutes a manifest educational hardship and what the corresponding appropriate action should be (which may include, but not be limited to assignment to a public school in another district) the board shall consider all information given by the parents or guardians, the recommendations of the Superintendent and any other information which the board deems relevant and useful.~~

Timberlane Regional School District	Policy Code: JEC
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5.8. The board reserves the legal rights to make a determination on whether a given request constitutes a manifest educational hardship and what the corresponding action should be on a case-by-case basis.

6.9. The board will render its decision in writing within fifteen days after the board meeting in which the parents or guardians addressed the board and will forward its written decision to the parents or guardians via *means producing third party proof of delivery (e.g., Certified, FedEx, UPS, etc.)* ~~US mail~~.

7.10. If a parent or guardian is aggrieved by the decision of the board, ~~s/he~~/she may appeal to the State Board of Education *within thirty days of the receipt of the local board* in accordance with the provisions of Ed 200.

B. CHILDREN WITH DISABILITIES

Children with disabilities as defined in RSA 186-C:2 shall be accorded a due process review pursuant to rules adopted under RSA 186-C:16.

Tuition and Transportation

~~The Superintendents involved in the reassignment of schools under this policy shall jointly establish a tuition rate for each student. Tuition payments shall be the responsibility of the pupil's resident school district. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to other board policy, if applicable.~~

If the child is assigned to attend school in another district ("receiving district"), tuition to be paid by the Timberlane Regional School District to the receiving district shall be computed as provided in RSA 193:4. Some or all of the tuition may be waived by the Superintendent/board of the receiving district.

The cost of transportation shall be the responsibility of the parent/guardian.

Legal References:

- RSA 193:3, Change of School or Assignment; Manifest Educational Hardship*
- NH Code of Administrative Rules, Section Ed 320, Manifest Educational Hardship*
- NH Code of Administrative Rules, Section Ed 200, Rules of Practice and Procedure*
- RSA 193:4 School Attendance*

NHSBA Note, September 2018: Sample policy JEC is updated to reflect March 2018 changes in NH Dept. of Ed. Rule 320, and to more closely track the language of Rule 320 and RSA 193:3, I. Title has been changed to better distinguish reassignment requests based upon "manifest educational hardship" under RSA 193:3, I (see NHSBA sample policy JCA), from requests based upon "best interests" under RSA 193:3, III.

<p>Timberlane Regional School District</p>	<p>Policy Code: IGEA</p>
<p>Adopted: 04-19-12 Revised: 11-02-17 Revised:</p>	<p>Page 1 of 2</p>

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

The curriculum and course materials of the Timberlane Regional School District are designed to meet statutory requirements and include other areas of study deemed appropriate by the professional staff and the Board. The curriculum includes topics and materials that are age and ability appropriate to the students.

Parents and legal guardians shall be notified by written means, not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education. The notice will identify and provide contact information for the member of staff or faculty whom a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

~~The Board acknowledges that from time to time individual students may be exposed to specific course materials which their parents/legal guardians find objectionable. In such cases, the parents/legal guardians may request an exception to the specific course materials in accordance with applicable law and the following procedure.~~

- ~~1. The parents/legal guardians must:

 - ~~a. Notify the building principal in writing of the specific course material to which they object; and~~
 - ~~b. Provide a detailed written description or actual copy of the course material which they propose as an alternative to the District's course material. That alternative material must meet applicable State requirements for education in the particular subject area.~~
 - ~~c. Provide a detailed description of how and when the alternative course material will be delivered to the child at no cost to the District. The school district shall have no responsibility for delivery of the alternative course material.~~~~
- ~~2. The building principal shall review the proposed alternative course material and the plan for delivery of the material; determine whether it is appropriate and meets State requirements and consult with the classroom teacher and other staff as appropriate.~~
- ~~3. The building principal shall notify the parents/legal guardians as soon as practicable whether or not he/she agrees to the alternative course material and plan for delivery of the material. Both the building principal and parents/legal guardians~~

<p>Timberlane Regional School District</p>	<p>Policy Code: IGEA</p>
<p>Adopted: 04-19-12 Revised: 11-02-17 Revised:</p>	<p>Page 2 of 2</p>

~~must agree in order for particular alternative course materials to be approved as a replacement for District course material.~~

- ~~4. If the building principal approves the alternative course materials and plan for delivery, the parents/legal guardians must provide appropriate documentation of the student's successful completion of the material. Absent such documentation, the student will not receive credit for the work.~~
- ~~5. If the building principal and parents/legal guardians cannot agree on alternative course materials and a plan for delivery, the Superintendent may be requested to assist in resolving the matter. In the event that there is no agreement, the District shall expect the child to continue to participate in the school's regular curriculum.~~
- ~~6. Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the school board.~~

In accordance with State law, the names of the parents/legal guardians requesting exceptions to specific course materials and their reasons shall remain confidential.

See Appendix IGE-R Parental Objections to Specific Course Material Procedure

Legal Reference

RSA 186:11(IX-b) and (IX-c)

Cross Reference:

KLB - Public Complaints About the Curriculum or Instructional Materials

IHAM Health Education and Exemption from Instruction

NOTES: Procedural language removed and recoded as a policy procedure addendum (IGE-R). Policy last updated in 2017 thus language is consistent with NHSBA. Recoded to IGE to align with NHSBA policy codes.

Timberlane Regional School District	Procedure Code: IGE-R
Adopted: 01-01-83 Revised: 05-02-91 Revised: 02-24-05 Revised: 11-07-18	Page 1 of 2

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL PROCEDURE

The Board acknowledges that from time to time individual students may be exposed to specific course materials which their parents/legal guardians find objectionable. In such cases, the parents/legal guardians may request an exception to the specific course materials in accordance with applicable law and the following procedure.

1. The parents/legal guardians must:
 - a. Notify the building principal in writing of the specific course material to which they object; and
 - b. Provide a detailed written description or actual copy of the course material which they propose as an alternative to the District’s course material. That alternative material must meet applicable State requirements for education in the particular subject area.
 - c. Provide a detailed description of how and when the alternative course material will be delivered to the child at no cost to the District. The school district shall have no responsibility for delivery of the alternative course material.
2. The building principal shall review the proposed alternative course material and the plan for delivery of the material; determine whether it is appropriate and meets State requirements and consult with the classroom teacher and other staff as appropriate.
3. The building principal shall notify the parents/legal guardians as soon as practicable whether or not he/she agrees to the alternative course material and plan for delivery of the material. Both the building principal and parents/legal guardians must agree in order for particular alternative course materials to be approved as a replacement for District course material.
4. If the building principal approves the alternative course materials and plan for delivery, the parents/legal guardians must provide appropriate documentation of the student’s successful completion of the material. Absent such documentation, the student will not receive credit for the work.
5. If the building principal and parents/legal guardians cannot agree on alternative course materials and a plan for delivery, the Superintendent may be requested to

<p>Timberlane Regional School District</p>	<p>Procedure Code: IGE-R</p>
<p>Adopted: 01-01-83 Revised: 05-02-91 Revised: 02-24-05 Revised: 11-07-18</p>	<p>Page 2 of 2</p>

assist in resolving the matter. In the event that there is no agreement, the District shall expect the child to continue to participate in the school’s regular curriculum.

6. Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the school board.

In accordance with State law, the names of the parents/legal guardians requesting exceptions to specific course materials and their reasons shall remain confidential.

Legal Reference:

RSA 186:11(IX-b) and (IX-c)

Cross Reference:

KLB – Public Complaints About the Curriculum or Instructional Materials
 IHAM Health Education and Exemption from Instruction

DRAFT DOCUMENT – DEVELOPMENT IN PROCESS
2019 Timberlane Regional School District Warrantⁱ
State of New Hampshire

To the inhabitants of the School District of the Towns of Atkinson, Danville, Plaistow, and Sandown, New Hampshire, qualified to vote in District affairs:

First Session of Annual Meeting (Deliberative)

You are hereby notified to meet at the Timberlane High School, 36 Greenough Road, Plaistow, New Hampshire, on Thursday, the 7th day of February 2019, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number ____ warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number 6 will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 12th day of March, 2019, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

Atkinson	Voting will be conducted at the Atkinson Community Center from 7am-8pm
Danville	Voting will be conducted at the Danville Community Center from 8am-7pm
Plaistow	Voting will be conducted at Pollard School from 7am-8pm
Sandown	Voting will be conducted at the Sandown Town Hall from 8am-8pm

Article 1 - Election of Officers

To choose the following school district officers:

Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-year Term
Sandown Voters	School Board Member	3-year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Sandown Voters	Budget Committee Member	3-Year Term

Article ____ Operating Budget

Shall the voters of the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$_____? Should this article be defeated, the operating budget shall be \$_____ which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Recommended /Not recommended by the School Board (INSERT TALLY)

Recommended /Not recommended by the Budget Committee (INSERT TALLY)

2019 TIMBERLANE REGIONAL SCHOOL DISTRICT WARRANT

DRAFT DOCUMENT – DEVELOPMENT IN PROCESS

Article ____ - Capital Reserve Fund

Shall the voters of the Timberlane Regional School District raise and appropriate up to \$_____ to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2019 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2018-2019 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? No amount to be raised by taxation. (MAJORITY VOTE REQUIRED)

Recommended /Not recommended by the School Board (INSERT TALLY)

Recommended /Not recommended by the Budget Committee (INSERT TALLY)

Article ____ - Performing Arts Center Outer Wall Replacement

Shall the voters of the Timberlane Regional School District raise and appropriate the sum of \$_____ to remove and replace portions of the cement board siding on the outside wall of the Timberlane Performing Arts Center and to authorize the District to withdraw up to the sum of \$_____ from the existing School Building Construction, Reconstruction, Capital Improvements and Land Purchase Capital Reserve Fund? (MAJORITY VOTE REQUIRED)

Recommended /Not recommended by the School Board (INSERT TALLY)

Recommended /Not recommended by the Budget Committee (INSERT TALLY)

Article ____ - Three Year Collective Bargaining Agreement (Timberlane Teachers Association)

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Teachers Association and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Estimated Increase	\$XXXXXX	\$XXXXXX	\$XXXXXX
		3-Year Total	\$XXXXXXX

And further to raise and appropriate the sum of \$_____ for the 2019-20 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended /Not recommended by the School Board (INSERT TALLY)

Recommended /Not recommended by the Budget Committee (INSERT TALLY)

Article ____ - Change of Trustees of the Trust Funds

Shall the voters of the Timberlane Regional School District vote, pursuant to RSA 198:20-c, II (trust funds) and RSA 35:2 (reserve funds), to elect the trustees of trust funds of the town of _____, to take custody of all School District established trust funds and reserve funds on July 1, 2019, and to administer such funds on behalf of the School District under the provisions of RSA 31:22. (MAJORITY VOTE REQUIRED)

Recommended /Not recommended by the School Board (INSERT TALLY)

2019 TIMBERLANE REGIONAL SCHOOL DISTRICT WARRANT

DRAFT DOCUMENT – DEVELOPMENT IN PROCESS

Article ____ - General Acceptance of Reports

Shall the voters of the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2018 Annual Report? (MAJORITY VOTE REQUIRED)

Recommended /Not recommended by the School Board (INSERT TALLY)

Article ____ - SAU55 Withdrawal Study by Petition of Stefanie Dube et al (180 signatures certified by district towns)

Shall the Timberlane Regional School District pursuant to RSA 194-C, I, create a Planning Committee to study the advisability of the withdrawal of the Timberlane Regional School District from SAU#55 in accordance with RSA 194-C:2, IV(a), for its organization, operation and control, and the advisability of constructing, maintaining and operating a School Administrative Unit to serve the needs of the Timberlane Regional School District.

Recommended /Not recommended by the School Board (INSERT TALLY)

ⁱ All language in this draft warrant (with the exception of citizen's petitions) is subject to change pending legal review and finalization by the Timberlane Regional School Board.

DRAFT

TRSD “Designated Volunteer” Registration

The Timberlane Regional School District (TRSD) values its parent and community volunteers. School and district volunteers make significant contributions to the educational experiences of our students. In an effort to partner with our volunteers and to ensure student safety and confidentiality, TRSD has implemented the following process for all “**Designated Volunteers**” per School Board policy (IJOC) and RSA 189:13a.

Per School Board Policy (IJOC) “**Designated Volunteers**” must submit to a Background Investigation and Criminal Records Check if the volunteer meets any one of the following criteria:

Any volunteer who:

- Comes in direct contact with students without the presence of a professional staff member
- Meets regularly with students
- Meets with students on a one-on-one basis
- Serves as a chaperone on a school trip or event
- Is designated by the School Board or Superintendent

For parents and community members wishing to volunteer for upcoming field trips and school events, TRSD requires the completion of a volunteer application, confidentiality agreement, and criminal background check. **By April 15th, 2019, please follow the instructions listed below. (Only individuals who have completed the requirements below will be permitted to volunteer in TRSD schools or school events as a “Designated Volunteer”).**

- 1) Go to Applitrack through an online link on the school district website (www.applitrack.com/timberlane/onlineapp).
- 2) Complete a short volunteer application, list three references, select the school(s) that you wish to volunteer at, and then press submit.
- 3) Your application will be forwarded directly to the school principal(s).
- 4) Next, you will receive a call from the Superintendent’s office to schedule an appointment for fingerprinting (Background Investigation and Criminal Records Check). – *Please do not arrive at the SAU for fingerprinting without a scheduled appointment.*
- 5) Bring a valid photo ID to your scheduled appointment at the Superintendent’s office (30 Greenough Rd, Plaistow)
- 6) A member of the Superintendent’s team will complete your fingerprinting and submit the district paid fee of \$20.75. (There is no cost to you.)
- 7) Once your fingerprinting has been processed by the NH State Police and FBI, the Superintendent will receive confirmation (apx. 6-8 weeks), and you will be notified of your approval status. *All confidential information will be destroyed as required by law.*
- 8) Upon approval, you will receive notification from the school principal(s) welcoming you to a school volunteer orientation. You may then serve as a “Designated Volunteer” for the TRSD.

The Timberlane Regional School District thanks you for your cooperation and partnership to ensure student safety and high quality educational opportunities. Should you have any questions, please contact your child’s school principal. Thank you.

December 14, 2018

Executive Summary

Report of a weather related water leaks in the Timberlane Middle School Gymnasium.

During recent rain and snow melting, the Timberlane Middle School reported water leaks in the Gymnasium.

Tasks Completed to Date

1. Water leaks, while active, were marked using tape on the floor and buckets were placed to catch water.
2. Inspection of roof penetrations and HVAC to ensure water leaks are caused by roof.
3. When weather allowed, our Facilities team made temporary patches until roof contractor could arrive.
4. Roofing contractor arrived on 12/12/2018 and patched holes.

Conclusions

The Facilities staff will continue to work with contractors to further investigate and mitigate roof leaks in the TRMS Gymnasium, and all other areas. The gymnasium roof is scheduled to be replaced through the TRSD Capital Improvement Plan in school year 2021-22. The roof is out of warranty and should be replaced according to the schedule listed in the CIP.

December 14, 2018

Executive Summary

Report of a sewer odor in the area outside of the Timberlane Regional High School Gymnasium.

This issue originally came to our attention via Mr. Fantasia, Director of Athletics for Timberlane Regional School District. The issue seems to be sporadic, and our Facilities team continues to investigate. Based on conversations with Facilities staff and contractors alike, it appears we have positive air pressure somewhere in the system. This is typical to a blockage somewhere in the venting system.

Tasks Completed to Date

1. Pump-out and full cleaning of septic tank and lift station.
2. Full inspection of waste water system. Pulled sewer covers to confirm water is draining as designed.
3. Inspection of rooftop vent pipes. Found blockage in one pipe.
4. Research vapor tight covers for septic tanks.
5. Research methods of ventilating the system to create negative pressure for vapors to contain odor by bringing in licensed septic contractors.

Conclusions

The Facilities staff will continue to work with contractors to further investigate and mitigate odors as reported. All water is flowing as designed, and as of today we do not believe we have a failure of our waste water system. . Installing vapor tight covers before solving the positive pressure issues could cause the positive pressure to blow gaskets around toilet fixtures and cause odors to infiltrate the school building. After having two contractors perform further investigation, we have some solutions to ventilate the system to create negative pressure, with the intent of keeping the odors within the septic tank. Quotes for mitigation will be available next week, and work will begin as soon as possible. Our Facilities team will continue to monitor the issue after work is completed.