

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, APRIL 4, 2019

Regular Meeting - 7:00PM*

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

Superintendent's Office
30 Greenough Road, Plaistow, NH
Shawn O'Neil, Chairman
Jennifer Silva, Vice Chairman

**Note new start time.*

AGENDA

1. **7:00 PM*** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
 - a. March 7, 2019 (4 sets)
5. Student Representative
6. Delegates and Individuals
7. Current Business
 - a. **7:10PM** Athletic Trainer Contract Annual Renewal – ACTION (15 minutes)
 - b. **7:25PM** Transportation Update – ACTION (30 minutes)
 - c. **8:05PM** FLES Update* – INFORMATIONAL (30 minutes)
 - d. **8:35PM** School Calendars – ACTION (15 minutes)
 - e. **8:50PM** Graduation Date – ACTION (5 minutes)
 - f. **8:55PM** Primex Contribution Assurance Program Cap – ACTION (10 minutes)
 - g. **9:05PM** Policies (second read) – ACTION (10 minutes)
 - h. **9:15PM** Committee Assignments – INFORMATIONAL (5 minutes)
 - i. **9:20PM** School Board Goals – INFORMATIONAL (5 minutes)
8. **9:25PM** Administrator's Report
9. **9:30PM** Personnel Report
10. **9:35PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **9:45PM** Other Business
14. Non-public (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
April 15	SAU Board Re-organizational Meeting	SAU	7:00PM
April 18	Regular Board Meeting	SAU	7:00PM
May 2	Regular Board Meeting	SAU	7:00PM
May 16	Regular Board Meeting	SAU	7:00PM
June 6	Regular Board Meeting	SAU	7:00PM
June 13	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 4, 2019 School Board Meeting

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

4. APPROVAL OF MINUTES *(March 21 – 4 sets)*

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS

7. CURRENT BUSINESS

a. Athletic Trainer Contract Annual Renewal – ACTION

Angelo Fantasia and representative from Access Sports to present proposed 2019-20 athletic trainer contract for renewal.

b. Transportation Update – ACTION

Tom Geary, Sandy Hodgkins and a representative from First Student to provide an update on the combining of the middle and high school buses as well as provide information on route optimization options. The board scheduled this meeting date also as a time to either affirm the previous motion to combine the buses or consider rescinding the order.

c. FLES Update – INFORMATIONAL

Sandy Allaire and team to present an update on the FLES program.

d. School Calendars – ACTION

Christi Michaud to present revision options to the 2019-20 school calendar and options for the proposed 2020-21 school calendar.

e. Graduation Date – ACTION

Don Woodworth to request approval to set the 2019 high school graduation date as Saturday, June 8th.

f. Primex Contribution Assurance Program Cap – ACTION

Geoff Dowd to present the Primex Contribution Assurance program for board consideration.

g. Policies – ACTION

Board to review policies JICI, IMGGA, IK, and IKFA for second read and adoption.

h. Committee Assignments – INFORMATIONAL

Chairman O'Neil to finalize committee assignments, designate chairs for the committees, designate members to serve on the withdrawal study committee, and designate members to review the check registers.

i. School Board Goals - INFORMATIONAL

Board members to begin drafting goals for the 2019-20 school year Current goals are in board packets.

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.*

May 16, 2019	
Policies	
Treasurers Report (in packet)	
Business Consultant	<i>Job description analysis</i>
Projected Year End Financials	

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>
Strategic Plan Progress Update	<i>September/March</i>
Invite State Reps to Board Meeting	<i>One of board goals</i>
School Calendar Workshop	



ATHLETIC TRAINING SERVICES CONTRACT

TIMBERLANE REGIONAL SCHOOL DISTRICT 2019-2020

Date: **3/26/2019**

Athletic Trainers: Jessica Soucy LATC, Katherine Van Wert LATC

Athletic Director: Angelo Fantasia
Superintendent of Schools: Dr. Earl Metzler

Business Administrator: Mr. Geoffrey Dowd

1.0 INTRODUCTION

- A. Access Sports Medicine agrees to provide comprehensive athletic training services to the Timberlane Regional School District.

2.0 CONTRACT PERIOD

- A. One year term including the 2019-2020 school year.

3.0 PROPOSED SERVICES:

- A. Access will provide a NATA Board Certified and NH licensed Athletic Trainer to Timberlane Regional High School and a second NATA Board Certified and NH licensed Athletic Trainer to Timberlane Regional Middle School. The High School Athletic Trainer will provide training room, practice and game coverage for a minimum of twenty (20) hours per week in the fall, twenty (20) hours per week in winter and twenty (20) hours per week in the spring. Monday through Friday on regular school days unless there is a scheduled game. Home game coverage will be provided pursuant to the season schedule(s). Away game coverage is limited to only varsity football. The hours of coverage will be determined by the Athletic Director of the High School and Access Sports Medicine; and will vary according to the High School's needs and the Access Athletic Trainer's availability during a given season. Coverage resulting from any changes to the agreed upon schedules will be contingent upon availability of Access Sports Medicine to provide it.
- B. The Middle School Athletic Trainer will provide training room practice and game coverage for a total of twelve and a half (12.5) hours per week in the fall, twelve and a half (12.5) hours per week in the winter and twelve and a half hours (12.5) per week in the spring. Monday through Friday on regular school days unless there is a scheduled game. Home game coverage will be provided pursuant to the season schedule(s). The hours of coverage will be determined by the Athletic Director of the Middle School and Access Sports Medicine; and will vary according to the Middle School's needs and the Access Athletic Trainer's availability during a given season. Coverage resulting from any changes to the agreed upon schedules will be contingent upon availability of Access Sports Medicine to provide it.
- C. Access uses the following definition of a certified athletic trainer: an allied health professional that has successfully completed the college/university undergraduate degree; fulfilled the certification of the NATA; has passed the NATA certification examination administered by the NATA Board of Certification. The six domains of Athletic Training as defined by the NATA-BOC are:
 1. Prevention of athletic injuries.



2. Recognition and evaluation of athletic injuries.
 3. Management, treatment and disposition of athletic injuries.
 4. Rehabilitation of athletic injuries.
 5. Organization and administration of the athletic training programs.
 6. Education and counseling of athletes and coaches.
- D. In conjunction with the Athletic Director, the Athletic Trainer will supervise the organization and management of the athletic training room.
- E. Accurate records will be kept by the Athletic Trainer on all athletes referred to, evaluated, or treated by the Athletic Trainer. Records will be kept in the athletic director's office or in the school nurse's office, on a strictly confidential basis.
- F. When indicated, the Athletic Trainer will refer the athlete to the appropriate health care professional only after consultation with and prior approval from the parents or guardian.
- G. The parents/guardians, appropriate coaches, Athletic Trainer, Athletic Director and School Nurse will be notified of all athlete injuries and any findings affecting the athlete's status.
- H. Any athlete referred to Access Sports Medicine & Orthopaedics by the Athletic Trainer will be given an appointment within 24 hours at the Access Plaistow location (2.5 miles from both middle school and high school) Monday - Friday, or will have the option to go to the Access Walk-In Injury Clinic in Exeter, NH (16.5 miles away). Access Walk-In Injury Clinic is open Monday through Saturday at One Hampton Rd in Exeter. Access Sports Medicine has office locations in Plaistow, Exeter, Raymond, Rochester, Portsmouth, and Dover.

Contracted Insurances /Health Plans

- a. Access Plaistow location **contracted insurances** include: Aetna, Anthem/Blue Cross Blue Shield, Blue Choice, HMO Blue NE, MT Blue, Mass, Federal Champ VA Cigna (including Cigna Tufts PPO Carelink and Great West), First Health, HCVM, and Harvard Pilgrim Health Plan ****Stride Rite HMO Okay**** ****Evaluate Health HMO only for PT and OT****
Health Plans include: Maine Community Health, Medicare, Minuteman Health PPO (uses First Health network) NH Medicaid ****NOT NH HEALTHY FAMILIES OR MERIDIAN**** Oxford Secure Horizons PPO, TUFTS HMO (needs cross-border referral from PCP) ,Tufts PPO, United Health Care and United Health Care/Harvard Pilgrim United Health Care, Medicare Solutions PPO (MEDICARE REPLACEMENT) ,Veterans Choice
- b. Access Exeter location **contracted insurances** include: Aetna, Anthem/Blue Cross Blue Shield, Blue Choice, HMO Blue NE, MT Blue, Mass, Federal Champ VA Cigna (including Cigna Tufts PPO Carelink and Great West), First Health, HCVM, and Harvard Pilgrim Health Plan ****Stride Rite HMO Okay**** ****Evaluate Health HMO only for PT and OT****
Health Plans include: Maine Community Health, Medicare, Minuteman Health PPO (uses First Health network) NH Medicaid ****NOT NH HEALTHY FAMILIES OR MERIDIAN**** Oxford Secure Horizons PPO, TUFTS HMO (needs cross-border referral from PCP) ,Tufts PPO, United Health Care and United Health Care/Harvard Pilgrim United Health Care, Medicare Solutions PPO (MEDICARE REPLACEMENT), Veterans Choice



- c. Access Raymond location **contracted insurances** include: Aetna, Anthem/Blue Cross Blue Shield, Blue Choice, HMO Blue NE, MT Blue, Mass, Federal Champ VA Cigna (including Cigna Tufts PPO Carelink and Great West), First Health, HCVM, and Harvard Pilgrim Health Plan ****Stride Rite HMO Okay**** ****Evaluate Health HMO only for PT and OT****
Health Plans include: Maine Community Health, Medicare, Minuteman Health PPO (uses First Health network) NH Medicaid ****NOT NH HEALTHY FAMILIES OR MERIDIAN**** Oxford Secure Horizons PPO, TUFTS HMO (needs cross-border referral from PCP) ,Tufts PPO, United Health Care and United Health Care/Harvard Pilgrim United Health Care, Medicare Solutions PPO (MEDICARE REPLACEMENT) ,Veterans Choice
- d. Access Rochester location **contracted insurances** include: Aetna, Anthem/Blue Cross Blue Shield, Blue Choice, HMO Blue NE, MT Blue, Mass, Federal Champ VA Cigna (including Cigna Tufts PPO Carelink and Great West), First Health, HCVM, and Harvard Pilgrim Health Plan ****Stride Rite HMO Okay**** ****Evaluate Health HMO only for PT and OT****
Health Plans include: Maine Community Health, Medicare, Minuteman Health PPO (uses First Health network) NH Medicaid ****NOT NH HEALTHY FAMILIES OR MERIDIAN**** Oxford Secure Horizons PPO, TUFTS HMO (needs cross-border referral from PCP) ,Tufts PPO, United Health Care and United Health Care/Harvard Pilgrim United Health Care, Medicare Solutions PPO (MEDICARE REPLACEMENT) ,Veterans Choice
- e. Access Portsmouth location **contracted insurances** include: Aetna, Anthem/Blue Cross Blue Shield, Blue Choice, HMO Blue NE, MT Blue, Mass, Federal Champ VA Cigna (including Cigna Tufts PPO Carelink and Great West), First Health, HCVM, and Harvard Pilgrim Health Plan ****Stride Rite HMO Okay**** ****Evaluate Health HMO only for PT and OT****
Health Plans include: Maine Community Health, Medicare, Minuteman Health PPO (uses First Health network) NH Medicaid ****NOT NH HEALTHY FAMILIES OR MERIDIAN**** Oxford Secure Horizons PPO, TUFTS HMO (needs cross-border referral from PCP) ,Tufts PPO, United Health Care and United Health Care/Harvard Pilgrim United Health Care, Medicare Solutions PPO (MEDICARE REPLACEMENT) ,Veterans Choice
- f. Access Dover location **contracted insurances** include: Aetna, Anthem/Blue Cross Blue Shield, Blue Choice, HMO Blue NE, MT Blue, Mass, Federal Champ VA Cigna (including Cigna Tufts PPO Carelink and Great West), First Health, HCVM, and Harvard Pilgrim Health Plan ****Stride Rite HMO Okay**** ****Evaluate Health HMO only for PT and OT****
Health Plans include: Maine Community Health, Medicare, Minuteman Health PPO (uses First Health network) NH Medicaid ****NOT NH HEALTHY FAMILIES OR MERIDIAN**** Oxford Secure Horizons PPO, TUFTS HMO (needs cross-border referral from PCP) ,Tufts PPO, United Health Care and United Health Care/Harvard Pilgrim United Health Care, Medicare Solutions PPO (MEDICARE REPLACEMENT) ,Veterans Choice

****Disclaimer: All contracted insurances/health plans are subject to change.***

- I. The Athletic Trainer will remain as consistent and visible as possible to facilitate an effective working relationship with the Athletic Director, coaches and athletes at the school. The Athletic Trainer will be at the competition site during specified game coverage. Priority coverage of simultaneous athletic events will be determined per agreement of the Athletic Director and Athletic Trainer.
- J. During practice sessions, the Athletic Trainer will coordinate athletic training duties out of the training room at the start of each day and then will proceed to the practice areas.



- K. In the event that the Athletic Trainer is unable to cover the contract because of sickness or any other reason, Access may substitute an equally qualified Athletic Trainer and/or other clinical staff who will provide services within their scope of practice, so long as staff is available.
- L. In the event of an injury sustained by an opposing team player, the Athletic Trainer will provide immediate first aid injury assessment/care, and if necessary, the Athletic Trainer will follow up with a call to the opposing team player's school.
- M. The Athletic Trainer will be available upon request to provide educational programs throughout the school year. Programs could include, but are not limited to, information provided to coaches, parents, and health classes on prevention and care of athletic injuries, nutrition, or general first aid and concussions for athletes.
- N. Subject to availability a Physician will be present at all pre-season meetings with athletes, coaches, and parents to discuss injury prevention, proper training techniques or other topics suggested by the coaches and/or Athletic Director.
- O. Athletic Trainer will implement, if so desired by the school, a Student Athletic Trainer Program.
- P. The Athletic Trainer will be evaluated by the Athletic Director at the conclusion of each year. The evaluation will be confidential and will be provided in writing to the Access Athletic Training Director. If at any time during the Terms of this Agreement, the School has any concerns with
- Q. With respect to the Athletic Trainer's performance, the School shall immediately contact the Access Athletic Training Director.

4.0 MEDICAL PROGRAMS PROVIDED BY ACCESS SPORTS MEDICINE:

- A. The Athletic Trainer will provide additional injury evaluation assessment to School athletes within the scope of the cost of proposal.
- B. Access Sports Medicine & Orthopaedics will have the right to publicize that they provide athletic training services to the Timberlane Regional School District. Any onsite promotions shall occur only with the prior approval of the Athletic Director.
- C. As employees of Access Sports Medicine & Orthopaedics, Athletic Trainers will wear apparel including but not limited to shirts, jackets, hats, and pants featuring the Access logo at all times while providing athletic training services either at the School or when traveling with teams.
- D. Coverage for rescheduled makeup events if given at least 48 hours notice of the change. With less than 48 hours notice, Access Sports Medicine will make every attempt to provide coverage but cannot guarantee it.
- E. Access Sports Medicine & Orthopaedics will provide comprehensive concussion management services to student athletes of the Timberlane School District.
 - a. The Athletic Trainer will provide ImPACT baseline testing to all participant athletes (ages 11 and older). Baseline testing will be administered and tracked by the Athletic Trainer. Athletes will be eligible for a repeat baseline once every two (2) school years.
ImPACT is a research-based 20 minute computer test developed to help medical professionals determine an athlete's readiness to return to play. ImPACT is recognized as one tool in a concussion management protocol. *It should be understood that ImPACT alone will not be used for medical clearance and determining return to play.*



- b. Access will provide verification of ImPACT Baseline Testing by a Credentialed ImPACT Consultant (CIC) Physician and identification of any flagged or abnormal tests. Tests may be sent for review by a neuropsychologist if deemed necessary by CIC Physician.
- c. Post-Injury Concussion Management will be available to Timberlane School District athletes using the comprehensive and customized Access Sports Medicine Protocol. Methodology used in protocol includes but is not limited to:
 - i. Preseason ImPACT baseline testing
 - ii. Post-Injury ImPACT testing and interpretation by a Credentialed ImPACT Consultant
 - iii. Patient-specific work and school accommodation evaluation
 - iv. Vestibular Rehabilitation
 - v. Sub-symptom threshold exercise training
 - vi. Zurich Guideline Return to Play Protocol
 - vii. Post-Concussion Syndrome treatment
 - viii. Omega-3 Fatty Acid Supplementation

**ImPACT Baseline Test administration and verification is included in the Athletic Training Services Contract. Initial post-injury identification, evaluation, and post injury management by the athletic trainer is included in the Athletic Training Services Contract. Because all post concussion athletes now require Physician and Parental clearance for return to sport (NH Concussion Law RSA 200:50) and have the option to receive post-concussion care by a physician of their choice, the billing for those same Physician services will be the responsibility of the injured athlete and are not included in the services to be rendered under this Contract. Any services provided onsite at the school by an Access Sports Medicine physician or Athletic Trainer are included under this contract and not billed separately to the school or the athlete.*

- F. Access Sports Medicine & Orthopaedics will provide CSMi Sports Ware Online Injury Tracking for use by the Athletic Trainer as an online way to record, manage and report athlete information.
- G. Included in this proposal, Access will provide Physician coverage (when available) for all home football games.
- H. Access will also provide injury clinics in the athletic training room at Timberlane Regional High School, as a part of the cost proposal, to be scheduled and coordinated by the ATC.
- R. Access will provide all student athletes the opportunity to receive a sports pre-participation physical at any one of our designated sports physical nights scheduled each July or August prior to pre-season training for Fall Sports, which shall be in the scope of the cost proposal.
- S. For an additional charge to participating athletes, Access will provide a 4-6 week speed and agility clinic each summer at Timberlane Regional High School. Access Sports Medicine sees a dramatic decrease in injuries in the athletes that participate in strength and conditioning programs. Athletes will have the opportunity to participate in the clinic at a significant discount to regular rates.

5.0 SERVICES PROVIDED BY THE TIMBERLANE REGIONAL SCHOOL DISTRICT:

- A. The Schools will provide the appropriate space, equipment, equipment maintenance and supplies necessary to conduct operations safely and adequately as determined by the Athletic Director and Athletic Trainer.
- B. Double Coverage: An additional trainer will be provided for the dates that need double coverage only if those dates are negotiated at the beginning of the school year with the Access Athletic Training Director. Also,



Access cannot guarantee double coverage for games that are moved to an off-site location, but will make the best effort to find a second Athletic Trainer with proper notification by the Athletic Director. There is no additional charge for double coverage.

- C. Support and assistance to the Athletic Trainer in coordinating medical treatment for injured athletes.
- D. Materials and supplies as determined by the Athletic Trainer.
- E. The Athletic Director will provide event schedule coverage request to Access Sports Medicine in writing at least four weeks prior to the first coverage of each season.
- F. The School understands and agrees that the Athletic Trainer will have final say over whether an injured athlete may resume competition in a practice or game situation, if a physician who is under contract with or acting on behalf of the School is not present.
- G. All injuries will be screened by the Athletic Trainer. If the Athletic Trainer is not present the coach must notify the Athletic Trainer regarding any injuries within 24 hours or as soon as possible.
- H. The School agrees to notify the Athletic Trainer of all schedule changes at least 48 hours prior to the event whenever possible.
- I. Immediate notice of event cancellation.
- J. The School shall obtain the Authorization for Sports Medicine Services and Consent to Treatment for each student participating on any sports team or who otherwise uses the services of the Athletic Trainer. The School shall use the form attached hereto as Exhibit A and incorporated herein by reference. Copies of such Authorization Forms shall be placed in the student's record located in the School Nurse's office, Athletic Director's office or the athletic training room.
- K. The School understands and agrees that the Athletic Trainer is supervised by clinical staff at Access Sports Medicine & Orthopaedics and that the Athletic Trainer will discuss confidential information, as appropriate, with his or her supervisor for treatment or operational purposes as authorized by law and consistent with Exhibit A.
- L. The School will support the efforts of ImPACT Testing and concussion awareness and education, by agreeing to participate, allowing education of parents, coaches and athletes, as well as supplying a computer lab of PCs or MACs in order to coordinate supervised baseline testing. All computers must have an external mouse. Installing the ImPACT local install option on all School computers used for testing is preferred. School computers should have and Macromedia Flash Player 10.1 or newer and a broadband internet connection. (Explorer 6.0 and above or FireFox 1.5 or above or Safari for the MAC running OSX 10.2or above). All other tech requirements will be supplied to the School for preparation prior to testing.
- M. The School shall obtain the ImPACT Permission Slip for each student athlete who is being tested with the ImPACT test. The School shall use the form attached Hereto as Exhibit B and incorporated herein by reference. Copies of such ImPACT Permission Slip shall be placed in the student's record located in the Athletic Directors office.
- N. The school shall support the efforts of using CSMi Sports Ware Online Injury Tracking by supplying a computer or tablet in the Athletic Training room with internet connection in order to successfully access the program.



- O. At the School's option, an acceptable location for Access Sports Medicine's banner or sign to be displayed at all home athletic events.
- P. If made available by the school, game PA announcements and event program advertisements recognizing Access Sports Medicine as the provider of Timberlane Regional School District athletic training services at all home events.

6.0 EXPERIENCE

- A. Access Sports Medicine & Orthopaedics currently provides comprehensive Athletic Training Services for Exeter High School in Exeter, NH, Winnacunnet High School in Hampton, NH, and Portsmouth High School in Portsmouth, NH, and Epping High/Middle School in Epping, NH. Access Sports Medicine & Orthopaedics provides part-time or per diem trainer coverage for Raymond High School in Raymond, NH, Newmarket High School in Newmarket, NH, and Portsmouth Christian Academy in Dover, NH. Access provides physician coverage and athletic training room visits for Phillips Exeter Academy in Exeter, NH.

All Athletic Training Services rendered by Access Sports Medicine & Orthopaedics are overseen by Sports Medicine Physicians and the Director of Athletic Training. Athletic Trainers employed by Access maintain regular contact with staff physicians, all athletic trainers meet quarterly to share ideas and ways to improve the programs or troubleshoot concerns at participating schools.

7.0 PROFESSIONAL REFERENCES:

- A. Bill Ball – Athletic Director – Exeter High School, Exeter, NH
bball@sau16.org – (603)775-8406
 - a. Access provides comprehensive Athletic Training Services for Exeter High School.
- B. Carol Dozibrin – Athletic Director – Winnacunnet High School, Hampton, NH
cdozibrin@winnacunnet.org – (603) 926-3395
 - a. Access provides comprehensive Athletic Training Services for Winnacunnet High School.
- C. Rus Wilson – Athletic Director – Portsmouth High School, Portsmouth, NH
rwilson@portsmouth.k12.nh.us – (603) 436-7100
 - a. Access provides comprehensive Athletic Training Services for Portsmouth High School.
- D. Gordon Coole – Head Athletic Trainer – Phillips Exeter Academy, Exeter, NH
gcoole@exeter.edu – (603) 777-3491
 - a. Access provides physician medical coverage and training room visits for Phillips Exeter Academy athletics.
- E. Davinney Brazeau – Athletic Director – Raymond High School, Raymond, NH
d.brazeau@sau33.com – (603) 895-6616
 - a. Access provides per diem game coverage and athletic training room visits at Raymond High School.
Access provides ImPACT baseline testing administration.
- F. Larry Averill – Athletic Director – Epping High School, Epping, NH
averill@sau14.org – (603) 679-5472
 - a. Access provides per diem game coverage and athletic training room visits at Epping High School.
Access provides ImPACT baseline testing administration.
- G. Jamie Hayes – Athletic Director – Newmarket Junior/Senior High School, Newmarket, NH
jhayes@newmarket.k12.nh.us – (603) 292-7962



- a. Access provides per diem game coverage and athletic training room visits at Newmarket Junior Senior High School. Access provides ImPACT baseline testing administration.

8.0 INSURANCE:

- A. Access agrees to maintain current professional liability insurance for a minimum of \$1,000,000/\$3,000,000. Access will make available proof of insurance to the Athletic Director.
- B. Both the Timberlane Regional School District and Access Sports Medicine & Orthopaedics will agree to indemnify and hold each other harmless from and against all claims, demands, cost, expense, and losses caused by the negligence of the other party.

9.0 COST PROPOSAL

- A. The Timberlane Regional School District agrees to pay Access Sports Medicine a flat rate of \$29,320 for the 2019-2020 school year for all of the services listed within above contract. This includes the requested Athletic Training services for both Timberlane Regional High School and Timberlane Regional Middle School. Any services offered by Access Sports Medicine & Orthopaedics that are not included in this flat rate have been clearly identified within the proposal.

10.0 PAYMENT SCHEDULE

- A. \$9,773.34 for the fall season will be due no later than November 30, 2019.
- B. \$9,773.33 for the winter season will be due no later than March 30, 2020.
- C. \$9,773.33 for the spring season will be due no later than June 30, 2020.
- D. Payments are to be paid to the order of Access Sports Medicine and sent directly to:

Access Sports Medicine
Attn: Mary Lovely
1 Hampton Road
Exeter, NH 03833

10.0 BACKGROUND CHECKS

Athletic Trainer serving the school shall pass a satisfactory criminal background reference. In accordance with NH RSA 189:13-a, any Athletic Trainer serving the school shall, through the administrative offices of the School (SAU #55), submit a criminal history records release form to the New Hampshire state police which shall conduct a criminal history records check through its records and through the Federal Bureau of Investigation. The School and SAU #55 shall maintain the confidentiality of all criminal history records information received and shall destroy said records in compliance with NH RSA 189:13-a. Access Sports Medicine & Orthopaedics is responsible for background check fees.

11.0 CONTACTS

- A. All questions and inquiries regarding this proposal should be directed to:

Craig Duchesne, LATC
Director of Athletic Training Services
(603)775-7575
cduchesne@accesssportsmed.com

Thank you for your consideration.



Contract Proposal 2019-2020:

The parties agree to adopt this proposal and to activate athletic training services for the 2019-2020 academic years, consistent with the finalized event schedule. This agreement may be terminated at the conclusion of the 2019-2020 academic year with four weeks written notice given by either party or by mutual agreement at any time. Contract renewal for subsequent years will require re-negotiation.

Timberlane Regional School District
Superintendent of Schools

Date

Access Sports Medicine Administrator

Date



**Foreign Language in Elementary Schools
Update and
Transition to Middle School**

TRSD Foreign Language in Elementary Schools (FLES)

Where are we now?

- Year 5 of implementation;
- FLES students in grades pre-K-4;
- Interdisciplinary approach that integrates language and content learned in other disciplines;
- Emphasis on oral communication;
- 90% of instruction is in Spanish



Where are we now?

- 90 minutes of instruction per week;
- FLES occurs in grade level classroom and/or in designated FLES room.
- Pre-K-4: curriculum written and implemented;
- Grade 5: curriculum in development;
- 2019-2020 will be final year with FLES consultant



TRSD FLES Information & Resources Online

Information on the FLES program located on all district elementary [school websites](#):

FLES Program Website
FLES Brochure
FLES Program Overview

Location: Superintendent's Office,
30 Greenough Road, Plaistow
Events on April 9, 2019

(SN) - First Grade Field Trip
Starts: 9:00 am
Ends: April 9, 2019 - 11:30 am
Location: Stockbridge Theater, 5
Pinkerton St, Derry, NH 03038,
USA
Description: Stockbridge Theater,
Pinkerton Academy

(SN) All District Elementary
Beginner Instrumental Rehearsal
at the PAC
Starts: 7:00 pm
Ends: April 9, 2019 - 8:30 pm
Location: PAC Auditorium

Read more



Parent Communication /
Student Information

Smarter Balanced
Assessment Information

SBAC Parent Notice

Click here for additional
information regarding Smarter
Balanced Assessment.

FLES Program
Website
FLES Brochure
FLES Program Overview



TRSD FLES Information & Resources Online

FLES Program Website

- Monthly newsletter: What's Happening in Spanish?
- About the Teacher
- What is FLES? With [link](#) to research
- Songs
- Curriculum
- Practice at Home: apps, songs, websites

FLES Program Overview

- Program Description
- Mission
- Goals
- Timberlane FLES Model
- Methodology
- Assessment
- MS / HS Articulation



Benefits of Early Second Language Acquisition

FLES Program Overview:
Includes link to ACTFL site with summaries of over 65 current and past research studies on the benefits of early language acquisition.

The screenshot shows the ACTFL (American Council on the Teaching of Foreign Languages) website. The header includes the ACTFL logo and name, a search bar, and navigation links for STORE, COMMUNITY, LOGIN, and NEW ACCOUNT. Below the header is a green navigation bar with links for ABOUT ACTFL, CONVENTION & EXPO, MEMBERSHIP, ASSESSMENT & PD, PUBLICATIONS, ADVOCACY, and NEWS. The main content area is titled 'ADVOCACY' and features a sidebar with links: Take Action!, Lead with Languages, Who Benefits, What the Research Shows (expanded), Supporting Studies, References for Cognitive Question (highlighted with a red arrow), and References for Students' Attitudes. The main content area displays a research article titled 'REFERENCES FOR COGNITIVE QUESTION' with the sub-heading 'THERE IS EVIDENCE THAT EARLY LANGUAGE LEARNING IMPROVES COGNITIVE ABILITIES.' The article text, partially obscured by a red box, discusses a study by Foster, K. M., & Reeves, C. K. (1989) on the effects of an elementary school foreign language program on basic skills.

Benefits of Early Second Language Acquisition

- Increased cognitive and abstract thinking skills
- Develops problem-solving and critical thinking skills;
- Increases academic achievement in other disciplines;
- Positively promotes global awareness and cross-cultural understanding;
- Improves student's understanding of their native language;



FLES & Secondary World Language Alignment

- Alignment began in 2014:
 - Curricula:
 - Aligned to ACTFL Standards, Proficiency Guidelines, and Performance Standards
 - All FLES and Secondary curricula have Proficiency benchmarks aligned to ACTFL
 - Competencies:
 - Rubrics: FLES & Secondary teacher representation on Rubric Committee
- Crosswalk of FLES & secondary curricula;
- Adoption of AVANT Stamp Assessment



FLES Transition to Middle School Committee

Established in 2018 and began meeting monthly in January 2019:

- 4 FLES teachers;
- 3 middle school teachers;
- 4 high school teachers;
- 5 building & district administrators;
- Ongoing input from FLES consultant



2018-2019 Goals of Committee

- Discuss needs and areas for support relative to the grade 5-6 transition (2020-2021);
- Identify and plan for modifications to TRMS world language:
 - Course offerings
 - Scheduling
 - Curricula
- Future impact to TRHS course and language offerings;
- Develop survey for current FLES families on interest in language options;
- Make recommendations to Curriculum & Assessment Committee & SLT

Current World Language Pathways

	FLES	Grade 6	Grade 7	Grade 8	Grades 9-12
Schedule	90 min./week	45 min every other day	45 min every other day	45 min every other day	90 min every other day
Course	Spanish at each grade level	Exploratory: 1/3 Spanish 1/3 French 1/3 Latin	Level 1A Spanish	Level 1B Spanish	Spanish 1 French 1 Latin 1
					Spanish 2
			Level 1A French	Level 1B French	Spanish 1 French 1 Latin 1
					French 2

Current Agreements of Committee

- Provide 6th grade Spanish options for:
 - novice-low (non-FLES & students below grade 5 benchmark)
 - novice-high learners (students at grade 5 benchmark)
- Retain options for French;
- Opportunities to expose students to Latin before TRHS

Possible Pathways Under Discussion

	FLES	Grade 6	Grade 7	Grade 8	Grades 9-12
Course	Spanish at each grade level	Novice-Low-Mid Spanish	Level 1A Spanish	Level 1B Spanish	Spanish 1 French 1 Latin 1
					Spanish 2
		Novice-Mid-High Spanish	Level 2A Spanish	Level 2B Spanish	Spanish 2 French 1 Latin 1
					Spanish 3
		Exploratory French?	Level 1A French	Level 1B French	Spanish 1 French 1 Latin 1
					French 2

FLES Transition to Middle School Committee

Next Steps:

- Visitations of TRMS teachers to grade 4 FLES classrooms;
- Finalize and distribute survey on language options at TRMS;
- Review data from survey;
- Finalize and present recommendations to C&A Committee and SLT
- Begin revisions to MS Spanish Curriculum



Timberlane Regional School District
FLES Program Overview
Foreign Language in Elementary School



¡BIENVENIDOS!

Program Description:

FLES is an acronym for Foreign Language in Elementary School. It is an approach to learning that allows students to develop basic communicative skills in the target language while reinforcing and enriching content in other disciplines.

FLES is delivered in an encouraging learning environment where the language directly relates to the students, reflecting their needs and everyday life.

Mission:

Our mission is to provide high quality foreign language instruction at a developmentally critical time in a student's language development. Exposing young children to a second language optimizes their learning potential, and capitalizes on the brain's capacity for language acquisition in the early years. Elementary grades are crucial years for acquisition of vocabulary and the development of life-long foreign language proficiency, communicative skills and cultural awareness.

Goals:

The goals of the Timberlane Regional School District FLES program are to:

- Provide students with language learning opportunities, knowledge and skills to succeed in the 21st century.
- Support academic achievement in other disciplines, through clearly articulated units tied to grade level standards.
- Enhance reading development in both English and Spanish.
- Positively promote global awareness and cross-cultural understanding.
- Improve students' understanding of their own language.
- Give students the skills that allow them to develop in the three modes of communication: Interpersonal, Presentational and Interpretive.
- Develop functional proficiency in Spanish at the beginning stage of language acquisition.

Timberlane FLES Model:

The FLES model in the Timberlane Regional School District will be based on the National Standards for Foreign Languages (supporting the five areas of communication, connections, comparisons, communities and cultures) and the Timberlane Regional School District curriculum. The model will develop students' language proficiency by a content-connected and standards based program that uses an interdisciplinary approach to deliver both language and content-rich instruction through communication. The program will have thirty minutes of instruction three times per week. The model is based on research from The American Council of the Teaching of Foreign Language (ACTFL). The research shows that students are not only able to learn the language, but are also highly engaged in learning content through the language. Spanish will be used by the teacher and students for a minimum of 90% of the FLES instruction time (unless safety concerns require the teacher to speak English).

Program Implementation:

The FLES program is currently being implemented in preschool- grade 4 in all five TRSD elementary schools. Program continuation and expansion to grade 5 will continue until 2020.

FLES Methodology:

The following are characteristics of our FLES methodology:

- Words and expressions are taught in context, not in isolation
- Wide range of instructional materials used to express meaning through visuals, gestures, manipulatives, mime and context, not through translation
- Continual positive reinforcement
- Low-stress correction of student errors through modeling and by example
- Meaningful 21st Century communication through situationalized activities, such as conversations, small group work, role-playing, learning games, songs, poems and stories; short questions and comments about everyday activities: in-class recognition of birthdays, achievements, and other events important to students; positive comments on and display of students' work; etc.
- Systematic review, re-entry, and reinforcement of previously taught material
- The content-based instruction reinforces the core knowledge taught in other academic areas
- Abundant use of TPR (Total Physical Response) in all aspects of learning
- All instructions are given in the target language and the children are expected to respond in the target language
- A stimulating, flexible agenda in which the students are actively participating in the communication process throughout the class period
- Informal Assessments are done in three modes: interpersonal, presentational and interpretive, as per the most recent ACTFL guidelines

In short, an encouraging learning environment in which the language directly relates to the students and their surroundings, reflecting their needs, interests and everyday life.

Assessment:

FLES teachers conduct periodic formative evaluations to determine students' progress in Spanish. The results of these assessments are used to modify instruction. Students' language development is assessed more formally twice a year (mid-year and end of the year) and a summative report will be sent home with the report card.

All students in grades 3-5 will participate in the STAMP 4se (Standard-based Measurement of Proficiency, from Avant Assessment) as part of the ongoing evaluation of World Languages. The STAMP 4se is an online proficiency-based assessment aligned to the ACTFL Standards for listening, speaking, reading and writing in the target language.

Articulation:

Spanish Instruction at the Middle School:

Students who have successfully completed all five years at the elementary level may be placed in Spanish 1-B at the middle school. Thanks to the elementary Spanish FLES Program, students are able to complete the equivalent of two years of high school Spanish at the middle school.

Spanish students and other students entering middle school may also choose French as their language.

Spanish at the High School:

Students who complete three years of Spanish in middle school will have completed the equivalent of two years of high school Spanish and will generally enter Spanish 3. All students may also elect to take a second foreign language during their four years at the high school. Students who began studying in the elementary schools may also be placed in year two of a second foreign language. Students who are motivated and have studied one foreign language for a number of years are generally able to successfully transfer their linguistic skills to the study of another language.

The Role of the Classroom Teacher:

The classroom teacher is not expected to remain in the classroom while the FLES teacher delivers the language lesson. However, communication between the FLES teacher and the classroom teacher is essential and strongly recommended to allow for effective integration of content and language.

Professional Development:

The Timberlane Regional School District will provide training to all FLES teachers at least three times per year. The goal of the professional development is to assure fidelity of implementation, enhance best practices in the FLES classroom and allow for professional collaboration and dialogue between FLES teachers.



Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2019 - 2020 School Calendar

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.

	M	T	W	TH	F		M	T	W	TH	F
August (0)	NT	NT	B-PD	D-PD	X	February (15)	3	4	5	6	7
September (20)	X	3	4	5	6	10	11	12	13	14	15
9	10	11	12	13	14	17	18	19	20	21	22
16	17	18	19	20	21	X	X	X	X	X	X
23	24	25	26	27	28	March (21)	2	3	4	5	6
30						9	10	11	12	13	14
October (21)		PD	2	3	4	16	17	18	19	20	21
7	8	9	10	11	12	23	24	PD	26	27	28
X	15	16	17	18	19	30	31				
21	22	23	ER	25	26	April (18)			1	2	3
28	29	30	31			6	7	8	9	10	11
November (17)					1	13	14	15	16	17	18
4	5	6	7	8	9	20	21	22	23	24	25
X	12	13	14	15	16	X	X	X	X	X	X
18	19	20	21	22	23						
25	26	X	X	X		May (19)	4	5	6	7	8
December (15)						11	12	13	14	15	16
2	3	4	5	6	7	18	19	20	21	ER	18
9	10	11	12	13	14	X	26	27	28	29	20
16	17	18	19	20	21	X					
X	X	X	X	X		June (14)	1	2	3	4	5
X	X					8	9	10	11	12	13
January (20)			X	2	3	15	16	17	ER	X	14
6	7	8	9	10	11	X	X	X	X	X	15
13	14	15	16	17	18						
X	21	22	23	24	25						
27	PD*PP	29	30	31							

PD = Professional Development Day (no school for students)
 D-PD = District Professional Development NT= New Teacher Day
 B-PD = Building Level Professional Development
 X = Holiday/School Break MU = Make-up Day ER = Early Release

Student Year = 180 days Teacher Year = 187 days
 Quarters: November 6, January 27, April 8, and Last Day of School
 Trimesters: December 3, March 17, and Last Day of School

August 22, 26-27	New Teacher Induction/Orientation	Dec 23-Jan 1	Holiday Break
August 28-29	Professional Development TTA/TSSU	January 20	Martin Luther King Jr. Civil Rights Day
August 30-2	Labor Day	January 28	Professional Development TTA/Presidential Primary
September 3	First Day of School	Feb 24-28	Winter Break
October 1	Professional Development TTA	March 25	Professional Development TTA
October 14	Columbus Day	April 27-May 1	Spring Break
October 24	Early Release	May 22	Early Release
November 11	■ Veterans Day Observed	May 25	■ Memorial Day Observed
November 27-29	Thanksgiving Break	June 18	Last Day of School **

PD*PP Subject to change due to finalization of Presidential Primary



*SLT and TTA
Recommended

Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2019 - 2020 School Calendar

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.

	M	T	W	TH	F		M	T	W	TH	F
August (2)	B-PD	NT	NT	NT	X	February (15)	3	4	5	6	7
September (20)	X	3	4	5	6	10	11	12	13	14	15
	9	10	11	12	13	17	18	19	20	21	22
	16	17	18	19	20	X	X	X	X	X	X
	23	24	25	26	27	March (21)	2	3	4	5	6
	30					9	10	11	12	13	14
October (21)		PD	2	3	4	16	17	18	19	20	21
	7	8	9	10	11	23	24	PD	26	27	28
	X	15	16	17	18	30	31				
	21	22	23	ER	25	April (18)			1	2	3
	28	29	30	31		6	7	8	9	10	11
November (17)	4	5	6	7	8	13	14	15	16	17	18
	X	12	13	14	15	20	21	22	23	24	25
	18	19	20	21	22	X	X	X	X	X	X
	25	26	X	X	X	May (19)	4	5	6	7	8
December (15)	2	3	4	5	6	11	12	13	14	15	16
	9	10	11	12	13	18	19	20	21	ER	17
	16	17	18	19	20	X	26	27	28	29	18
	X	X	X	X	X	June (12)	1	2	3	4	5
	X	X				8	9	10	11	12	13
January (20)	6	7	X	2	3	15	ER	X	X	X	14
	13	14	8	9	10	X	X	X	X	X	15
	X	21	15	16	17						16
	27	PD*PP	22	23	24						17
			29	30	31						18

PD = Professional Development Day (no school for students)
D-PD = District Professional Development **NT**= New Teacher Day
B-PD = Building Level Professional Development
X = Holiday/School Break **MU** = Make-up Day **ER** = Early Release

Student Year = 180 days Teacher Year = 187 days
 Quarters: November 4, January 23, April 6, and Last Day of School
 Trimesters: November 26, March 13, and Last Day of School

August 20-22	New Teacher Induction/Orientation	Dec 23-Jan 1	Holiday Break
August 26-27	Professional Development TTA/TSSU	January 20	Martin Luther King Jr. Civil Rights Day
August 28	First Day of School	January 28	Professional Development TTA/Presidential Primary
September 30-2	Labor Day	Feb 24-28	Winter Break
October 1	Professional Development TTA	March 25	Professional Development TTA
October 14	Columbus Day	April 27-May 1	Spring Break
October 24	Early Release	May 22	Early Release
November 11	■ Veterans Day Observed	May 25	■ Memorial Day Observed
November 27-29	Thanksgiving Break	June 16	Last Day of School **

PD*PP

Subject to change due to finalization of Presidential Primary

Approved by the Timberlane Regional School Board on May 3, 2018.



*SLT and TTA
Recommended

Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2020 - 2021 School Calendar

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.

	M	T	W	TH	F		M	T	W	TH	F
August (1)	NT 31	NT	B-PD	D-PD	X	February (15)	1 8 15 X	2 9 16 X	3 10 17 X	4 11 18 X	5 12 19 X
September (20)	X 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	X 11 18 25	March (22)	1 8 15 22 29	2 9 16 23 30	3 10 17 24 PD	4 11 18 25	5 12 19 26
October (21)	X 19 26	5 13 20 27	6 14 21 28	7 15 22 ER 30	1 8 9 16 23 30	April (17)	5 12 19 X	6 13 20 X	7 14 21 X	8 15 22 X	9 16 23 X
November (16)	2 9 16 23 30	3 PD/E 17 24	4 X 18 X	5 12 19 X	6 13 20 X	May (20)	3 10 17 24 X	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 ER
December (16)	X 14 21 X	1 8 15 22 X	2 9 16 X X	3 10 17 X X	4 11 18 X X	June (14)	7 14 X X	1 8 15 X	2 9 16 X	3 10 17 X	4 11 ER X
January (18)	4 11 X 25	5 12 19 26	6 13 20 PD	7 14 21 28	X 8 15 22 29						

PD = Professional Development Day (no school for students)
D-PD = District Professional Development **NT**= New Teacher Day
B-PD = Building Level Professional Development
X = Holiday/School Break **MU** = Make-up Day **ER** = Early Release

Student Year = 180 days Teacher Year = 187 days
 Quarters: November 4, January 26, April 8, and Last Day of School
 Trimesters: December 2, March 17, and Last Day of School

August 20, 24-25	New Teacher Induction/Orientation	Dec 23-Jan 1	Holiday Break
August 26-27	Professional Development TTA/TSSU	January 18	Martin Luther King Jr. Civil Rights Day
August 31	First Day of School	January 27	Professional Development TTA
September 4-7	Labor Day	Feb 22-26	Winter Break
October 12	Columbus Day	March 31	Professional Development TTA
October 29	Early Release	April 26-30	Spring Break
November 10	Professional Development TTA/Election Day	May 28	Early Release
November 11	■ Veterans Day Observed	May 31	■ Memorial Day Observed
November 25-27	Thanksgiving Break	June 18	Last Day of School **/Early Release

B

Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2020 - 2021 School Calendar

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.

	M	T	W	TH	F		M	T	W	TH	F
August (4)	B-PD 31	NT D-PD	NT 26	NT 27	28	February (15)	1	2	3	4	5
September (20)	X	1	2	3	X	8	9	10	11	12	
	14	8	9	10	11	15	16	17	18	19	
	21	15	16	17	18	X	X	X	X	X	
	28	22	23	24	25	March (22)	1	2	3	4	5
October (21)	5	6	7	8	9	8	9	10	11	12	
	X	13	14	15	16	15	16	17	18	19	
	19	20	21	22	23	22	23	24	25	26	
	26	27	28	ER	30	29	30	PD			
November (16)	2	3	4	5	6	April (17)	5	6	7	8	9
	9	PD/E	X	12	13	12	13	14	15	16	
	16	17	18	19	20	19	20	21	22	23	
	23	24	X	X	X	X	X	X	X	X	
	30					May (20)	3	4	5	6	7
December (16)	7	1	2	3	4	10	11	12	13	14	
	14	8	9	10	11	17	18	19	20	21	
	21	15	16	17	18	24	25	26	27	ER	
	X	X	X	X		X					
January (18)	4	5	6	7	8	June (11)	7	1	2	3	4
	11	12	13	14	15	14	8	9	10	11	
	X	19	20	21	22	X	X	X	X	X	
	25	26	PD	28	29	X	X	X			


PD = Professional Development Day (no school for students)
D-PD = District Professional Development **NT** = New Teacher Day
B-PD = Building Level Professional Development
X = Holiday/School Break **MU** = Make-up Day **ER** = Early Release

Student Year = 180 days Teacher Year = 187 days
 Quarters: October 30, January 21, April 5, and Last Day of School
 Trimesters: November 24, March 12, and Last Day of School

August 18-20	New Teacher Induction/Orientation	Dec 23-Jan 1	Holiday Break
August 24-25	Professional Development TTA/TSSU	January 18	Martin Luther King Jr. Civil Rights Day
August 26	First Day of School	January 27	Professional Development TTA
September 4-7	Labor Day	Feb 22-26	Winter Break
October 12	Columbus Day	March 31	Professional Development TTA
October 29	Early Release	April 26-30	Spring Break
November 10	Professional Development TTA/Election Day	May 28	Early Release
November 11	■ Veterans Day Observed	May 31	■ Memorial Day Observed
November 25-27	Thanksgiving Break	June 15	Last Day of School **/Early Release

Memo

To: Shawn O'Neil, Chair Timberlane Regional School Board
Timberlane Regional School Board Members

From: Geoffrey Dowd 

CC: Dr. Earl Metzler

Date: March 28, 2019

Re: Primex Property & Liability Coverage CAP

Timberlane Regional School District belongs to Primex, a NH Public Risk Management Exchange, which provides various risk management policies for the District including Property & Liability coverage.

Primex has offered a Contribution Assurance Program (CAP) to the District, whereby the District provides a commitment to Primex for three (3) years, and Primex will commit to a cap on Property & Liability increases of not more than seven percent (7%) over the prior year's contribution.

For perspective, the District's historic rates are as follow:

<u>Year</u>	<u>Amount</u>	<u>% Incr./ (Decr.)</u>
2013-14	\$168,235	
2014-15	\$174,967	4.00%
2015-16	\$190,714	9.00%
2016-17	\$190,718	0.00%
2017-18	\$191,445	0.38%
2018-19	\$189,688	(0.92%)

A benefit to the program includes certainty with regard to what increases may be, regardless of what impact risk or market factors have on the policy.

Attached is the formal communication from Primex with details on the program.

If you are interested in adopting the program, Primex will require an affirmative vote of the Board, and will also require specific language, in the form of a resolution, to be adopted by the Board.

Property & Liability Program
Contribution Assurance Program (CAP) Agreement
THIS AGREEMENT AMENDS AND EXTENDS YOUR MEMBERSHIP AGREEMENT
PLEASE READ CAREFULLY

Primex³ is offering members in our **Property & Liability Program** an opportunity to stabilize their annual contributions through participation in our Contribution Assurance Program (**CAP**). **CAP** is offered to members who qualify, providing them predictability by limiting the annual contribution increase during a defined period of years (**CAP Period**). By signing this Agreement, you agree to extend your Membership Agreement for **three (3) years** and Primex³ agrees to guarantee that your annual contribution increase will not exceed seven percent (7%) of the prior year's contribution. Because performance matters with Primex³, you may realize an annual increase that is less than the **CAP** through sound risk management and stable underwriting exposures. The annual member contribution will be based upon your exposure base, members' loss experience, and the rates established each year by the Primex³ Board of Trustees.

We are offering this opportunity so that our members can extend their commitment to pooling through the Primex³ programs. Participation in **CAP** for each year of the **CAP Period** is conditioned upon a three-year commitment to participation in the Primex³ Property & Liability Program.

The following **CAP Period** years qualify for the Contribution Assurance Program (**CAP**):

FY 2021 July 1, 2020 through June 30, 2021
(maximum 7% increase over July 1, 2019 through June 30, 2020 contribution)

FY 2022 July 1, 2021 through June 30, 2022
(maximum 7% increase over July 1, 2020 through June 30, 2021 contribution)

FY 2023 July 1, 2022 through June 30, 2023
(maximum 7% increase over July 1, 2021 through June 30, 2022 contribution)

By signing this Agreement, the **Timberlane Regional School District** agrees to extend its risk pool membership and participation in the Primex³ **Property & Liability Program** for three coverage period years, through **June 30, 2023**. The **Timberlane Regional School District** agrees and understands it remains bound by and subject to the terms and conditions of the Membership Agreement, Public Entity Coverage Documents and Trust Agreement, and all Trust by-laws, policies and procedures.

The **Timberlane Regional School District** agrees that the seven percent (7%) maximum increase currently available for this **CAP Period** does not apply to any other year or period of years, and upon expiration of the **CAP Period** in this Agreement, any subsequent participation in a Primex³ **CAP** will be subject to underwriting review, membership criteria, **CAP** criteria, determination of contribution and the maximum increase in place for the subsequent **CAP Period**.

The **Timberlane Regional School District** further acknowledges that by extending its Membership Agreement for three (3) coverage period years, the Public Entity Coverage Documents, General Conditions Section (L) ("Terminating Participation in Our Program(s)") is suspended during year one (1) and year two (2) of the

three (3) year term, as there is no right to cancel or terminate during year one (1) and year two (2) but shall be reinstated for the end of year three (3).

The **Timberlane Regional School District** agrees that failure to provide notice in strict accordance with the Public Entity Coverage Documents, General Conditions Section (L) shall result in automatic renewal of risk management pool membership and continuation in the Primex³ Property & Liability Program, but not continuation of **CAP** which must be separately offered and accepted.

Primex³ acknowledges that the **Timberlane Regional School District** is a NH public entity which receives budgetary authorization for appropriations from an annual meeting of its legislative body and pertains to a fiscal year which commences on the following January 1 or July 1, of any given year. The **Timberlane Regional School District** also acknowledges that it is legally required to carry insurance coverage. As such, if the legislative body, at such annual meeting for any years that are within the anticipated term of the contract, fails to approve such appropriation, and there are no other lawful means of funding the coverage, this contract may be terminated by the **Timberlane Regional School District** by notice to Primex³ made within 30 days of the legislative action at which such funding initiative was defeated and such cancellation shall be effective as of the commencement on the following fiscal year or on the anniversary of the policy, whichever first occurs.

The **Timberlane Regional School District**, however, agrees that it shall seek the requisite appropriations in good faith and that the availability of lower cost or otherwise preferable coverage alternatives during the term of this Agreement shall not constitute a good faith and permissible basis on which to fail to pursue the appropriations or assert that appropriations are unavailable. In the event of an early termination, the **Timberlane Regional School District** agrees to return the difference between the **CAP** increase and the uncapped contribution.

By affixing my signature below, I am attesting, representing and warranting that I am a duly authorized representative of the governing body of the **Timberlane Regional School District** with legal authority to contractually bind the **Timberlane Regional School District** to the terms of this Agreement, and that I understand the commitment being made to membership in the Primex³ risk management pool and participation in the Property & Liability Program.

Authorized Representative
of the Governing Body

Title

Date

Print Name

**RESOLUTION TO ENTER PRIMEX³
Property & Liability Contribution Assurance Program (CAP)**

RESOLVED: To hereby accept the offer of the New Hampshire Public Risk Management Exchange (Primex³) to enter into its **Property & Liability Contribution Assurance Program (CAP)** as of the date of the adoption of this resolution, and to be contractually bound to all of the terms and conditions of Primex³ risk management pool membership during the term of the **Property & Liability Contribution Assurance Program (CAP)**. The coverage provided by Primex³ in each year of membership shall be as then set forth in the Coverage Documents of Primex³.

I attest that the foregoing is a true copy of the Resolution of the Governing Board of the **Timberlane Regional School District** adopted on _____.

Board: _____

Title of Board

Signature: _____

Name: _____

Title: _____ duly authorized

Date: _____

TIMBERLANE POLICY COMMITTEE

RECOMMENDATIONS TO THE SCHOOL BOARD

SECOND READ / ADOPTION

JICI WEAPONS ON SCHOOL PROPERTY

- 1 (Last updated in 2010, NHSBA updated language proposed; JICI-R included for reference; SLT and PC recommend changes)

IMGA SERVICE ANIMALS

- 2 (Updated with NHSBA's newest language; SLT and PC recommended changes)

IK EARNING OF CREDIT

- 4 (last updated in 2014, changes reflect NHSBA language defining mastery, SLT added reference to 7th and 8th grade coursework, legal references also updated; SLT and PC recommend changes)

IKFA EARLY GRADUATION

- 6 (last updated in 2013, changes reflective of passage of SB157; SLT and PC recommend changes)

Timberlane Regional School District	Policy Code: JCI
Adopted: 05-20-99 Revised: 09-02-10 Revised:	Page 1 of 2

~~DANGEROUS~~ WEAPONS ON SCHOOL PROPERTY

Guns and Firearms - Students:

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

Weapons under control of law enforcement personnel are permitted.

All students will receive written notice of this policy at least once each year.

Other weapons:

For the purposes of this policy, "weapon" includes but is not limited to: slung shot, metallic knuckles, billies, knives, electric defense weapons (as defined in RSA 159:20), aerosol self-defense spray weapons (as defined in RSA 159:20), and martial arts weapons (as defined in RSA 159:24).

"Weapon" is further defined as any device, instrument, material or substance, which is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike.

Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.

Members of the public who violate this policy may be reported to local law enforcement authorities, if possession of the weapon is used in a threatening, harassing or intimidating manner.

The superintendent or designee may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults, provided such inadvertent or unintentional violation of this policy does not affect the safety of students, school staff or the public.

Legal References:

- 18 U.S.C. § 921, Et seq., Firearms*
- 20 U.S.C. § 7151, Gun-Free Schools Act*
- RSA 193:11, Disturbance*
- RSA 193-D, Safe School Zones*

Timberlane Regional School District	Policy Code: JICI
Adopted: 05-20-99 Revised: 09-02-10 Revised:	Page 2 of 2

*RSA 193:13, Suspension and Expulsion of Students
 NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process*

Appendix JICI-R

~~Weapons are not permitted on school property, in school vehicles or at school sponsored activities. This policy applies to students and members of the public alike. Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities. Members of the public who violate this policy will be reported to local law enforcement authorities.~~

~~The term “weapons” includes, but is not limited to, firearms (rifles, pistols, revolvers, pellet guns, BB guns, etc.) knives, slingshots, metallic knuckles, firecrackers, billy clubs, stiletos, switchblade knives, swords, canes, pistol canes, black jacks, daggers, dirk knives, explosives, incendiaries, martial arts weapons or self-defense weapons (as defined by RSA 159:24 and RSA 159:20 respectively), or any other object or substance which, in the manner it is used or threatened to be used, is known to be capable of producing death or bodily injury.~~

~~In addition, any student who is determined to have brought a firearm (as defined by 18 U.S.C. §921) to school will be expelled for not less than one year (365 days). This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.~~

~~Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.~~

~~Weapons under control of law enforcement personnel are permitted.~~

~~All students will receive written notice of this policy at least once each year.~~

~~Legal References:~~

~~18 U.S.C. § 921 Et seq., Firearms~~

~~20 U.S.C. § 7151, Gun-Free Schools Act~~

~~RSA 193-D, Safe School Zones~~

~~RSA 193:13, Suspension and Expulsion of Students~~

~~NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process~~

Timberlane Regional School District	Procedure Code: JICI-R
Adopted: 05-20-99 Revised: 12-17-09 Reaffirmed: 12-05-18	Page 1 of 1

MODIFICATION OF A WEAPONS EXPULSION

Pursuant to RSA 193:13, IV, the Superintendent may, upon written application of an expelled pupil, recommend modification to the expulsion. Prior to consenting to such a modification, the pupil/parent shall be required to submit to the Superintendent sufficient evidence in the form of letters, work history or other documents or testimony demonstrating that it is in the school's best interest and the pupil's best interest to allow a modification. In making such a decision, due regard will be given to other pupils and staff whose safety and well-being shall be of paramount importance.

Statutory Reference:

RSA 193:13, IV

Reference Policy: JICI

<p>Timberlane Regional School District</p>	<p>Policy Code: IMGA</p>
<p>Adopted: 10-20-11 Revised:</p>	<p>Page 1 of 7</p>

SERVICE ANIMALS

Purpose

~~This policy addresses the use of service animals within school buildings and on school grounds. As established and defined by the Americans with Disabilities Act and its accompanying regulations, individuals with disabilities shall be permitted to bring their service animals in school buildings or on school grounds in accordance with this policy. Conditions relative to pets and non service animals within the school building and on school grounds are found in Board Policy IMG.~~

“Service Animal” Defined

~~In accordance with 28 CFR 35.104 (effective March 15, 2011) a “service animal” is defined as:~~

~~Any dog that is individually trained to do or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition. The work or tasks performed by a service animal must be directly related to the handler’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or who have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or task for the purpose of this definition.~~

~~This definition shall be construed to include a “hearing ear dog,” “guide dog,” or “service dog,” as those terms are currently defined in NH RSA 167-D:3.~~

Permissible Inquiries

~~The District will not make the inquiry about the nature or extent of an individual’s disability in determining whether to allow a service animal in a school building or on school grounds. When it is not patently obvious as to the role of the service animal, the District may ask whether the animal is required because of a disability and what work or task the animal has been trained to perform.~~

~~When a student or employee’s disability requires the presence of a service animal in a school building or on school grounds during the school day, the District shall also require annual submission of proof of current vaccinations and immunizations of the service animal and a current veterinary health certificate.~~

Access to the School Buildings and Grounds

Timberlane Regional School District	Policy Code: IMGA
Adopted: 10-20-11 Revised:	Page 2 of 7

~~In accord with federal regulations, individuals with disabilities shall be permitted to be accompanied by their service animal in all areas of District schools, where members of the public, participants in services, programs, or invitees, as relevant, are allowed to go.~~

~~**Animals for Children with Educational Disabilities or a Section 504 Plan**~~

~~If a student with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE).~~

~~**Management of Service Animals**~~

~~Service animals must be under control of their handlers. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).~~

~~**Care of and Responsibility for Service Animals**~~

~~The District is not responsible for the care or supervision of a service animal. The owner or handler of the service animal shall be solely responsible for:~~

- ~~• Supervision and care of the animal, including feeding, exercising, clean-up and stain removal;~~
- ~~• Restraint of the animal at all times;~~
- ~~• Damages to the school buildings, property and vehicles caused by the animal;~~
- ~~• Injuries to students, employees, volunteers and visitors caused by the animal; and~~
- ~~• ;Annual submission of documentation of vaccinations and immunizations.~~

~~**Animals for Employees**~~

~~Use of a service animal by a qualified employee with a disability will be allowed when such use is necessary to enable the employee to perform the essential functions of his/her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.~~

~~**Circumstances Under Which a Service Animal Will Be Prohibited from Campus**~~

~~The Superintendent or other designee may ask an individual with a disability to remove a service animal from the campus or school event, or may even deny a request for use of a service animal on campus or at a school event if:~~

- ~~• The animal is out of control and the animal's handler does not take effective action to control it;~~
- ~~• The animal is not housebroken;~~

Timberlane Regional School District	Policy Code: IMGA
Adopted: 10-20-11 Revised:	Page 3 of 7

- ~~The presence of the animal will require a fundamental alternation of the program or will significantly disrupt or interfere with the educational process;~~
- ~~When the animal is to be used regularly during the school day or at school events, the handler fails to submit proof of current vaccinations and immunizations of the service animal and a current veterinary health certificate~~
- ~~To the extent applicable, the handler fails to comply with NH RSA 167-D.~~

~~If an animal is properly removed or prohibited from the premises, the District will continue to give the individual with a disability the opportunity to participate in District services, programs, or activities without having the service animal on the premises.~~

~~A decision to remove or prohibit a service animal from District schools may be appealed to the Superintendent of Schools.~~

A. General Conditions.

1. *Use of a service animal by a person with a disability will be allowed in or upon District property when the animal is required to perform work or tasks directly related to the individual's disability.*

Qualified individuals with disabilities and service animal trainers are eligible to use service animals in the School.

2. *"Service animals":*

- a. *"Service Animal" for the purposes of this policy shall mean and include any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animal shall be construed to include a "hearing ear dog," "guide dog," or "service dog," as those terms are currently defined in NH RSA 167-D:1. "Emotional support," "therapy," or "comfort dogs" are generally not service animals for the purposes of this policy, except as may be provided under Paragraph B.2, below.*

Miniature horses do not specifically fall within the state or federal statutory definitions for "service animal". However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the Superintendent or his/her designee, who in addition to the above will take into consideration the provisions of Paragraph B.2, and Section C, below. If a miniature horse is approved, all the conditions in this policy shall apply.

<p>Timberlane Regional School District</p>	<p>Policy Code: IMGA</p>
<p>Adopted: 10-20-11 Revised:</p>	<p>Page 4 of 7</p>

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

- b. The work or tasks performed by a service animal must be directly related to the individual's disability. Under state and federal law, work and tasks may include, but are not limited to: (1) assisting individuals who are blind or have low vision with navigation and other tasks; (2) alerting individuals who are deaf or hard of hearing to the presence of people or sounds; (3) providing nonviolent protection or rescue work; (4) pulling a wheelchair; (5) assisting an individual during a seizure; (6) alerting individuals to the presence of allergens; (7) retrieving items such as medicine or a telephone; (8) providing physical support and assistance with balance and stability to individuals with mobility disabilities; and (9) helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of the law.*
- 3. "Comfort" animals/pets: Animals which do not meet the definition of Service Animal as provided above, are not entitled to protection under this policy and are subject to such other applicable policies or administrative regulations of the District or school.*
- 4. The District will have no responsibility for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.3.a, below. It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.*
- 5. All service animals must be kept on a harness, leash or tether (unless this prevents the animal from performing his/her specific work or tasks with the individual), or must otherwise be under the control of the individual with a disability or designated handler at all times, and display visible signage indicating it is a service animal.*
- 6. The individual (in the case of a student, the student's parent/guardian(s)) is liable for any damage to District property or other personal property, and for any injuries to individuals caused by the service animal, consistent with any applicable laws.*
- 7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.*
- 8. As used in this policy, "service animal trainer" shall have the same definition as that provided under RSA 167-D:1 as the same may be amended or replaced from time-to-time. As of February 1, 2017 that statute defines "service animal trainer": (i) as any*

Timberlane Regional School District	Policy Code: IMGA
Adopted: 10-20-11 Revised:	Page 5 of 7

person who is employed to train dogs for or is volunteering to raise dogs for a provider of service animals for persons with disabilities, (ii) or an individual trainer who helps a person with disabilities to train his or her own service animal, (iii) or an individual trainer who tests an animal to verify its eligibility for the New Hampshire service animal tag.

B. Administrative Review of Service Animals.

1. *Whenever a service animal is in the school or on District property (and it is not obvious that the animal qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized District personnel may ask:*
 - a. *Whether the service animal is required because of a disability;*
 - b. *What work or task(s) the animal has been trained to perform;*
 - c. *In the case of a service animal trainer, documentation of the individual's affiliation with a recognized organization as described in RSA 167, and section A.7 above.*
2. *If a student with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal as defined above, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE). After such review, if the animal is deemed necessary for the student to receive FAPE, then the animal shall be a service animal for the purposes of this policy.*
3. *When it is anticipated that a service animal is going to be in school on a regular basis with a third party (e.g., employee, volunteer, service animal trainer or other frequent visitor to the school), the individual using the service animal (or in the case of a student, the student's parent/guardian(s)) are strongly encouraged to notify the Superintendent or the Principal in advance.*
 - a. *The school will not provide any staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve itself).*
 - b. *Any handler (service animal trainer, parent/guardian or other person) accompanying the service animal must have approval to work in the school from the New Hampshire Department of Education and undergo the State criminal background check.*

Timberlane Regional School District	Policy Code: IMGA
Adopted: 10-20-11 Revised:	Page 6 of 7

4. *Service animals must be properly licensed and vaccinated in accordance with New Hampshire law (see RSA Chapter 466).*

C. Additional Considerations Relative to Service Miniature Horses.

In making a determination as to whether to allow a specific miniature horse as a service animal, the Superintendent/designee will consider pertinent factors, including, without limitation:

1. *The type, size, and weight of the miniature horse and whether the facility can accommodate these features;*
2. *Whether the handler has sufficient control of the miniature horse;*
3. *Whether the miniature horse is housebroken; and*
4. *Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements necessary for the safety of students or others.*

D. Removal or Exclusion of Service Animals from School.

1. *The Superintendent, Principal or other authorized school official may require that the service animal be removed from the school or other District property under any of the following circumstances:*
 - a. *The service animal poses a direct threat to the safety of individuals, causes a significant disruption of school activities or programs, fundamentally alters the nature of any school program, or otherwise jeopardizes the safe operation of the school in a manner that cannot be eliminated by modifications;*
 - b. *The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform (which is required to be defined as a service animal);*
 - c. *The service animal is not under the full control of the person with a disability, or the authorized handler/trainer, and the individual does not take effective action to control the animal;*
 - d. *The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health (applying the standard that would be applied to any other animal allowed on school premises); and/or*
 - e. *The service animal is not housebroken (i.e., demonstrates that it is not sufficiently trained to relieve itself outside in appropriate locations).*

Timberlane Regional School District	Policy Code: IMGA
Adopted: 10-20-11 Revised:	Page 7 of 7

- If a service animal is removed or excluded, the individual shall still be provided access to school facilities, programs and/or services.*

Legal References

Section 504 of the Rehabilitation Act – 29 U.S.C. 794

Americans with Disabilities Act – 42 U.S.C. 12101 et seq.

Nondiscrimination on the Basis of Disability, Title 28 CFR Part 35, Part 36

NH RSA 167-D

NOTE: NHSBA overhauled this policy to add clarity.

<p>Timberlane Regional School District</p>	<p>Policy Code: IK</p>
<p>Adopted: 06-16-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 08-19-10 Revised: 03-06-14 Revised:</p>	<p>Page 1 of 1</p>

EARNING OF CREDIT

Students can earn course credit with prior approval of the principal or designee by demonstrating mastery of the required coursework and material. Mastery is defined as *"a high level of demonstrated proficiency with regard to a competency."* ~~sufficient evidence of attainment of the required content, concepts, and skills of a particular course.~~ Student assessment of mastery is the responsibility of the building principal ~~or designee.~~

Credit will be awarded upon ~~satisfactory~~ demonstration ~~and of~~ mastery of the required course competencies *and* ~~—Additionally,~~ credit ~~may be~~ awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

Course work completed by middle school students serves as criteria for placement at the high school. However, students may earn high school credit after completion of their 8th grade school year by successfully completing TRHS course offered during the summer or through an alternative setting in accordance with Policy ~~IMBC-IMBD~~ – Alternative Credit Options.

Students in 7th or 8th grade may earn credit towards high school graduation through advanced coursework in accordance with policy IMBC High School Credit for 7th/8th Coursework.

Legal References:

- Ed 306.02(e), Credit*
- Ed 306.04(a)(15), How Credit Can Be Earned*
- Ed 306.04(a)(16), How A Credit Used To Track Achievement Of Graduation*
- Competencies NH Code of Administrative Rules, Section Ed 306.04(a)(14), Earning of Credit*
- NH Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit*
- NH Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies*

NOTE: NHSBA language proposed that reflects defining “mastery” and updating legal references.

<p>Timberlane Regional School District</p>	<p>Policy Code: IKFA</p>
<p>Adopted: 01-01-83 Reaffirmed: 05-02-91 Reaffirmed: 02-24-05 Revised: 04-03-08 Revised: 05-07-09 Revised: 12-19-13 Revised:</p>	<p>Page 1 of 1</p>

EARLY GRADUATION

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The building principal or designee shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request.

Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma provided that all other requirements have been met.

~~A high school student may complete the requirements for graduation at the end of the Junior year or mid-way through the Senior year.~~

~~Students who wish to graduate early must follow the early graduation procedures as listed in the TRHS student handbook.~~

~~The building principal or designee will carry approved applications to the Superintendent of Schools.~~

Legal Reference:

*NH Code of Administrative Rules, Section Ed. 306.27(s), Early Graduation
 RSA 189:11, Instruction in National and State History and Government*

NHSBA Note, September 2016: Amendments to this Sample Policy are necessary due to the passage of SB 157, which amends RSA 189:11. These legislative amendments require school districts to develop a local competency assessment in the area of National and State History and government.

TIMBERLANE REGIONAL SCHOOL BOARD

COMMITTEE ASSIGNMENTS

2019-2020

<p>CAPITAL IMPROVEMENT PLAN <i>Brian Boyle</i> <i>Lee Dubé</i> <i>Kim Farah</i> <i>Sue Sherman</i> Wednesday 7pm (as needed)</p>	<p>CHECK REGISTERS <i>To be determined</i></p>
<p>CURRICULUM & ASSESSMENT <i>Sue Sherman</i> <i>Sarah Machemer</i> Tuesday 4pm (monthly)</p>	<p>PERSONNEL <i>Brian Boyle</i> <i>Kim Farah</i> <i>Sarah Machemer</i> (As needed during negotiations)</p>
<p>ENERGY <i>Kim Farah</i> (As needed)</p>	<p>POLICY <i>Lee Dubé</i> <i>Jen Silva</i> Thursday 6:00pm (monthly)</p>
<p>FACILITIES <i>Brian Boyle</i> Tuesday 8:30am (quarterly)</p>	<p>SAFETY <i>Sheila Lowes</i> <i>Kristin Savage</i> <i>Sue Sherman</i> <i>Jen Silva (Alternate)</i> Tuesday 10:15pm (quarterly)</p>
<p>FINANCE <i>Brian Boyle</i> <i>Shawn O'Neil (Alternate)</i> Thursday 7pm (bi-weekly)</p>	<p>STRATEGIC PLANNING <i>Lee Dubé</i> <i>Kristin Savage (Culture/Climate)</i> Monday 4pm (As needed)</p>
<p>GENERAL ASSEMBLY DELEGATES <i>Board representative needed</i> Attend January Assembly</p>	<p>WELLNESS <i>Brian Boyle</i> <i>Sheila Lowes</i> <i>Sue Sherman</i> Thursday 4pm (quarterly)</p>
<p>WITHDRAWAL STUDY <i>To be determined</i> (As needed)</p>	

Policy BDE requires two school board members and two SLT members must be present to hold a committee meeting. It will be up to the committee chairperson to secure appropriate board membership coverage for their meeting. **Committee chairs to be determined*

COMMITTEE ASSIGNMENTS 2019 - 2020

TIMBERLANE REGIONAL SCHOOL BOARD GOALS FOR 2018-19

ACADEMICS

1. The Board will continue to support the SLT and instructional staff in their pursuit of academic excellence and continuous improvement by timely approval of curriculum, supporting recommendations for educational tools, and support of resources to achieve excellence.

Action: The board will receive reports and evaluate the frequency and redundancy of standardized assessments (written and formal presentations) by June 30, 2019.

PLANNING

1. The Board will continue to support the CIP with review during the 18-19 school year to aid the Board in understanding long term and short term needs for the district.
2. The Board will support preliminary studies to better understand the needs of district facilities, grounds, campuses, athletics, and maintenance for the future.

Action: The Board will receive CIP report by November 15, 2018 and review the implementation of the Strategic Plan twice a year.

Action: The Board will request the establishment of a long-term Facilities Steering Committee no later than November 15, 2018.

Action: The Board will support the development of a Facilities Master Plan to be completed by April 1, 2019.

3. The Board will support the Personnel Committee for negotiations with unions to obtain a fair and consistent contract to place before voters on the March 2019 ballot.
4. The Board will complete training and workshop sessions with NHSBA in order to be better informed regarding school board roles and responsibilities in these elected positions.
5. The Board will better understand the program and enrollment needs of schools in order to support staffing needs and re-organizational structure.

CULTURE AND COMMUNITY

1. The Board will support work in the community and with community partners and district leadership to keep the public aware of district efforts regarding substance abuse, anti-bullying, cyber-bullying, and security and safety for students and staff in the schools.

Action: Increase the number of public forums, TPAF presentations, wellness fairs, and workshops in the community. Receive a written and formal presentation on the work on these topics by June 30, 2019.

TIMBERLANE REGIONAL SCHOOL BOARD GOALS FOR 2018-19

2. The Board will foster community support and engagement through an increase in opportunities to participate in advisory committees, hearings, etc. to obtain citizen feedback on the programs, and on long and short range planning and resources.
3. The Board will commit to less use of social media and stream line the use of social media for district announcements by all schools in the district.

FINANCIAL

1. The Board will continue to support transparency in budget process.
2. The Board will work with the Superintendent to increase district information on funding, grant availability, and donations at local, state and national levels.
3. The Board will actively reach out to state and local representatives in regards to funding for educational purposes.
4. The Board will actively work with the Budget Committee to provide a fair budget to the voters for the ballot of March 2019
5. The Board will create a line by line default budget for the 2019-20 fiscal year with the assistance of the business office.

Adopted by the School Board on September 20, 2018

Susan Sherman, Chair
Brian Boyle, Vice Chair
Timberlane Regional School Board



TIMBERLANE REGIONAL SCHOOL BOARD MEETING DATES FOR 2019-20

Dr. Earl Metzler, Superintendent of Schools

*Shawn O'Neil, Chair
Jennifer Silva, Vice Chair*

AUGUST 22	SEPTEMBER 5 19	OCTOBER 3 17	NOVEMBER 7 21
DECEMBER 5 19	JANUARY 2 16	FEBRUARY 6 20	MARCH 5 19
APRIL 6 16	MAY 7 21	JUNE 4 18	

Meetings will convene at 7:00 pm at the Superintendent's Office, 30 Greenough Road, Plaistow, NH (unless otherwise indicated in individual meeting postings).

The Timberlane Regional School Board reserves the right to amend these dates, location, or times as necessary. Log on to www.timberlane.net for more information.

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.

Approved March 21, 2019