

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, JANUARY 3, 2018

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

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

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

Note 7:00pm Start Time

AGENDA

1. **7:00 PM*** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
 - a. December 17th and 20th meetings (3 sets)
5. Student Representative
6. Delegates and Individuals
7. Current Business
 - a. **7:15PM** Strategic Plan Update – INFORMATIONAL (30 minutes)
 - b. **7:45PM** Assessment Report – INFORMATIONAL (30 minutes)
 - c. **8:15PM** Budget Update/Default Budget – INFORMATIONAL/ACTION (30)
 - d. **8:45PM** School Board Goals Review – INFORMATIONAL (30 minutes)
 - e. **9:15PM** Policies (second read) – ACTION (30 minutes)
 - f. **9:45PM** Warrant Articles – INFORMATION/ACTION (15 minutes)
8. **10:00PM** Administrator's Report
9. **10:05PM** Personnel Report
10. **10:10PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **10:15PM** Other Business
14. Non-public (if needed)
15. Future Dates

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

ADMINISTRATOR'S REPORT

Administrator's Report for January 3, 2019 School Board Meeting

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

4. APPROVAL OF MINUTES *(December 17th and December 20th – total of three sets)*

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS

7. CURRENT BUSINESS

a. Strategic Plan Update – INFORMATIONAL

Dr. Wilson and subcommittee chairs to update the board on Strategic Plan initiatives.

b. Assessment Report – INFORMATIONAL

Christi Michaud and Sandy Allaire to present on most recent AP scores.

c. Budget Update/Default Budget – ACTION

Geoff Dowd to present an update on the development of the proposed 2019-20 budget as well as provide information relative the use of operating funds towards capital expenses should the default budget pass.

d. School Board Goals Review – INFORMATIONAL

The board had set a schedule of December to review their goals for the 2018-19 school year.

e. Policies – ACTION

Jen Silva to present 11 policies for second read and adoption (ACE, IHBA, IHBI, IMAH, KA, IJO, IFA, GCO, JCA, JEC and IGE).

f. Warrant Articles – INFORMATIONAL

The board to continue discussion on drafting articles for the 2019 warrant..

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

a. Update on District Activities

9. PERSONNEL REPORT – Dr. Metzler to present

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

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

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

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

14. NON-PUBLIC – if needed.

15. FUTURE DATES – As indicated.

UPCOMING REGULAR MEETING AGENDAS

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

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

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

February 7, 2019	
Deliberative Session	<i>Presentation by both budcom and school board</i>
Special Meeting	<i>Update WA recommendations if needed</i>

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

March 7, 2019	
Policies	
Treasurer's Report	<i>In board packets</i>
Transportation Update	<i>Review of MS/HS routes</i>

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

Timberlane Regional School District

Strategic Plan 2018-2023

TRSD Strategic Planning Committee



September 20, 2018

Timberlane Regional School District: Strategic Plan 2018-2023

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Timberlane Regional School District: Strategic Plan 2018-2023

I. Introduction

Strategic Planning Process

The Timberlane Regional School District has developed a strategic plan for 2018-2023. This plan involves input from the communities of Atkinson, Danville, Plaistow and Sandown.

A Strategic Planning Committee was established and acted as the steering committee for the work during the 2017-18 school year.

During the summer of 2017, a community survey was created and 750 results were received. A qualitative analysis provided the committee valuable feedback about the mission, vision, and goals of the previous five-year plan. A summary is included in the appendix.

During the Fall of 2017, two community forums were held: one in the town of Plaistow and one in the town of Sandown. Additionally, open forums for staff were held in Atkinson and Plaistow. The input from the community and staff forums yielded a lot of good ideas and information.

The Strategic Planning Committee analyzed feedback from the forums and identified three overarching themes: 1) Academics, 2) Facilities, and 3) Culture and Climate. The Strategic Planning Committee requested that subcommittees establish the goals and objectives in these three priority areas. Three subcommittees were formed and met through the winter months. These goals and objectives are the substance to this Strategic Plan.

The Strategic Planning Committee would like to thank all the community members, parents, students, and staff who participated in the development of this Strategic Plan. It will help guide the district as we move forward in the next five years.

Sincerely,

The TRSD Strategic Planning Committee:

Brian Boyle, Chair of the School Board: *April 2017- March 2018*
Eileen Dube, Budget Committee Member and Community Member
Dr. Kim Farah, Vice Chair of the School Board: *April 2017- March 2018*
Thomas Geary, Business Operations Coordinator
Ken Henderson, Director of Technology
Christi Michaud, Director of Data, Assessment and Accountability
Jim Paul, Community Member and Budget Committee Representative
Dr. Roxanne Wilson, Assistant Superintendent

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Other contributors in the beginning stage of planning during 2016-17 include:

Debra Armfield, Director of Curriculum and Professional Development
Peter Bealo, School Board Member
Susan Sherman, School Board Member
Gregory Spero, School Board Member

Strategic Planning Subcommittees:

Sustaining a Focus on Academics and Rigor and 21st Century Skills

Terry Bolduc, Sandown North Teacher
Lucy Canotas, Danville Asst. Principal/Curriculum Coordinator
Rebecca Carlson, Academic Dean of Mathematics
Christine Desrochers, TRMS Curriculum Coordinator
Eileen Dube, Budcom and Strategic Planning Committee Rep
Dr. Kim Farah, School Board and Strategic Planning Committee Rep
Lisa Furman, Danville Teacher
Ken Henderson, Director of Technology
Maegan Koelker, TRMS Teacher
Jennifer Marino, Sandown Central Principal
Christi Michaud, Director of Data, Assessment, and Accountability
Jeanmarie Ward, Atkinson Community Member. Parent
Mary Widman, TRHS Asst. Principal

Improving Facilities

Brian Boyle, School Board Chair
Barry Chooljian, Director of Guidance
Rob Collins, Danville Community Member
Angelo Fantasia, Athletic Director
Thomas Geary, Business Operations Coordinator
Rodney Mills, District Maintenance Supervisor
Mark Pedersen, Academic Dean of Science
Heather Roy, TRHS Assistant Principal
Jennifer Silva, Atkinson Community Member, Parent
Susan Takesian, TRHS Business Teacher
Don Woodworth, TRHS Principal

Promoting a Positive School Culture and Climate

Susan Rasicot, Director of Student Services
Susan Sherman, School Board Member
Kayla Jones, TRSD School Psychologist
Barbara Gallant, Atkinson Academy Guidance Counselor
Elizabeth Kosta, Plaistow Community Member, Parent
Meaghan Guanci, TRHS Teacher
Scott Strainge, TRHS Assistant Principal
Cathleen Ryan, Sandown Central Pre-K Teacher

Jay Vogt: Peoplesworth consultant assisted the team during the initial planning stages and in the Community and staff forums.

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II. Demographics

The Timberlane Regional School District (TRSD) is a cooperative school district comprised of four towns: Atkinson, Danville, Plaistow, and Sandown. Together the towns contain approximately 47.5 square miles, according to Community Profiles Reports at NH Employment Security.

NH Department of Education: Department of Education Reports include the following data: As of October 1, 2017: <https://www.education.nh.gov/data/attendance.htm>

- The enrollment for TRSD was 3,556 from preschool through grade 12, according to the District Fall enrollment report of 2017. This ranked TRSD as the 9th biggest school district in the state according to enrollment numbers.
- TRSD ranks 121 out of 162 school districts for students eligible for free and reduced lunch with a 12.57%
- TRSD is 3rd in the State for preschool enrollments of 116, following Manchester and Nashua.
- TRSD has more students scoring in the proficient range than the State average.

Enrollment by Grade Level: October 1, 2017:

2017 TRSD Enrollment	Total 3,556
Preschool	137
Kindergarten	220
Elementary	1,252
Middle	789
High	1,158
<i>Department of Education : www.education.nh.gov</i>	

Enrollments by Town: October 1, 2017

2017 Enrollment by Town	Total 3,556
Atkinson	787
Danville	631
Plaistow	1,046
Sandown	1,090
Tuitioned	2
<i>SAU 55 Central Office Report: October 1, 2017</i>	

TRSD Free and Reduced Lunch rates: 2017-18

https://www.education.nh.gov/data/attendance.htm#free_reduced_district

2017 Free & Reduced Lunch	Enrollment 10/01/2017	Free/Reduced Eligible	% Eligible
Timberlane Regional	3,199	402	12.57%
	<i>Grades 1-12 only</i>		

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Preschool Enrollments

Of the largest districts in the State, TRSD ranks 3rd in the number of preschool enrollments in 2017. The State had 3,876 in total in 2017.

<https://www.education.nh.gov/data/attendance.htm>

Preschool Enrollments: October 1 2017	
Manchester	351
Nashua	276
Timberlane Regional School District	137
Merrimack	135
Londonderry	121

State Level Assessment Information

<https://www.education.nh.gov/news/2017/assessment-results.htm>

According to the NH School and District Profiles the 2017 Smarter Balanced Assessment Consortium Grades 3-8 Percent proficient

Achievement Level (%)	English Language Arts		Mathematics	
	TRSD	State	TRSD	State
Proficient: Levels 3 + 4	68%	58%	54%	49%

SAT Grade 11: percent proficient

	TRSD N	TRSD %	State N	State %
Reading	283	67%	12,677	66%
Mathematics	283	45%	12,702	44%

Distinguished Awards:

2014 NH Secondary School of Excellence: Timberlane Regional High School
 2013 Distinguished Music Teacher of the Year: Anthony DiBartolomeo, TRSD

III. Strengths, Weakness, Opportunities and Threats

Each Department identified its relative strengths, weaknesses, opportunities, and threats. While strengths and weaknesses are viewed as internal to the school system, opportunities and threats are those items or forces that exist outside the organization that may impact our system.

A. Academic Rigor (Curriculum, Instruction, Assessment)

The Timberlane Regional School District has developed a fully aligned PreK-12 competency based curricula in all content areas developed through the collaborative work of teachers, academic deans, and administrators. Instructional programs, enrichment opportunities, and quality assessment measures have allowed Timberlane educators to begin personalizing instruction and to better meet the varied needs of learners. Data-informed decision making through district and school data teams, professional learning communities, and student support teams allow educators to develop greater understandings of student and program needs, monitor curriculum implementation and pacing, evaluate resources and the effectiveness of various instructional strategies, and identify professional learning needs.

State and district level assessment results have demonstrated consistent gains in achievement as illustrated in the 2015-2016 District Report Card and as shared through various press releases throughout each school year. Maximum class sizes established by school board policy are beneficial, however, meeting the broad range of learners and their individual needs within a classroom is often challenging. Federal grant funding to support effective response to intervention programs, enrichment programs, and staff professional development decreases annually. This loss of revenue results in an increase in school district budgets in order to provide adequate instructional resources and staffing support.

Strengths

- Educator commitment to goal setting and increased achievement.
- Fully aligned preschool through grade 12 curricula in all content areas
- STAR Universal Screening and Benchmarking assessment to monitor student growth
- Data teams-informed decision making
- Effective instructional tools and programs
- Middle School STEAM classes (science, technology, engineering, arts, math)
- World Language opportunities at all schools
- Intervention and Enrichment Blocks to support all learners
- Online learning communities and communication (Google Classroom, PowerSchool, School Messenger)
- Instructional teams working collaboratively to meet student needs

Weaknesses

- Limited number of interventionists to offer additional support to regular education students in small, focused groups
- Need for more math intervention support materials and math coaches
- Few opportunities for collaborative team time to study and develop curriculum

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- Too many standardized state-level tests and local assessments administered in the Spring
- Limited 21st century learning spaces and programs for STEAM, Technical Education, Computer Science, Vocational skills, and Creative Arts
- Limited number of integrated units, project based learning opportunities, and performance based tasks/assessments
- Lack of math instructional coaches to support teachers, similar to the Literacy Specialists/Coaches supporting the teachers in the schools

Opportunities

- Training of educators in Tier 2 and 3 interventions to support various learners
- Building the capacity of elementary educators to teach Science content and skills
- Systems needed for competency recovery
- Less reliance on standardized testing practices
- Further develop a competency-based learning system that incorporates more project-based learning and performance task assessment
- Expand online and blended learning opportunities for student to engage in learning
- Development of programs including STEAM, Computer Science, and Technical Education to meet the diverse interests and needs of students preparing for post-secondary careers or education
- Data literacy and use for instructional decision making at all levels
- Development of integrated curriculum units to support learning across content areas and learning opportunities enhanced with technology tools

Threats

- Annual decreases in federal funding based on census poverty count
- Few accountability measures and responses for students who are chronically absent
- Space constraints and aging facilities
- Community perceptions about the challenges faced in education and need for changes in curriculum, assessment, and instructional methods
- Collective Bargaining Agreements and restrictive school schedules limit flexibility to allow time for teachers to engage in professional and collaborative work
- Lack of substitute teachers when teachers need to participate in professional learning and curriculum development work
- Bus driver shortage is impacting getting students to and from school on a routine basis
- Nursing shortage impacts having a qualified sub when needed

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B. Facilities

The Timberlane Regional School District facilities are comprised of nine buildings located on six properties throughout the towns of Plaistow, Atkinson, Danville, and Sandown. The main campus for the District includes the Regional High School, Regional Middle School, Performing Arts Center, and the office building occupied by both SAU 55 staff and Timberlane District staff. Each town in the school district hosts its own elementary school, owned by the district, with the exception of Sandown that has two elementary school buildings.

Timberlane Regional High School –

Originally constructed in 1966, the building is situated on an approximate 90-acre site shared by an office building, the Performing Arts Center, and the Middle School. Major renovations were completed in 1975, 1987, 1995, and 2001. The single-story building currently serves students in grades 9-12. The finished building square footage is approximately 125,000 square feet. Of the approximately 90 acres of land, roughly 30 acres are used for athletic fields for both High School and Middle School activities. The building is heated using natural gas fuel and has a three-phase electrical feed that serves the current demand.

Timberlane Regional Middle School –

Originally constructed in 1975, the building is situated on an approximate 90-acre site shared by an office building, the Performing Arts Center, and the High School. Major renovations were completed in 1975, 1987, 1996, and 2000. The building serves grades 6-8 from all four towns. The finished building area is approximately 135,000 square feet. Of the approximately 90 acres of land, roughly 30 acres are used for athletic fields for both High School and Middle School activities. The building is heated using natural gas fuel from Unitil and has a three-phase electrical feed from Unitil.

Performing Arts Center –

Originally constructed in 2001, the Timberlane PAC is approximately 30,000 square feet. The building houses a large auditorium that seats 900+ people. Approximately 240 seats are on a unique “turntable” which allows the seating to rotate and view the recital hall. Also included in the building are practice rooms for instruction of music and drama classes. The building’s heat is provided from the boiler plant at the High School. Electrical service is a three-phase service.

Pollard Elementary School (Plaistow) –

Originally constructed in 1912, the approximate 73,000 square foot building is situated on an approximate 30-acre site on Main Street in town. The location of this school is approximately two miles from the Timberlane campus. Major renovations were completed in 1965, 1987, 1995, and 2000. The building is heated using natural gas fuel from Unitil and has a 30 amp three-phase electrical feed from Unitil.

Atkinson Academy –

Originally constructed in 1803, it is claimed to be the oldest co-ed school in the country. Major renovations were completed in 1964, 1980, 1987, 2000, and 2007. Total size of the finished building is approximately 65,000 square feet, situated on approximately 10 acres. The building is heated using oil and has a 30 amp, three-phased electrical feed from Unitil.

Danville Elementary –

Originally constructed in 1960, the 46,000 square foot building sits on an approximately fifteen acre site. Major renovations were completed in 1987 and 2000. The location is approximately six

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miles away from the Timberlane campus. The building is heated using oil and has a 30 amp three-phase electrical feed from Unitil. A back-up generator was recently installed.

Sandown North Elementary –

Originally constructed in 2000, the 55,000 square foot building sits on an approximately 28-acre site. The building currently serves children from grades one to five. Preschool and Kindergarten attend the Sandown Central School. The Sandown North School is approximately eleven miles from the Timberlane campus. The building is heated using oil, and has a 30 amp three-phase electrical feed provided by NH Electric Co-op.

Sandown Central (TLC) –

Originally constructed in 1954, the approximate 38,000 square foot building sits on a site that is approximately 5 acres. Sandown Central School has received major renovations in 1965, 1972, 1977, 1987, 2000, and 2001. The building currently serves the District-wide Preschool TLC program, Sandown Preschool, and also serves the children in Kindergarten from Sandown. Currently, the kitchen at the Sandown Central School is not in service and meals need to be prepared at Sandown North School and transported to Central School. The building is heated using oil, and has a 30 amp, three- phase electrical service provided by Eversource.

District Facilities

Strengths

- Effective day-to-day operations of facilities and In-house skilled trades
- Focus on security and safety and liaison with town police departments
- Strong preventive maintenance program - infrastructure in relatively good repair
- Room for expansion on our properties
- Effective process for capital improvement planning

Opportunities

- Add learning space to the main campus
- Construction of an artificial turf field for multi-sport use at main campus
- Future expansion possibilities of Sandown North School was built into the planning and construction of the school
- Construct new parking, redesign of traffic flow at main campus (bus/parent-pick up)
- Consider moving TLC to the main campus - tie it into the HS curriculum
- Current Bond interest rates are below 2%

Weaknesses

- Lack of modern STEM (science, technology, engineering, math) facilities at HS and MS.
- Use of “temporary classrooms” at the HS campus
- Proximity of schools geographic location to one another
- Shortage of field space to institute a proper “resting” program and athletic scheduling demands
- Lack of available parking at the main campus
- Lack of State/Federal funding for school construction
- Lack of modern communication wiring linking all buildings owned by TRSD
- Many spaces throughout the district do not meet current sizing guidelines set by state standards

Threats

- Sandown North and Danville Elementary - no fire suppression systems - wood framed
- Possibility of not meeting NEASC accreditation standards due to outdated facilities
- Increased Homeland Security school safety requirements requiring increased funding

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C. Culture and Climate

The Timberlane Regional School District, students, and families work together to foster a positive culture and climate through the demonstration of core values, a shared vision, responsiveness to individual student needs, an awareness of diversity, planning for successful student transitions, and collaborative and supportive teams in each of our schools. The regular collection of data including Tripod Student Perceptions, Positive Behavior Intervention Supports and other systems for monitoring student behavior allow schools to design effective school-wide and individual interventions. The school district has recognized increasing numbers of students with social/emotional and behavioral challenges; however, supportive programs, community and family outreach are important elements of a positive and strong culture as a critical factor for ensuring student success.

Strengths

- Core values recognized by students and staff (ex: Respect, Responsibility, Right Choices)
- Transition planning for students between grade levels/schools
- Collaborative teaching teams and dedicated, professional staff
- Social-emotional skill development groups
- Advisory programs
- Building culture-based teams (ABC, Universal teams)
- Behavioral data collection and decision making
- Cleaner Greener Committee
- Teachers use the TRIPOD survey for feedback and planning
- Responsive Classroom and PBIS implemented practices
- School-wide efforts and student learning of work-study practices
- Supportive parents and community members
- Community outreach and relation

Weaknesses

- Space constraints in some schools for the delivery of instruction and services
- Not enough trained personnel to respond to the needs of students with social/emotional and behavioral challenges
- Inconsistent practices in some schools

Opportunities

- Further development and implementation of models of systematic supports such as PBIS (Positive Behavioral Intervention and Supports) and Responsive Classroom programs
- Team building for professionals
- Renew the focus of the Advisory program
- Further implement the Second Step school counseling curriculum
- Keep the focus on diversity awareness

Threats

- Increased intensive behavioral needs of some students impacting staff resources
- Increasing number of students and families with substance abuse challenges impacting staff and community resources
- Reduction of State resources for family supports

IV. System Trends

The Strategic Planning Committee identified some internal and external trends that currently affect our school system. These trends can be considered threats or opportunities, but will continue to have an impact on our schools in the next five years.

System trends include:

- Declining enrollments since the last strategic plan
- Reduced State and Federal aid to the schools
- Increased family stress due to economic hardships and some families impacted with drug, opioid, and alcohol issues
- Increase in young children entering school with significant needs, such as health needs and/or incidence of autism, and/or anxiety
- More experienced teachers and staff who are nearing retirement age
- More emphasis on personalized learning to meet everyone's needs
- More emphasis on competencies and outcomes for learning in addition to grades
- More emphasis on equity and diversity issues as we prepare students for a global culture
- Ever-evolving technology used as an everyday tool by staff, students, and parents to interact with their work, home and social environments
- Escalating costs for benefits, retirement, and insurance
- Aging facilities impacting the delivery of the curriculum and specialized services

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V. Mission, Vision, and Beliefs

Parents, staff, and the community continue to support the current mission, vision, and beliefs of the Timberlane Regional School District. This was documented by the results of the community survey and community forums. There were no changes or updates made from the previous strategic plan.

Mission:

The results showed there was an overwhelming sense that our School District Mission was clear and understandable and a majority of respondents felt TRSD was achieving its mission.

The mission statement answers the question, “What is the purpose of our schools?”

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.

Vision:

There is agreement that our schools are meeting the District vision.

Vision answers the question, “What will the desired schools look like?”

The vision of the Timberlane Regional School District states that the Timberlane Regional School District in partnership with the communities of Atkinson, Danville, Plaistow and Sandown will provide resources and programs designed to support students' diverse academic, social, and emotional needs. Effective and dedicated professional educators, administrators and support staff will challenge students with a rigorous curriculum that considers individual learning styles. We will be a school district of excellence that exemplifies best practices in academics, student services, facilities, safety and security. Timberlane graduates will be prepared to assume leadership roles as students in colleges and universities, as professionals in their chosen careers and as citizens in this rapidly changing world.

Beliefs:

There was overwhelming agreement that the nine belief statements were still important.

The statement of beliefs answers the question, “What are our deeply held convictions?”

- 1. We believe that education for the 21st century includes rigorous and relevant academic, technical and problem-solving skills that prepare students for the next level of education.*
- 2. We believe that strong instructional leadership and highly qualified personnel work as colleagues to deepen knowledge and improve instructional practice, creating a rich academic environment.*
- 3. We believe that a learning organization practices the sharing of knowledge, the adoption of new principles, and continuous growth.*

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4. *We believe effective communication connects parents, teachers, students and the community, fostering trust and interdependence.*
5. *We believe that all members of the learning community must promote respect for self, respect for others, and respect for community.*
6. *We believe creative expression and the appreciation of the arts are essential to quality of life.*
7. *We believe all students can achieve high standards and are entitled to demonstrate their knowledge and skills in ways which recognize their individual abilities, talents, and learning styles.*
8. *We believe in modeling democracy by giving voice to all who are directly affected by the school, including students, and addressing all forms of unfairness and injustice.*
9. *We believe quality facilities matter.*

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VI. Themes

Community feedback included agreement that the School District should continue to focus on the goal areas from the previous strategic plan. Through the community forums and surveys, three themes emerged, and they included a focus on Academic Rigor and 21st Century Skills, Facilities, and School Culture and Climate.

A. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

- Quality of teaching and teachers
- College and career readiness including dual enrollment
- Academic opportunities
- Enrichment, advanced opportunities, extended learning opportunities
- Personalized learning, online learning
- Technology

B. Improving Facilities

- Capital and infrastructure improvements across the district
- Safety and security
- Class size
- Athletic/Sports needs
- Space and program needs for quality teaching

C. Promoting a Positive School Culture and Climate

- Student supports
- Student discipline and expectations
- Respect, diversity, equity
- Sense of community

VII. Goals

A. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

Goal 1: The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21st century knowledge and skills needed to be successful in school, work, and life.

Objective 1 *Personalize learning opportunities for students in environments that are flexible and learner-centered.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Advance the work of the district focused on providing students with career pathways, extended learning opportunities, vocational experiences, dual enrollment, and non-traditional courses.		X	X	X	
b) Train educators and implement school-wide flexible approaches that personalize learning for students, including designing lessons that provide students with multiple ways to engage in and represent their learning.	X	X	X		
c) Increase student use of technology to create, analyze, synthesize, and evaluate while learning.	X	X	X		
d) Increase support for students using systematic approaches and proven effective interventions in the areas of Social-Emotional Learning, Mathematics, and Literacy for learning with varying needs.		X	X	X	
e) Explore the development of a district funded full-day Kindergarten program.			X	X	X

Objective 2 *Create PreK-12 STEAM opportunities that promote collaboration, problem solving, creativity, and the confidence needed for the 21st century learning and careers.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Create STEAM labs and Makerspaces in schools for all students to participate in.		X	X	X	
b) Engage students PreK-12 hands-on experiences with coding, computing, and other Computer Science standards as well as greater access to CS courses credit at the secondary level for students interested in in-	X	X	X		

Timberlane Regional School District: Strategic Plan 2018-2023

depth study for career and college preparation.					
c) Train teachers in cross-disciplinary instructional practices necessary for facilitating classrooms where students create, think analytically and logically, integrate technology literacy and fluency, and problem solve collaboratively with peers.	X	X	X	X	
d) Provide classrooms with STEAM resources, materials, and project ideas.	X	X	X	X	X
e) Explore adding and implementing courses at TRHS that focus on vocational skills, trades, and career development.			X	X	

Objective 3 *Implement competency-based education, PreK-12, providing students with project based learning opportunities, performance based assessments, and accurate systems of reporting focused on increasing levels of rigor, achievement, and soft skills acquisition.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Train educators in project-based learning practices.	X	X	X		
b) Design performance based assessments and rubrics, and reduce the number of standardized assessments.	X	X	X		
c) Focus instruction on deeper understanding of topics and the application of learning to new tasks.	X	X	X	X	X
d) Build in greater accountability measures for students who do not meet competency standards, including competency recovery procedures.		X	X	X	
e) Design and implement reporting tools for secondary schools that reflect a traditional grade and supplemental information on competency acquisition.	X	X	X	X	
f) Collect data on preparedness for college, workplace, and career, and on success post college via survey for TRSD graduates 2 -6 years post-graduation.			X	X	X
g) Re-evaluate the model and description of a “Timberlane Graduate” and use it to guide the vision district-wide and in the community.		X	X		
h) Identify performance benchmarks and exemplars so students can strive for mastery.		X	X	X	X

Timberlane Regional School District: Strategic Plan 2018-2023

A. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

Goal 2: The Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff who can effectively engage students in rigorous curriculum and 21st century learning.

Objective 1 *Develop and provide a systemic program of job-embedded, on-going, training that supports collaborative practices and educator empowerment.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Develop a district-wide structure of Professional Development that allows teacher input into the New Teacher Induction and Mentoring program, ongoing PD offerings, needs assessments, and goal setting.	X	X			
b) Promote learning environments that allow educators to take risks, and explore and evaluate creative approaches which can be used to inform instruction		X	X		
c) Work together with TTA to incentivize educators and to develop collaborative professional learning communities (PLCs) that provide time for educators to work across content areas, to share integrated lessons and new practices, engage in data review cycles, and support the curriculum.		X	X	X	

Objective 2 *Develop common beliefs, understandings, and practices to inform the implementation of STEAM and competency based education.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Develop an action plan that articulates common beliefs and goals around personalized, competency based learning that will be shared district-wide and monitored for implementation and progress.		X	X	X	
b) Develop an action plan that articulates common beliefs and goals around STEAM education that will be shared district-wide and monitored for implementation and progress.		X	X	X	
c) Train teachers in specific practices and approaches to personalize learning and effectively teach learners of varied abilities.	X	X	X	X	X

Timberlane Regional School District: Strategic Plan 2018-2023

Objective 3 *Re-evaluate the mentoring programs for professional and support staff within their first years in the district, and revise the program as needed.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Survey teachers to understand mentoring program strengths and opportunities for improvement		X			
b) Establish a mentoring and induction committee to analyze and propose changes to the current program.			X	X	

Objective 4 *Motivate and incentivize educators to be career educators in TRSD and life-long learners.*

Action steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Encourage teachers to self-reflect, set goals, and engage in personalized and self-initiated professional learning.	X	X	X		
b) Encourage teachers to apply for SIM project funds via TTA contract to work on projects that are intrinsically motivating, to explore creative programs/activities, or find solutions to problems.	X	X	X	X	X

Timberlane Regional School District: Strategic Plan 2018-2023

B. Improving Facilities

Goal 3: Timberlane schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21st century learning.

Objective 1 *Develop a comprehensive Facilities Master Plan that will serve the Timberlane community for the next twenty years. This plan shall include major renovation and construction projects.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) The District will create a long-term facilities steering committee	X				
b) The Committee will complete a comprehensive needs assessment on current facilities and building components with the assistance of a design professional.	X				
c) The Committee will establish a multi-year renovation and building plan which will include schematic design and cost estimates with the assistance of a design professional.	X				
d) Each year, the steering committee will obtain approval from the TRSB to continue the planning of renovating and building 21st century learning environments.	X	X	X		
e) The plan shall satisfy disparities in instructional needs for Science, Technology, Engineering, and Math, as well as, CTE and Athletics.			X		

Objective 2 *Obtain community support for the Facilities Master Plan through effective communication about the process.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) The Steering Committee will seek approval of Facilities Master Plan from the School Board	X	X			
b) The District and Board will keep the public and voters informed of the progress of the Facilities Master Plan by updating content on a regular basis.	X	X	X		

Timberlane Regional School District: Strategic Plan 2018-2023

c) The District will create marketing materials and messages		X	X		
d) The Board and District will host informational nights		X	X		
e) The District will reach out to towns and constituents on starting a new Strategic Plan for 2023-2028					X

Objective 3 *Prioritize short and long term projects and build the projects into the budget process.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) The Superintendent’s Leadership Team, CIP Committee, and the School Board shall collaboratively prioritize projects through a predefined process based on safety, educational need, and life cycle.	X	X	X	X	X
b) The TRSD Budget Committee and the School Board shall make a commitment to budget and fund, on an annual basis, the projects put forward.	X	X	X	X	X

Timberlane Regional School District: Strategic Plan 2018-2023

C. Promoting a Positive School Culture and Climate

Goal 4: TRSD Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.

Objective 1 *Create a 5-year action plan that includes interventions and supports that align with the District core values for climate and culture.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) Create a stakeholder group that includes students, school staff, paras, parents, students’ families, and community members within the Timberlane Regional School District to give feedback and guidance to the 5 year action plan.	X				
b) Establish and adopt “District Core Values for Climate and Culture” through discussions with stakeholders.	X				
c) Create a 5 -year action plan with a focus on implementing consistent strategies and interventions aligned to the Core Values.		X			
d) Implement strategies and identify programs that promote the Core Values for Climate and Culture in each school.		X	X	X	X
e) Annually evaluate the implementation of the action plan and reflect to modify the plan.		X	X	X	X

Timberlane Regional School District: Strategic Plan 2018-2023

Goal 5: TRSD Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.

Objective 1 *Create and implement a District-wide response system that will offer interventions and supports to children and families in crisis.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) Identify and adopt school strategies that will promote parent and family involvement.	X				
b) Partner and communicate with community resources in order to support parents and families.	X				
c) Create a “System of Care”* that includes specific strategies and responses to students and families in crisis or needing social and emotional supports.	X	X	X		
d) Establish a communication plan with families and the community to increase awareness, provide supports, and develop solutions.		X	X	X	X
e) Provide diversity awareness training to students and staff and implement corresponding strategies that are incorporated into the schools’ culture.		X		X	

* A “System of Care” is a behavioral health care approach that relies on a coordinated network of effective community-based services and supports with a broad array of individualized services which help children and youth to function better at home, in school, in the community, and throughout life.

See: NH Children’s Behavioral Health Collaborative at <http://nh4youth.org/about/system-care-law>

Timberlane Regional School District: Strategic Plan 2018-2023

VIII. Next Steps

The Strategic Planning Committee would like to thank all the community members, parents, staff, and administrators who participated in the development of this Strategic Plan. A wealth of information was gathered and used as the basis for the three priority areas and the five goals that emerged from the year of study.

Sustaining a Focus on Academics and Rigor and 21st Century Skills

1. Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21st century knowledge and skills needed to be successful in school, work, and life.
2. Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff that can effectively engage students in rigorous curriculum and 21st century learning.

Improving Facilities

3. Timberlane Schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21st Century learning.

Promoting a Positive School Culture and Climate

4. Timberlane Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.
5. Timberlane Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.

Each of the goals has objectives and action steps associated with the five-year plan. These action steps are a roadmap for the School District to follow, and as such, they will need to be flexible as the real work begins. There will need to be annual evaluations of the goals and action steps based on the actual results. The ultimate outcome is to have these goals drive the work of the School Board and schools, and to assist in making decisions about School District resource allocations.

The next steps include:

1. Creating Action Teams for each of the three priority areas by October 2018.
2. Developing Action Plans for each goal which include who will be responsible, specific outcomes or benchmarks to show progress, and how the goals will be measured by January 2019.
3. Providing the Action Teams the financial support and resources needed to accomplish the goals and action plans throughout each year.
4. Adding money into the yearly budget process in order to accomplish the priority goals as needed.
5. Reporting progress on the Strategic Plan on an annual basis.

Appendix

Timberlane Regional School District Strategic Plan

Community Survey Results

8/21/2017

The Strategic Planning Committee conducted a survey in order to get feedback about our District mission, beliefs, vision, and goals from the previous Strategic Plan of 2009-15. Seventy-six percent of the 780 respondents indicated they were parents of children in the School District. Here are the results at a high level analysis.

Rank order of five priorities:

Using a scale of one through five, the results were: Academics at 4.5, Facilities at 3.1, Technology at 3, The Arts at 2.4 and Athletics/Sports at 2.

Mission:

The results showed there was an overwhelming sense that our School District Mission was clear and understandable and a majority of respondents felt TRSD was achieving its mission.

Beliefs:

There was overwhelming agreement that our nine belief statements were still important. There was an average ranking of 71% in the “very important” scale, and an average ranking of 28% in the “important” scale. The top three statements that received the highest rating in the “very important” scale were: 1) all students achieving high standards at 91%, 2) promoting respect for self and the community at 85%, and 3) effective communication at 84%.

Vision:

There is agreement that our schools are meeting the District vision with an average of 72% of the responses being “yes” or “for the most part”. The statement about staff challenging students was ranked the highest with 79% of the responses being “yes” or “for the most part.”

Goals:

The seven priority goals from the last strategic plan received very high levels of agreement that the School District should continue to focus on these areas. The top three goals were 1) increasing achievement at 98%, 2) applying 21st century skills at 96%, and 3) producing proficient technology users at 96%. All of these were ranked as “very important” or “important.”

Comments:

There were three questions that allowed respondents to add comments. All the comments were read and categorized into various topics. These were the top three results in rank order for each question:

Timberlane Regional School District: Strategic Plan 2018-2023

Question 5: other high priorities

- 1) Students supports/Student discipline/Safety and security
 - 2) Academics/Instruction/Vocational programs
 - 3) Quality of teaching and teachers
- *Facility improvements, Budget and Resources were also mentioned

Question 18: other beliefs statements

- 1) Students supports/Student discipline/Safety and security/Culture
 - 2) Academics/Instruction/Vocational programs/College and career ready
 - 3) Quality of teaching and teachers
- *Budget and Athletics were also mentioned

Question 23: other vision statements

- 1) Academics/Instruction/Vocational programs/College and career ready
 - 2) Facilities
 - 3) Culture and climate
- *Quality of staff and student supports were also mentioned

Summary:

Based on the analysis of all the survey data, the Strategic Planning Committee identified three overarching themes that emerged through the 780 responses to the survey. The broad categories are: Academic Rigor and 21st Century Skills, Facilities, and School Culture and Climate.

1. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

- Quality of teaching and teachers
- College and career readiness including dual enrollment
- Academic opportunities
- Enrichment, advanced opportunities, extended learning opportunities
- Personalized learning, online learning
- Technology

2. Improving Facilities

- Capital and infrastructure improvements across the district
- Safety and security
- Class size
- Athletic/Sports needs
- Space and program needs for quality teaching

3. Promoting a Positive School Culture and Climate

- Student supports
- Student discipline and expectations
- Respect, diversity, equity
- Sense of community

Timberlane Regional School District: Strategic Plan 2018-2023

Community Profiles <https://www.nhes.nh.gov/elmi/products/cp/index.htm>

Atkinson

Population Trends: Population change for Atkinson totaled 5,779 over 55 years, from 1,017 in 1960 to 6,796 in 2015. The largest decennial percent change was a 125 percent increase between 1960 and 1970, followed by a 92 percent increase between 1970 and 1980. The 2015 Census estimate for Atkinson was **6,796** residents, which ranked 48th among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 607.9 persons per square mile of land area. Atkinson contains 11.2 square miles of land area and 0.2 square miles of inland water area.

Income, Inflation Adjusted \$ (ACS 2011-2015)	
Per capita income	\$43,938
Median family income	\$111,383
Median household income	\$102,018
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$82,570
Female	\$54,335
Individuals below the poverty level	3.2%

Danville

Population Trends: Population change for Danville totaled 3,841 over 55 years, from 605 in 1960 to 4,446 in 2015. Danville had the 12th highest 55-year percent increase, with the largest decennial percent change, an 88 percent increase, between 1980 and 1990. The 2015 Census estimate for Danville was **4,446** residents, which ranked 82nd among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 381.6 persons per square mile of land area. Danville contains 11.7 square miles of land area and 0.2 square miles of inland water area.

Income, Inflation Adjusted \$ (ACS 2011-2015)	
Per capita income	\$33,448
Median family income	\$101,352
Median household income	\$91,250
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$61,797
Female	\$51,393
Individuals below the poverty level	3.1%

Plaistow

Population Trends: Population change for Plaistow totaled 4,686 over 55 years, from 2,915 in 1960 to 7,601 in 2015. The largest decennial percent change was a 62 percent increase between 1960 and 1970; the smallest, a seven percent increase between 1990 and 2000. The 2015 Census estimate for Plaistow was **7,601** residents, which ranked 40th among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 716.4 persons per square mile of land area. Plaistow contains 10.6 square miles of land area and 0 square miles of inland water area.

Income, Inflation Adjusted \$ (ACS 2011-2015)	
Per capita income	\$32,956
Median family income	\$79,524
Median household income	\$78,191
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$64,896
Female	\$50,098
Individuals below the poverty level	3.4%

Timberlane Regional School District: Strategic Plan 2018-2023

Sandown

Population Trends: Sandown had the second largest percent change, with the largest decennial percent change of 178 percent between 1970 and 1980; the population doubled between 1960 and 1970. Population change for Sandown was 5,810 over 55 years, from 366 in 1960 to 6,176 in 2015. The 2015 Census estimate for Sandown was **6,176** residents, which ranked 54th among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 441.5 persons per square mile of land area. Sandown contains 14.0 square miles of land area and 0.4 square miles of inland water area.

Income, Inflation Adjusted \$	(ACS 2011-2015)
Per capita income	\$37,429
Median family income	\$97,388
Median household income	\$83,281
Median Earnings, full-time, year-round workers, 16 years ad over	
Male	\$62,030
Female	\$39,620
Individuals below the poverty level	6.5%

Timberlane Regional School District: Plaistow, NH

Strategic Plan at a Glance

1

One Mission: What is the purpose of our schools?

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.

1

One Vision: What will the desired schools look like?

Timberlane Regional School District in partnership with the communities of Atkinson, Danville, Plaistow, and Sandown, will provide resources and programs designed to support students' diverse academic, social, and emotional needs. Effective and dedicated professional educators, administrators and support staff will challenge students with a rigorous curriculum that considers individual learning styles. We will be a school district of excellence that exemplifies best practices in academics, student services, facilities, safety and security. Timberlane graduates will be prepared to assume leadership roles as students in colleges and universities, as professionals in their chosen careers and as citizens in this rapidly changing world.

5

Five Goals:

1. The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21st century knowledge and skills needed to be successful in school, work, and life.
2. The Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff who can effectively engage students in rigorous curriculum and 21st century learning.
3. Timberlane Schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21st Century learning.
4. Timberlane Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.
5. Timberlane Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.

9

Nine Beliefs: What are our deeply held convictions?

- *We believe that education for the 21st century includes rigorous and relevant academic, technical and problem-solving skills that prepare students for the next level of education.*
- *We believe that strong instructional leadership and highly qualified personnel work as colleagues to deepen knowledge and improve instructional practice, creating a rich academic environment.*
- *We believe that a learning organization practices the sharing of knowledge, the adoption of new principles, and continuous growth.*
- *We believe effective communication connects parents, teachers, students and the community, fostering trust and interdependence.*
- *We believe that all members of the learning community must promote respect for self, respect for others, and respect for community.*
- *We believe creative expression and the appreciation of the arts are essential to quality of life.*
- *We believe all students can achieve high standards and are entitled to demonstrate their knowledge and skills in ways which recognize their individual abilities, talents, and learning styles.*
- *We believe in modeling democracy by giving voice to all who are directly affected by the school, including students, and addressing all forms of unfairness and injustice.*
- *We believe quality facilities matter.*

To: Timberlane Regional School District Board Members

From: Dr. Wilson

Date: Dec 6, 2018

Re: Thoughtexchange: Community Engagement Software

The Superintendent's Leadership Team (SLT) learned about a new software platform that is being used in K-12 education, Higher Ed, and in various corporations. This new product promotes community engagement through a structured online comment sharing process.

An exchange works like this:

A facilitator of a thoughtexchange poses a question online to community members who can post comments and ideas about the question. There is an exchange of information. The ideas are displayed anonymously, and the next step in the process is the most important part of the software. Everyone rates the ideas using a 5 star system, and quickly, important ideas or thoughts rise to the top. The community can see what the common ideas are, what people are ranking as important or as a priority, and discover agreements or differences. It is very transparent, as everyone sees what is important to the group. The community learns through this sharing process, and local decisions can be better informed through this thought exchange.

The SLT saw some great benefit in using a tool like this as the Board gets its Strategic Plan under way. Obtaining the students, parents, or communities opinions about ideas can sometimes be challenging, and this could be one way to include more opportunity for feedback. We know we always have to improve ways to engage our community members.

Timberlane communities need to be able to share their ideas and opinions on various topics, directions and program goals. As we explore building and facility needs, this tool might prove beneficial as we set the direction and plan for facilities improvements. Thoughtexchange has also been used very successfully in marketing school bonds. This online networking tool can help the Strategic Plan Subcommittees for Climate and Culture, and Curriculum get input into programs, goals, and priorities.

Through the initial research, SLT saw some great advantages for bringing a tool like this to TRSD, especially as we start to operationalize our Strategic Plan. If the Board is interested in seeing more about the potential of this tool, we can arrange for more information at a future meeting. It would be a great resource tool for the Board. I have attached more information for you, should you want to do more research.

Thought Exchange:

A network discussion and stakeholder engagement software.

Solutions for education leaders

Whether it's faculty, parents, students or whole communities, Thoughtexchange effortlessly connects you to your stakeholders.

People confidentially share thoughts, appreciate other points of view and understand how perspectives connect to decisions. Patented analysis and visualization tools provide the insights you need to take action with confidence.

Link to see a 5 minute overview:

<https://share.vidyard.com/watch/W9d8v3ak4oiyLucDBeb7RM>



“Thoughtexchange allows us to gather 5,000 people and synthesize their thinking, without spending huge amounts of staff time on that work. That’s a big money saver.”

Dr. Gary Cohn - Superintendent, Everett Public School

Thoughtexchange includes



A dedicated team

Our professional services team is committed to helping you create high-value engagements. We do everything from teaching you to lead your own Standard Exchange with a small group, to facilitating advanced discussions with thousands of people.



Cutting-edge software

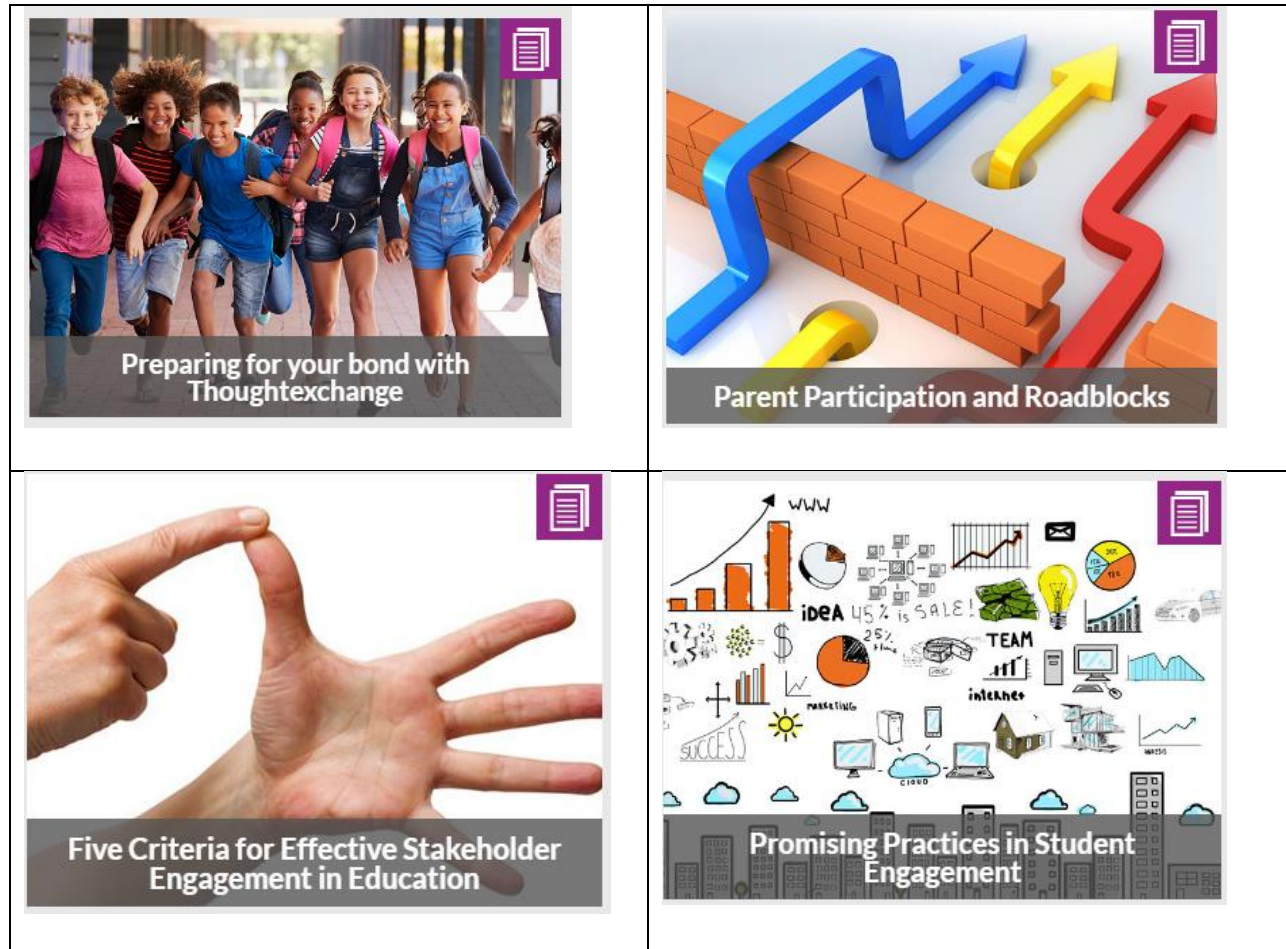
Our proprietary software lets you quickly send questions to a group and let them confidentially respond from any device, in their own words. People can see and rate thoughts shared by others, while algorithms make sure all thoughts are equally considered.



Rich analytic tools

Standard Exchange leaders can view basic results from the palm of their hand. Advanced Exchanges feature customized data analysis and visualization tools that let you pull the most important insights from your engagements, so you can use them to make decisions that get support.

Examples of Resources



Community Engagement

Strategic Planning

Student Voice

Facilities Improvement and passing School Bonds

Climate and Culture

BRING PEOPLE TOGETHER




” *The biggest value with Thoughtexchange is that they're true partners in what we are trying to accomplish.*

Dr. Christopher Brown, Superintendent, West Genesee Central School District

Whether it's staff, students, parents or whole communities, **Thoughtexchange** effortlessly connects you to your stakeholders. People confidentially share thoughts, appreciate other points of view and understand how perspectives connect to decisions. Patented analysis and visualization tools provide the insights you need to take action with confidence.

ENGAGE 10X MORE PEOPLE IN 1/10 THE TIME

Thoughtexchange is as:

-  Productive as a meeting
-  Simple as a survey
-  Engaging as social media

Use Thoughtexchange to inform:

Bond & facility planning | Strategic planning | Boundary, calendar & start time changes
Staff & student experience | And more!

How it works



Easily send important questions and let any number of people quickly and confidentially contribute thoughts.



Important thoughts rise to the top as people consider all thoughts and rate them by assigning stars.



Learn what's important to the group and use insights to inform decisions with buy-in from stakeholders.

WHY THOUGHTEXCHANGE?



BUILD TRUST

Research shows people are more likely to support decisions when they trust that leadership has truly listened to their concerns. Thoughtexchange lets you quickly engage large groups of people and easily let them know they've been heard.



DISCOVER INTERESTS

Thoughtexchange can uncover interests common to an entire group, reveal smaller groups with special interests, and bring people together around new interests by exposing them to thoughts shared by others.



COMMUNICATE EFFECTIVELY

Engaging your community with Thoughtexchange lets you reach more people and understand what's important to everyone. You can anticipate questions before they get asked and get more attention on district communications.



GAIN INSIGHTS

All the data in the world is no good without a streamlined way to interpret it. Thoughtexchange provides advanced interactive data visualization tools that let you easily take a deep look into the most important insights from your exchanges.

STANDARD

Make fast, informed decisions that build trust and make progress with up to 150 stakeholders.

Standard includes:

- ✓ Single-question exchanges
- ✓ Comprehensive training
- ✓ Fast and easy-to-use analytics
- ✓ Ongoing access to curriculum and resources
- ✓ Expert online and in-person support
- ✓ Easily share results with instant leader reports

ADVANCED

Make better decisions, drive change and build trust around important topics with large groups of stakeholders.

Advanced includes:

- ✓ Multi-question exchanges
- ✓ Unlimited participants per-exchange
- ✓ Dedicated facilitation
- ✓ Advanced data analysis and visualization
- ✓ Custom third-party moderation
- ✓ Customized and branded interface



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Spring 2018 Advanced Placement Program and Exam Report

JANUARY 3, 2019

SCHOOL BOARD PRESENTATION

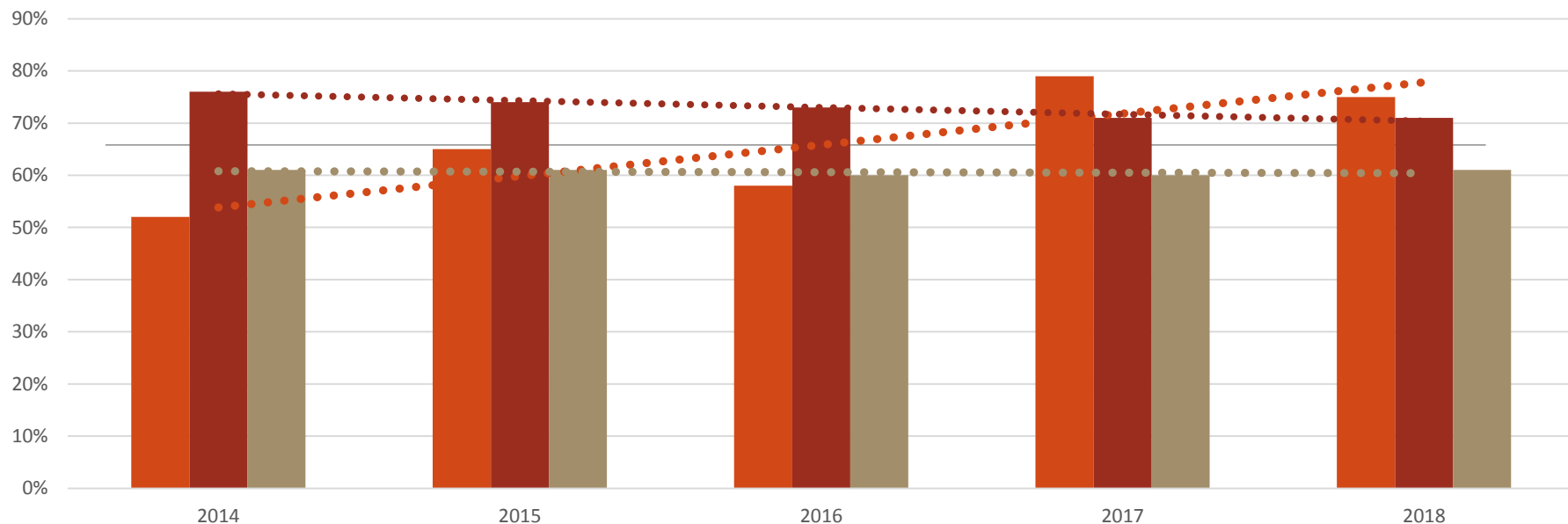
AP Courses and Exams

- AP exams are predictive of college success and graduation
- Seeking scores of 3 or higher
- All students who took an AP course took the associated exam paid for by the district per Policy ILBA.
- Annual Audit through College Board (CB)
 - **Syllabi**
 - **Alignment**
 - **Training and PD**
 - **Data Reflection**

TRHS /State /Global

Year	% of Total AP Students with Scores of 3+ <u>TRHS</u>	% of Total AP Students with Scores of 3+ <u>New Hampshire</u>	% of Total AP Students with Scores of 3+ <u>Global</u>
2018	75%	71%	61%
2017	79%	71%	60%
2016	58%	73%	60%
2015	65%	74%	61%
2014	52%	76%	61%

TRHS/State/Global



- % of Total AP Students with Scores of 3+
- % of Total AP Students with Scores of 3+
- % of Total AP Students with Scores of 3+
- Linear (% of Total AP Students with Scores of 3+)
- Linear (% of Total AP Students with Scores of 3+)
- Linear (% of Total AP Students with Scores of 3+)

2014 – 2018 TRSD Data

Year	Total AP Students	# of AP Exams	% of Students with 3 or better	% of Eligible School pop.	# of AP Exams of 3 or better
2018	165	266	75%	19%	192
2017	172	255	79%	20%	199
2016	154	208	60%	16%	77
2015	153	239	65%	15%	99
2014	175	233	52%	17%	91

2018 AP Subjects/Exams/Scores

Subject areas	# Exams w/ Qualifying Score	% of tested students w/Qualifying Score
All Humanities AP Exams	113 out of 152	74%
All STEM AP Exams	79 out of 114	69%

Continuous Improvement Practices

TRHS Admin., Teachers, and School Counselors will...

- Review and analyze AP score reports
- Use AP instructional planning reports to identify specific areas of attention and growth
- Participate in ongoing training / professional development
- Plan for AP curriculum, instruction, and assessment
 - Ensure curriculum is aligned to AP standards
 - Use varied instructional approaches so all students learn at high levels
 - Use AP released items (test items and grading rubrics) in class with students
- Work with School Counseling dept. to increase student participation in AP course selection and student success

AP Professional Learning Community/ SIM committee

In 2018-2019, an AP committee will meet together to...

- Share and discuss best practices
- Review and analyze AP assessment results
- Discuss areas for increased attention and curriculum focus
- Use released AP items in course assessments
- Use testing time ratios
- Use AP released guidelines for grading of student 'Free Response Questions' & 'Documents Based Questions'

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

- Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.1100.112.00.00.00000	Salaries-Teachers	\$16,184,469.85	\$16,568,152.85	(\$383,683.00)	reduction in contractual obligations
100.1100.114.00.00.00000	Educational Assistants Salaries	\$1,241,401.73	\$1,241,401.73	\$0.00	
100.1100.115.00.00.00000	Office Salaries	\$29,372.00	\$29,372.00	\$0.00	
100.1100.122.00.00.00000	Substitute Salaries- Teachers	\$310,000.00	\$310,000.00	\$0.00	
100.1100.123.00.00.00000	Long Term Substitutes	\$175,000.00	\$175,000.00	\$0.00	
100.1100.124.00.00.00000	Substitute Salaries- Assistants	\$2.00	\$2.00	\$0.00	
100.1100.140.00.00.00000	Sabbatical Leave Salaries	\$5.00	\$5.00	\$0.00	
100.1100.320.00.00.00000	Professional Edu Services	\$1,000.00	\$1,000.00	\$0.00	
100.1100.330.00.00.00000	Other Professional Services	\$39,850.00	\$39,850.00	\$0.00	
100.1100.430.00.00.00000	Repair and Maintenance	\$62,318.00	\$62,318.00	\$0.00	
100.1100.550.00.00.00000	Printing	\$4,700.00	\$4,700.00	\$0.00	
100.1100.561.00.00.00000	Tuition-Other LEA's in State	\$1.00	\$1.00	\$0.00	
100.1100.580.00.00.00000	Travel/Workshops	\$8,608.00	\$8,608.00	\$0.00	
100.1100.610.00.00.00000	Supplies	\$545,100.50	\$545,100.50	\$0.00	
100.1100.640.00.00.00000	Books & Info Resources	\$223,851.00	\$223,851.00	\$0.00	
100.1100.643.00.00.00000	Information Access Fees	\$238,051.00	\$238,051.00	\$0.00	
100.1100.650.00.00.00000	Software	\$104,627.00	\$104,627.00	\$0.00	
100.1100.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00	
100.1100.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00	
100.1100.737.00.00.00000	Replacement Equipment	\$57,837.00	\$57,837.00	\$0.00	
100.1100.738.00.00.00000	Replacement Computer/Netwrk	\$214,739.00	\$214,739.00	\$0.00	
100.1100.810.00.00.00000	Dues and Fees	\$9,306.00	\$9,306.00	\$0.00	
FUNC: REGULAR EDUCATION - 1100		\$19,450,241.08	\$19,833,924.08	(\$383,683.00)	

rptGLGenBudgetRptUsingDefinition

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

- Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.1200.111.00.00.00000	Administrative Salaries	\$273,984.00	\$361,946.00	(\$87,962.00)	reduction in contractual obligations
100.1200.112.00.00.00000	Teacher/Specialist Salaries	\$3,659,638.10	\$3,707,908.80	(\$48,270.70)	reduction in contractual obligations

100.1200.114.00.00.0.00000	Educational Assistants Salaries	\$2,690,992.98	\$2,633,363.90	\$57,629.08	increase in contractual obligations
100.1200.115.00.00.0.00000	Office Salaries	\$70,220.83	\$70,220.83	\$0.00	
100.1200.117.00.00.0.00000	Home Instruction / ESOL	\$48,294.40	\$48,294.40	\$0.00	
100.1200.124.00.00.0.00000	Substitute Salaries- Assistants	\$50,000.00	\$50,000.00	\$0.00	
100.1200.330.00.00.0.00000	Other Professional Services	\$446,900.00	\$375,500.00	\$71,400.00	
100.1200.430.00.00.0.00000	Repair and Maintenance	\$1,500.00	\$1,500.00	\$0.00	
100.1200.561.00.00.0.00000	Tuition-Other LEA's in State	\$2,084,833.07	\$2,084,833.07	\$0.00	
100.1200.563.00.00.0.00000	Tuition-Public Academies	\$275,001.00	\$275,001.00	\$0.00	
100.1200.564.00.00.0.00000	Tuition-Private	\$6,305.00	\$6,306.00	(\$1.00)	
100.1200.569.00.00.0.00000	Residential Cost	\$49,170.00	\$49,171.00	(\$1.00)	
100.1200.580.00.00.0.00000	Travel/Workshops	\$26,240.00	\$26,245.00	(\$5.00)	
100.1200.610.00.00.0.00000	Supplies	\$18,000.00	\$18,000.00	\$0.00	
100.1200.640.00.00.0.00000	Books & Info Resources	\$2,899.00	\$28,974.00	(\$26,075.00)	One time expenses
100.1200.643.00.00.0.00000	Information Access Fees	\$1.00	\$18,000.00	(\$17,999.00)	One time expenses
100.1200.650.00.00.0.00000	Software	\$1.00	\$0.00	\$1.00	
100.1200.733.00.00.0.00000	New Equipment	\$1.00	\$13,080.00	(\$13,079.00)	One time expenses
100.1200.734.00.00.0.00000	New Computer/Netwk Equip	\$2,400.00	\$1.00	\$2,399.00	
100.1200.737.00.00.0.00000	Replacement Equipment	\$30,000.00	\$2,410.00	\$27,590.00	
100.1200.738.00.00.0.00000	Replacement Computer/Netwrk	\$1.00	\$30,000.00	(\$29,999.00)	One time expenses
100.1200.810.00.00.0.00000	Dues and Fees	\$1.00	\$1.00	\$0.00	
FUNC: SPECIAL EDUCATION - 1200		\$9,736,383.38	\$9,800,756.00	(\$64,372.62)	

rptGLGenBudgetRptUsingDefinition

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

Print accounts with zero balance Round to whole dollars Account on new page

Exclude inactive accounts with zero balance

From Date: 7/1/2019 To Date: 6/30/2020

Definition: Default View

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default
100.1300.112.00.00.0.00000	Teacher/Specialist Salaries	\$1.00	\$1.00	\$0.00
100.1300.115.00.00.0.00000	Office Salaries	\$1.00	\$1.00	\$0.00
100.1300.561.00.00.0.00000	Tuition-Other LEA's in State	\$72,000.00	\$72,000.00	\$0.00
FUNC: VOCATIONAL EDUCATION - 1300		\$72,002.00	\$72,002.00	\$0.00
100.1410.112.00.00.0.00000	Teacher/Specialist Salaries	\$106,146.50	\$106,146.50	\$0.00
100.1410.610.00.00.0.00000	Supplies	\$40,101.00	\$40,101.00	\$0.00
100.1410.810.00.00.0.00000	Dues and Fees	\$15,004.00	\$15,004.00	\$0.00
100.1410.890.00.00.0.00000	Miscellaneous Expense	\$33,260.00	\$33,260.00	\$0.00
FUNC: STUDENT ACTIVITIES - 1410		\$194,511.50	\$194,511.50	\$0.00
100.1420.111.00.00.0.00000	Administrative Salaries	\$107,121.00	\$107,121.00	\$0.00
100.1420.112.00.00.0.00000	Teacher/Specialist Salaries	\$269,666.00	\$269,666.00	\$0.00
100.1420.115.00.00.0.00000	Office Salaries	\$40,351.40	\$40,351.40	\$0.00
100.1420.320.00.00.0.00000	Professional Edu Services	\$1.00	\$1.00	\$0.00

100.1420.330.00.00.0.00000	Other Professional Services	\$29,325.00	\$29,325.00	\$0.00
100.1420.390.00.00.0.00000	Game Expenses	\$91,449.00	\$91,449.00	\$0.00
100.1420.430.00.00.0.00000	Repair and Maintenance	\$7,700.00	\$7,700.00	\$0.00
100.1420.520.00.00.0.00000	Insurance	\$9,800.00	\$9,800.00	\$0.00
100.1420.580.00.00.0.00000	Travel/Workshops	\$975.00	\$975.00	\$0.00
100.1420.610.00.00.0.00000	Supplies	\$55,350.00	\$55,350.00	\$0.00
100.1420.643.00.00.0.00000	Information Access Fees	\$2,475.00	\$2,475.00	\$0.00
100.1420.810.00.00.0.00000	Dues and Fees	\$8,850.00	\$8,850.00	\$0.00
100.1420.880.00.00.0.00000	Miscellaneous Expense	\$5,500.00	\$5,500.00	\$0.00

rptGLGenBudgetRptUsingDefinition

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

- Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance

From Date: 7/1/2019 To Date: 6/30/2020 Definition: Default View

2020 Default School Board 2019 Voted 19 Voted less 20 SB Default

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default
100.1420.890.00.00.0.00000	Miscellaneous Expense	\$30,600.00	\$30,600.00	\$0.00
FUNC: ATHLETICS - 1420		\$659,163.40	\$659,163.40	\$0.00
100.1430.111.00.00.0.00000	Administrative Salaries	\$2.00	\$2.00	\$0.00
100.1430.112.00.00.0.00000	Teacher/Specialist Salaries	\$25,081.00	\$25,081.00	\$0.00
100.1430.320.00.00.0.00000	Professional Edu Services	\$3,000.00	\$3,000.00	\$0.00
100.1430.610.00.00.0.00000	Supplies	\$300.00	\$300.00	\$0.00
100.1430.640.00.00.0.00000	Books & Info Resources	\$1.00	\$1.00	\$0.00
FUNC: SUMMER SCHOOL - 1430		\$28,384.00	\$28,384.00	\$0.00
100.1600.111.00.00.0.00000	Administrative Salaries	\$1.00	\$1.00	\$0.00
100.1600.112.00.00.0.00000	Teacher/Specialist Salaries	\$120,000.00	\$120,000.00	\$0.00
100.1600.115.00.00.0.00000	Office Salaries	\$9,720.00	\$9,720.00	\$0.00
100.1600.320.00.00.0.00000	Professional Edu Services	\$10,000.00	\$10,000.00	\$0.00
100.1600.610.00.00.0.00000	Supplies	\$7,755.00	\$7,755.00	\$0.00
100.1600.640.00.00.0.00000	Books & Info Resources	\$1,000.00	\$1,000.00	\$0.00
100.1600.643.00.00.0.00000	Information Access Fees	\$29,120.00	\$29,120.00	\$0.00
100.1600.650.00.00.0.00000	Software	\$1.00	\$1.00	\$0.00
FUNC: ALTERNATIVE/CONTINUING EDUC. - 1600		\$177,597.00	\$177,597.00	\$0.00
100.1820.118.00.00.0.00000	Community Service	\$1.00	\$1.00	\$0.00
FUNC: COMMUNITY SERVICES - 1820		\$1.00	\$1.00	\$0.00
100.2112.111.00.00.0.00000	Administrative Salaries	\$2.00	\$2.00	\$0.00

rptGLGenBudgetRptUsingDefinition

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.2112.112.00.00.00000	Teacher/Specialist Salaries	\$1.00	\$1.00	\$0.00	
100.2112.320.00.00.00000	Professional Edu Services	\$2.00	\$2.00	\$0.00	
100.2112.580.00.00.00000	Travel/Workshops	\$1.00	\$1.00	\$0.00	
FUNC: ATTENDANCE - 2112		\$6.00	\$6.00	\$0.00	
100.2122.111.00.00.00000	Administrative Salaries	\$97,851.00	\$97,851.00	\$0.00	
100.2122.112.00.00.00000	Teacher/Specialist Salaries	\$1,009,189.86	\$1,009,189.86	\$0.00	
100.2122.115.00.00.00000	Office Salaries	\$131,389.40	\$131,389.40	\$0.00	
100.2122.123.00.00.00000	Long Term Substitutes	\$1.00	\$1.00	\$0.00	
100.2122.320.00.00.00000	Professional Edu Services	\$8,905.00	\$8,905.00	\$0.00	
100.2122.534.00.00.00000	Postage	\$100.00	\$100.00	\$0.00	
100.2122.550.00.00.00000	Printing	\$2,356.00	\$2,356.00	\$0.00	
100.2122.580.00.00.00000	Travel/Workshops	\$250.00	\$250.00	\$0.00	
100.2122.610.00.00.00000	Supplies	\$7,037.00	\$7,037.00	\$0.00	
100.2122.640.00.00.00000	Books & Info Resources	\$2,127.00	\$2,127.00	\$0.00	
100.2122.733.00.00.00000	New Equipment	\$8.00	\$8.00	\$0.00	
100.2122.737.00.00.00000	Replacement Equipment	\$1,622.00	\$1,622.00	\$0.00	
100.2122.810.00.00.00000	Dues and Fees	\$1.00	\$1.00	\$0.00	
FUNC: GUIDANCE - 2122		\$1,260,837.26	\$1,260,837.26	\$0.00	
100.2134.113.00.00.00000	Nurses Salaries	\$584,707.68	\$650,846.68	(\$66,139.00)	Reduction in contractual obligations
100.2134.115.00.00.00000	Office Salaries	\$48,486.80	\$48,486.80	\$0.00	
100.2134.140.00.00.00000	Sabbatical Leave Salaries	\$1.00	\$1.00	\$0.00	
100.2134.330.00.00.00000	Other Professional Services	\$2,900.00	\$2,900.00	\$0.00	

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rptGLGenBudgetRptUsingDefinition

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.2134.340.00.00.00000	Technical Services	\$5,000.00	\$5,000.00	\$0.00	
100.2134.430.00.00.00000	Repair and Maintenance	\$1,300.00	\$1,300.00	\$0.00	
100.2134.580.00.00.00000	Travel/Workshops	\$201.00	\$201.00	\$0.00	
100.2134.610.00.00.00000	Supplies	\$19,007.00	\$19,007.00	\$0.00	
100.2134.640.00.00.00000	Books & Info Resources	\$406.00	\$406.00	\$0.00	

100.2134.733.00.00.00000	New Equipment	\$5.00	\$5.00	\$0.00
100.2134.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00
100.2134.737.00.00.00000	Replacement Equipment	\$782.00	\$782.00	\$0.00
100.2134.738.00.00.00000	Replacement Computer/Netwrk	\$1.00	\$1.00	\$0.00
100.2134.810.00.00.00000	Dues and Fees	\$1.00	\$1.00	\$0.00
FUNC: HEALTH SERVICES - 2134		\$662,799.48	\$728,938.48	(\$66,139.00)
100.2143.112.00.00.00000	Teacher/Specialist Salaries	\$329,155.95	\$329,155.95	\$0.00
100.2143.330.00.00.00000	Other Professional Services	\$8,000.00	\$8,000.00	\$0.00
100.2143.580.00.00.00000	Travel/Workshops	\$700.00	\$700.00	\$0.00
100.2143.610.00.00.00000	Supplies	\$11,515.00	\$11,515.00	\$0.00
100.2143.640.00.00.00000	Books & Info Resources	\$525.00	\$525.00	\$0.00
100.2143.733.00.00.00000	New Equipment	\$2.00	\$2.00	\$0.00
100.2143.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00
100.2143.737.00.00.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00
100.2143.738.00.00.00000	Replacement Computer/Netwrk	\$1.00	\$1.00	\$0.00
FUNC: PSYCHOLOGICAL SERVICES - 2143		\$349,900.95	\$349,900.95	\$0.00
100.2152.112.00.00.00000	Teacher/Specialist Salaries	\$665,125.40	\$731,264.40	(\$66,139.00)

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

- Print accounts with zero balance
 Round to whole dollars
 Account on new page
 Exclude inactive accounts with zero balance

From Date: 7/1/2019 To Date: 6/30/2020

Definition: Default View

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.2152.114.00.00.00000	Educational Assistants Salaries	\$196,665.25	\$196,056.00	\$609.25	increase in contractual obligations
100.2152.320.00.00.00000	Professional Edu Services	\$1.00	\$1.00	\$0.00	
100.2152.330.00.00.00000	Other Professional Services	\$158,200.00	\$158,200.00	\$0.00	
100.2152.580.00.00.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00	
100.2152.610.00.00.00000	Supplies	\$10,175.00	\$10,175.00	\$0.00	
100.2152.640.00.00.00000	Books & Info Resources	\$1,385.00	\$1,385.00	\$0.00	
100.2152.643.00.00.00000	Information Access Fees	\$30,000.00	\$30,000.00	\$0.00	
100.2152.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00	
100.2152.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00	
100.2152.737.00.00.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00	
100.2152.738.00.00.00000	Replacement Computer/Netwrk	\$1.00	\$1.00	\$0.00	
100.2152.810.00.00.00000	Dues and Fees	\$1.00	\$1.00	\$0.00	
FUNC: SPEECH - 2152		\$1,061,756.65	\$1,127,286.40	(\$65,529.75)	Reduction in contractual obligations
100.2190.112.00.00.00000	Teacher/Specialist Salaries	\$100,000.00	\$100,000.00	\$0.00	
100.2190.330.00.00.00000	Other Professional Services	\$3.00	\$3.00	\$0.00	
FUNC: OTHER PUPIL SERVICES - 2190		\$100,003.00	\$100,003.00	\$0.00	
100.2210.112.00.00.00000	Teacher/Specialist Salaries	\$2.00	\$2.00	\$0.00	

100.2210.320.00.00.00000	Professional Edu Services	\$60,325.00	\$60,325.00	\$0.00
100.2210.330.00.00.00000	Other Professional Services	\$1,001.00	(\$3,499.00)	\$4,500.00
FUNC: IMPROVEMENT OF INSTRUCTION - 2210		\$61,328.00	\$56,828.00	\$4,500.00
100.2213.111.00.00.00000	Administrative Salaries	\$127,721.00	\$127,721.00	\$0.00

rptGLGenBudgetRptUsingDefinition

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

- Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.2213.112.00.00.00000	Teacher/Specialist Salaries	\$26,001.00	\$26,001.00	\$0.00	
100.2213.140.00.00.00000	Sabbatical Leave Salaries	\$1.00	\$1.00	\$0.00	
100.2213.240.00.00.00000	Tuition Reimbursement	\$213,511.00	\$213,249.00	\$262.00	
100.2213.320.00.00.00000	Professional Edu Services	\$139,127.00	\$139,127.00	\$0.00	
100.2213.321.00.00.00000	Prof Services for Instruction	\$9,116.00	\$9,116.00	\$0.00	
100.2213.580.00.00.00000	Travel/Workshops	\$4,001.00	\$4,001.00	\$0.00	
100.2213.610.00.00.00000	Supplies	\$4,000.00	\$4,000.00	\$0.00	
100.2213.640.00.00.00000	Books & Info Resources	\$2,500.00	\$2,500.00	\$0.00	
FUNC: PROFESSIONAL IMPROVEMENT - 2213		\$525,978.00	\$525,716.00	\$262.00	
100.2219.610.00.00.00000	Supplies	\$4,506.00	\$4,506.00	\$0.00	
FUNC: OTH IMPROVEMENT OF INSTRUCTION - 2219		\$4,506.00	\$4,506.00	\$0.00	
100.2222.112.00.00.00000	Teacher/Specialist Salaries	\$394,378.00	\$394,378.00	\$0.00	
100.2222.114.00.00.00000	Educational Assistants Salaries	\$157,220.69	\$153,363.43	\$3,857.26	increase in contractual obligations
100.2222.330.00.00.00000	Other Professional Services	\$1.00	\$1.00	\$0.00	
100.2222.430.00.00.00000	Repair and Maintenance	\$1.00	\$1.00	\$0.00	
100.2222.610.00.00.00000	Supplies	\$7,787.00	\$8,336.00	(\$549.00)	One time expenses
100.2222.640.00.00.00000	Books & Info Resources	\$58,502.00	\$58,502.00	\$0.00	
100.2222.641.00.00.00000	Library Periodicals	\$12,597.00	\$13,103.00	(\$506.00)	One time expenses
100.2222.643.00.00.00000	Information Access Fees	\$53,781.00	\$53,781.00	\$0.00	
100.2222.733.00.00.00000	New Equipment	\$1.00	\$2,303.00	(\$2,302.00)	one time expense
100.2222.737.00.00.00000	Replacement Equipment	\$769.00	\$769.00	\$0.00	
FUNC: SCHOOL LIBRARY SERVICES - 2222		\$685,037.69	\$684,537.43	\$500.26	

rptGLGenBudgetRptUsingDefinition

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

- Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.2223.112.00.00.00000	Teacher/Specialist Salaries	\$902.00	\$902.00	\$0.00	
100.2223.430.00.00.00000	Repair and Maintenance	\$1,282.00	\$1,282.00	\$0.00	
100.2223.580.00.00.00000	Travel/Workshops	\$2.00	\$2.00	\$0.00	
100.2223.610.00.00.00000	Supplies	\$4,304.00	\$4,304.00	\$0.00	
100.2223.640.00.00.00000	Books & Info Resources	\$6,951.00	\$6,951.00	\$0.00	
100.2223.733.00.00.00000	New Equipment	\$1.00	\$406.00	(\$405.00)	One time expenses
100.2223.737.00.00.00000	Replacement Equipment	\$705.00	\$1,705.00	(\$1,000.00)	One time expenses
FUNC: AUDIO VISUAL - 2223		\$14,147.00	\$15,552.00	(\$1,405.00)	One time expenses
100.2224.340.00.00.00000	Technical Services	\$1.00	\$1.00	\$0.00	
FUNC: EDUCATIONAL TV - 2224		\$1.00	\$1.00	\$0.00	
100.2311.111.00.00.00000	Administrative Salaries	\$9,200.00	\$9,200.00	\$0.00	
FUNC: SCHOOL BOARD STIPEND - 2311		\$9,200.00	\$9,200.00	\$0.00	
100.2312.115.00.00.00000	Office Salaries	\$5,040.00	\$5,040.00	\$0.00	
100.2312.610.00.00.00000	Supplies	\$360.00	\$360.00	\$0.00	
FUNC: SCHOOL BOARD CLERK - 2312		\$5,400.00	\$5,400.00	\$0.00	
100.2313.111.00.00.00000	Administrative Salaries	\$3,400.00	\$3,400.00	\$0.00	
100.2313.610.00.00.00000	Supplies	\$1,000.00	\$1,000.00	\$0.00	
FUNC: TREASURER - 2313		\$4,400.00	\$4,400.00	\$0.00	
100.2314.340.00.00.00000	Technical Services	\$2,000.00	\$2,000.00	\$0.00	

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

- Print accounts with zero balance
 Round to whole dollars
 Account on new page
 Exclude inactive accounts with zero balance
Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default
100.2314.550.00.00.00000	Printing	\$6,500.00	\$6,500.00	\$0.00
100.2314.610.00.00.00000	Supplies	\$5,000.00	\$5,000.00	\$0.00
FUNC: DISTRICT MEETING - 2314		\$13,500.00	\$13,500.00	\$0.00
100.2317.330.00.00.00000	Other Professional Services	\$47,000.00	\$47,000.00	\$0.00
FUNC: AUDIT - 2317		\$47,000.00	\$47,000.00	\$0.00
100.2318.330.00.00.00000	Other Professional Services	\$90,000.00	\$90,000.00	\$0.00
FUNC: LEGAL FEES - 2318		\$90,000.00	\$90,000.00	\$0.00
100.2319.115.00.00.00000	Office Salaries	\$3,720.00	\$3,720.00	\$0.00
100.2319.330.00.00.00000	Other Professional Services	\$1.00	\$1.00	\$0.00
100.2319.340.00.00.00000	Technical Services	\$2,000.00	\$2,000.00	\$0.00
100.2319.540.00.00.00000	Advertising	\$8,000.00	\$8,000.00	\$0.00
100.2319.580.00.00.00000	Travel/Workshops	\$4,000.00	\$4,000.00	\$0.00

100.2319.810.00.00.0.00000	Dues and Fees	\$16,000.00	\$16,000.00	\$0.00
100.2319.890.00.00.0.00000	Miscellaneous Expense	\$25,000.00	\$25,000.00	\$0.00
FUNC: OTHER SCHOOL BOARD SERVICES - 2319				
100.2320.310.00.00.0.00000	Official/Admin Services	\$1,641,692.00	\$1,641,692.00	\$0.00
FUNC: SAU #55 BUDGET - 2320				
100.2330.111.00.00.0.00000	Administrative Salaries	\$212,182.00	\$212,182.00	\$0.00
100.2330.112.00.00.0.00000	Teacher/Specialist Salaries	\$34,622.00	\$34,622.00	\$0.00

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Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

Print accounts with zero balance Round to whole dollars Account on new page

Exclude inactive accounts with zero balance

From Date: 7/1/2019 To Date: 6/30/2020 Definition: Default View

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default
100.2330.115.00.00.0.00000	Office Salaries	\$98,088.10	\$98,088.10	\$0.00
100.2330.330.00.00.0.00000	Other Professional Services	\$1.00	\$1.00	\$0.00
100.2330.531.00.00.0.00000	Telephone	\$240.00	\$240.00	\$0.00
100.2330.534.00.00.0.00000	Postage	\$500.00	\$500.00	\$0.00
100.2330.580.00.00.0.00000	Travel/Workshops	\$9,200.00	\$9,200.00	\$0.00
100.2330.610.00.00.0.00000	Supplies	\$600.00	\$600.00	\$0.00
100.2330.640.00.00.0.00000	Books & Info Resources	\$1.00	\$1.00	\$0.00
100.2330.733.00.00.0.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.2330.737.00.00.0.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00
100.2330.810.00.00.0.00000	Dues and Fees	\$1.00	\$1.00	\$0.00
FUNC: SPECIAL AREA ADMINISTRATIVE SERVICES - 2330		\$355,437.10	\$355,437.10	\$0.00
100.2340.111.00.00.0.00000	Administrative Salaries	\$99,912.00	\$99,912.00	\$0.00
100.2340.115.00.00.0.00000	Office Salaries	\$34,854.70	\$34,854.70	\$0.00
100.2340.330.00.00.0.00000	Other Professional Services	\$1.00	\$1.00	\$0.00
100.2340.580.00.00.0.00000	Travel/Workshops	\$6,001.00	\$6,001.00	\$0.00
100.2340.610.00.00.0.00000	Supplies	\$10,001.00	\$10,001.00	\$0.00
100.2340.640.00.00.0.00000	Books & Info Resources	\$4,000.00	\$4,000.00	\$0.00
100.2340.733.00.00.0.00000	New Equipment	\$3.00	\$3.00	\$0.00
100.2340.737.00.00.0.00000	Replacement Equipment	\$3.00	\$3.00	\$0.00
100.2340.810.00.00.0.00000	Dues and Fees	\$3.00	\$3.00	\$0.00
FUNC: DIRECTORS OF CURRICULUM - 2340		\$154,778.70	\$154,778.70	\$0.00
100.2410.111.00.00.0.00000	Administrative Salaries	\$1,997,825.00	\$2,059,110.00	(\$61,285.00) reduction in contractual obligations

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Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.2410.114.00.00.00000	Educational Assistants Salaries	\$1.00	\$1.00	\$0.00	
100.2410.115.00.00.00000	Office Salaries	\$626,704.29	\$651,519.99	(\$24,815.70)	reduction in contractual obligations
100.2410.140.00.00.00000	Sabbatical Leave Salaries	\$4.00	\$4.00	\$0.00	
100.2410.531.00.00.00000	Telephone	\$184,938.00	\$184,938.00	\$0.00	
100.2410.534.00.00.00000	Postage	\$5,000.00	\$5,000.00	\$0.00	
100.2410.580.00.00.00000	Travel/Workshops	\$5,600.00	\$5,600.00	\$0.00	
100.2410.610.00.00.00000	Supplies	\$113,436.00	\$113,436.00	\$0.00	
100.2410.640.00.00.00000	Books & Info Resources	\$3,802.00	\$3,802.00	\$0.00	
100.2410.733.00.00.00000	New Equipment	\$8.00	\$8.00	\$0.00	
100.2410.737.00.00.00000	Replacement Equipment	\$42,031.00	\$42,031.00	\$0.00	
100.2410.810.00.00.00000	Dues and Fees	\$25,106.00	\$25,106.00	\$0.00	
100.2410.890.00.00.00000	Miscellaneous Expense	\$1.00	\$1.00	\$0.00	
FUNC: OFFICE OF THE PRINCIPAL - 2410		\$3,004,456.29	\$3,090,556.99	(\$86,100.70)	reduction in contractual obligations
100.2490.111.00.00.00000	Administrative Salaries	\$84,049.00	\$84,049.00	\$0.00	
100.2490.112.00.00.00000	Teacher/Specialist Salaries	\$91,295.00	\$91,295.00	\$0.00	
100.2490.140.00.00.00000	Sabbatical Leave Salaries	\$1.00	\$1.00	\$0.00	
100.2490.610.00.00.00000	Supplies	\$27,500.00	\$27,500.00	\$0.00	
FUNC: OTHER SERVICES.SCHOOL ADMINISTRATION - 2490		\$202,845.00	\$202,845.00	\$0.00	
100.2510.310.00.00.00000	Official/Admin Services	\$55,000.00	\$55,000.00	\$0.00	
FUNC: CONTRACTED SERVICES-MEDICAID - 2510		\$55,000.00	\$55,000.00	\$0.00	
100.2610.111.00.00.00000	Administrative Salaries	\$2.00	\$88,001.00	(\$87,999.00)	

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.2610.116.00.00.00000	Custodial Salaries	\$3.00	\$3.00	\$0.00	
FUNC: SUPERVISION AND OPERATION OF PLANT - 2610		\$5.00	\$88,004.00	(\$87,999.00)	reduction in contractual obligations
100.2620.115.00.00.00000	Office Salaries	\$5,000.00	\$5,000.00	\$0.00	

100.2620.116.00.00.00000	Custodial Salaries	\$1,562,540.99	\$1,562,540.99	\$0.00
100.2620.126.00.00.00000	Substitute Salaries-Custodian	\$8,000.00	\$8,000.00	\$0.00
100.2620.290.00.00.00000	Other Employee Benefits	\$31,000.00	\$31,000.00	\$0.00
100.2620.330.00.00.00000	Other Professional Services	\$50,920.00	\$50,920.00	\$0.00
100.2620.410.00.00.00000	Water/Sewer/Septic	\$30,000.00	\$30,000.00	\$0.00
100.2620.420.00.00.00000	Cleaning Services	\$91,200.00	\$91,200.00	\$0.00
100.2620.430.00.00.00000	Repair and Maintenance	\$195,000.00	\$195,000.00	\$0.00
100.2620.441.00.00.00000	Rental Land & Buildings	\$1.00	\$1.00	\$0.00
100.2620.520.00.00.00000	Insurance	\$195,000.00	\$195,000.00	\$0.00
100.2620.580.00.00.00000	Travel/Workshops	\$12,000.00	\$12,000.00	\$0.00
100.2620.610.00.00.00000	Supplies	\$184,355.00	\$184,355.00	\$0.00
100.2620.621.00.00.00000	Natural Gas	\$207,004.00	\$207,004.00	\$0.00
100.2620.622.00.00.00000	Electricity	\$665,009.00	\$665,009.00	\$0.00
100.2620.623.00.00.00000	Bottled Gas	\$18,002.00	\$18,002.00	\$0.00
100.2620.624.00.00.00000	Fuel Oil	\$176,704.00	\$176,704.00	\$0.00
100.2620.629.00.00.00000	Other Energy	\$1.00	\$1.00	\$0.00
100.2620.643.00.00.00000	Information Access Fees	\$6,300.00	\$6,300.00	\$0.00
100.2620.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.2620.737.00.00.00000	Replacement Equipment	\$73,003.00	\$73,003.00	\$0.00
FUNC: OPERATING BUILDINGS SERVICES - 2620		\$3,511,040.99	\$3,511,040.99	\$0.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

- Print accounts with zero balance
 Round to whole dollars
 Account on new page
 Exclude inactive accounts with zero balance
Definition: Default View

From Date: 7/1/2019 To Date: 6/30/2020

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default
100.2630.420.00.00.00000	Cleaning Services	\$34,000.00	\$34,000.00	\$0.00
100.2630.422.00.00.00000	Snow Removal	\$11,000.00	\$11,000.00	\$0.00
100.2630.430.00.00.00000	Repair and Maintenance	\$6,500.00	\$6,500.00	\$0.00
100.2630.610.00.00.00000	Supplies	\$50,000.00	\$50,000.00	\$0.00
100.2630.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.2630.737.00.00.00000	Replacement Equipment	\$10,500.00	\$10,500.00	\$0.00
FUNC: CARE AND OPERATION OF GROUNDS - 2630		\$112,001.00	\$112,001.00	\$0.00
100.2640.430.00.00.00000	Repair and Maintenance	\$155,000.00	\$155,000.00	\$0.00
FUNC: CARE AND UPKEEP OF EQUIPMENT - 2640		\$155,000.00	\$155,000.00	\$0.00
100.2650.430.00.00.00000	Repair and Maintenance	\$5,000.00	\$5,000.00	\$0.00
100.2650.626.00.00.00000	Gasoline	\$18,000.00	\$18,000.00	\$0.00
100.2650.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.2650.737.00.00.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00
FUNC: VEHICLE OPERATION AND MAINTENANCE -		\$23,002.00	\$23,002.00	\$0.00

2650

100.2660.330.00.00.00000	Other Professional Services	\$66,001.00	\$66,001.00	\$0.00
100.2660.340.00.00.00000	Technical Services	\$19,402.00	\$19,402.00	\$0.00
100.2660.430.00.00.00000	Repair and Maintenance	\$12,001.00	\$12,001.00	\$0.00
100.2660.490.00.00.00000	Other Purchased Property Serv	\$4,995.00	\$4,995.00	\$0.00
100.2660.610.00.00.00000	Supplies	\$40,007.00	\$40,007.00	\$0.00
100.2660.733.00.00.00000	New Equipment	\$7.00	\$7.00	\$0.00
100.2660.737.00.00.00000	Replacement Equipment	\$12,000.00	\$12,000.00	\$0.00
FUNC: SECURITY SERVICES - 2660		\$154,413.00	\$154,413.00	\$0.00

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Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

- Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance

From Date: 7/1/2019

To Date: 6/30/2020

Definition: Default View

2020 Default School Board 2019 Voted 19 Voted less 20 SB Default

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default
100.2721.519.00.00.00000	Student Transportation	\$1,972,738.64	\$1,972,738.64	\$0.00
FUNC: REGULAR PROGRAM TRANSP - 2721		\$1,972,738.64	\$1,972,738.64	\$0.00
100.2722.519.00.00.00000	Student Transportation	\$920,723.00	\$920,723.00	\$0.00
FUNC: SPECIAL EDUCATION TRANSP - 2722		\$920,723.00	\$920,723.00	\$0.00
100.2723.519.00.00.00000	Student Transportation	\$70,846.00	\$70,846.00	\$0.00
FUNC: VOCATIONAL TRANSPORTATION - 2723		\$70,846.00	\$70,846.00	\$0.00
100.2724.519.00.00.00000	Student Transportation	\$104,320.00	\$104,320.00	\$0.00
FUNC: ATHLETIC TRANSPORTATION - 2724		\$104,320.00	\$104,320.00	\$0.00
100.2725.519.00.00.00000	Student Transportation	\$34,630.00	\$34,630.00	\$0.00
FUNC: FIELD TRIP TRANSPORTATION - 2725		\$34,630.00	\$34,630.00	\$0.00
100.2729.519.00.00.00000	Student Transportation	\$13,500.00	\$13,500.00	\$0.00
FUNC: MUSIC TRANSPORTATION - 2729		\$13,500.00	\$13,500.00	\$0.00
100.2840.111.00.00.00000	Administrative Salaries	\$103,001.00	\$103,001.00	\$0.00
100.2840.114.00.00.00000	Educational Assistants Salaries	\$43,117.80	\$43,117.80	\$0.00
100.2840.330.00.00.00000	Other Professional Services	\$20,000.00	\$20,000.00	\$0.00
100.2840.430.00.00.00000	Repair and Maintenance	\$16,325.00	\$16,325.00	\$0.00
100.2840.532.00.00.00000	Data Communications	\$1.00	\$1.00	\$0.00
100.2840.610.00.00.00000	Supplies	\$15,000.00	\$15,000.00	\$0.00

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Timberlane Regional School District

Budget - TRSD

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- Print accounts with zero balance Round to whole dollars Account on new page
 Exclude inactive accounts with zero balance

From Date: 7/1/2019

To Date: 6/30/2020

Definition:

Default View

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.2840.643.00.00.00000	Information Access Fees	\$94,968.00	\$94,968.00	\$0.00	
100.2840.650.00.00.00000	Software	\$89,668.00	\$89,668.00	\$0.00	
100.2840.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00	
100.2840.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00	
100.2840.737.00.00.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00	
100.2840.738.00.00.00000	Replacement Computer/Netwrk	\$2,000.00	\$2,000.00	\$0.00	
FUNC: COMPUTER SERVICES - 2840		\$384,083.80	\$384,083.80	\$0.00	
100.2900.210.00.00.00000	Group Insurance	\$9,888,428.00	\$9,429,006.30	\$459,421.70	increase in contractual obligations
100.2900.220.00.00.00000	FICA	\$2,567,123.42	\$2,717,123.42	(\$150,000.00)	reduction in contractual obligations
100.2900.231.00.00.00000	Non-teacher Retirement	\$814,298.85	\$847,756.62	(\$33,457.77)	reduction in contractual obligations
100.2900.232.00.00.00000	Teacher Retirement	\$4,896,161.56	\$5,011,161.56	(\$115,000.00)	reduction in contractual obligations
100.2900.250.00.00.00000	Unemployment Compensation	\$30,000.00	\$30,000.00	\$0.00	
100.2900.260.00.00.00000	Worker's Compensation	\$193,272.00	\$193,272.00	\$0.00	
100.2900.290.00.00.00000	Other Employee Benefits	\$3,000.00	\$3,000.00	\$0.00	
FUNC: SUPPORT SERVICES-OTHER - 2900		\$18,392,283.83	\$18,231,319.90	\$160,963.93	increase in contractual obligations
100.4200.430.00.00.00000	Repair and Maintenance	\$1.00	\$0.00	\$1.00	
FUNC: SITE IMPROVEMENT - 4200		\$1.00	\$0.00	\$1.00	
100.4600.450.00.00.00000	Construction Services	\$1.00	\$500,001.00	(\$500,000.00)	one time expenses
FUNC: BUILDING IMPROVEMENT - 4600		\$1.00	\$500,001.00	(\$500,000.00)	
100.5110.910.00.00.00000	Principal	\$1,600,000.00	\$1,600,000.00	\$0.00	
FUNC: PRINCIPAL ON DEBT - 5110		\$1,600,000.00	\$1,600,000.00	\$0.00	

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Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

Print accounts with zero balance

Round to whole dollars

Account on new page

Exclude inactive accounts with zero balance

From Date: 7/1/2019

To Date: 6/30/2020

Definition:

Default View

Account	Description	2020 Default School Board	2019 Voted	19 Voted less 20 SB Default	
100.5120.830.00.00.00000	Interest	\$42,000.00	\$126,000.00	(\$84,000.00)	
FUNC: INTEREST ON DEBT - 5120		\$42,000.00	\$126,000.00	(\$84,000.00)	Lower interest obligation
100.5221.930.00.00.00000	Fund Transfers	\$1,375,000.00	\$1,275,000.00	\$100,000.00	
FUNC: FOOD SERVICE FUND - 5221		\$1,375,000.00	\$1,275,000.00	\$100,000.00	
100.5222.930.00.00.00000	Fund Transfers	\$1,300,000.00	\$1,167,500.00	\$132,500.00	Projected revenue increase
FUNC: FEDERAL PROJECTS - 5222		\$1,300,000.00	\$1,167,500.00	\$132,500.00	Projected revenue increase
100.5223.930.00.00.00000	Fund Transfers	\$77,500.00	\$77,500.00	\$0.00	
FUNC: PERFORMING ARTS CTR PROGRAMS - 5223		\$77,500.00	\$77,500.00	\$0.00	
100.5250.930.00.00.00000	Fund Transfers	\$1.00	\$250,001.00	(\$250,000.00)	separate warrant article

FUNC: CAPITAL RESERVE FUNDS - 5250

\$1.00	\$250,001.00	(\$250,000.00)
Grand Total:	\$72,120,606.62	(\$1,190,501.88)

\$70,930,104.74

\$72,120,606.62

(\$1,190,501.88)

End of Report

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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 POLICY COMMITTEE

RECOMMENDATIONS TO THE SCHOOL BOARD

SECOND READ / ADOPTION

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

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

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

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

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

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

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

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

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

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

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

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

PROCEDURAL SAFEGUARDS - NONDISCRIMINATION ON BASIS OF HANDICAP/DISABILITY

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

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

Legal References:

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

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

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

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

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Adopted: 01-01-83 Revised: 10-03-96 Revised: 02-24-05 Revised: 04-05-12 Revised:	Page 1 of 2

EVALUATION OF PROFESSIONAL STAFF TEACHER PERFORMANCE AND EVALUATION SYSTEMS

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

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

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

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

~~The District values and supports an evaluation plan that:~~

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

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

- ~~• aligning evaluation with goal setting and professional development activities;~~
- ~~• using multiple sources of information to evaluate performance;~~
- ~~• emphasizing self assessment, reflection and collegial support;~~
- ~~• valuing the documentation and presentation by an individual of his/her accomplishments;~~
- ~~• allowing a varied focus in different years by using a three year cycle for assessment;~~
- ~~• maximizing autonomy, collaboration, and accountability; and~~

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

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

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

Legal References:

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

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

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

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

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

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

Legal References:

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

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

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

SCHOOL, COMMUNITY, AND HOME RELATIONS

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

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

[See also policy KA.](#)

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Legal References:

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

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

SCHOOL, COMMUNITY AND HOME RELATIONS

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- ~~• Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.~~
- ~~• Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.~~
- ~~• Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.~~
- ~~• For the purposes of this policy, the term "parent" refers to any adult — mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor — who plays a significant role in the care of a student or students enrolled in District Schools.~~
- ~~• Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.~~
- ~~• Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning.~~

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

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

See also policy IJO.

Legal References:

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

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

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

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

Timberlane Regional School Board	Policy Code: IMAH
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DAILY PHYSICAL ACTIVITY

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

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

Legal References:

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

Ed 306.04(l), Daily Physical Activity

Ed 310, Daily Physical Activity

RSA 189:11-a, Food and Nutrition Programs

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

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

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

ALTERNATIVE LEARNING PLANS

Purpose

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

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

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

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

Roles and Responsibilities

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

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

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

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

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

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

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

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

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

Approval Process

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

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

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

Evaluation Criteria

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

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

Appeal Process

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

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

Program Integrity

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

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

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

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

Legal References:

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

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<p>Adopted: 10-15-09 Revised: 03-06-14 Revised:</p>	<p>Page 1 of 2</p>

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

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

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

Legal References:

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

Appendix IHBAA-R

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

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

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

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Adopted: 10-15-09 Revised: 03-06-14 Revised:	Page 2 of 2

Legal References:

~~20 U.S.C. § 141414 (b) (6) (2004)~~

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

~~RSA 186 C: 16~~

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

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

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

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

Conditions and Procedures for Reassignment

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

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<p>Adopted: 01-08-09 Revised: 08-19-10 Revised:</p>	<p>Page 2 of 4</p>

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

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

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

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

Role of the Department of Education

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

Manifest Educational Hardship Change of Assignment

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

Special Education Placements

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

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

~~I. Reassignment of Resident Students~~

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

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

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<p>Adopted: 01-08-09 Revised: 08-19-10 Revised:</p>	<p>Page 3 of 4</p>

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

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

~~which the student's right to attend our school will be terminated.~~

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

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

Legal References:

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

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

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

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

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

A. PROCEDURE FOR CONSIDERATION OF A MANIFEST EDUCATIONAL HARDSHIP REQUEST

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

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

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

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

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

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

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

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

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

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

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

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

B. CHILDREN WITH DISABILITIES

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

Tuition and Transportation

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

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

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

Legal References:

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

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

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

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

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

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

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

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

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

<p>Timberlane Regional School District</p>	<p>Policy Code: IGEA</p>
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~~must agree in order for particular alternative course materials to be approved as a replacement for District course material.~~

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

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

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

Legal Reference

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

Cross Reference:

KLB - Public Complaints About the Curriculum or Instructional Materials

IHAM Health Education and Exemption from Instruction

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

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

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL PROCEDURE

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

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

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

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

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

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

Legal Reference:

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

Cross Reference:

KLB – Public Complaints About the Curriculum or Instructional Materials

IHAM Health Education and Exemption from Instruction

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

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

First Session of Annual Meeting (Deliberative)

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

Second Session of Annual Meeting (Voting)

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

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

Article 1 - Election of Officers

To choose the following school district officers:

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

Article ____ Operating Budget

Shall the voters of the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **\$71,733,700**? Should this article be defeated, the operating budget shall be **\$70,930,105** which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

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

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

2019 TIMBERLANE REGIONAL SCHOOL DISTRICT WARRANT

DRAFT DOCUMENT – DEVELOPMENT IN PROCESS

Article ____ - Capital Reserve Fund

Shall the voters of the Timberlane Regional School District raise and appropriate up to **\$250,000** to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2019 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2018-2019 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? No amount to be raised by taxation. (MAJORITY VOTE REQUIRED)

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

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

Article ____ - Performing Arts Center Outer Wall Replacement

Shall the voters of the Timberlane Regional School District raise and appropriate the sum of up to **\$500,000** to remove and replace portions of the cement board siding on the outside wall of the Timberlane Performing Arts Center and to authorize the District to withdraw up to the sum of **\$500,000** from the existing School Building Construction, Reconstruction, Capital Improvements and Land Purchase Capital Reserve Fund? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

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

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

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

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

Fiscal Year	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Estimated Increase	\$866,343	\$851,967	\$901,897
		3-Year Total	\$2,620,207

And further to raise and appropriate the sum of **\$866,343** for the 2019-20 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

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

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

Article ___ - Charges for Professional Banking or Brokerage Assistance for Reserve Funds and Trust Funds (non-contingent)

Shall the voters of the Timberlane Regional School District vote, pursuant to RSA 35:9-a, III (which became effective July 26, 2014), to authorize the Trustees of the Trust Funds, without further action of the school district meeting, to charge any expenses incurred for professional banking or brokerage assistance for trust funds and reserve funds in their custody as authorized in RSA Chapter 35 and RSA 198:20-c, II, against the funds involved, such authority to remain in effect until rescinded by a vote of

DRAFT DOCUMENT – DEVELOPMENT IN PROCESS

the school district meeting, which said vote to rescind such authority shall not occur within 5 years of the adoption of this article? (MAJORITY VOTE REQUIRED)

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

Article ____ - Change Trustees of Trust Funds (non-contingent)

Shall the voters of the Timberlane Regional School District vote, pursuant to RSA 198:20-c, II (trust funds) and RSA 35:2 (reserve funds), to elect the trustees of trust funds of the town of Plaistow, NH, to take custody of all school district established trust funds and reserve funds on January 1, 2019, and to administer such funds on behalf of the school district under the provisions of RSA 31:22. This article is not contingent upon the passage of Article __ (regarding charges for professional banking and brokerage assistance) (MAJORITY VOTE REQUIRED)

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

Article ____ - General Acceptance of Reports

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

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

Article ____ - SAU55 Withdrawal Study by Petition of Stefanie Dube et al

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

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

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

December 28, 2018

Executive Summary

Report of uneven flooring surface caused by water infiltration at Timberlane Middle School.

Tasks Completed to Date

1. Gym floor was recoated in November using water based gym sealer. Finish applied after screening with sanding discs. Work performed by outside contractor.
2. Consulted with Building Principal, Michael Flynn
3. Inspected open and past work orders for previous concerns.
4. Visual inspection of gymnasium by Business Operations Coordinator, Thomas Geary.
5. Scheduled contractor to inspect.

Conclusion

The Timberlane Middle School gymnasium floor shows signs of wear and tear typical to a floor of its age. There are various planks throughout the floor system that have small, narrow splits in them. It is unlikely that these issues are caused by water infiltration. For the time being, we believe having our gym floor contractor come in and apply a filler in these areas is the best short term fix. During my inspection, I also noticed that there a spot at half court that appears to have had water damage in previous years. After consulting with Principal Flynn, this damage pre dates his employment at TRMS. The area of influence is cosmetic damage and does not impact the safety of the occupants who use the gymnasium.

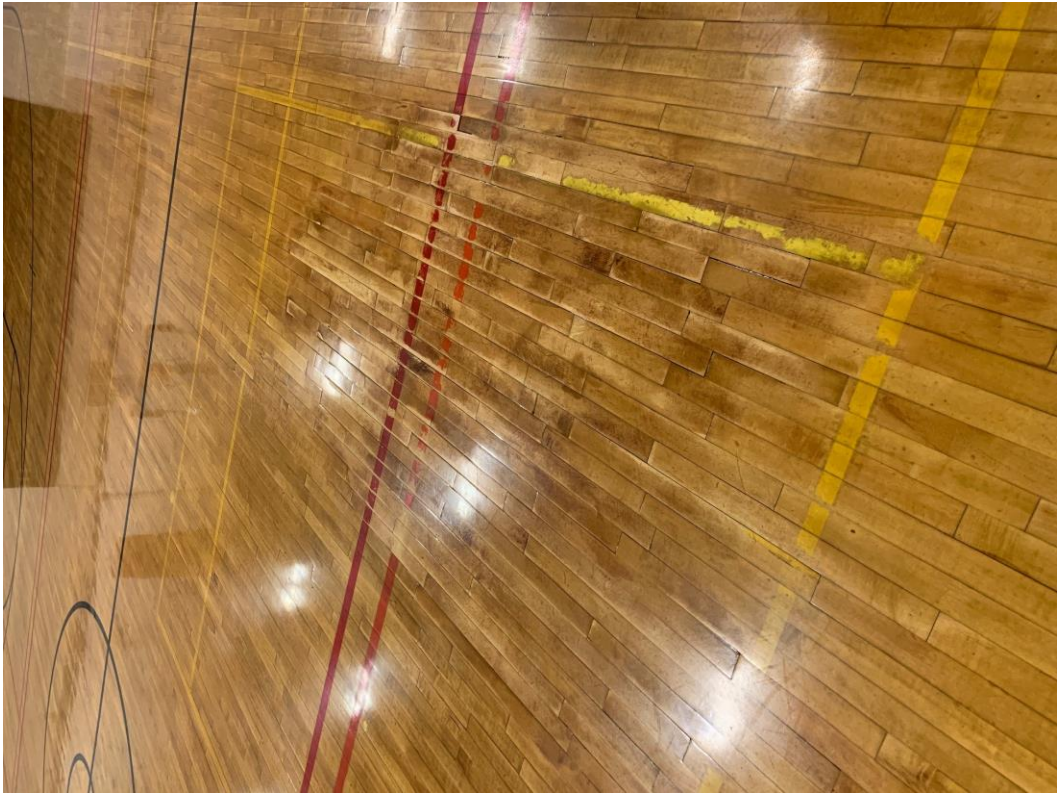
I do not believe the damages observed qualify for an insurance claim.

The recommended long term fix is to replace damaged flooring, completely sand down the floor, reapply game lines and logos, and reseal. This would extend the useful life of this floor for years to come.

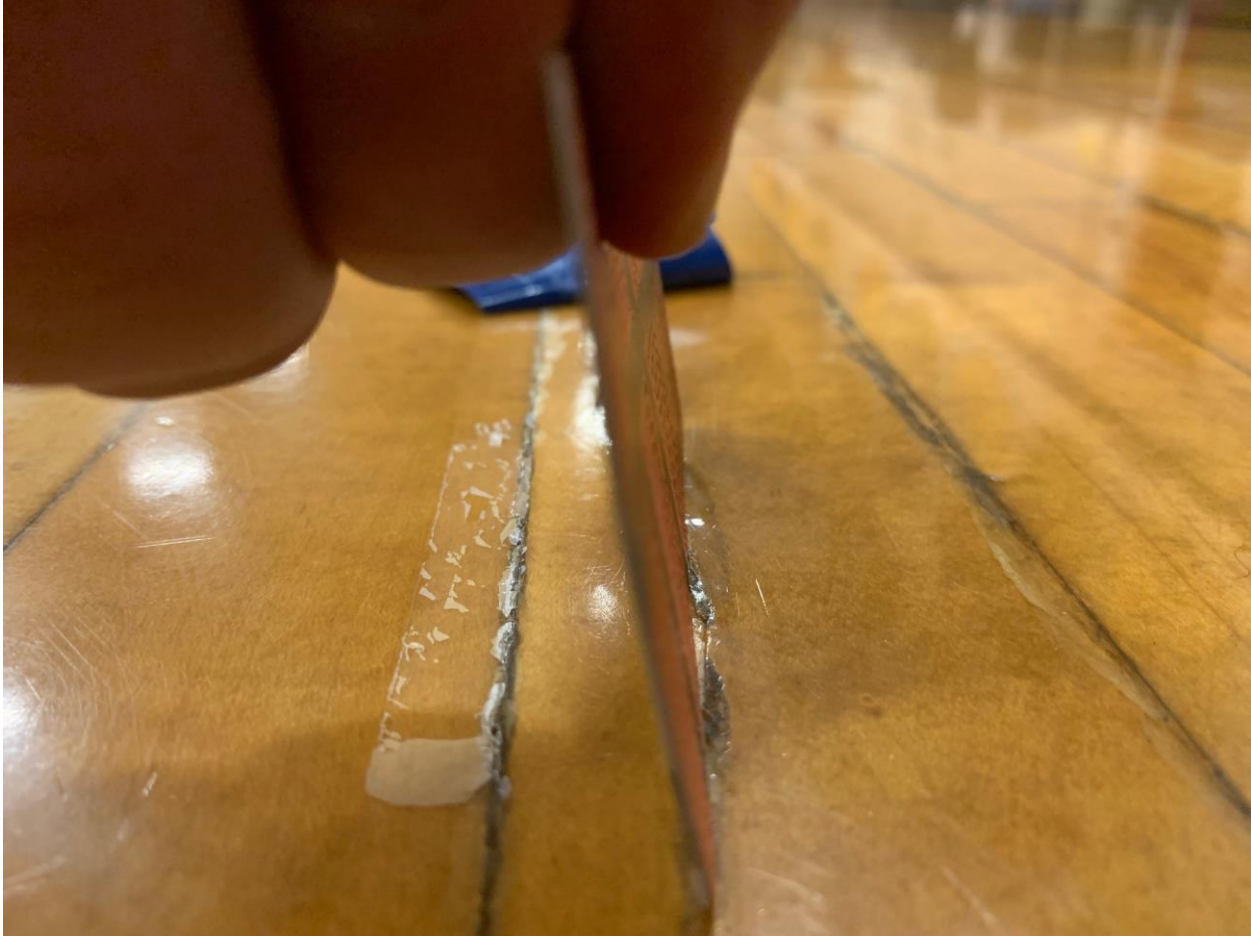
(Photos attached)

/TFG

Water Damage From Previous Years



Credit card in crack for reference



Crack in floor



Example of taped area



SCHOOL NEWS REPORT

SCHOOL/DEPARTMENT REPORT TO THE SCHOOL BOARD – January 3, 2019

Atkinson Academy

- Atkinson Academy students and staff enjoyed their very long Christmas break and came back to work on Wednesday ready to start the New Year. Our “Let’s Get Movin” before school program will begin on Thursday. The Atkinson Wellness Committee: Jeff Goddard, Joan Fredericks, Jessie Pelletier and Kathie Dayotis will be hosting early morning games from 8am–8:30am in the gym from January 3rd - February 21st. Each week students will be introduced to new games that incorporate movement and team building.

Danville Elementary

- Students and staff enjoyed the holiday break and came back to school happy, relaxed, and ready to learn!
- Danville welcomed two new students to school in the New Year. Both students moved in from states where the weather is warmer. We’re excited for them to see snow!
- Students in all grades are getting ready to take the STAR mid-year assessment test. This assessment will chart progress in the areas of English Language Arts (ELA) and Math. Intervention groups at each level will be reconfigured to address student needs.
- Second grade students are beginning to prepare for a play they will be performing in the late spring. The play aligns with the science topic of Biomes. They are studying the needs of plants and animals and the habitats needed for healthy growth and existence. The students will be doing research in addition to learning new music and speaking parts.
- Classrooms continue with their work on understanding and practicing empathy with new books that were purchased for each grade level. The books are read and discussed at morning meeting. Kindness and caring are at the top of our list. When you meet a student or staff member from Danville we want you to feel comfortable in their presence.

Pollard School

- Pollard School finished the calendar year off by celebrating our 10th annual Grandparent’s/Special Person’s Day (rescheduled from November). We had over 600 visitors throughout the day on Friday (and Thursday for our PreK students). The PTA gave every visitor a special pen with the saying “Someone at Pollard School loves me” on it. Students performed songs, skits and shared work with their guests and fun was had by all.
- Pollard School also welcomed a new second grade classroom teacher, Mr. Matthew Velonis. He graduated from Saint Anselm College with a BS in Elementary Education and completed his student teaching in Bedford, NH. He comes to us with Title I teaching experience from Raymond, NH. Mr. Velonis started with us on Wednesday, January 2nd and is excited to get to know his students and all of Pollard School.



Sandown North

- Prior to the holiday break, some of our honor band, orchestra and chorus students performed at the PAC with students from the other elementary schools. They were so poised and clearly had been practicing. I look forward to hearing all of our music participants perform at the PAC on January 15th at 7:00pm for the winter concert.
- It was wonderful seeing the happy faces of our students as they returned to school this week. Although we returned on a Wednesday, it certainly felt like a Monday; therefore, the students were met off the bus hearing music as they usually hear on Music Mondays. Music always puts me in a good mood and invigorates me. I've found the students look forward to hearing it each Monday as well. Seeing the smiles on our children's faces was the best way for us to begin the New Year. Several students reported being happy to be back so that they could see their friends and teachers.

TLC@ Sandown Central

- Current enrollment: Pre-K 94 K 68 Total= 162
- The end of December was wonderful for our students. Although the energy was high, teachers made learning fun through gingerbread hunts, math games and reading plenty of stories about holidays and traditions.
- We are happy to share we have received and installed our new Sandown Central school sign located at the front of the building which is more visible and accessible to the public. A huge thank you to School Board and Mr. Geary for helping to make this happen.
- We are in the final phase of organizing our Sandown Central Parent Resource room. This room will house literature and resources for families to take on pertinent topics of today such as; ADHD, Autism, raising confident child, appropriate early childhood behavior and social emotional growth and development. It is also a room families can utilize to gather and form a support system with other local parents.
- Although our school class sizes are growing, we still have room in our 3 and 4-year-old classrooms for preschoolers as they can enroll during the school year. Please call the main office if interested, 603-887-3648.



Middle School

- 6th Grade Math - Students wrapped up just before break with solving one-step equations. Now students are moving into the unit on inequalities. Students will learn how to write and graph inequalities.
- 7th Grade Social Studies - Students are in the process of completing the fall of the Roman Empire and how that led into the Byzantine Empire along with the Rise of Christianity. In the coming weeks, students will be investigating the coming of the Dark Ages and the Feudal System in Europe and the role religion plays in the daily lives of the people.
- 8th Grade Math - Students are working on understanding the connections between proportional relationships, lines, and linear equations. Students are also learning to understand slope and rate of change, and how to apply these concepts to real-world problems.

High School

- Mealey's Meals - Total raised this year was \$13,357.46 exceeding the \$10,000.00 goal. Thanks to all who gave their time and money to this important endeavor!
- January 12 - Student Council is sponsoring a Fun Festival ages 2-12, no admission at the door; however, tickets will be sold to participate in festival activities. Tickets prices are: 1 for 50 cents, 3 for \$1.00 or 20 for \$5.00. Come for a bounce house, demonstrations, face painting, food, arts and crafts, food, games and more. Held at the High School gym/café 11:00 am-3:00pm.
- Mid-Terms and Finals Schedule - Jan 22 A Block 1 & 2, Jan 23 B Block 1 & 2, Jan 24, A Block 3 & 4 and Jan 25 B 3 & 4
- January 26 - Eagle Scout Ceremony for Benjamin Comeau (TRHS 2018) will be held at the Atkinson Community Center 1:00 pm. Benjamin refinished the benches at Atkinson Academy, making the location usable again as an outdoor classroom.

Athletics

- The winter sports teams are in full swing. The Ski Team has their first meet this Thursday @ Pat's Peak. The Swim Team will have their senior night ceremony before the swim meet on Friday, January 11th @ the Salem Boys and Girls Club.
- The athletic department is accepting nominations for the Timberlane Hall of Fame. The deadline to submit nominations is January 31st.

Performing Arts

- ELEMENTARY WINTER CONCERTS: **Pollard Winter Concert—Tuesday, January 8th, 7:00pm—PAC Auditorium; Danville Winter Concert—Wednesday, January 9th, 7:00pm—PAC Auditorium; Sandown Winter Concert—Tuesday, January 15th, 7:00pm—PAC Auditorium; Atkinson Winter Concert—Wednesday, January 16th, 7:00pm—PAC Auditorium**
- THE BEL AIRS – Sunday, January 20th - 2:00pm at the PAC - Tickets: \$10 adults /\$5 seniors & students. This award winning vocal quintet performs Doo Wop & Vintage Rock 'n' Roll of the 50s & 60s.

**HAPPY
NEW YEAR**

