

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, NOVEMBER 2, 2017

Regular Meeting - **7:15 PM**

Superintendent's Office
30 Greenough Road , Plaistow, NH
Brian Boyle, Chairman
Dr. Kim Farah, Vice Chairman

Dr. Earl Metzler, II, Superintendent

Dr. Roxanne Wilson, Asst. Superintendent

*****The board will hold a public hearing on a donation at 7:15pm.*****

AGENDA

1. **7:15 PM** Call to Order – Chair (5 minutes)
2. Roll Call – Clerk
3. Pledge of Allegiance
4. PUBLIC HEARING ON DONATION (New Balance)
5. Approval of Minutes
 - a. October 5th and 19th public and nonpublic sessions
6. Student Representative
7. Delegates and Individuals
8. Current Business
 - a. **7:25PM** Elementary Report Card Update – INFORMATIONAL (10 minutes)
 - b. **7:35PM** Playground Updates – INFORMATIONAL (5 minutes)
 - c. **7:40PM** Transportation RFP – ACTION (10 minutes)
 - d. **7:50PM** SAU Building Lease – ACTION (10 minutes)
 - e. **8:00PM** Sandown Schools – ACTION (30 minutes)
 - f. **8:30PM** Policies – ACTION (10 minutes)
 - g. **8:40PM** Budget Update – INFORMATIONAL/ACTION (10 minutes)
 - h. **8:50PM** Warrant Articles – INFORMATIONAL/ACTION (5 minutes)
9. **8:55PM** Administrator's Report
10. **9:00PM** Personnel Report
11. **9:05PM** Committee Reports
12. **9:10PM** Reports of the School Board
13. Correspondence Folder
14. Vendor and Payroll Registers
15. **9:15PM** Other Business
16. Non-public (if needed)
17. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
November 15	SAU Board Public Hearing on Budget	SAU	7:00PM
November 16	Regular Board Meeting	SAU	7:30PM
November 21	Joint Budcom Meeting (tentative)	SAU	7:00PM
December 7	Regular Board Meeting	SAU	7:30PM
December 21	Regular Board Meeting	SAU	7:30PM
January 4	Regular Board Meeting	SAU	7:30PM
January 5	Deadline for Citizens Petitions - Bond	SAU	5:00PM
January 9	Deadline for all other Citizens Petitions	SAU	5:00PM

ADMINISTRATOR'S REPORT

Administrator's Report for November 2, 2017 School Board Meeting

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

4. PUBLIC HEARING ON DONATION

Mark Pederson to present a \$5000 donation from New Balance Inc to be used to augment the Robotics program.

5. APPROVAL OF MINUTES *(4 sets – October 5th and 19th public meetings and Oct 19th nonpublic sessions)*

6. CURRENT BUSINESS

a. Elementary Report Card Update – INFORMATIONAL

Christi Michaud to present on updates made to the elementary report card.

b. Playground Updates – INFORMATIONAL

Tom Geary to provide an update on the plan to purchase and install new playground equipment at Atkinson Academy and Danville Elementary.

c. Transportation RFP – ACTION

Tom Geary to present a proposal for an RFP for transportation consulting services to review and make recommendations to improve the transportation program as well as develop the specs for the transportation RFP. Board action needed to allocate funds not to exceed \$7,500.

d. SAU Building Lease – ACTION

Geoff Dowd to present recommended language from district counsel on the SAU building lease contract. Once approved it will be presented to the SAU Board for execution (November 15th).

e. Sandown Schools – ACTION

Board members to review Sandown school study and determine what specific information they need prepared in order to make a decision to address increased enrollment at the schools. The board will also need to schedule a meeting to review the information and take action.

f. Policies – ACTION

Three policies were forwarded to first read by the Policy Committee: EBCC, GCGA, and GCI. Also up for second read and adoption are: EBBB, EHB, IGEA, IHAM, BDE, and BEDB.

g. Budget Update - INFORMATIONAL

Geoff Dowd to provide update on the budget development process.

h. Warrant Articles – INFORMATIONAL/ACTION

Board members to discuss/propose drafting articles for the 2018 district warrant. This shall be a standing agenda item until the warrant is finalized in late January.

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

a. Update on School Activities

7. PERSONNEL REPORT – Dr. Metzler to present

8. COMMITTEE REPORTS – Committee Chairs to update board on current initiatives.

9. REPORTS OF THE SCHOOL BOARD – Individual members to report on district matters.

10. CORRESPONDENCE – please be sure to review the correspondence folder.

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

12. OTHER BUSINESS – Board members to provide agenda items for future meeting consideration. Preference is to provide these items directly to the School Board Chair in advance of the meeting.

13. NON-PUBLIC

14. FUTURE DATES

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.*

November 16, 2007	
Warrant Articles	<i>Standing item</i>
Policies	
Assessment Reporting	<i>STAR (Fall Benchmarks)/SBAC/SAT</i>
TSSU Update – Tentative	
Operating Budget (1 st draft)	
American Education Week Essay Contest Winners	
CIP Project Schedule Review	<i>Finalize after Sandown schools action determined</i>
PAC Siding Follow up	
Budget Update	

December 7, 2007	
Warrant Articles	<i>Standing item</i>
Policies	
Budget Update	
Reschedule December 21 st meeting	
Budget Update/Default Budget	
Program of Studies	

December 21, 2007	
Warrant Articles	<i>Standing item</i>
Policies	
Budget Update/Default Budget	
Assessment Report	<i>Science NECAP</i>

Back Burner List	
Achieve300 Usage	
Auditors to Bid	
Joint Meeting with BudCom	<i>November 21st (tentative)</i>
TTA/TSSU Updates	
Assessment Reporting	<i>Feb-STAR (midyear); May-Tripod; Jun-Star (End of Year)</i>
Internal Controls Bids	<i>May 2018</i>
Extended Learning Schedule Midyear Review	<i>January/February</i>
TTA Survey Presentation	<i>February 2018</i>



New Elementary Report Card School Board Update

Timberlane Regional School District
November 2nd, 2017

Presented By: Christi Michaud,
Director of Data, Assessment and Accountability
Acting Director of Curriculum and Professional Learning

A decorative background on the left side of the slide features a green chalkboard with a black chalk smudge at the top and two pieces of pink chalk. A white chalk line is drawn on the board, curving upwards and then downwards.

Elementary Grading and Reporting Committee

- *2015- representation from all schools*
- *Identified need for new reporting tool that aligned with new K-12 curricula*
- *Explored various reporting tools*
- *Developed purpose for reporting*
- *Developed performance descriptions and reporting codes*
- *Presented our work in phases as developed*
 - *Grade level teams, Curriculum and Assessment Committee, TPAF, and SLT*
- *Developed parent informational brochures and presentations*
- *Presented six parent sessions at all elementary schools and posted PPT on websites for parents*

Our Curriculum Teams...

- *Developed learning progressions*
- *Created criteria based rubrics in all content areas for accurate reporting*
- *Work with grade level teams (PLCs) for input and training*
- *Support the implementation of new curricula, rubrics, and assessment*
- *Making improvements to Rtl and Enrichment models to meet targeted student needs*
- *Gather questions and feedback*

Timberlane Regional Elementary School Report Card

Student Name: ██████████	Teacher Name: ██████████	Grade: 3
Absence: T1: 0 T2: 0 T3: 0	Tardy: T1: 0 T2: 0 T3: 0	Dismissal: T1: 1 T2: 1 T3: 1

Purpose of the Report Card

The purpose of the report card is to communicate achievement of specific learning expectations and progress toward grade level competencies. It is the school district's intention to inform parents and students of learning successes and areas where improvement is needed as part of a continuous and ongoing reporting process.

Performance Code	Performance Levels	Performance Descriptors
4	COMPETENT	<i>The student demonstrates an ability to consistently, independently, and accurately apply and transfer acquired knowledge and skills in new tasks at or above grade/course level.</i>
3	SUFFICIENT	<i>The student demonstrates an ability to apply and transfer acquired knowledge and skills in new tasks at grade/course level. Student performance is not yet consistent; guidance, support, and additional practice may be necessary. Student has sufficiently demonstrated basic competency.</i>
2	EMERGENT	<i>The student demonstrates limited ability to apply and transfer acquired knowledge and skills in new tasks at grade/course level. Guidance, support, and additional practice are necessary.</i>
1	NOT YET DEMONSTRATING	<i>The student has not yet demonstrated the acquisition of knowledge and skills necessary for application and transfer in new tasks at grade/course level. Guidance, support, and additional practice are required.</i>
*	Modified	<i>A performance code accompanied by an asterisk indicates that the student is working at a modified grade level in a content area.</i>

Work-Study Practices	Tri. 1	Tri. 2	Tri. 3
Communication	3		
Creativity	3		
Collaboration			
Self-Direction			

Work-Study Practices (Teacher Comment Box)

Mathematics	Tri. 1	Tri. 2	Tri. 3
Number Sense	3*		
Solving	3*		
Measurement			
Data			
Geometry			

English Language Arts - Reading	Tri. 1	Tri. 2	Tri. 3
Point of View	2		
Narrative Text			
Informational Text			
Speaking and Listening			
Foundations and Fluency			

English Language Arts - Writing	Tri. 1	Tri. 2	Tri. 3
Point of View			
Narrative Writing			
Information Writing			
Foundations and Fluency			

Social Studies	Tri. 1	Tri. 2	Tri. 3
Social Studies Competencies			

Science	Tri. 1	Tri. 2	Tri. 3
Science Competencies			

Teacher Comment Box



Unified Arts	Tri. 1	Tri. 2	Tri. 3
Physical Education			
Achievement			
Work Study Practices			
Comments:			
Music			
Achievement			
Work Study Practices			
Comments:			
Art			
Achievement			
Work Study Practices			
Comments:			
Technology			
Achievement			
Work Study Practices			
Comments:			

FLES	Tri. 1	Tri. 2	Tri. 3
Interpersonal Communication			
Presentational Speaking			
Presentational Writing			
Interpretive Listening			
Interpretive Reading			
Work Study Practices			
Comments:			



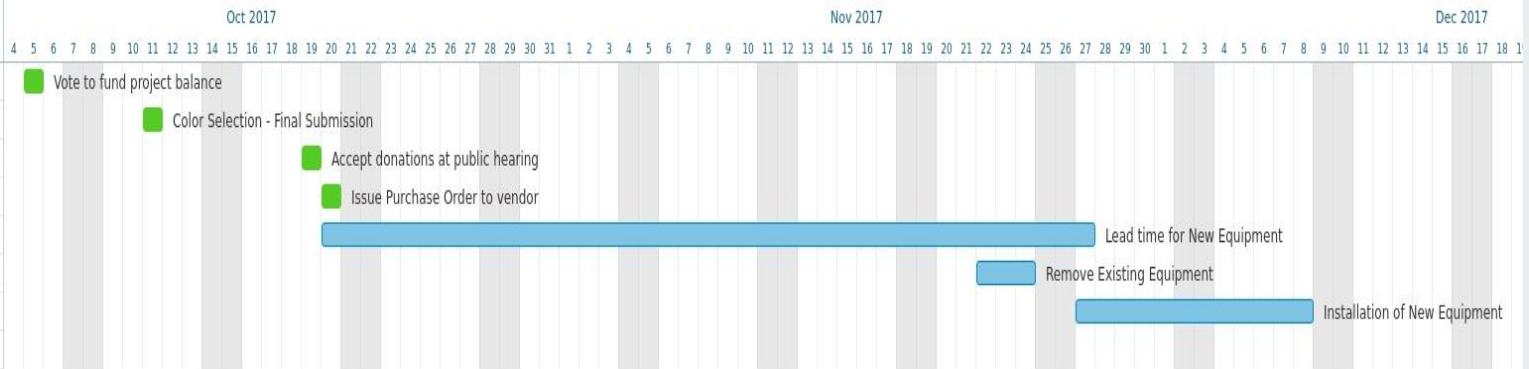
What's Next...?

- Parent-teacher conferences
- Web-based report card early December accessed through PowerSchool Parent Portal
- Parent Portal access codes will be emailed home again
- Parent references sheets for each grade level and each content area will be posted to school websites in early December

Playground Project AA/DE

Sub Task
Tasks Prog.

0	Vote to fund project balance	100%
1	Color Selection - Final Submission	100%
2	Accept donations at public hearing	100%
3	Issue Purchase Order to vendor	100%
4	Lead time for New Equipment	0%
5	Remove Existing Equipment	0%
6	Installation of New Equipment	0%
7		0%



Name

Progress

Start

Due

Completion Date

Vote to fund project balance	100%	10/05/2017	10/05/2017	10/19/2017
Color Selection - Final Submission	100%	10/11/2017	10/11/2017	10/19/2017
Accept donations at public hearing	100%	10/19/2017	10/19/2017	11/01/2017
Issue Purchase Order to vendor	100%	10/20/2017	10/20/2017	11/01/2017
Lead time for New Equipment		10/20/2017	11/27/2017	
Remove Existing Equipment		11/22/2017	11/24/2017	
Installation of New Equipment		11/27/2017	12/08/2017	



C/O MRC
 PO Box 106
 Spring Lake, NJ 07762
 Ph: 732-458-1111
 Fx: 732-974-0226
 Em: MRC@GAMETIME.COM
 Web: www.mrcrec.com

QUOTE
 #125929

08/18/2016

NH Plaistow Timberlane RSD SAU 55 Danville School Playground Equipment

Timberlane Regional School District SAU 55
 Attn: Lucy Canotas
 23 School Street
 Danville, NH 03819
 Phone: 603-382-5554
 lucy.canotas@timberlane.net

Project #: P82524
 Ship To Zip: 03819

Quantity	Part #	Description
1	RDU	Game Time - GameTime Custom PrimeTime 2-5 Unit
1	INSTALL	Game Time - Free Installation by CMJ Construction, a Certified GameTime Installer

Shipping to Danville, NH.

Total Amount: \$18,327.19

Free installation by CMJ Construction, a Certified GameTime Installer, is included with the purchase of the above listed equipment.

No safety surfacing is included.

TA/jm

CHOOSE YOUR COLOR SCHEME: IT IS VERY IMPORTANT THAT YOU CHOOSE A COLOR SCHEME FOR YOUR MODULAR PLAYGROUND UNIT AT TIME OF ORDER. PLEASE SELECT FROM ONE OF THE MANY "PLAY PALETTES" LISTED IN THE BACK OF THE GAMETIME CATALOG OR ON OUR WEBSITE: www.gametime.com. INDICATE YOUR SELECTION BELOW. GAMETIME PLAY PALETTE: _____ NOTE: COLOR SELECTION FOR ALL OTHER EQUIPMENT SHOULD BE ENTERED IN THE SPACE PROVIDED UNDER THAT SPECIFIC ITEM.





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 PO Box 106
 Spring Lake, NJ 07762
 Ph: 732-458-1111
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 Web: www.mrcrec.com

QUOTE
 #125929

08/18/2016

NH Plaistow Timberlane RSD SAU 55 Danville School Playground Equipment

This quotation is subject to policies in the current GameTime Park and Playground Catalog and the following terms and conditions. Our quotation is based on shipment of all items at one time to a single destination, unless otherwise noted, and changes are subject to price adjustment. Purchases in excess of \$1,000.00 to be supported by your written purchase order made out to **GAMETIME, c/o Marturano Recreation**. Kindly issue one order for the equipment and a separate order for surfacing and/or equipment installation services. Customer is responsible for any required permits and fees pertaining to such permits.

PRICING / PAYMENT: This quote is valid for 30 days from date of quotation. Payment terms: Purchase order made payable to **GameTime**. Net 30 days for tax supported governmental agencies. A 1.5% per month finance charge will be imposed on all past due accounts. Equipment shall be invoiced separately from other services and shall be payable in advance of those services and project completion. Retainage not accepted.

TAXES: State and local taxes, if applicable, will be added at time of invoicing unless a tax exempt certificate is provided at the time of order entry.

FREIGHT/SHIPMENT: Freight charges: Prepaid and added at time of invoicing. Shipment: order will ship within 30-45 days after GameTime's receipt and acceptance of your purchase order, signed quotation and color selections.

RECEIPT OF GOODS: Customer is responsible for unloading and uncrating equipment from truck. Customer shall receive, unload and inspect goods upon arrival, noting any discrepancies on the Delivery Receipt prior to written acceptance of the shipment.

INSTALLATION: Installation by a Gametime Certified Installer is FREE with the purchase of the above listed equipment. The attached certified installer form must be completed to assure the customer understands the terms of installation listed briefly below:

- Installation assumes a flat, dirt surface with no grading preparation required.
- Gametime's installer is not responsible for any site preparation, and/or grading.
- Customer is responsible for calling **888-DIG-SAFE** a minimum of 72 hours before installation is to begin.
- Direct access is required for large construction vehicles. All work is to be done in one move.
- All excavated material is to remain on site.
- Customer is responsible for accepting delivery, storage of equipment and transporting equipment from storage to the site, if storage is other than installation site.
- Customer will be responsible for unloading the truck and disposal of packaging.
- The installation of the safety surfacing and/or border timbers is not included in the above price.
- Unforeseen subsurface obstructions may incur additional charges.

EXCLUSIONS: unless specifically included, this quotation excludes all site work and landscaping; removal of existing equipment; acceptance of equipment and off-loading; storage of goods prior to installation; safety surfacing; borders and drainage provisions.

TO ORDER: Please complete the acceptance portion of this quotation and provide color selections, purchase order and other key information requested. Acceptance of this proposal indicates your agreement to the terms and conditions stated herein.





C/O MRC
 PO Box 106
 Spring Lake, NJ 07762
 Ph: 732-458-1111
 Fx: 732-974-0226
 Em: MRC@GAMETIME.COM
 Web: www.mrcrec.com

QUOTE
 #125929

08/18/2016

NH Plaistow Timberlane RSD SAU 55 Danville School Playground Equipment

Acceptance of quotation:

Accepted By (printed): _____

P.O. No: _____

Signature: _____

Date: _____

Title: _____

Phone: _____

Email: _____

Purchase Amount: **\$18,327.19**

Facsimilie: _____

Order Information:

Bill To: _____

Ship To: _____

Contact: _____

Contact: _____

Address: _____

Tel: _____

Address: _____

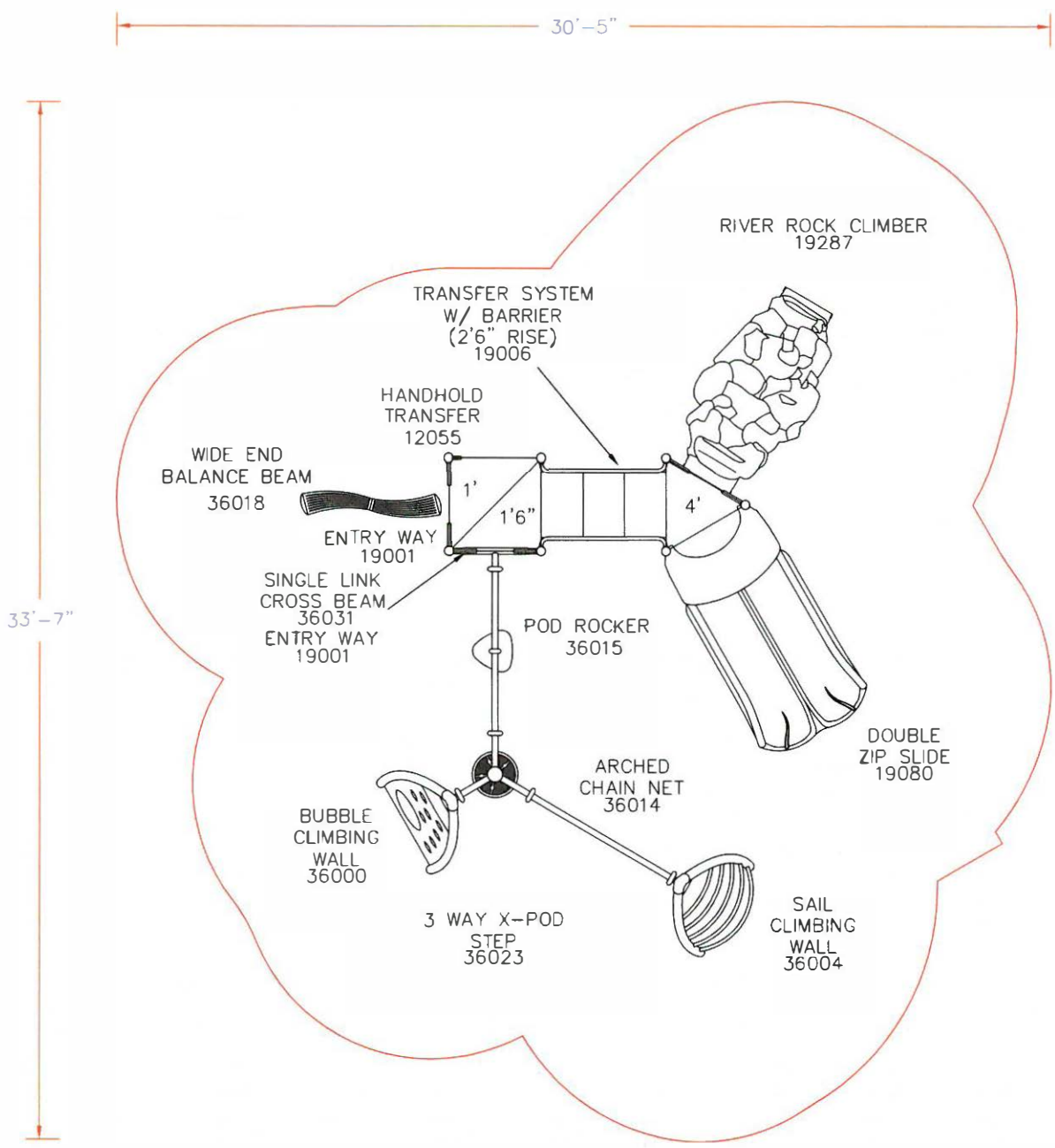
Address: _____

City, State, Zip: _____

City, State, Zip: _____

SALES TAX EXEMPTION CERTIFICATE #:
 (PLEASE PROVIDE A COPY OF CERTIFICATE)







C/O MRC
 PO Box 106
 Spring Lake, NJ 07762
 Ph: 732-458-1111
 Fx: 732-974-0226
 Em: MRC@GAMETIME.COM
 Web: www.mrcrec.com

QUOTE
 #135681

10/06/2017

NH Plaistow Timberlane RSD SAU 55 Atkinson Academy Playground Equipment 10.6.17

Timberlane Regional School District SAU 55
 Attn: Kathie Dayotis
 17 Academy Avenue
 Atkinson, NH 03811
 Phone: 603-362-5521
 kathleen.dayotis@timberlane.net

Project #: P81673
 Ship To Zip: 03811

Quantity	Part #	Description
1	7075	Game Time - Rocketship
1	RDU	Game Time - GameTime Custom PrimeTime 5-12 Unit
1	8662	Game Time - Walking The Plank
1	28028	Game Time - Sway Bench
1	INSTALL	Game Time - Installation by CMJ Construction, a Certified GameTime Installer -

Shipping to Atkinson, NH.

Total Amount: \$59,708.88

Installation by CMJ Construction, a Certified GameTime Installer, is included in the above price.

No safety surfacing is included.

TA/jm

CHOOSE YOUR COLOR SCHEME: IT IS VERY IMPORTANT THAT YOU CHOOSE A COLOR SCHEME FOR YOUR MODULAR PLAYGROUND UNIT AT TIME OF ORDER. PLEASE SELECT FROM ONE OF THE MANY "PLAY PALETTES" LISTED IN THE BACK OF THE GAMETIME CATALOG OR ON OUR WEBSITE: www.gametime.com. INDICATE YOUR SELECTION BELOW.
GAMETIME PLAY PALETTE: _____ **NOTE: COLOR SELECTION FOR ALL OTHER EQUIPMENT SHOULD BE ENTERED IN THE SPACE PROVIDED UNDER THAT SPECIFIC ITEM.**





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Web: www.mrcrec.com

QUOTE
#135681

10/06/2017

NH Plaistow Timberlane RSD SAU 55 Atkinson Academy Playground Equipment 10.6.17

This quotation is subject to policies in the current GameTime Park and Playground Catalog and the following terms and conditions. Our quotation is based on shipment of all items at one time to a single destination, unless otherwise noted, and changes are subject to price adjustment. Purchases in excess of \$1,000.00 to be supported by your written purchase order made out to **GAMETIME, c/o Marturano Recreation**.

Kindly issue one order for the equipment and a separate order for surfacing and/or equipment installation services. Customer is responsible for any required permits and fees pertaining to such permits.

PRICING / PAYMENT: Pricing f.o.b. factory, firm for 30 days from date of quotation. Payment terms: Purchase order made payable to **GameTime**. Net 30 days for tax supported governmental agencies. A 1.5% per month finance charge will be imposed on all past due accounts. Equipment shall be invoiced separately from other services and shall be payable in advance of those services and project completion. Retainage not accepted.

TAXES: State and local taxes, if applicable, will be added at time of invoicing unless a tax exempt certificate is provided at the time of order entry.

FREIGHT/SHIPMENT: Freight charges: Prepaid and added at time of invoicing. Shipment: order will ship within 30-45 days after GameTime's receipt and acceptance of your PURCHASE ORDER, signed quotation and color selections.

RECEIPT OF GOODS: Customer is responsible for unloading and uncrating equipment from truck. Customer shall receive, unload and inspect goods upon arrival, noting any discrepancies on the Delivery Receipt prior to written acceptance of the shipment.

INSTALLATION: Installation by CMJ Construction, a Gametime Certified Installer. The attached certified installer form must be completed to assure the customer understands the terms of installation listed briefly below:

- Installation Pricing is based on manufacturer's recommended footing depth of 30" below finished grade. Any requirement greater than that will incur additional charges.
- Installation assumes a flat, dirt surface with no grading preparation required.
- Gametime's installer is not responsible for any site preparation, and/or grading.
- Customer is responsible for calling 888-DIG-SAFE a minimum of 72 hours before installation is to begin.
- Direct access is required for large construction vehicles.
- All work is to be done in one move.
- All excavated material is to remain on site.
- Customer is responsible for accepting delivery, storage of equipment and transporting equipment from storage to the site, if storage is other than installation site.
- Customer will be responsible for unloading the truck and disposal of packaging.
- The installation of the safety surfacing and/or border timbers is not included in the above price.
- Unforeseen subsurface obstructions may incur additional charges.

EXCLUSIONS: unless specifically included, this quotation excludes all site work and landscaping; removal of existing equipment; acceptance of equipment and off-loading; storage of goods prior to installation; safety surfacing; borders and drainage provisions.

TO ORDER: Please complete the acceptance portion of this quotation and provide color selections, check in full and other key information requested. Acceptance of this proposal indicates your agreement to the terms and conditions stated herein.





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 PO Box 106
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 Fx: 732-974-0226
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 Web: www.mrcrec.com

QUOTE
 #135681

10/06/2017

NH Plaistow Timberlane RSD SAU 55 Atkinson Academy Playground Equipment 10.6.17

Acceptance of quotation:

Accepted By (printed): _____

P.O. No: _____

Signature: _____

Date: _____

Title: _____

Phone: _____

Email: _____

Facsimilie: _____

Purchase Amount: **\$59,708.88**

Order Information:

Bill To: _____

Ship To: _____

Contact: _____

Contact: _____

Address: _____

Tel: _____

Address: _____

Address: _____

City, State, Zip: _____

City, State, Zip: _____

SALES TAX EXEMPTION CERTIFICATE #: _____
 (PLEASE PROVIDE A COPY OF CERTIFICATE)



**ATKINSON
ACADEMY**

ATKINSON, NH

No.	Revision	Date

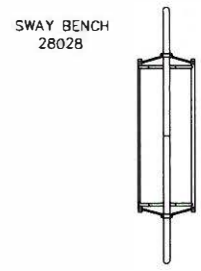
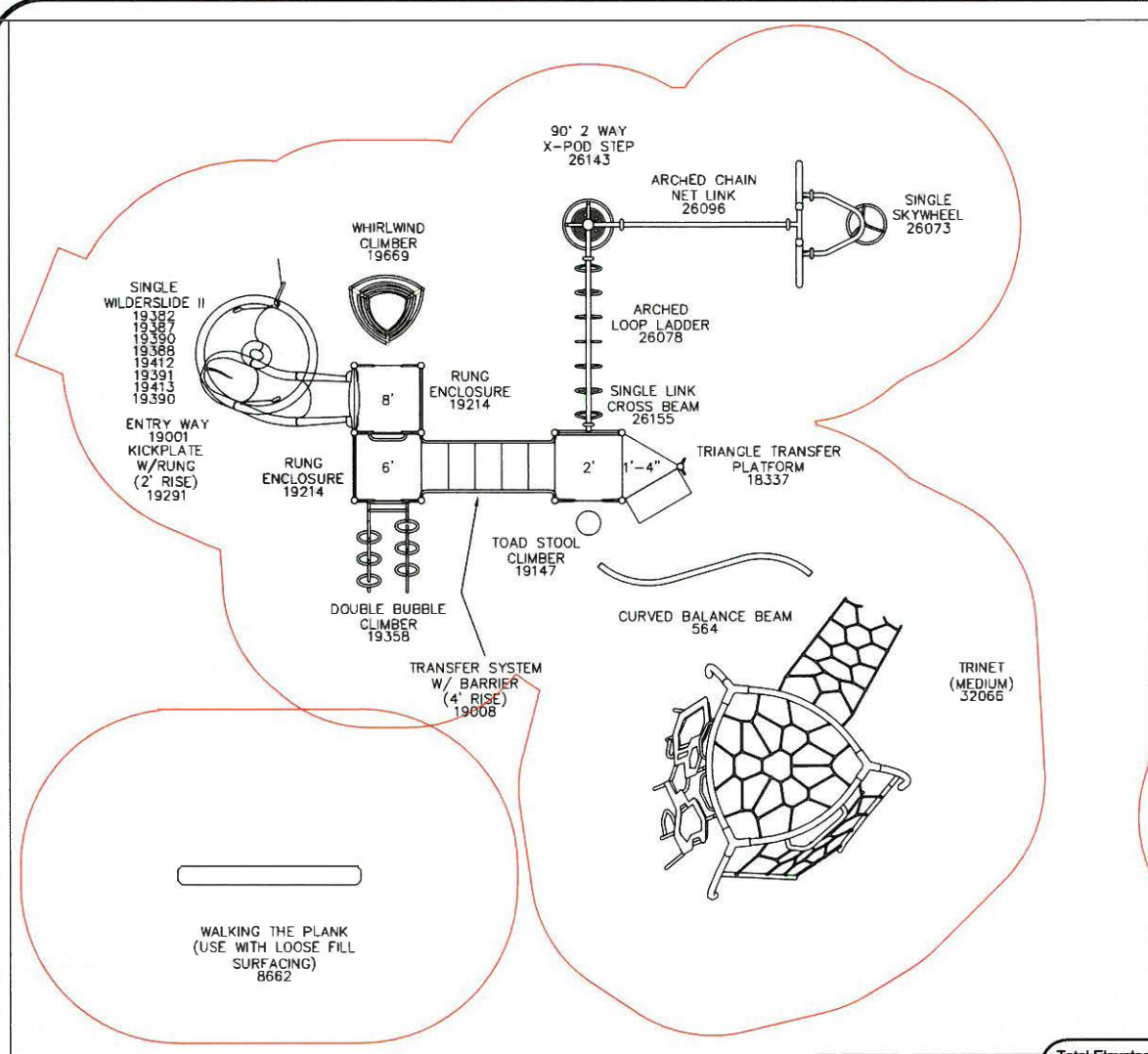
This play equipment is recommended for children ages 5 - 12.

Soft, resilient surfacing should be placed in the use zones of all equipment, as specified for each type of equipment, and at depths to meet the critical fall heights as specified by the U.S. consumer Product Safety Commission, ASTM standard F 1487 and Canadian Standard CAN/CSA-Z-614.

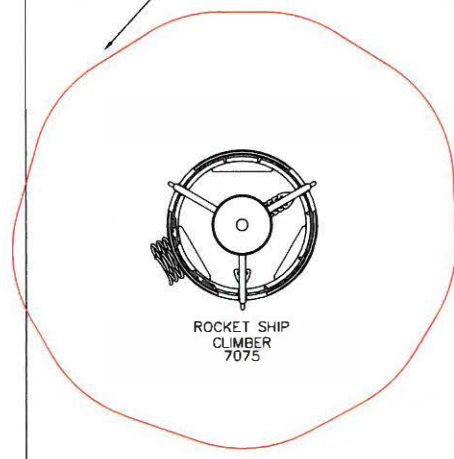
This unit includes play events and routes of travel designed specifically for special needs users. It is the opinion of the manufacturer that these play events and routes of travel conform to the accessibility requirements of the ADA (American's with Disabilities Act).



Drawn By: TA	Scale: 1" = 5'-0"
Date: 6/2/16	
Drawing Name:	



19' X 19' AREA



51' X 46' AREA

Total Elevated Play Components	
Total Elevated Components Accessible By Ramp	
Total Elevated Components Accessible By Transfer	
Total Accessible Ground Level Components Shown	
Total Different Types Of Ground Level Components	

Required
Required
Required



play.site.sport
800.922.0070 / www.mrcrec.com

Atkinson Academy - Atkinson, NH
View A



• USA CORP. •



play.site.sport.
800.922.0070 / www.mrcrc.com

Atkinson Academy - Atkinson, NH
View B



ATTA CORP. 11-11-11



Danville School - Danville, NH
View A



play.site.sport.
800.922.0070 / www.mrcrec.com



a PLAYCORE company




play.site.sport.
800.922.0070 / www.mrcrec.com

Danville School - Danville, NH
View B


A PLAYCORE Company

**School Administrative Unit No. 55
Timberlane Regional School District
30 Greenough Road
Plaistow, NH 03865**

LEASE AGREEMENT

1. Date

This lease is entered into between the parties as described below, and is effective as of July 1, 2017.

2. Parties

- a. Landlord (Owner): Timberlane Regional School District
c/o Superintendent of Schools
30 Greenough Road
Plaistow, NH 03865

- b. Tenant (Renter): School Administrative Unit No. 55
c/o Superintendent of Schools
30 Greenough Road
Plaistow, NH 03865

3. Leased Premises

In consideration of the rent to be paid below and of performances of the covenants and agreements set forth in this lease, the Landlord (Owner) agrees to lease to the Tenant approximately 50% of the total floor space and related exterior space (parking, etc.) of the School Administrative Unit No.55 which is located at 30 Greenough Rd., Plaistow, New Hampshire.

The SAU No. 55 Office property will be identified as follows: The most northeasterly point of the Timberlane Regional High School property hence running westerly 180 feet along Greenough Road to a corner hence turning and running southerly 350 feet to a corner hence turning and running 180 feet easterly to a corner hence turning and running 350 feet northerly along the Vic Geary Center property to the point of beginning.

4. Rent

The rent for the next five (5) years (7/1/2017-6/30/2022) is fixed at \$13.00 per square foot furnished, figured at 6500 square feet x 50% utilization x \$13 per square foot = \$42,250 annually, payable in two biannual payments.

5. Terms

The term of this lease is five (5) years – July 1, 2017, to June 30, 2022. The financial terms of the agreement are open to review and reconsideration only at such time as the percentage use of the building, 50% SAU and 50% Timberlane, changes whatsoever.

6. **Insurance**

The Landlord (Owner) agrees to insure the building, furnishings and related outside spaces against fire, theft, and general liability.

7. **Maintenance and Upkeep**

The Owner agrees to full general maintenance and upkeep of the total facility.

The Owner agrees to manage the facility and prorate all operating costs on a 50% SAU and 50% Timberlane percent basis, determined and payable biannually.

8. **Termination**

This lease can be terminated only with one year's written notice of intent to claim total premises by the Owner or one year's written notice by the Tenant of intent to vacate the premises.

9. **Alterations or Modifications**

Any modifications or alterations to the building will require prior written permission of the Owner.

Signed by

Chair
Timberlane Regional School Board

Chair
SAU No. 55 School Board

Date

Date

Authorized by vote of the Timberlane Regional School Board on _____, 2017.

Authorized by vote of the SAU #55 Board on _____, 2017.

SANDOWN SCHOOLS

**A Comprehensive Review of Facilities Use Options
for Presentation to the Timberlane Regional School Board**

September 2017



Prepared by Christi Michaud and Thomas Geary III

TABLE OF CONTENTS

Introduction	3
Criteria for Evaluation of Options	4
<i>This document was written by the NESDEC Project Team as part of the 2009-2020 Capital Improvement Plan (CIP) for Timberlane’s use as a guideline in the evaluation of facilities planning options.</i>	
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Appendix A – 2009-2020 CIP Introductory Pages	25
<i>This document includes introductory pages of the 2009-2020 CIP, and the proposed District-wide project summary written by Lavallee Brensinger Architects.</i>	
Appendix B – Assessment Sandown, Conceptual Plans	34
<i>This document was written by the Lavallee Brensinger Architects and provides a building assessment of the Sandown Schools, and conceptual plans of possible Sandown North School additions.</i>	

Bibliographical Notes: This report quotes various authors of the 2009-2020 Capital Improvement Plan, including the works of Lavallee Brensinger Architects of Charlestown, MA, and the New England School Development Council (NESDEC) of Marlborough, MA. Quotations and page numbers cited in this report refer to the Adobe pagination of the entire 2009-2020 Capital Improvement Plan, accessible from the Timberlane Regional School Board SharePoint documents.

<https://public.timberlane.net/sau/trsb/Shared%20Documents/CAPITAL%20IMPROVEMENT%20PLAN/TIMBERLANE%20CIP%202009-2020.pdf>

INTRODUCTION

In response to the anticipated increase of student enrollment in the Sandown schools resultant of an increase of housing development within the town of Sandown, the Timberlane Regional School Board directed the Superintendent of Schools to provide a comprehensive report of facilities, programs and grade organization options that would assist the board in addressing spacing issues.

This report provides information for four options:

- Option #1 – Timberlane Learning Center (TLC PreK) PreK through Grade 1 housed at the Sandown Central School with Grades 2 through 5 at Sandown North Elementary.
- Option #2 – Kindergarten through Grade 2 housed at Sandown Central with Grades 3 through 5 at Sandown North, and TLC PreK relocating to Pollard School.
- Option #3 – Close Sandown Central School and build an addition to Sandown North, housing Sandown PreK through Grade 5. The District PreK program would move to a more centralized location.
- Option #4 – Close Sandown Central. Build at the Timberlane campus, moving all district 5th graders to the TRMS Campus, and moving TLC PreK to the TRHS Campus.

Superintendent Dr. Earl Metzler extends his thanks and appreciation to the numerous individuals who contributed to this report, specifically:

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Mike Flynn, Timberlane Regional Middle School Principal
Michelle Auger, Pollard School Principal
Sandra Hodgkins, Transportation Coordinator
Katarina Curtin, Executive Assistant - Curriculum Department

V. CRITERIA FOR EVALUATION OF OPTIONS

To assist the Timberlane RSD in making decisions as to the best way to proceed in developing a Master Plan for school facilities, the NESDEC Project Team suggests the application of the following criteria to the options presented. **In developing a Long-Range Plan, the Timberlane District may wish to “mix-and-match” among the options.**

Evaluation Criteria for Long-Range Planning Options

1. Solves the Problems as Defined

How well does the option solve the problems as defined? Does it solve the problems for the long-term, or is it merely a quick fix or “band aid” approach?

2. Provides Long-Term Flexibility

Does the option provide long-term flexibility? Enrollment projections are just that, projections, they are not guarantees. Whatever the School Board chooses to do, it should take into account the possibility of a 10% swing either way in terms of enrollment at all levels. In other words, the School Board should be prepared to respond to the questions: **“How will the space be used if 10% fewer students materialize?”** and **“How will the space be provided if 10% more students materialize?”**

3. Provides for Program Improvement

Does the option improve the educational program (or is it at least program-neutral)? It is not acceptable to provide additional program spaces for one group of students at the expense of the program of another. Does it assure equity for all students with respect to program and curriculum consistency?

4. Provides for Minimum Disruption

What is the “disruption factor” in the options? NESDEC was asked where students might be relocated during any school renovation projects. First, we are not aware of any off-site school “swing space” available on a temporary basis. Second, smaller projects can be timed to occur during the summer vacation (with materials delivered in advance), or in May through October when students are more often out-of-doors. More important, however, is the fact that some school

architects and school construction firms specialize in providing for school children to be safe and learning disrupted as little as possible. There should be stated criteria in any Request for Proposals issued by the Timberlane RSD. A second “disruption factor” to be considered is lead time for planning. Whichever plan is chosen, many steps are required in implementation. Parents and teachers need time to consider the nature of the PK-12 system problems (as opposed to the portion of the problem/change that immediately affects “me”). Parents and teachers also will need time to attend meetings or professional training. Detailed plans for moving books, equipment, and ordering new items are important. What makes sense, given adequate time to implement, may be less-than-successful if on a timetable which is rushed.

5. Is Financially Responsible

Is the option financially responsible? Does it provide the “most for the least?” The best approach need not be either the most expensive or the least expensive option. The key word is “responsible.” While a less expensive option may have immediate appeal, it may end up costing the district more money over the long term.

6. Is Consistent with School Board Policy/Guidelines

The option should support and enhance the community’s educational programs as defined by School Board guidelines and policy. For example, if the option were to call for raising basic class sizes to 35 pupils, it would create a major change and disruption in educational programming and School Board policy/guidelines.

Option #1 (*Short-term)

TLC PreK through Grade 1 housed at the Sandown Central School with Grades 2 through 5 at Sandown North Elementary.

***NOTE:** Based on increasing projected enrollment in grades K-1, additional classroom space would be necessary in the **2020** school year at Sandown Central in Option 1 to accommodate for increasing enrollment as illustrated in the chart below. 13 classroom spaces are currently available at SC.

ENROLLMENT/CLASSROOM SPACES:

Enrollment projections are estimates based on the 2017 NESDEC report. Please note that estimates can vary depending upon when the NESDEC report is issued. NESDEC provides arbitrary preschool enrollment projections, due to the fact that projections are largely based on birth rates.

Sandown Central School (2018 - 2023)						
Key: # projected enrollment/classroom space						
<small>* The TLC preschool projections (100 students) are based on TLC PreK current enrollment data.</small>						
	18-19	19-20	20-21	21-22	22-23	23-24
TLC PreK	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms
Kindergarten	70/3 rooms	68/3 rooms	81/ 4 rooms	67/ 3 rooms	70/3 rooms	71/ 3 rooms
Grade 1	75/4 rooms	83/5 rooms	81/ 5 rooms	96/ 5 rooms	80/ 4 rooms	83/ 5 rooms
Art/Music	1 shared room	1 shared room	1 shared room	1 shared room	1 shared room	1 shared room
Total Classroom Space Needed/ Available	12.5/13	13.5/13	14.5/13	13.5/13	12.5/13	13.5/13
Offices and Special Education Service spaces are not included above.						

TLC PRESCHOOL ENROLLMENT TREND:

Enrollment numbers include special education students ages 3 and 4, as well as typical tuition paying students.

	Total # of Students	Total # of Students	Increase in Enrollments
	September	June	Sept – June
2014 - 2015	65	91	26
2015 - 2016 (First Year at SC)	52	68	16
2016-2017	69	105	36
2017-2018	100		

- The Timberlane Learning Center PreK consistently sees mid-year enrollment growth between September and June. This occurs due to both increased special education students as well as typical tuition paying students from around the district and surrounding communities. During to 2016-2017 school year, the enrollment increase resulted in the addition of a new classroom learning environment.
- IDEA makes clear the requirement to provide special education services to children ages 2.9 years and up in a least restrictive environment. At the preschool level, that requirement means that students with disabilities must be provided that same opportunities as non-disabled students and be educated alongside students without disabilities. Student population in an early learning setting must not exceed more than 50% special education students, with a maximum classroom size of 18 students.

Sandown North School (2018 - 2023)						
Key: # projected enrollment/classroom space						
School Year	18-19	19-20	20-21	21-22	22-23	23-24
Grade 2	67/3 rooms	77/ 4 rooms	85/4 rooms	83/ 4 rooms	99/ 5 rooms	82/ 4 rooms
Grade 3	82/4 rooms	69/3 rooms	79/ 4 rooms	87/ 4 rooms	85/4 rooms	102/ 5 rooms
Grade 4	60/3 rooms	84/4 rooms	71/ 3 rooms	81/ 4 rooms	89/ 4 rooms	87/ 4 rooms
Grade 5	72/3 rooms	63/ 3 rooms	88/ 4 rooms	75/ 3 rooms	85/ 4 rooms	93/ 4 rooms
Total Classroom Space Needed	13/18	14/18	15/18	15/18	17/18	17/18
<p>*Additional classroom spaces at Sandown North would provide reprieve to currently congested areas and create new learning spaces (ie: Library, Art room, student service delivery areas, Literacy Room, and STEAM/Maker Spaces).</p>						

STAFFING NEEDS:

For purposes of this study, the additional staffing projections have been estimated and are in line with current positions held at district elementary schools.

- **School Counselor at SC (1)**
 - o To provide Second-Step Guidance Curriculum, individual and small group counseling support, and to provide families with contacts and services. There is no school counselor currently at TLC at SC. This position was not replaced in the consolidation of 2015, therefore this is an immediate need.
- **Library/Media Specialist at SC (.5)**
 - o To provide library services, book circulation, and media resources for instructional and learning purposes. There is no Library/Media Specialist currently at TLC at SC. This position was not replaced in the consolidation of 2015, therefore this is an immediate need.
- **Anticipated Classroom Teachers (based on NESDEC projections)**
 - o By 2019, one additional teacher would be needed at both Sandown North and Sandown Central Schools.

o By 2020, one additional teacher would be needed at Sandown Central School, however the facility could not accommodate a total of 14.5 classrooms. By 2020, one additional teacher would also be needed at Sandown North School.

APX. STAFFING ASSOCIATED COSTS (through 2020): \$ 105,000 (2018-19) + \$140,000 (2019-20)

INSTRUCTIONAL MATERIALS and TECHNOLOGY:

Unified Arts (PE, Art, Music supplies) and Technology related materials (Chromebooks, Classroom Projectors, Carts, Classroom Printers, Teacher Laptop/Desktop) will move from Sandown North to Sandown Central.

TRANSPORTATION:

There will be no need for additional busses, as routes will be adjusted to work within our current contract. Within our current configuration of Preschool and Kindergarten at Sandown Central, it is recommended to have bus monitors for these young age groups; this would continue to be a concern with the addition of first graders.

Projected cost for additional bus monitors would be **\$108,000 per year**. This projected cost is based off our current contract with First Student. During the planning process for a new contract, bus monitoring should be examined.

FACILITIES:

Kitchen and Cafeteria Renovations

The kitchen at Sandown Central is inadequate for on-site meal preparation. Currently, there are 10-12 Sandown Central students who receive prepared food. They choose their meal selections in advance and each day their food is bussed from Sandown North. This is an inequitable system, as Sandown Central students do not receive the opportunity of same-day meal selection that other students across our district receive.

The addition of 80 first graders presents two options - either (1) increase satellite operations from Sandown North School, or (2) open a minimal kitchen for operational meal service. In both sub-options, Sandown Central will require the purchase of cafeteria furniture.

Increasing satellite operations from Sandown North School will still require basic renovations to the kitchen, including a food warmer, a hot serving counter, a cold serving counter, and dishwasher

maintenance. Small wares such as cafeteria trays and utensils will need to be purchased. The transportation of food will require a small van and a commercial insulated container.

Opening a minimal kitchen will include all of the same basic renovations as above, along with many more. A minimal kitchen will require the removal of old equipment and the installation of new equipment, in line with any code concerns that may arise. The new equipment required includes a single convection oven, a stove, a 2 door refrigerator, and a 2 door freezer. The same small wares will need to be purchased, along with regular pans, sheet pans, pots, and a pan rack. Sandown Central will also require an Annual Food Service License, and there is a greater food service labor cost associated with this option.

Air Conditioning

Key spaces that require air conditioning include the library and nurse's office. The library should be air conditioned to provide a comfortable central location for both classes and meetings. The nurse's office should be air conditioned in order to offer reprieve from heat exhaustion and other ailments that require a climate controlled space.

Site & Traffic Flow

The current flow of the site is not conducive to a safe or efficient pickup or drop off environment. Currently, traffic flow has staff, parents, and busses converging at the same point. Increasing enrollment at this facility will only exacerbate the issue. Cars and busses should never cross paths, and this will be taken into account in the necessary full redesign of the site and parking lots.

Facilities' Updates Overview

Total cost for facilities and site improvements are approximately **\$352,050 - 376,750**. Please be advised that these are very rough budget estimates. As we proceed with an option, further study will be needed to refine estimates.

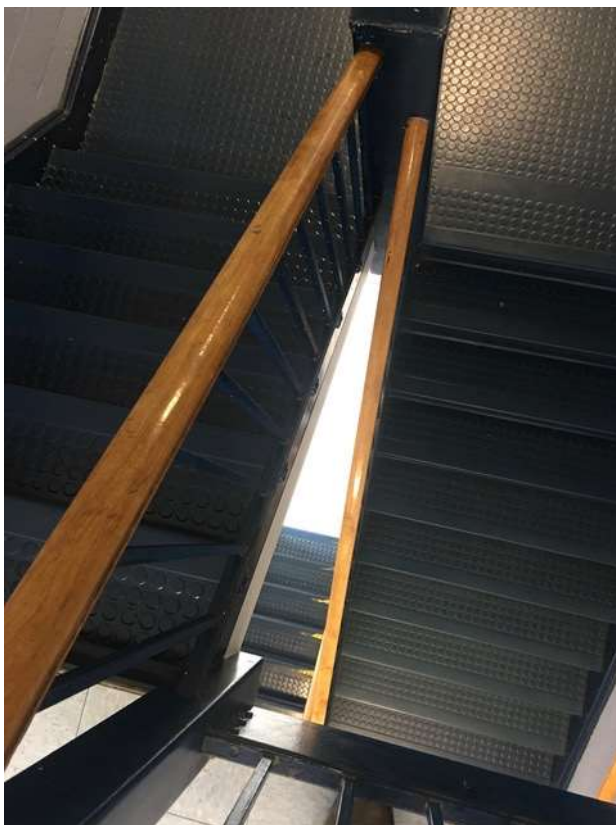
Option #2 (*Short-term)

Kindergarten through Grade 2 housed at the Sandown Central School with Grades 3 through 5 at Sandown North Elementary, and the TLC Preschool Program housed at Pollard School.

NOTE: *Based on increasing projected enrollment in grades K-2, additional classroom space would be necessary in the **2020** school year at Sandown Central in Option 2 to accommodate for increasing enrollment as illustrated in the chart below. **Option 2 would cause overcrowding at Sandown Central and the vacancy of multiple classroom spaces at Sandown North, therefore Option 2 is not recommended.**

TLC PreK at Pollard School:

Currently TLC PreK needs 4.5 classrooms, and there are 3 classrooms currently available at Pollard School. There is also additional classroom space on the top floor of Pollard, however it is not accessible for student use due to ADA non-compliance. An elevator or lift would need to be installed in order to access top floor classrooms in ADA compliance, and accommodate TLC PreK. **Associated construction and installation costs to install an elevator or lift would require further study.**



Since TLC PreK moved to Sandown Central in 2015, Pollard School has expanded its Special Education program for students with Emotional and Behavioral Disabilities, adding additional staff and quiet spaces. The TLC PreK program has also grown over the past two years at the Sandown Central location.

While classroom spaces could be created for TLC PreK to re-enter Pollard School, Pollard could not support the current growth of TLC PreK. These factors would force the District to limit enrollment of typical peers. Typical peers are essential to creating an early learning environment where age appropriate skills, communication, and behavior are modeled. Typical peer ratios are also required per IDEA. If the district is unable to provide early learning classrooms for preschool age students within the District public education setting, they must find alternatives. Such alternatives may include placing students in community based programs.

ENROLLMENT/CLASSROOM SPACES:

Enrollment projections are estimates based on the 2017 NESDEC report. Please note that estimates can vary depending upon when the NESDEC report is issued.

Sandown Central School (2018 - 2023)						
Key: # projected enrollment/classroom space						
	18-19	19-20	20-21	21-22	22-23	23-24
Kindergarten	70/3 rooms	68/3 rooms	81/ 4 rooms	67/ 3 rooms	70/3 rooms	71/ 3 rooms
Grade 1	75/4 rooms	83/5 rooms	81/ 5 rooms	96/ 5 rooms	80/ 4 rooms	83/ 5 rooms
Grade 2	67/3 rooms	77/ 4 rooms	85/4 rooms	83/ 4 rooms	99/ 5 rooms	82/ 4 rooms
Art/Music	1 shared room	1 shared room	1 shared room	1 shared room	1 shared room	1 shared room
Total Classroom Space Needed/ Available	11/13	13/13	14/13 *	13/13	13/13	13/13
Office and Special Education Services space are not included above.						

Sandown North School (2018 - 2023)						
Key: # projected enrollment/classroom space						
	18-19	19-20	20-21	21-22	22-23	23-24
Grade 3	82/4 rooms	69/3 rooms	79/ 4 rooms	87/ 4 rooms	85/4 rooms	102/ 5 rooms
Grade 4	60/3 rooms	84/4 rooms	71/ 3 rooms	81/ 4 rooms	89/ 4 rooms	87/ 4 rooms
Grade 5	72/3 rooms	63/ 3 rooms	88/ 4 rooms	75/ 3 rooms	85/ 4 rooms	93/ 4 rooms
Total Classroom Space Needed/ Available	10/18	10/18	11/18	11/18	12/18	13/18
Office and Special Education Services space are not included above.						

STAFFING NEEDS:

For purposes of this study, the additional staffing projections have been estimated and are in line with current positions held at district elementary schools.

- **School Counselor (1)**
 - o To provide Second-Step Guidance Curriculum to grades K-2, individual and small group counseling support, and to provide families with contacts and services. There is no school counselor currently at TLC at SC. This position was not replaced in the consolidation of 2015, therefore, this is an immediate need.
- **Library/Media Specialist (.5)**
 - o To provide library services, book circulation, and media resources for instructional and learning purposes. There is no Library/Media Specialist currently at TLC at SC. This position was not replaced in the consolidation of 2015, therefore, this is an immediate need.
- **Anticipated Classroom Teachers (based on NESDEC projections)**
 - o By 2019, two additional teachers would be needed at Sandown Central School.
 - o By 2020, one additional teacher would be needed at Sandown Central School, however the facility could not accommodate a total of 14 classrooms. By 2020, one additional teacher would also be needed at Sandown North School.

APX. STAFFING ASSOCIATED COSTS (through 2020): \$ 105,000 (2018-19) + \$140,000 (2019-20)

INSTRUCTIONAL MATERIALS and TECHNOLOGY:

Unified Arts (PE, Art, Music supplies) and Technology related materials (Chromebooks, Classroom Projectors, Carts, Classroom Printers, Teacher Laptop/Desktop) will move from Sandown North to Sandown Central.

TRANSPORTATION:

There will be no need for additional busses, as routes will be adjusted to work within our current contract. Within our current configuration of Preschool and Kindergarten at Sandown Central, it is recommended to have bus monitors for these young age groups; this would continue to be a concern with the addition of first and second graders.

Projected cost for additional bus monitors would be **\$108,000 per year**. This projected cost is based off our current contract with First Student. During the planning process for a new contract, bus monitoring should be examined.

FACILITIES:

Kitchen and Cafeteria Renovations

The kitchen at Sandown Central is inadequate for on-site meal preparation. Currently, there are 10-12 Sandown Central students who receive prepared food. They choose their meal selections in advance and each day their food is bussed from Sandown North. This is an inequitable system, as Sandown Central students do not receive the opportunity of same-day meal selection that other students across our district receive.

The addition of first and second graders presents two options - either (1) increase satellite operations from Sandown North School, or (2) open a minimal kitchen for operational meal service. In both sub-options, Sandown Central will require the purchase of cafeteria furniture.

Increasing satellite operations from Sandown North School will still require basic renovations to the kitchen, including a food warmer, a hot serving counter, a cold serving counter, and dishwasher maintenance. Small wares such as cafeteria trays and utensils will need to be purchased. The transportation of food will require a small van and a commercial insulated container.

Opening a minimal kitchen will include all of the same basic renovations as above, along with many more. A minimal kitchen will require the removal of old equipment and the installation of new equipment, in line with any code concerns that may arise. The new equipment required includes a single convection oven, a stove, a 2 door refrigerator, and a 2 door freezer. The same small wares will need to be purchased, along with regular pans, sheet pans, pots, and a pan rack. Sandown Central will also require an Annual Food Service License, and there is a greater food service labor cost associated with this option.

Air Conditioning

Key spaces that require air conditioning include the library and nurse's office. The library should be air conditioned to provide a comfortable central location for both classes and meetings. The nurse's office should be air conditioned in order to offer reprieve from heat exhaustion and other ailments that require a climate controlled space.

Site & Traffic Flow

The current flow of the site is not conducive to a safe or efficient pickup or drop off environment. Currently, traffic flow has staff, parents, and busses converging at the same point. Increasing enrollment at this facility will only exacerbate the issue. Cars and busses should never cross paths, and this will be taken into account in the necessary full redesign of the site and parking lots.

Facilities Updates Overview

Total cost for facilities and site improvements are approximately **\$354,550 – 379,250**. Please be advised that these are very rough budget estimates. As we proceed with an option, further study will be needed to refine estimates.

Option #3 (Long-Term)

This option proposes the consolidation of the Sandown North School and Sandown Central School to the Sandown North facility, in which the Sandown North facility will receive appropriate addition(s) and updates to meet the growing Sandown population needs of PreK-5 as projected for the next ten years. The District Preschool program, however, would move to a more centralized location.

The feasibility of Sandown North additions was confirmed through a Sandown North and Sandown Central consolidation study performed by Lavallee Brensinger Architects as part of the 2009-2020 Capital Improvement Plan. For discussion purposes and in lieu of a more recent consolidation study, the Assessment Sandown presents itself as a foundation to exploring this option.

Facilities Review: Assessment Sandown, 2008

The 2008 report includes a full “Existing Facilities Assessment,” which details the condition of the Sandown North and Sandown Central site and facilities as of December 4, 2008. Overall, the North facility was found to be in good condition, compliant with current codes of the time, and functional in its intended use as an elementary school. The Assessment provided a perspective of the facility should the student population grow:

The Media Center, the Administration, and the Athletic Areas are slightly undersized for a current student population of 340 students, and therefore should be upgraded when the capacity of the building rises to 500 students. Support spaces for faculty are adequate, but could be upgraded. There is one designated team meeting space (shared as the large conference room by the entire school), but additional areas should be added as the student population grows. (pg. 391)

The Sandown Central site was toured, and detailed to be “a collection of additions of various forms and materials, many of which are at the end of their life cycle. The overall layout of the building is complex and not intuitive nor efficient.” (pg. 391-92) The renovation of this building was considered not feasible, as renovations would trigger full code compliance:

Per the NH Department of Education’s Minimum Standards for Public Schools (Ed 321.27) if a renovation exceeds 60% of the cost for new construction, “The scope of the renovation project shall provide that all building systems shall be upgraded to the most current codes and standards and that the building be fully accessible to individuals with disabilities. (pg. 392)

The 2008 Assessment outlines the advantages and changes that would result from a consolidation, and this content remains legitimate. Educational advantages include greater coordination and therefore consistency of curriculum and instructional practices, efficient resource allocation, and greater professional collaboration. Positive social and emotional impacts include the enrichment of student experiences coming together, and the reduction of transitions between schools.

Both these educational and social impacts speak to the large advantage of establishing equity for the Sandown community. These advantages are already established at other Timberlane elementary schools. While the most recent consolidation of grades one through five at Sandown North is a large step towards equity in regards to the Timberlane elementary student, the student and community experience still remains different than all others' in the District, and a complete facilities consolidation is the only way to address this concern.

PROJECTED ENROLLMENT/ CLASSROOM SPACES:

Enrollment projections are estimates based on the 2017 NESDEC report. Please note that estimates vary depending upon when the NESDEC report is issued. NESDEC provides arbitrary preschool enrollment projections, due to the fact that projections are largely based on birth rates.

Sandown North School + Addition						
Key: # projected enrollment/classroom space						
* The Preschool projection of 42 students is based on the 2017 NESDEC projected enrollment reports for the town of Sandown only.						
	18-19	19-20	20-21	21-22	22-23	23-24
PreK (Sandown Only)	42* /2 rooms	42* /2 rooms	42* /2 rooms	42* /2 rooms	42* /2 rooms	42* /2 rooms
Kindergarten	70/3 rooms	68/3 rooms	81/ 4 rooms	67/ 3 rooms	70/3 rooms	71/ 3 rooms
Grade 1	75/4 rooms	83/5 rooms	81/ 5 rooms	96/ 5 rooms	80/ 4 rooms	83/ 5 rooms
Grade 2	67/3 rooms	77/ 4 rooms	85/4 rooms	83/ 4 rooms	99/ 5 rooms	82/ 4 rooms
Grade 3	82/4 rooms	69/3 rooms	79/ 4 rooms	87/ 4 rooms	85/4 rooms	102/ 5 rooms
Grade 4	60/3 rooms	84/4 rooms	71/ 3 rooms	81/ 4 rooms	89/ 4 rooms	87/ 4 rooms
Grade 5	72/3 rooms	63/3 rooms	88/ 4 rooms	75/ 3 rooms	85/ 4 rooms	93/4 rooms
Total Classroom Space Needed	22	24	26	25	26	27
Office and Special Education Services space are not included above.						

STAFFING NEEDS at SN:

For purposes of this study, the additional staffing projections have been estimated and are in line with current positions held at district elementary schools.

- **School Counselor (1)**
 - With an increasing population of up to 524 students by 2025, Sandown North would require a second school counselor to provide Second-Step Guidance Curriculum to students, individual and small group counseling support, and to provide families with contacts and services.
- **Anticipated Classroom Teachers (based on NESDEC projections)**
 - By 2019, two additional teachers would be needed for the Sandown North School.
 - By 2020, two more teachers would be needed for the Sandown North School.
 - By 2023, one more teacher would be needed for the Sandown North School.

APX. STAFFING ASSOCIATED COSTS (through 2025): \$ 140,000 (2018-19) + \$280,000 (2020-24)

FACILITIES:

- **Lavallee Bresinger Architects' Proposal**
2008 Estimated Cost: \$5,674,000

The original project proposal and estimated cost of \$5,674,000 as presented by Lavallee Bresinger Architects are specific to the original 2008 report only.

The 2008 report advocates for the consolidation of the Sandown schools. Conceptual designs for Sandown North additions were presented and provide various visual interpretations of potential arrangements. While the conceptual designs provide varying possibility of additional construction, Lavallee Bresinger Architects does outline one specific project proposal. The project summary includes “an addition of approximately 20,000 square feet of educational space, limited renovation of the existing facility to renovate current space shortages and address 21st century education planning principals, installation of a sprinkler system throughout the existing and new facility, and site improvements to address current needs and site shortcomings.” (pg. 5)

- **Present Day Proposal**

Updated 2008 Estimated Cost: \$6.5 - 7.25 million

The updated cost estimate is a modified estimate to reflect typical inflation of construction costs; this figure estimates the cost to fulfill the 2008 project in present day. The updated cost estimate is specific to the estimates and assessments completed in 2008, and does not include any additional costs associated with current building code requirements. A real time valuation requires a present day assessment.

The original project was proposed in 2008, with a declining NESDEC projected enrollment over the next ten years. Further analysis is required to provide a complete proposal that accounts for the present day projections of increasing enrollment over ten years, and also aligns with current code compliance. In the next ten years, K-5 enrollment projections peak in 2025-2026, and would require 29.5 classroom spaces. This then calls for a 20,000 square foot addition, consisting of 10-12 classroom spaces, 21st century learning spaces such as areas for STEAM and collaboration, and also the necessary renovations and updates to accommodate a larger student body in general.

Option #4 (Long-term + Separate study needed)

This option proposes closing Sandown Central and building at the Timberlane campus, in order to move all district 5th graders to the TRMS Campus, and the TLC PreK to the TRHS Campus.

NOTE: As defined in the Introduction, the charge of this study is to develop a comprehensive list of options to address the anticipated enrollment increases and present overcrowding in Sandown. Option 4 was studied with that intention and presented a relevant discussion, though it was understood that this option had a much larger scope than the defined charge, and implicates all towns as a District-level configuration change. The TRMS/TRHS campus was explored as a site of opportunity in the District, in terms of property and location. Upon further investigation, this option was found not to directly alleviate Sandown’s concerns.

ENROLLMENT/CLASSROOM SPACES:

Enrollment projections are estimates based on the 2017 NESDEC report. Please note that estimates are vary depending upon when the NESDEC report is issued. NESDEC provides arbitrary preschool enrollment projections, due to the fact that projections are largely based on birth rates.

Timberlane Regional Middle School (2018 - 2023)						
# projected enrollment (4 classrooms per grade level)						
	18-19	19-20	20-21	21-22	22-23	23-24
Grade 5	258	231	227	246	252	269
Grade 6	279	263	236	231	251	256
Grade 7	248	278	261	234	232	250
Grade 8	273	251	279	264	236	234
Total Classroom Space Needed/ Currently Available	48 rooms / 36 rooms	48 rooms / 36 rooms	48 rooms / 36 rooms	48 rooms / 36 rooms	48 rooms / 36 rooms	48 rooms / 36 rooms
Office, Special Education Services space, and Additional Unified Arts rooms are not included above.						

Timberlane Learning Center PreK at Timberlane campus (2018 - 2023)						
Key: # projected enrollment/classroom space						
* The TLC preschool projections (100 students) are based on TLC PreK current enrollment data.						
	18-19	19-20	20-21	21-22	22-23	23-24
TLC PreK	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms	100*/4.5 rooms

STAFFING NEEDS at TRMS:

- With an increased population due to the addition of fifth grade, TRMS would require an additional school counselor to provide Second-Step Guidance Curriculum to students, individual and small group counseling support, and to provide families with contacts and services. Additional staffing support may be necessary for Special Education Services and Unified Arts.

APX. STAFFING ASSOCIATED COSTS: \$ 70,000

INSTRUCTIONAL MATERIALS and TECHNOLOGY:

Unified Arts (PE, Art, Music supplies) and Technology related materials (Chromebooks, Classroom Projectors, Carts, Classroom Printers, Teacher Laptop/Desktop) will move from Sandown North to Sandown Central.

TRANSPORTATION:

Additional busses from each town may be needed. Further study will be required.

FACILITIES:

The following information is included for informational purposes. The TRMS/TRHS campus was explored as a site of opportunity in the District in terms of property and location, however this option was found not to alleviate Sandown’s concern.

Development at the Timberlane campus

To explore possible organizations and facilities plans at the Timberlane campus, it is recommended to reference the 2009-2020 Capital Improvement Plan. The CIP includes long-range planning options presented by NESDEC, visitation reports performed by NEASC, and facilities assessments performed by Lavallee Brensinger Architects. To discuss TRMS/TRHS development, the building assessments

performed by Lavallee Bresinger Architects provide an understanding of the District's assets; summary excerpts are included below.

- **TRMS**

“As the District and the community consider the future of this building (TRMS), they should be aware of many issues that may arise under a renovation scenario. Many of the deficiencies noted above (such as corridors that are too narrow, limited security and supervision challenges, substandard classroom sizes, lack of ADA compliance, inability to upgrade to meet seismic codes) are simply not feasible to remedy through renovation. Nearly all of the issues listed under the Functional Requirements assessment above are not addressable at reasonable cost via a renovation of, or addition to, the building. Per the NH DOE guidelines, if the Timberlane Middle School were to be renovated, the project must not exceed 60% of the cost of new construction, or it would be required to meet current codes. Given our findings, we believe that this building cannot readily, or cost effectively, be brought within compliance with current codes and planning standards.” (pg. 264)

- **TRHS**

“While the building (TRHS) can obviously be considered a valuable asset to the District, it remains to be determined if upgrades and additions can bring this building up to the standards of new high school planning and construction, and whether those upgrades and additions will be a long-term cost effective solution. More detailed design studies must first be developed to determine whether this building should be renovated into a progressive high school or whether a new high school facility should be considered, allowing this building to be renovated into an enlarged and effective middle school. We, at Lavallee Bresinger Architects, reserve our final recommendations for this facility until design studies can be completed and costs assessed. A review of the various options must include not only the School District and its taxpayers, but also all authorities having jurisdiction, including the State Fire Marshall's Office and the NH Department of Education, to ensure that the building is safe and also eligible for State Building Aid.” (pg. 267)

TLC PreK at the TRHS Campus

Moving TLC PreK to the TRHS campus would provide many benefits to both the students and the District. The high school would develop an early childhood course, and students would not need to be bussed to the Salem Vocational Center. There would be greater opportunities for enhanced learning and literacy, such as a Big Buddy Reading Program.

This also opens the discussion to consolidate preschool programs across our district to a single campus, which would open space in Atkinson, Pollard, and Danville. In regards to a Sandown consolidation, the

current Sandown Central preschool students would be accounted for. With a central location and proximity to Interstate 495, this would attract more typical, tuition paying preschool students. Further study would be required to understand District costs and develop facilities planning.

OTHER CONSIDERATIONS for Option #4:

- The current Articles of Agreement among the towns of Atkinson, Danville, Plaistow, and Sandown should be considered when discussing a configuration change. Article 3 states the following:

The Timberlane Regional School District shall be responsible for the public education of grades 1 through 12. Pupils in the pre-existing districts shall be assigned by the Regional Board to attend the elementary schools in the pre-existing districts in which they reside for no less than the first five years of formal schooling. Resident parents or guardians may voluntarily request that their elementary student(s) be assigned to another in-district public elementary school on an annual basis as long as seats are available and that no additional costs (transportation, etc.) be incurred by the School District. The Regional School Board may assign pupils to a school other than one in the pre-existing district in which they reside for the purpose of special education not available in the pre-existing district. Grades 6 through 12 may be maintained in the central schools within the Cooperative District.

Options 1-4 Comparison

	Option #1 (Short-term)		Option #2 (Short-term)		Option #3 (Long-term)		Option #4 (Long-term + Separate Study Needed)	
OPTION DESCRIPTION	TLC - K-1 at SC	Associated Costs	K-2 at SC, TLC moves to Pollard	Associated Costs	Close SC and put addition on to SN	Associated Costs	Close SC, Move all Grade 5 to TRMS and TLC to TRHS	Associated Costs
STAFFING	School Counselor	70,000	School Counselor	70,000	Classroom Teachers (5 by 2024)	350,000	School Counselor	70,000
	Part-time (.5) Library/Media Specialist	35,000	Part-time (.5) Library/Media Specialist	35,000	School Counselor	70,000		
	Classroom Teachers (2 needed by 2019)	140,000	Classroom Teachers (2 needed by 2019)	140,000				
TRANSPORTATION	Addition of 4 bus monitors	108,000	Addition of 4 bus monitors	108,000	No Additional Busses Needed	0	Additional bus for each town	TBD
FACILITIES (Site, Playground, Library, Furniture)	Playground Equipment (Swings, Slides, Sandbox, Mulch)	15,000	Playground Equipment (Swings, Slides, Sandbox, Mulch)	15,000	Construct 20,000 sq. foot classroom addition	6.5M-7.25M	Construction	TBD
	Additional Library Furniture	20,000	Additional Library Furniture	20,000				
	Satellite Operation For Lunch Service	52,050	Satellite Operation For Lunch Service	52,050				
	OR	OR	OR	OR				
	Kitchen/Cafe Reno	76,750	Kitchen/Cafe Reno	76,750				
	Cafeteria Furniture	25,000	Cafeteria Furniture	25,000				
	Moving Costs	5,000	Moving Costs	7,500				
	Air Cond. Unit in key common spaces	40,000	Air Cond. Unit in key common spaces	40,000				
	Site traffic flow	150,000	Site traffic flow	150,000				
	Additional Renovations	45,000	Additional Renovations	45,000				
TOTALS	\$705,050 - 729,750		\$707,550 - 732,250		\$6.92 - 7.67 million		TBD	

Appendix A

2009-2020 CIP Introductory Pages

This document includes introductory pages of the 2009-2020 CIP, and the proposed District-wide project summary written by Lavallee Bresinger Architects.

TIMBERLANE REGIONAL SCHOOL DISTRICT



CAPITAL IMPROVEMENT PLAN

2009-2020

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.

2009-2020 CAPITAL IMPROVEMENT PLAN

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CAPITAL IMPROVEMENT PLAN

Timberlane Regional School District

WHAT IS A CIP?

The Capital Improvement Plan (CIP) forecasts the District's capital needs over a 10+ year period based on various District-adopted long-range plans, goals and policies consistent with the "Strategic Plan." The underlying strategy of the CIP is to plan for land acquisition, construction, and major maintenance of public facilities necessary for safe, efficient and effective provisions of educational services for the towns of Atkinson, Danville, Plaistow and Sandown. A critical element of a balanced CIP is the provision of funds to preserve or enhance existing facilities and provide new assets that will support quality education in the 21st century.

NEEDS

- ✓ **Renovation** – facilities improvement, upgrades or additions qualifying for State Construction Aid.
- ✓ **Reconstruction** – substantial improvements, upgrades or additions exceeding State ordinary allowances.
- ✓ **Replacement and New Construction** – construction of new facility and demolition or repurposing of existing building.

CHANGING PARADIGMS

EDUCATION THEN

- Top Down Management
- Teachers are Center of Focus
- Direct Instruction
- Passive Learning
- Large Class Size
- Control Environment
- Scheduled Use of Space and Time
- Paper and Text
- Restricted Environments

EDUCATION NOW

- Professional Learning Communities
- Teacher as Coach
- Group Learning
- Active/Hands-on Learning
- Smaller Class Size
- Engagement Environment
- Flexible Use of Space and Time
- Technology Rich
- Fully Inclusionary Environments

"The problem with new challenge is that schools are still organized around the old factory model."

(p.3) The Fifth Discipline

JUSTIFICATION

A CIP provides many benefits including:

- Allows for a systemic evaluation of all potential projects at the same time.
- The ability to stabilize debt and consolidate projects to reduce borrowing costs.
- Serves as a public relations and economic development tool.
- A focus on preserving a governmental entity's infrastructure while ensuring efficient use of public funds.
- An opportunity to foster cooperation among departments and an ability to inform other units of government of the entity's priorities.

From Wikipedia

ACKNOWLEDGEMENTS

New England School Development Council (NESDEC)
New England Association of Schools and Colleges (NEASC)
Lavallee Brensinger Architects
Timberlane Strategic Planning Committee
Community Members at Large

FLOW CHART OF PROJECTS

2009-2011
SANDOWN SCHOOLS

10 year bond

2016-2019
HIGH SCHOOL

20 year bond

2012-2014
MIDDLE SCHOOL

20 year bond

2020-2024
REMAINING SCHOOLS

SANDOWN SCHOOLS

Consolidation of the Sandown Elementary Schools that will include a 20,000 sf addition to Sandown North to provide a more cohesive education while implementing a cost savings in the operation of just one building.

Estimated cost: \$5,674,000

MIDDLE SCHOOL

Construct a new 203,700 sf free-standing school on the existing high school and middle school property that will include improvements to vehicular ways, athletic areas and pedestrian routes.

Estimated cost: \$36,000,000

HIGH SCHOOL

Renovate and reconstruct existing high school facility that will include renovations of 48,000 sf of existing high school, demolition of portions, and construction of an additional 185,000 sf of educational space.

Estimated cost: \$37-\$40,000,000

REMAINING SCHOOLS

Pollard School, Danville Elementary, Atkinson Academy and the Superintendent's Office needs will be determined at a later date. There are no costs associated with these projects at this time.

FINANCIAL STATEMENT

Estimated costs are provided for preliminary purposes only and reflect the 2009 construction dollars as calculated by New Hampshire Department of Education methodology, and must be modified to reflect typical inflation of construction costs. Over the past several years, costs in New Hampshire have risen by an average of 7% per year.

Project Sequence #1: Sandown Elementary Schools Consolidation.

Project Summary: The proposed solution for the Sandown Elementary Schools is a consolidation of the Sandown North and Sandown Central Elementary Schools on the existing Sandown North Site. The project will include an addition to the existing Sandown School of approximately 20,000 sf of education space, limited renovation of the existing facility to remedy current space shortages and address 21st century education planning principals, installation of a sprinkler system throughout the existing and new facility, and site improvements to address current needs and site shortcomings.

Plan Benefits: The proposed consolidation will allow the Sandown Primary Schools to provide a more cohesive education for it's students. It will place all programs currently spread across two schools into one location, allowing for better coordination between faculty and students across all grade levels.

The teaching spaces will be much improved over those currently offered at Sandown Central Elementary. The classrooms will be adequately sized with optimum daylighting, improved air quality, and designed to support current teaching strategies. The education areas in Sandown North School will be further enhanced by creating proper support spaces to allow integration of programs such as special education, reading programs, and math coordination. Faculty and staff will have spaces for planning, coordination and meeting areas.

The conceptual designs also address site access and safety issues. The final design provides improved vehicular circulation and parking. Students shall have safe access to outdoor areas, like the playground and outdoor athletic space, without crossing vehicular accessways.

Order of Magnitude: The estimated construction costs for the Sandown Elementary Schools Consolidation Project is \$5, 674,000. This early phase estimate, including hard construction costs of the building and site improvements, was produced by a Construction Manager based on the current drawings and designs. Hard construction costs for the building can be defined as the cost of the physical building from the foundation upwards including all permanent building systems. The costs of land, utility connections, planning, design and engineering, legal and administrative fees, furniture, fixtures, and other equipment which are not part of a building system are not included. This cost is provided as an order of magnitude and is subject to development as scope of the project is better defined. Particular items like interior finishes, technology infrastructure, and preferred mechanical systems can have significant impact on the construction costs of a project. Also note that the estimate provided is set in current (2009) construction dollars, and must be modified to reflect typical inflation of construction costs. Over the past several years, construction costs in New Hampshire have risen by an average of 7% per year; therefore, the project timeline for construction approved by voters can weigh heavily into the construction costs for any project.

"Soft Costs" can also have significant effects on the total amount of a project's cost. Soft costs include a wide array of items which all contribute to a total school bond required to construct or renovate a building. These costs include (but are not limited to): engineering and design fees, legal

and administrative fees, furnishing and equipment not part of the building systems, utility connection charges, and permitting fees. Soft costs can vary from school to school depending on local requirements and also on the amount of furnishings, equipment, and technology suitable for re-use in a new or rehabilitated school. In general, these costs can range from 20-30% of construction costs.

Project Sequence #2: Timberlane Regional Middle School.

Project Summary: The proposed solution for the Timberlane Regional Middle School is a new 203,700 sf free-standing School on the existing High School and Middle School property. It includes site improvements to vehicular ways, athletics areas, and pedestrian routes. The current plan recommends an additional access be purchased / provided to improve vehicular flow.

Plan Benefits: The proposed design provides spaces to accommodate implementation of a 21st century education. Classrooms and labs will be adequately sized and provide environments with good indoor air quality and ample natural light proven to be crucial to progressive learning. The school will provide a secure environment in accordance with modern safe schools design initiatives. The facility will be fully accessible and compliant with all applicable fire and safety codes. The building itself will be designed to exceed the energy code and minimize environmental impacts as a High Performance school in accordance with the guidelines of the NH Collaborative for High Performance Schools. Overall the facility will remedy issues noted in the existing facility assessments provided by Lavallee Brensinger Architects and deficiencies noted by the report from the New England School Development Council. It will accommodate the current and programmed capacity for the Middle School (currently set at 1100 students). It will embrace the Middle School Philosophy set forth by the Educational Specification and the goals of the District and the greater community.

Order of Magnitude: The estimated order of magnitude for construction costs for a new Timberlane Regional Middle School is between 33 and 38 Million dollars. This is based on Lavallee Brensinger's project experience and on the average school construction costs in NH for 2008 of \$175 per square foot, as reported by the New Hampshire Department of Education. The estimate provided is set in current (2009) construction dollars, and must be modified to reflect typical inflation of construction costs, estimated at 7% per year. This figure includes hard construction costs for the building only. Hard construction costs for the building can be defined as the cost of the physical building from the foundation upwards including all permanent building systems. The costs of land, site work, utility connections, planning, design and engineering, legal and administrative fees, furniture, fixtures, and other equipment which are not part of a building system are not included. Site construction costs are difficult to estimate until a clear scope has been defined and a thorough site investigation (including geotechnical reports and site surveys) has been completed. These costs are primarily based on the existing site make-up and final site design. As noted above, a new Middle School project would benefit greatly from a second access point from East Road. The actual access point acquired could have a significant effect on site planning for the project. Also note that the improvements made to the existing Middle School site can vary greatly themselves, from asphalt

parking and basic lawn-type athletic fields to fully irrigated and under-drained athletic fields, or even lighted artificial turf fields. All of these options should be considered further as part of a Middle School capital improvements project.

“Soft Costs” can also have significant effects on the total amount of a project’s cost. Soft costs include a wide array of items which all contribute to a total school bond required to construct or renovate a building. These costs include (but are not limited to): engineering and design fees, legal and administrative fees, furnishing and equipment not part of the building systems, utility connection charges, and permitting fees. Soft costs can vary depending on local requirements and also on the amount of furnishings and equipment suitable for re-use in a new or rehabilitated school. In general, these costs can range from 20-30% of construction costs.

Project Sequence #3: Timberlane Regional High School.

Project Summary: The proposed solution for Timberlane Regional High School is a reconstruction and renovation of the existing High School Facility in its current location. It includes renovation of 48,000 sf of the existing High School, demolition of portions of the remaining High School, and construction / reconstruction of an additional 185,000 sf of educational space, totaling a 233,000 sf modern high school facility.

Plan Benefits: The design will provide a modern High School Facility, fully accessible and code compliant, and design to accommodate the current and future curriculum for a planned enrollment of 1500 students. It will remedy all deficiencies listed within both Lavallee Brensinger Architect’s Existing Facility Assessment and the report provided by the New England School Development Council. As part of this, it will address current over-crowding issues, inadequate classroom sizes, and poor functional layout. The upgraded facility will also have improved energy efficiency and will seek a High Performance accreditation for Renovated / Existing Schools as expected to be available from the NH Department of Education this coming year. The high school will be more secure and more easily supervised as part of safe schools planning initiatives. It will reuse the existing facilities which are in good condition including recently upgraded Science Labs and classrooms, as well as the existing Gymnasium and Cafeteria. Another benefit of renovating the existing high school facility in place is the opportunity to reinforce its connection to the Performing Arts Center. The project shall include upgrades to the Performing Arts Center necessary for the District’s music and performing arts programs. The design will also seek to embrace and improve community use of the facility. Overall the project will enable the Timberlane Regional School District to provide a cutting edge high school education.

Order of Magnitude: The estimated order of magnitude for construction costs for a renovated and reconstructed Timberlane Regional High School is between 37 and 40 Million dollars. This is based on average school reconstruction costs and our and our consulting engineer’s assessment of the current

facility. The estimate provided is set in current (2009) construction dollars, and must be modified to reflect typical inflation of construction costs, estimated at 7% per year. This figure includes hard construction costs for the building only. Hard construction costs for the building can be defined as the cost of the physical building from the foundation upwards including all permanent building systems. The costs of land, site work, utility connections, planning, design and engineering, legal and administrative fees, furniture, fixtures, and other equipment which are not part of a building system are not included. Site construction costs are difficult to estimate until a clear scope has been defined and a thorough site investigation (including geotechnical reports and site surveys) has been completed. These costs are primarily based on the existing site make-up and final site design. Improvements made to the existing High School site will be heavily contingent upon improvements made as part of a New Middle School Project. Once the High School Reconstruction is completed, serious consideration should be given to

“Soft Costs” can also have significant effects on the total amount of a project’s cost. Soft costs include a wide array of items which all contribute to a total school bond required to construct or renovate a building. These costs include (but are not limited to): engineering and design fees, legal and administrative fees, furnishing and equipment not part of the building systems, utility connection charges, and permitting fees. Soft costs can vary depending on local requirements and also on the amount of furnishings and equipment suitable for re-use in a new or rehabilitated school. In general, these costs can range from 20-30% of construction costs.

Appendix B

Assessment Sandown, Conceptual Plans

This document was written by the Lavallee Bresinger Architects and provides a building assessment of the Sandown Schools, and conceptual plans of possible Sandown North School additions.



2009-2020 CAPITAL IMPROVEMENT PLAN

ASSESSMENT SANDOWN

Statement of Purpose
Existing Facilities Assessment and
Building Programs

STATEMENT OF PURPOSE

SANDOWN NORTH AND CENTRAL CONSOLIDATION

The Timberlane Regional School District administration, along with Lavallee Brensinger Architects, submits this feasibility report relative to the potential for consolidation of the Sandown North and Central Schools.

The New England School Development Council (NESDEC) has conducted a detailed Enrollment and Demographic Analysis of the Timberlane Regional School District covering the next ten years. The analysis projects a decline in the District's student enrollment at the K-5 levels from 1916 students in 2007-2008, to 1587 students in 2017-2018. The Sandown projections reflect a potential decline from 385 in 2007-2008 to 361 in 2011-2012. This anticipated decline in enrollment represents a reversal of a 10-year pattern of growing enrollment and increasing facilities needs for space. *What are the short-term, medium-term, and long-term implications and opportunities associated with enrollment decline in the Sandown school community?*

Given these declining enrollment projections, given the age and design deficits of Sandown Central, and given the increased expense and decreased efficiency of maintaining two buildings:

- *Is it possible, feasible and desirable to enlarge the Sandown North facility thereby closing, selling, or repurposing the Sandown Central facility?*
- *What would be the potential operational savings? What would it cost to enlarge and modify Sandown North?*
- *What would be the educational, social, and emotional impact on students?*
- *Could some of the current deficits with the Sandown North facility and site be addressed during renovation/addition?*
- *What would be the timeframe and impact on building use and instruction during a renovation/addition project?*

The attached report asks these questions and seeks to inform the District administration, School Board, Budget Committee and the public of the opportunities and challenges associated with school consolidation in Sandown.

❖ *What would be the educational, social, and emotional impact on students should the two schools consolidate?*

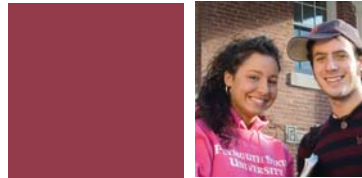
EDUCATIONAL IMPACT

- There would be a benefit to the coordination of curriculum and instructional strategies.
- Offer a more consistent delivery of curriculum from grade to grade.
- It would improve the coordination of resources; especially for remedial, enrichment, and the unified arts areas.
- It would allow for clear mission, goals, and leadership team to support student learning.
- Academic structures would be in place to support programs such as scheduling of literacy block, remedial/enrichment time, and math blocks.

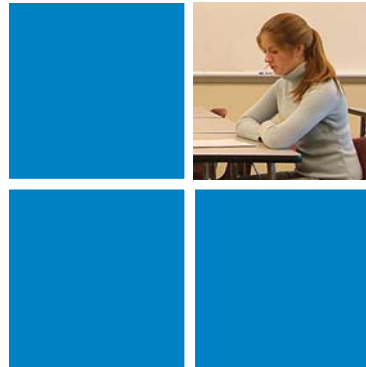
SOCIAL AND EMOTIONAL IMPACTS

- Students would receive the benefit of two more years of the well established PBIS system of behavior supports and a positive learning environment.
- Students would receive the benefit of two more years with staff who know the students and their families well.
- It would meet the safety and security needs of children.
- It would reduce the number of transitions within a two year period with just one transition to the middle school.
- It would allow for pre-teens, who are developmentally ready, to engage in more leadership roles as well as provide leadership modeling for younger students.

Existing Facilities Assessment and Building Programming



TIMBERLANE REGIONAL SCHOOL DISTRICT (SAU 55)



Sandown North and Sandown Central Elementary Schools Assessment and Conceptual Planning

December 4, 2008



Timberlane Sandown North School
Existing Condition Assessments

December 4, 2008

Lavallee Brensinger Architects offers the following assessment of the existing Timberlane Sandown North School and Site Facilities. This report is based on meetings with the School Administrators and the Facilities Director, site visits, including a building tour of the facilities by Lavallee Brensinger Architects, and a review of the most recent floor plans. The facility has been reviewed, and recommendations based on, current design practices, current code compliance, and current Educational guidelines as published by the State of New Hampshire Department of Education.

Site Assessment:

The Sandown North School is located at 23 Stagecoach Road in Sandown NH, at the end of a dedicated drive. Secondary access to the facility is located on the back side via a small maintained access off from Rangeway Avenue, a nearby residential street. The area surrounding the school can be characterized as rural residential and is well suited for a safe elementary school site. Overall the site is 42 acres, including some scattered wetlands, and is slightly sloped and partially wooded. At the front of the school, a short rise gives way to an upper terrace. The upper terrace is a fairly flat section of gravel based clearing with potential for parking or small athletic field development. There are currently no athletic fields on site. Based on current school design standards, some space for outdoor athletics should be incorporated into site planning for implementation during a renovation of this building, or at least planned for future implementation. Ideally, such green space would be accessible during the school day so that it could be incorporated into the physical education curriculum.

All vehicular traffic approaches via Stagecoach Road, until it encounters a loop road around the school building itself. Parents drop off and pick up at the rear of the building by taking a right at the intersection, while busses stay left and drop off/pick up students at the school's main entrance. Visitor parking is located at the main entrance, while faculty parking is located past the main entrance. Sandown Faculty and School District staff note a shortage of parking for events, (particularly open houses for the school) which must be addressed. There are approximately 21 visitor and 53 staff parking spaces currently onsite, serving a current population of 340 students. Should Sandown Central's population be consolidated here, the student capacity would rise to 500 students and approximately 50-60 staff members, therefore requiring additional parking. The number of additional spaces required must be set by the school district, as parking provided for elementary schools varies greatly (given that so many of the occupants are not eligible to drive). While the Department of Education requires only enough parking to accommodate school employees, many Districts base the need for parking on specialty events such as open houses and athletic events such as basketball.

A playground is located behind the school outside the loop road. The playground equipment is recent and in good condition. The location of the playground presents a potentially dangerous intersection of students and cars should the school wish to allow use of the playground during school opening and closing. This intersection also occurs for any deliveries made to the school during student recess. Two gates are currently used to avoid any interaction of students with traffic. Any site planning efforts should investigate possible solutions to allow the school extended use of the playground.

Building Condition:

The Sandown North Elementary School is a 47,500 gross square feet (not including mechanical penthouse) single story wood framed building completed in 2000 which remains in very good condition. The exterior envelope is a mixture of siding materials over wood stud and cavity insulation, with CMU back up in walls at the gymnasium and related areas. Interior walls are gypsum partitions and appear to be in good condition. Classrooms finishes are vinyl composite tile (VCT) floors with suspended acoustic ceiling tile (ACT) ceilings, and also appear in good condition. Mechanical and electrical systems appear well maintained, and could be supplemented with additional systems should an addition to the building be provided.

Building Codes:

While the building is not fully protected with an automatic sprinkler system, it does appear to meet current Fire Codes. While the department of education encourages all schools to use sprinkler systems, they are not required as long as the building does not exceed maximum sizes prescribed by the current fire code. This building falls below the maximum allowable building areas through use of masonry fire walls, separating the facility into five buildings (independent fire areas). Any additions to the building will likely need to be separated as yet another fire area, depending on which fire area it connects to, via masonry or other firewall (similar to existing design. Even if not required by current codes, any capital improvement projects to this school should consider protecting the entire building throughout with an automatic sprinkler system for safety reasons (as well as for protection of the facility itself).

Today's schools strive to not only meet the current energy code, but to exceed it. This building with the current wall system does meet the current energy code by utilizing R-19 insulation within the stud cavity; however, it should be noted that the overall R-value of this system is calculated at approximately R-16.26 when calculating for reduction of R value at stud locations. Any additional space should exceed the current construction in terms of energy conservation and exterior envelope design.

Compliance with the Americans with Disabilities Act is a requirement of any new, or renovated educational facility. In review of the drawings and a walk-through of the facility, no violations were readily noticeable.

Functional Requirements:

A fundamental question in the assessment of any facility is whether or not it supports its intended use.

This building is a standard layout elementary school design, typical of elementary schools since the 1970s. The overall plan consists of two classroom wings containing a series of 870 square foot classrooms, each with 5 computer stations and approximately 690 square feet of usable floor area for general classroom activities. These classrooms and other miscellaneous teaching spaces are slightly undersized compared to current NH Department of Education Standards, but are currently meeting the needs of the classes housed. We would suggest that the Kindergarten programs be relocated into larger classrooms given the space needs for this particular age group (Recommended 1000 sf min). Select additional classrooms should also incorporate operable walls so that team teaching strategies could be implemented, particularly at the 4/5 level. While the overall layout of the building is not particularly innovative, it does suit the needs of a modern elementary school. Given that the grades housed would expand from K-3rd grade to K-5th grade under a consolidation scenario, further organization of the building should consider separation of students by grade level to ensure the building remains safe and friendly for all students.

The “core areas”, including the media center, the cafeteria, the gymnasium, and the administration areas, are located nicely at the main entrance to the building. The current entrance design offers the administration the ability to secure the building for a safe elementary school environment. The Media Center, the Administration, and the Athletic Areas are slightly undersized for a current student population of approximately 340 students, and therefore should be upgraded when the capacity of the building rises to 500 students.

Support spaces for faculty are adequate, but could be upgraded. There is one designated team meeting space (shared as the large conference room by the entire school), but additional areas should be added as the student population grows. Meeting areas for Special Education Services or for teacher team meetings should be integrated into the classroom wings. Small group Instructional spaces would also benefit the faculty’s ability to implement one-on-one or small group teaching as required. Like many schools, Sandown North lacks sufficient storage space (both in the classroom wings as well as in the athletic area, and also for the building overall). Additional storage space should be considered as part of any building additions to help alleviate the current shortage.

Sandown Central School:

The Sandown Central Elementary School was toured briefly and the documents reviewed as well. It should be noted that this facility is not in nearly as good condition as the Sandown North School. The 52,500 square foot building is located on a small 5.25 acre site in downtown Sandown, adjacent to route 121A. The site does contain an athletic field and a playground, but is very limited in terms of expansion. The building itself is a collection of additions of various forms and materials, many of

which are at the end of their life cycle. While aesthetics is a very subjective topic, this building cannot be considered aesthetically pleasing by any measure.

The overall layout of the building is complex and not intuitive nor efficient. The main entrance is flanked by administration areas, providing a security checkpoint for the building, as well as the Media Center. The main entrance leads down the core building areas into a collection of classroom and special education spaces. The Cafeteria and Gymnasium share one large space, a design indicative of the 1960s and earlier elementary school philosophies. A second entrance is located at the rear of the building, allowing for students to access the play area. Similar to the North School, the play area here intersects a vehicular access, therefore posing a safety concern for school staff to address on a daily basis.

While it appears that the district has upgraded and repaired this facility to the best of their ability, we feel that this building will remain inefficient in terms of space utilization. Overall, the facility serves only 160 students with its 52,500 square foot footprint, totaling 328 square feet per student (Note that the NH department of Education sets the maximum square footage of new elementary schools to 144 square feet per student (120 sf when serving 250 students or more)). Renovation of this building to become more efficient does not appear feasible at this time, given such a large renovation would trigger current code compliance. While existing buildings are generally "grandfathered" by many codes, and therefore not required to be constantly altered or improved to maintain full code compliance, any significant alteration of the facility would trigger requirements for updating systems to meet current codes. Per the NH Department of Education's Minimum Standards for Public Schools (Ed 321.27) if a renovation exceeds 60% of the cost for new construction, "*The scope of the renovation project shall provide that all building systems shall be upgraded to the most current codes and standards and that the building shall be fully accessible to individuals with disabilities.*"

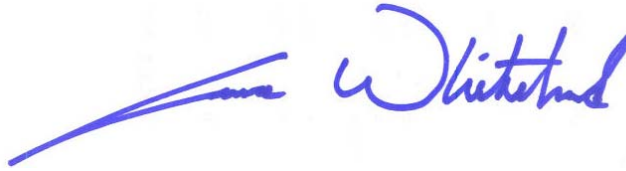
Summary:

Based upon our tour of the facility and a preliminary review of the information available to us, our professional assessment of this building is that the Sandown North Elementary School does meet the current requirements for its student population (although some improvements mentioned above would be beneficial) and that an addition to the building in an attempt to consolidate this building with the Sandown Central School is possible.

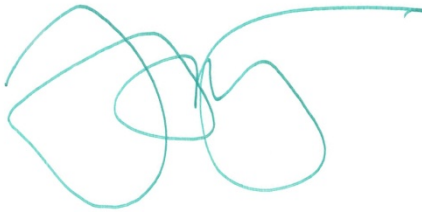
We at Lavalley Brensinger have always been proponents of locating school facilities in town core areas, and realize that school buildings are an asset to any community they are located within. Neighborhood centered schools benefit communities as a whole and promote healthier town environments by being located within walking distance to so many residences. That being noted, we feel that consolidation of the two schools would benefit the district as a whole by bringing the programs under one roof and preventing the district from spending additional funds to operate a very inefficient Sandown Central School. As the District and the community consider the consolidation of these buildings, careful thought should be given as to what happens to the existing Sandown Central Facility. This property can be considered a valuable asset to the community and might lend itself towards an alternative use.

Should the community not feel that consolidation is in their best interests, and choose to maintain the a school at the Sandown Central site, careful thought should be given to long term planning for this facility. Based on our preliminary review and issues listed earlier, a full reconstruction of the building and vehicular areas is likely the best long term plan to maintain this facility as an elementary school.

Sincerely,



Lance Whitehead, Project Manager
Lavallee/Brensinger Architects



Fred Urtz, AIA, President
Lavallee/Brensinger Architects

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist
EDUCATIONAL SPACE												
Pre School (Future)												
Classrooms	40 (1/2 day)	20	32	640	1,100	1	1,100		0	0	0	1,100
Restroom		1			60	1	60		0	0	0	60
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	0	Shared with Other Grades	0	0	0	0
							1,320				0	1,320
Kindergarten												
Classrooms	80 (1/2 day)	20	32	640	1,100	2	2,200		2	870	1740	460
Shared Restroom		1			60	1	60		1	60	60	0
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	100		0	0	0	100
							2,520				1,800	720
1st Grade												
Classrooms	96	20	32	640	870	4	3,480	Adjusted to match existing room sizes	4	870	3480	0
Shared Restroom		1			60	2	120		2	60	120	0
Small Group Classroom / Coordination		12	32	384	450	1	450	Shared with Other Grades	0	0	0	450
Special Education / Meeting Area		4	32	128	300	1	300		1	233	233	67
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	100	Shared with Other Grades	0	0	0	100
							4,610				3,833	777
2nd Grade												
Classrooms	96	20	32	640	870	4	3,480	Adjusted to match existing room sizes	4	870	3480	0
Shared Restroom		1			60	2	120		2	60	120	0
Small Group Classroom / Coordination		12	32	384	450	1	0	Shared with Other Grades	0	0	0	0
Special Education / Meeting Area		4	32	128	300	1	300		0	0	0	300
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	0	Shared with Other Grades	0	0	0	0
							4,060				3,600	460
3rd Grade												
Classrooms	96	22	32	704	870	4	3,480	Adjusted to match existing room sizes	4	870	3480	0
Shared Restroom		1			60	2	120		2	60	120	0
Small Group Classroom / Coordination		12	32	384	450	1	450	Shared with Other Grades	0	0	0	450
Special Education / Meeting Area		4	32	128	300	1	300		0	0	0	300
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	100	Shared with Other Grades	0	0	0	100
							4,610				3,600	1,010
4th Grade												
Classrooms	96	22	32	704	900	4	3,600	At least 1 Operable wall / paired CR	0	0	0	3,600
Shared Restroom		1			60	2	120		0	0	0	120
Small Group Classroom / Coordination		12	32	384	450	1	0	Shared with Other Grades	0	0	0	0
Special Education / Meeting Area		4	32	128	300	1	300		0	0	0	300
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	0	Shared with Other Grades	0	0	0	0
							4,180				0	4,180

One shared Existing

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist
5th Grade												
Classrooms	96	24	32	768	900	4	3,600	At least 1 Operable wall / paired CR	0	0	0	3,600
Shared Restroom		1			60	2	120		0	0	0	120
Small Group Classroom / Coordination		12	32	384	450	1	450	Shared with Other Grades	0	0	0	450
Special Education / Meeting Area		4	32	128	300	1	300		0	0	0	300
Storage					80	2	160		0	0	0	160
Copy Center / Work room					100	1	100	Shared with Other Grades	0	0	0	100
							4,730				0	4,730
Art Once per week at 1-2-3, Twice per week at 4-5 = 28 periods per week												
Art Studio Classroom		24	36	864	1,065	1	1,065	Adjusted to match existing room sizes	1	1065	1065	0
Office/ Work / Storage Area		2			200	1	200		1	190	190	10
Display Area					100	1	0	Integrate into Art room or Corridor	0	0	0	0
							1,265				1,255	10
Specialty Programs												
Reading Room - Consulation area		3	36	108	170	1	0	Integrated into Classroom Areas (SGC)	0	0	0	0
Reading Room - Teaching Area		12	36	432	450	1	0	Integrated into Classroom Areas (SGC)	1	870	870	-870
Reading Room - Office Area		1	36	36	50	3	150		0	0	0	150
Reading Room - Storage					100	1	100		0	0	0	100
Math Coordinator Student Meeting Area		12	36	432	450	1	0	Integrated into Classroom Areas (SGC)	0	0	0	0
Math Coordinator Office Area		12	36	432	450	1	450		0	0	0	450
Health Education		24	32	768	870	1	870	Share Room w/ Technology Education	0	0	0	870
Technology Education		24	32	768	870	1	0	Share Room w/ Health Education	0	0	0	0
Computer Lab (WERP)		24	32	768	870	1	870	Adjusted to match existing room sizes	1	870	870	0
							2,440				1,740	700
Special Education												
Spec Ed Resource Room / Flex Area					870	1	870		0	0	0	870
Intensive Needs Area					900	1	900	Adjusted to match existing room sizes	1	900	900	0
Occupational / Physical Therapy / Sensory					860	1	860	Adjusted to match existing room sizes	1	860	860	0
							1,760				860	900
Music / Perf. Arts Once per week at 1-2-3, Twice per week at 4-5 = 28 periods per week												
Chorus / Band Room		48	25	1,200	1,200	1	1,200		1	930	930	270
Performance Area		96	8	768	600	1	600	Stage Area Only - adjusted to match exst	1	600	600	0
Large Practice Room		6			100	2	200		0	0	0	200
Offices		3	75	225	225	1	225		0	0	0	225
Storage Areas					300	1	300		3	40	120	180
Instrument Storage					300	1	300		1	100	100	200
							2,825				1,750	1,075
Total Education Spaces 33,000 Net Square Feet											18,438	14,562

SAU to Verify Need

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist
CORE SPACE												
Administration												
Principal		1			165	1	165	Adjusted to match existing room sizes	1	165	165	0
Curriculum Coordinator / Asst Princ		1			130	1	130	Adjusted to match existing room sizes	1	130	130	0
Admin Support / Open Office		4	75	300	350	1	350	Adjusted to match existing room sizes	1	350	350	0
Reception/Waiting		6			150	1	150	Currently Integrated into Open Office	1	150	150	0
Work Room					400	1	400		0	0	0	400
Large Conference / Meeting		40			870	1	870	Adjusted to match existing room sizes	1	870	870	0
Small Conference / Meeting		6			180	1	180	Adjusted to match existing room sizes	1	180	180	0
Teachers Lounge					400	1	400	Adjusted to match existing room sizes	1	400	400	0
Paraprofessionals					200	1	200	Adjusted to match existing room sizes	1	200	200	0
File / Record Storage					300	1	300		0	0	0	300
							3,145			2445		700
Health Office												
Nurse Office		1			150	1	150		0	0	0	150
Entry / Waiting					200	1	200		0	0	0	200
Work Area		1			200	1	200		0	0	0	200
Sick / Treatment Area		1			150	1	150		0	0	0	150
Shared Treatment Area		2	75	150	150	2	300		1	382	382	-82
Storage					75	1	75		1	75	75	0
							1,075			457		618
Guidance												
Head Guidance Counselor		1			150	1	150	Adjusted to match existing room sizes	1	150	150	0
Psychologist		1			150	1	150	Adjusted to match existing room sizes	1	150	150	0
Guidance Open Office/ Work Area		1			150	1	150	Adjusted to match existing room sizes	1	150	150	0
Guidance Waiting		4			100	1	0	Shared w/ Main Office	0	0	0	0
Small Conference / Meeting		6			250	1	0	Shared w/ Main Office	0	0	0	0
File / Record Storage					100	1	100		0	0	0	100
							550			450		100
Special Education Offices												
Special Education Offices		1			160	2	320	Adjusted to match existing room sizes	2	160	320	0
Open Office / Work Room		2	75	150	557	1	557	Adjusted to match existing room sizes	1	557	557	0
Testing Room					110	1	110		1	110	110	0
Speech					200	1	200		1	200	200	0
File / Record Storage					100	1	100		0	0	0	100
Small Conference / Meeting		6	40	240	240	1	0	Shared with Main Admin	0	0	0	0
							1,287			1187		100
Media Center												
Library / Stacks		24	50	1,200	1,000	1	1,000		1	700	700	300
Reading Areas		24	50	1,200	1,000	1	1,000	Integrated into stack areas	1	664	664	336
Circulation					100	1	100		1	100	100	0
Librarian Office					100	1	100		0	0	0	100
CPU Lab		16	32	512	510	1	510	Shared CPU Labs w/ Access to outside	1	510	510	0
Distance Learning Center		16	32	512	510	1	510	Can be relocated - stays w/ CPU Lab	1	540	540	-30
Library Storage					200	1	200		1	160	160	40
							3,420			2674		746

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist
Health & Physical Education												
Main Gym		24	110	2,640	4,635	1	4,635	Existing Currently Non-Dividable	1	4635	4635	0
Fitness / Multi-purpose Classroom		24	110	2,640	2,000	1	2,000	Aerobics, Health Classes, Firmness testing	0	0	0	2,000
Outdoor PE Space						1			0			
Girls Locker Room		24	25	300	600	1	180	Adjusted to match existing room sizes	1	180	180	0
Boys Locker Room		24	25	300	600	1	180	Adjusted to match existing room sizes	1	180	180	0
AD / PE Office					170	1	170	Adjusted to match existing room sizes	1	170	170	0
Storage					900	1	900		1	156	156	744
							8,065		5321		2744	
Cafeteria												
Dining Area		200	15	3,000	3,000	1	3,000	Based on 3 Lunch Periods (2 grades	1	1600	1600	1,400
Serving Area					600	1	0	per period).	0	0	0	0
Kitchen					1,100	1	1,100	Integrate Serving into Dining Entry as is	1	1100	1100	0
Dry Storage					150	1	150		1	70	70	80
Walk-In Freezer					80	1	80	Adjusted to match existing room sizes	1	80	80	0
Walk-In Refrigerator					80	1	80	Adjusted to match existing room sizes	1	80	80	0
Locker Area					80	1	80		0	0	0	80
Toilet					50	1	50	Adjusted to match existing room sizes	1	50	50	0
Loading Area					100	1	100		0	0	0	100
Cafeteria Office		1			50	1	50	Adjusted to match existing room sizes	1	50	50	0
							4,690		3030		1660	
Maintenance												
Custodial Closets					40	8	320	Distributed Throughout the School	4	40	160	160
Building Storage					800	2	1,600	Shared By Entire Building	2	250	500	1,100
							1,920		660		1260	
Tech Support												
Central Server Room					200	1	0	Located Upstairs	1	0	0	0
Satellite Server Room					60	1	0	Located Upstairs	0	0	0	0
IT Office					100	1	100	Adjacent to CPU lab	0	0	0	100
							100		0		100	
Total Core Spaces							24,252	Net Square Feet	16224		8028	

EXTERIOR SPACES

Fields / Events (shared with High School)

Multi-Use Athletic Field (Ext PE)						1	1		0	0	0	1
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Site Features

Bus Drop Off Spaces	8	600	4,800		1	0.11	Acres	6			2	spaces
Faculty Parking	60	300	18,000		1	0.41	Acres	53			7	spaces
Kindergarten Parent Drop Off	12					1.00	Acres	0			12	spaces
Parent Drop Off	16					1.00	Acres	16			0	spaces
Maintenance Parking	2	300	600		1	0.01	Acres	0			2	spaces
Visitor Parking	20	300	6,000		1	0.14	Acres	20			0	spaces
Event Parking	60	300	18,000		1	0.41	Acres	0			60	spaces
							2.54	Acres				

122 Total parking

Room Type	Total Students	Max Persons/ Area	Min NSF/ Person	Min NSF/ Area	Adjusted	Number Req'd	Total Area	Comments	Existing Number	Existing NSF/Area	Total Existing	Difference New/Exist
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Program Summary

Building Program

Total Core Spaces			24,252	Net Square Feet								
Total Education Spaces			33,000	Net Square Feet	(Does not include Future Pre-School)							
Total Building Spaces			57,252	Net Square Feet	Built for capacity of 520 (480 in grades 1-5, and 80 in K 1/2 day)							
Total Gross Area			81,789	Gross Square Feet (@70% Efficient)						47,500	34,289	

Total Added Area

157 GSF/student (at 520 kids)
 120 DOE Max Per Student
 126 DOE Max Per Student at 95% Utilization

140 GSF/student (at 340 kids)

Space Summary

Classrooms*	22
Small Group Classrooms	5
Physical Ed Areas	2
Art Studios	1

Music Teaching Spaces	1
Specialty	2

Existing Summary

Classrooms*	15
Small Group Classrooms	0
Physical Ed Areas	1
Art Studios	1

Music Teaching Spaces	1
Specialty	2

The following spaces are part of the net to gross number
 Electrical Main Entry
 Mechanical Room Other Entrances
 Toilet Rooms Main Circulation Areas



2009-2020 CAPITAL IMPROVEMENT PLAN

CONCEPTUAL PLANS

Sandown Consolidation Study

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.



Timberlane Regional School District
 Atkinson, Danville, Plaistow, and Sandown, New Hampshire

**Sandown Elementary Schools
 Consolidation Study**

Your mission inspires us. Our creativity and knowledge empower you. Together we achieve excellence.



Why Consolidate?

-It Better Supports Education

The proposed consolidation will allow the Sandown Primary Schools to provide a more cohesive education for it's students. It will place all programs currently spread across two schools into one location, allowing for better coordination between faculty and students across all grade levels. The teaching spaces will be much improved over those currently offered at Sandown Central Elementary. The classrooms will be adequately sized with optimum daylighting, improved air quality, and designed to support current teaching strategies. The education areas in Sandown North School will be further enhanced by creating proper support spaces to allow integration of programs such as special education, reading programs, and math coordination. Faculty and staff will have spaces for planning, coordination and meeting areas.

The conceptual designs also address site access and safety issues. The final design shall create improved vehicular circulation and parking. Students shall have safe access to outdoor areas, like the playground and outdoor athletic space, without crossing vehicular accessways.

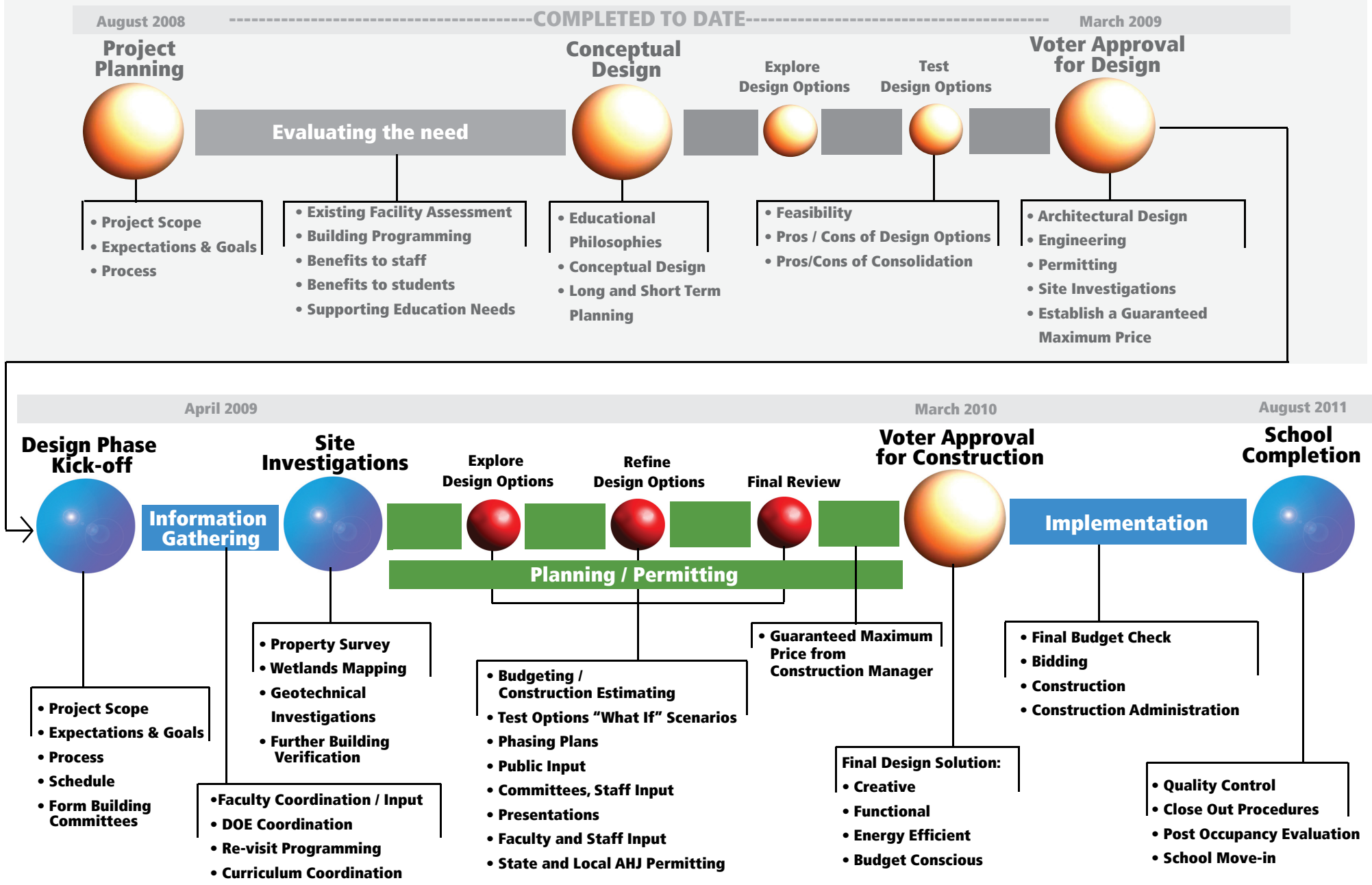
-It Presents a Costs Savings to the District

Consolidating the two facilities will create a lower tax burden. Over the course of the anticipated bond, the district could potentially save 2.6 Million dollars. Repurposing of the Sandown Central Facility may result in even further savings. This project will also bring Sandown Primary Schools into better alignment with the rest of the District on a cost-per-pupil basis.

-It Benefits the Community of Sandown

Conceptual plans currently include improved facilities (beneficial to the community) and potentially, additional athletic fields. The consolidation of the schools creates an opportunity for the Sandown Central School to assess how it may best be re-purposed, both for the benefit of the district, and the surrounding community.

Sandown Elementary Schools Design Process

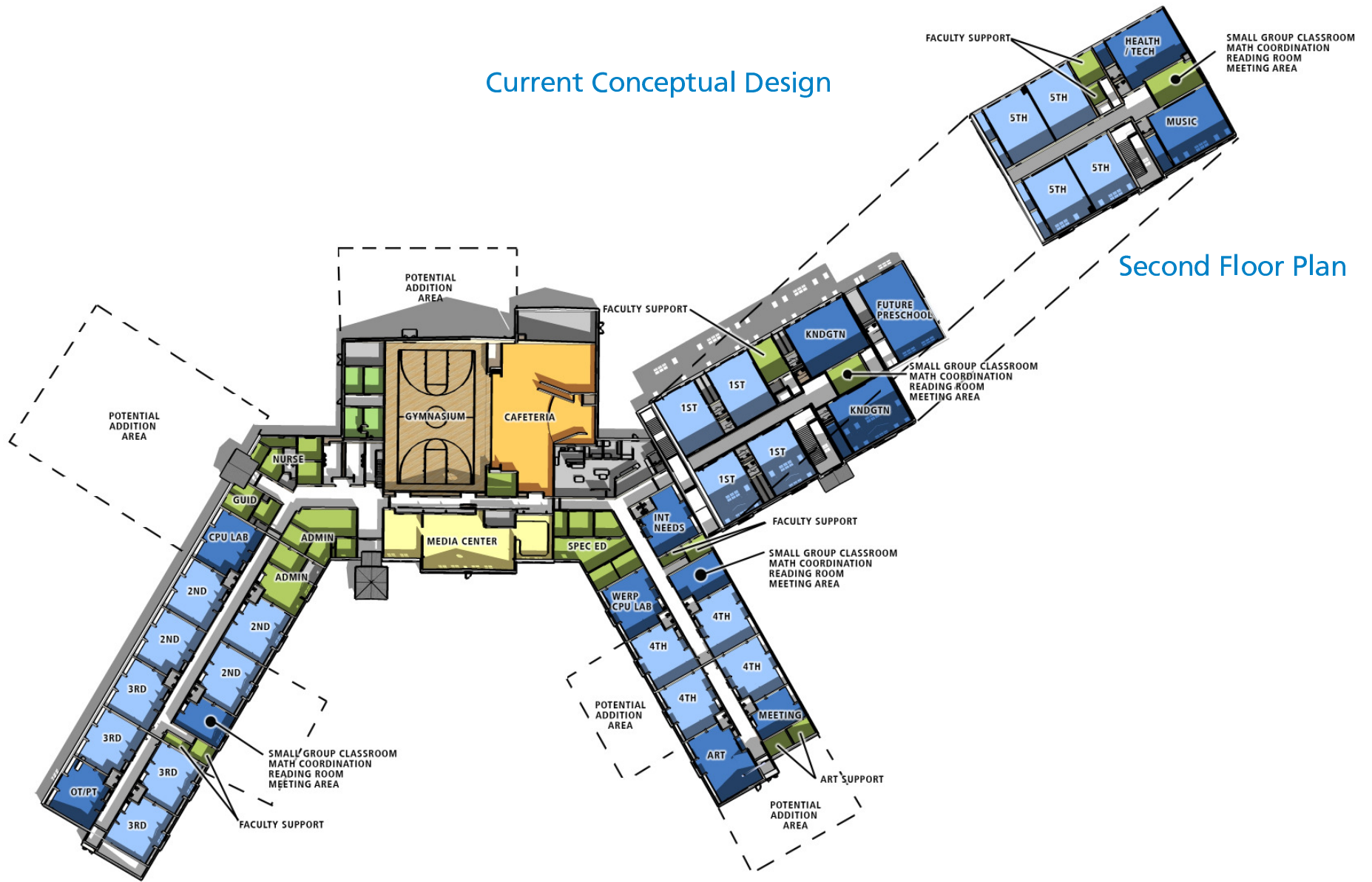




Conceptual Design Studies



Current Conceptual Design



First Floor Plan

Second Floor Plan



Current Conceptual Design

Concept Rendering



Concept Rendering

Costs Savings Data

DRAFT			TRSD					DRAFT
Sandown Consolidation Cost Savings								
10 year Bond @ 4.980% interest				State Aid Reimbursement	Net District Cost	Add'l SN Utilities (3% inflation factor)	SC Savings	Savings to District
Debt Yr	Principal	Interest	Total					
Year 0		174,167	174,167		174,167			174,167
Year 1	600,000	285,000	885,000	(300,000)	585,000	36,800	(541,850)	79,950
Year 2	600,000	255,000	855,000	(300,000)	555,000	37,904	(558,106)	34,798
Year 3	600,000	225,000	825,000	(300,000)	525,000	39,041	(574,849)	(10,808)
Year 4	600,000	195,000	795,000	(300,000)	495,000	40,212	(592,094)	(56,882)
Year 5	600,000	165,000	765,000	(300,000)	465,000	41,418	(609,857)	(103,439)
Year 6	600,000	135,000	735,000	(300,000)	435,000	42,661	(628,153)	(150,492)
Year 7	600,000	105,000	705,000	(300,000)	405,000	43,941	(646,998)	(198,057)
Year 8	600,000	75,000	675,000	(300,000)	375,000	45,259	(666,408)	(246,149)
Year 9	600,000	45,000	645,000	(300,000)	345,000	46,617	(686,400)	(294,783)
Year 10	600,000	15,000	615,000	(300,000)	315,000	48,016	(706,992)	(343,976)
Year 11	0	0	0	0	0	49,456	(728,202)	(678,746)
Total	6,000,000	1,674,167	7,674,167	(3,000,000)	4,674,167	471,325	(6,939,909)	(1,794,417)
Plus Cost avoidance of SC long term Maintenance								(829,900)
Total Savings after 11 years								(2,624,317)

11 Year Savings Distribution by Town based on 2008 tax data:

Atkinson	(272,393)	1,534,174	111,815	(1,646,389)	(272,794)
Danville	(120,298)	677,544	95,699	(1,409,093)	(756,149)
Plaistow	(278,847)	1,570,525	140,937	(2,075,185)	(642,571)
Sandown	(158,362)	891,924	122,875	(1,809,241)	(952,803)
	(829,900)	4,674,167	471,325	(6,939,909)	(2,624,317)

Year 11 and all future years show significant savings after retirement of the construction bond.

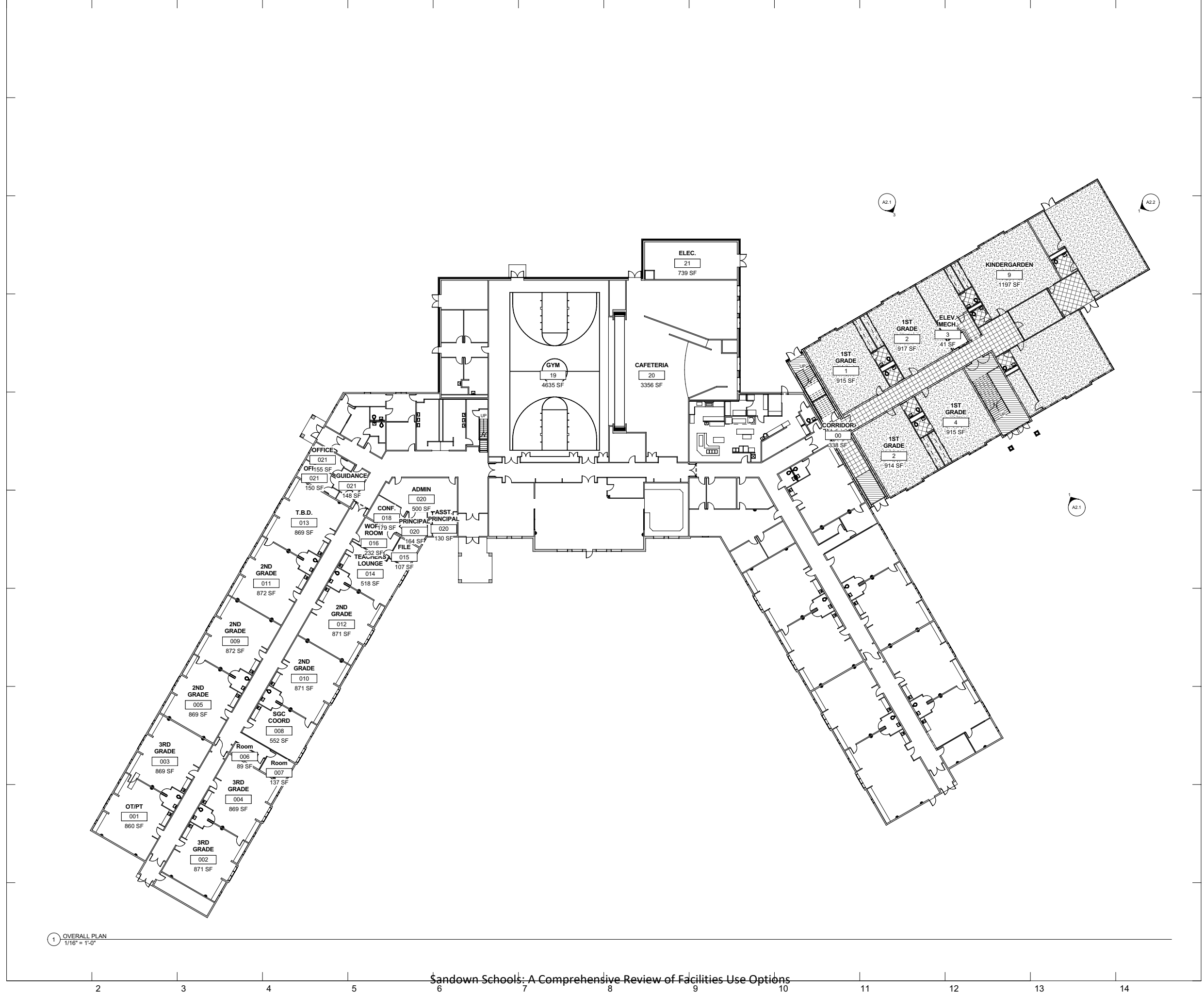
Costs Per Pupil

TRSD

2008 Elementary Building Direct Cost per Pupil
(with estimated Sandown consolidation savings)

	<u>Direct Cost</u>	<u>ADM</u>	<u>Direct Cost per Pupil</u>	<u>Rank</u>
Atkinson Academy	\$2,459,185	454.8	\$5,407.18	1
Pollard	\$3,336,643	548.8	\$6,079.89	3
Danville	\$2,197,217	387.9	\$5,664.39	2
Sandown Central	\$1,096,777	168.1	\$6,524.55	4
Sandown North	\$1,892,075	278.1	\$6,803.58	5
Total Elem.	\$10,981,897	1837.7	\$5,975.89	
Sandown Current - Central & North	\$2,988,852	446.2	\$6,698.46	
Sandown Proposed Consolidation	\$2,483,802	446.2	\$5,566.57	
per pupil savings			\$1,131.89	

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1 OVERALL PLAN
1/16" = 1'-0"

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E
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avalice
Engineering
ARCHITECTS

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TIMBERLANE SCHOOL DISTRICT
SANDOWN NORTH ELEMENTARY SCHOOL
Street, City, State, Zip

CONTENT:
OVERALL FLOOR PLAN
Project Phase
N.F.C.

Author
08/0400
12/17/08
DATE: 12/17/08
REVISED: XX
SCALE: 1/16" = 1'-0"

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1 LEVEL 1 - ADDITION
1/8" = 1'-0"

A2.1 A2.2

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155 Down Street, Suite 400
Wilmington, NC 28401
Tel: 910-322-4550
Fax: 910-322-7908
www.EBR.com

**avallone
brunsinger
ARCHITECTS**

TIMBERLANE SCHOOL DISTRICT
SANDOWN NORTH ELEMENTARY SCHOOL
Street, City, State, Zip

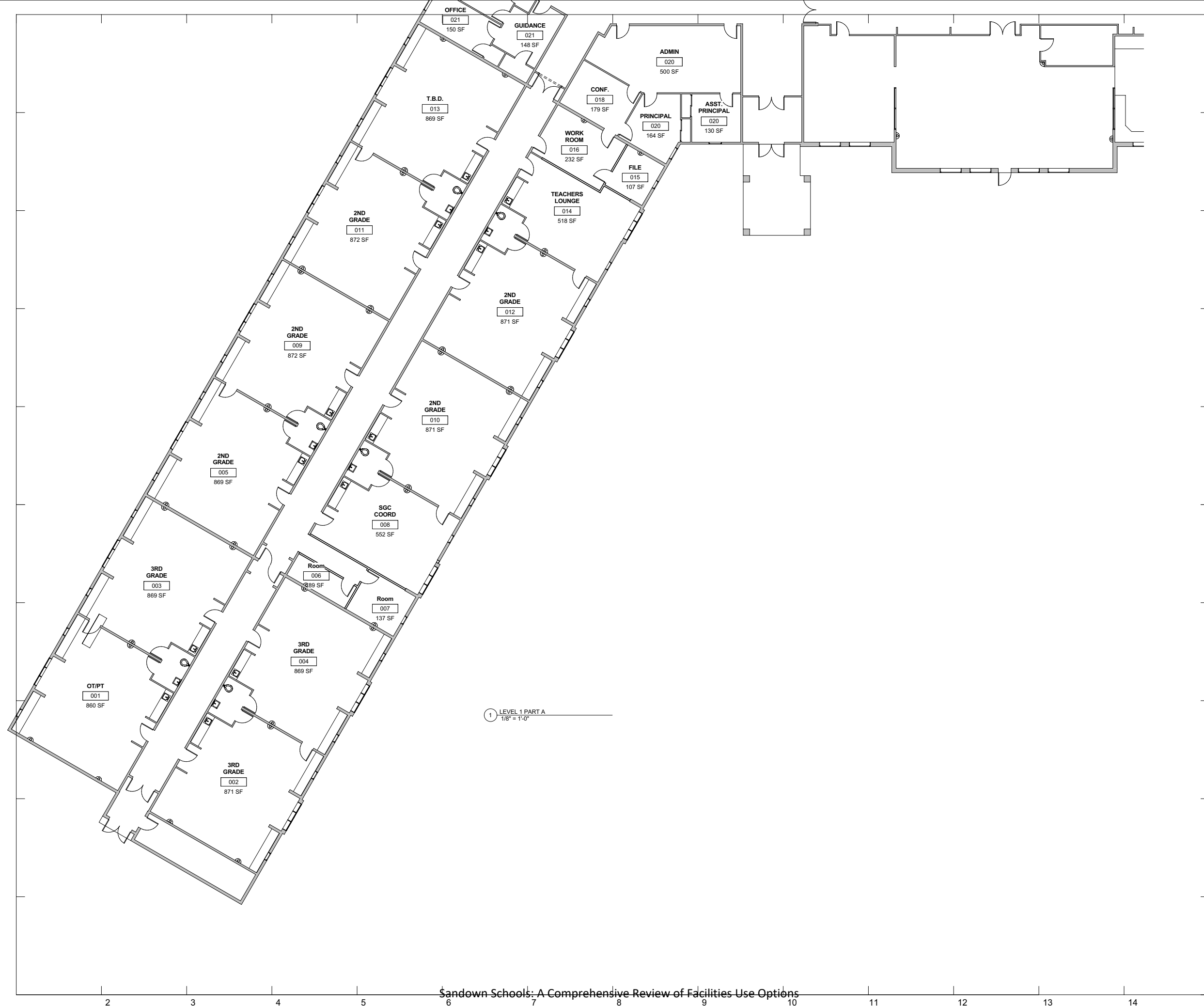
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FIRST FLOOR PLAN
Project Phase
N.F.C.

DRAWN BY: MJA
PROJECT NO: 080400
DATE: 12/17/08
REVISED: XX
SCALE: 1/8" = 1'-0"

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avalice
Breninger
 ARCHITECTS
 135 Dowd Street, Suite 400
 Wallingford, CT 06495
 Tel: 860-822-4550
 Fax: 860-822-7908
 web: EBPA.com

TIMBERLANE SCHOOL DISTRICT
SANDOWN NORTH ELEMENTARY SCHOOL
 Street, City, State, Zip

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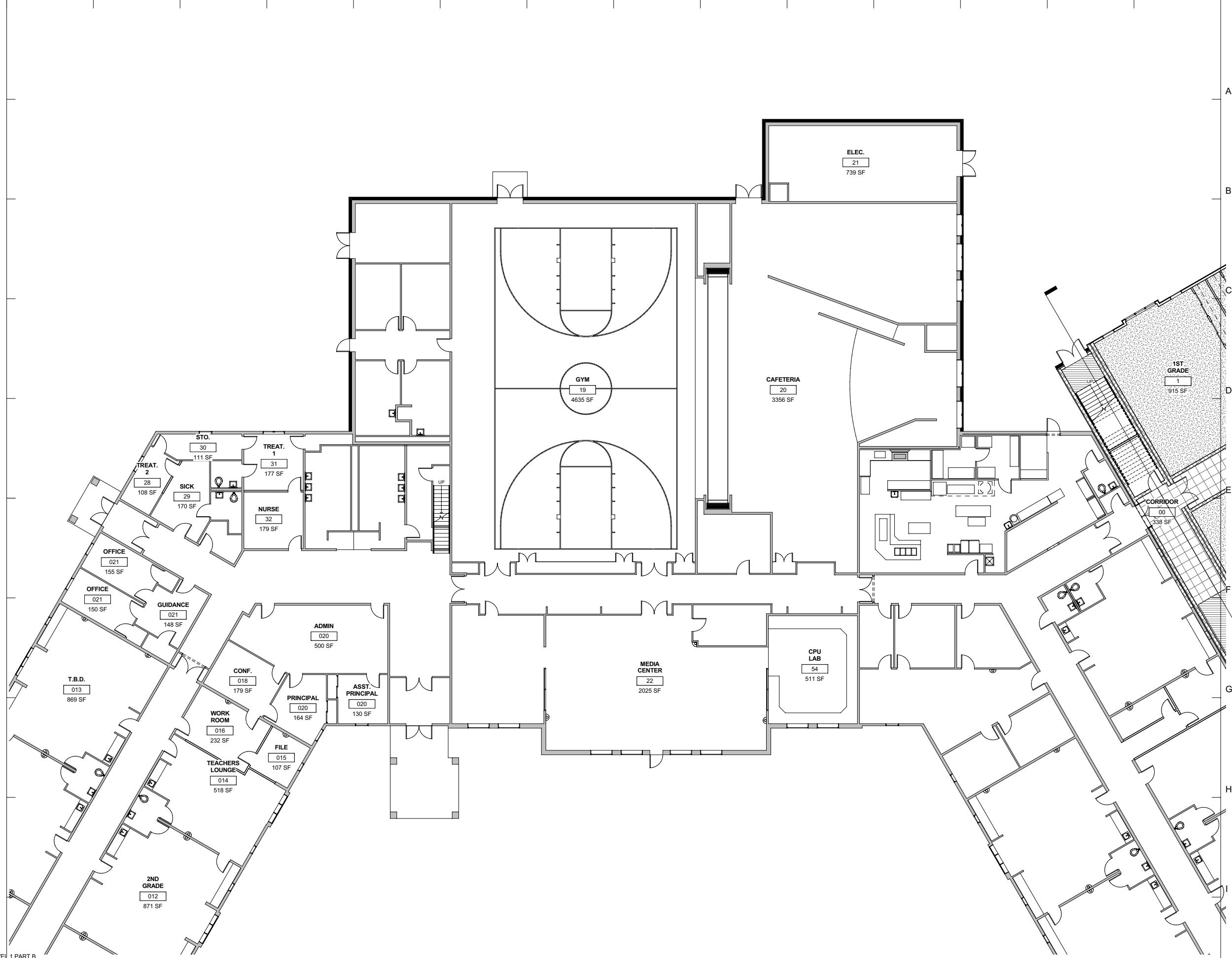
DRAWN BY: PROJECT NO: DATE: REVISED: SCALE:	Author 08/04/00 12/17/08 XX 1/8" = 1'-0"
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CONTENT:
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 N.F.C.

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1 LEVEL 1 PART B
1/8" = 1'-0"



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ARCHITECTS

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Norfolk, VA 23510
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TIMBERLANE SCHOOL DISTRICT
SANDOWN NORTH ELEMENTARY SCHOOL
Street, City, State, Zip

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DRAWN BY:	Author
PROJECT NO:	080400
DATE:	12/17/08
REVISED:	XX
SCALE:	1/8" = 1'-0"

CONTENT:
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1 LEVEL 1 PART C
1/8" = 1'-0"

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Avallone Brenninger ARCHITECTS
 135 Dowd Street, Suite 400
 Westborough, MA 01581
 Tel: 508-852-4550 Fax: 508-852-7908
 www.avb.com

TIMBERLANE SCHOOL DISTRICT
SANDOWN NORTH ELEMENTARY SCHOOL
 Street, City, State, Zip

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DRAWN BY: PROJECT NO: DATE: REVISED: SCALE:	Author 08/04/00 12/17/08 XX 1/8" = 1'-0"
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CONTENT:
 PART C
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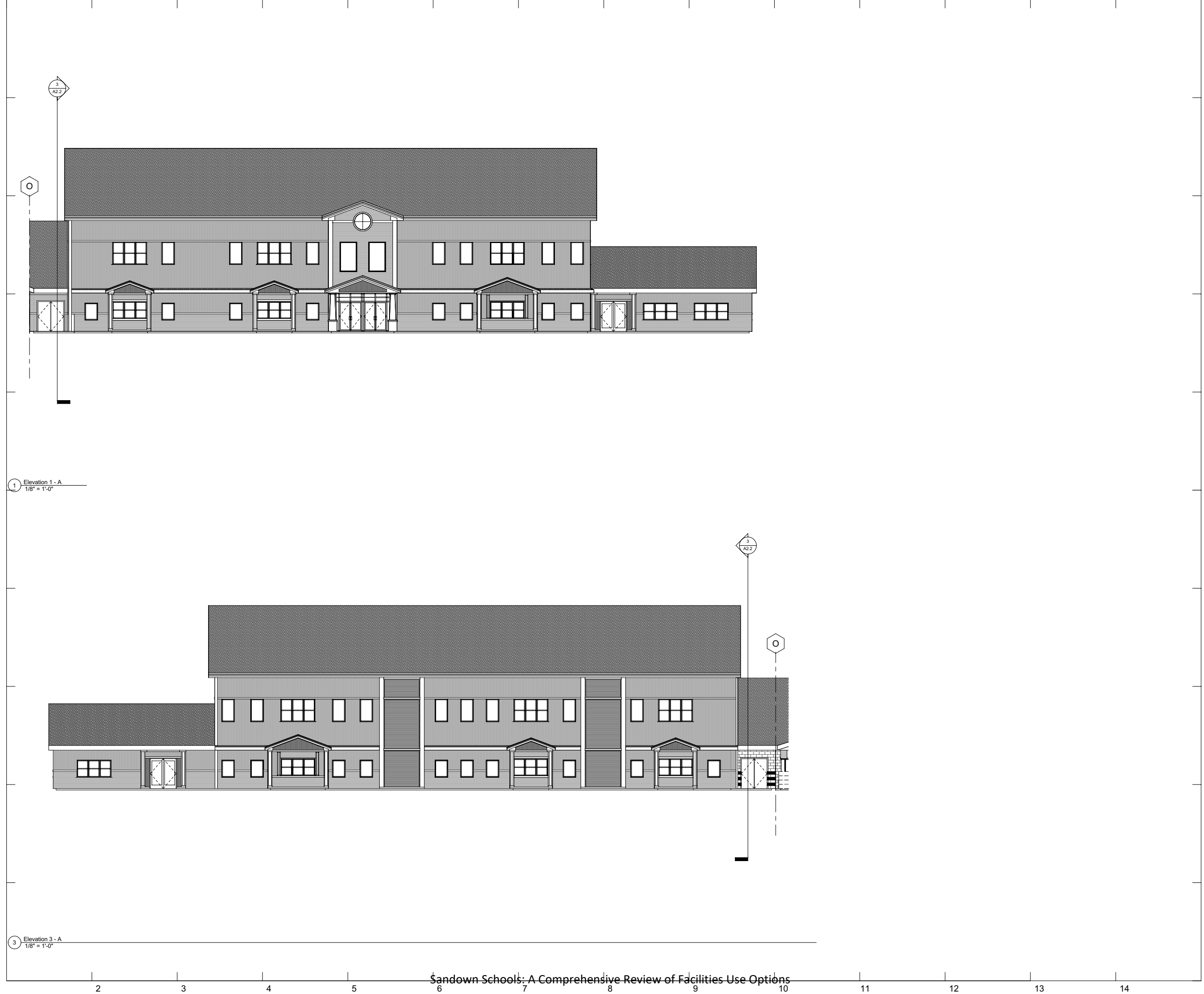
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1 LEVEL 2 - Addition
1/8" = 1'-0"

 135 Dowd Street, Suite 400 Mt. Airy, NC 27551 Tel: 403-622-4532 Fax: 403-622-7908 www.avalice.com	
TIMBERLANE SCHOOL DISTRICT SANDOWN NORTH ELEMENTARY SCHOOL Street, City, State, Zip	
CONTENT: SECOND FLOOR PLAN Project Phase N.F.C.	DRAWN BY: MJA PROJECT NO: 080400 DATE: 12/17/08 REVISED: XX SCALE: 1/8" = 1'-0"
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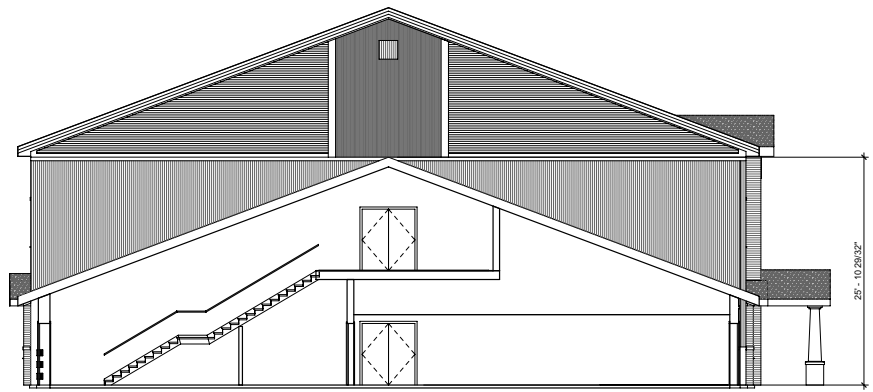
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Sandown Schools: A Comprehensive Review of Facilities Use Options

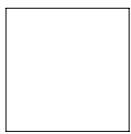
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C	 135 Dowd Street, Suite 400 Portland, ME 04101 Tel: 603-622-4550 Fax: 603-622-7908 www.LBPA.com																		
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J	A2.1 <small>Copyright © 2009 by Lavelle Breninger Architects, Inc. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of Lavelle Breninger Architects, Inc.</small>																		



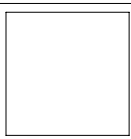
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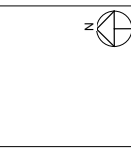
TIMBERLANE SCHOOL DISTRICT
SANDOWN NORTH ELEMENTARY SCHOOL
Street, City, State, Zip

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CONTENT:	DRAWN BY:	M.A.	1/8" = 1'-0"
EXTERIOR ELEVATIONS	PROJECT NO:	080400	
	DATE:	12/17/08	
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TIMBERLANE POLICY COMMITTEE

SECOND READ

- 1 EBBB ACCIDENT/INJURY/INCIDENT REPORTS** (Last updated in 2008. Language consistent with NHSBA; SLT recommends updating legal references.)
- 2 EHB DATA/RECORDS RETENTION** (last updated in 2010; NHSBA language proposed; *priority to update per recent change in law*; legal review conducted with changes incorporated.)
- 3 IGEA PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL** (last updated in 2012; *priority to updated per recent change in law.*)
- 4 IHAM HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION** (last updated in 2010; *priority to updated per recent change in law.*)
- 5 BDE BOARD/SUPERINTENDENT LEADERSHIP TEAM COMMITTEE** (last updated in 2016; revisions made by PC to remove three committees from the list and include a provision about substitute members.)
- 6 BEDB AGENDA PREPARATION AND DISSEMINATION** (Last updated in 2009; revisions made to more closely reflect current practice.)

FIRST READ

- 7 EBCC BOMB THREATS** (Last updated in 2014; policy reviewed during process of reviewing outdated addendum. Restructured to reference procedures in EBCC-R. SLT drafted a procedure to this policy and repealed the addendum for safety/security purposes)
- 8 GCGA RATE OF PAY FOR SUBSTITUTES** (Last updated in 2005; NHSBA language proposed with references made to long-term assignments and critical shortage by SLT)
- 9 GCI PROFESSIONAL DEVELOPMENT OPPORTUNITIES** (Last updated in 2005; NHSBA and SLT language proposed)

<p>Timberlane Regional School District</p>	<p>Policy Code: EBBB</p>
<p>Adopted: 01-01-83 Reaffirmed: 02-07-91 Revised: 10-07-99 Revised: 04-03-08 Revised:</p>	<p>Page 1 of 1</p>

ACCIDENT/INJURY/INCIDENT REPORTS

In case of accident/injury/incident, the responsible party (supervising adult) must fill out an accident/injury/incident form the day of any accident/injury/incident that involves the student, staff, or visitor.

The procedures for accidents/injuries/incidents and accident/injury/incident reporting are to be reviewed at the start of each school year by the Principals and the staffs of each school.

All accidents/injuries/incidents judged to be other than minor require an accident/injury/incident report to be filled out by the responsible party (supervising adult) and filed with the Principal and the School Nurse within 24 hours of the accident/injury/incident. If the accident/injury/incident involves the services of a physician and/or is likely to result in an insurance claim, a copy of said report will be forwarded to the TRSD Business Administrator. If the accident/injury/incident is not one involving a physician’s care and is unlikely to be an insurance case, it will be sufficient to prepare one copy to be filed with the School Nurse. In all cases in which the School Nurse provides the care, documentation will be made on the individual student’s health record.

If the accident/injury/incident is one involving the use of an Automated External Defibrillator (AED), the School Nurse, or his/her designee, shall report all instances of the AED use with the New Hampshire Department of Safety. See incident report forms at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf

See also policies EBBC & JLCE

Legal Reference:

- NH Code of Administrative Rules - Section Ed. 306.12(b)(1), School Health Services*
- NH Code of Administrative Rules - Section Ed. 311, School Health Services*
- RSA 200 Health and Sanitation*

Appendix EBBB-R
EBBB-X

Timberlane Regional School District	Policy Code: EHB
Adopted: 04-03-08 Revised: 08-19-10 Revised:	Page 1 of 2

DATA / RECORDS RETENTION

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. Additionally, the Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information *in compliance with state and federal law*.

Special Education Records

The District shall retain a student's special education records until at least the student's 25th birthday, unless written consent to destroy the records or a written request to destroy the records is received from the parent or guardian or, where applicable, the adult student.

The District shall inform parents at annual IEP meetings when personally identifiable information that has been collected, maintained, or used ~~under related to~~ in the provision of ~~providing~~ special education services for their student is no longer needed to provide educational services to the child or to demonstrate that the school has provided the student with a free appropriate public education as required by law. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. ~~34-CFR 300.624.~~

The District shall maintain a copy of the last signed Individualized Education Plan ("IEP") that was in effect prior to the student's exit from special education until the student's 60th birthday.

The District shall provide parents, or where applicable the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.

The District shall provide public notice of its document destruction policy at least annually in the Timberlane Rights and Responsibilities handbook.

Litigation Hold

On receipt of notice from legal counsel representing the District ~~in~~ that a litigation hold is required, the routine destruction of governmental records, including paper and electronic records, which are or may be subject to the litigation hold, shall cease. The destruction of

Timberlane Regional School District	Policy Code: EHB
Adopted: 04-03-08 Revised: 08-19-10 Revised:	Page 2 of 2

records subject to a litigation hold shall not resume until the District has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

Right-to-Know Request - Hold

On receipt of a Right-to-Know law request to inspect or copy governmental records, the District Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. Such records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for at least ~~no less than~~ 90 days. If, after 90 days, the District has not received a litigation hold letter, the subject records may be destroyed pursuant to regular record retention and destruction schedules. ~~and~~ If the District receives notice of impending litigation, the subject records will not be destroyed until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

See also policies EH-R, JRA, & GBJ

Legal References:

- RSA 91-A, Right to Know Law*
- RSA 189:29-a, Records and Retention*
- NH Code of Administrative Rules, Section ED 306.04 (a)(4), Records Retention*
- NH Code of Administrative Rules, Section Ed. 306.04 (h) Records Retention*
- NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements*
- 34 CFR 300.624.*
- 20 USC §1232g, Family Educational Rights and Privacy Act (FERPA)*

Timberlane Regional School District	Policy Code: IGEA
Adopted: 04-19-12	Page 1 of 2

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

Timberlane Regional School District	Policy Code: IGEA
Adopted: 04-19-12	Page 2 of 2

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.

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

Timberlane Regional School District	Policy Code: IHAM
Adopted: 03-09-99 Revised: 05-20-10 Revised:	Page 1 of 2

HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION

Consistent with Department of Education requirements, health and physical education, including instruction about parts of the body, reproduction, and related topics, will be included in the instructional program.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

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.

Parents/guardians will have the right to inspect and review health and physical instruction materials which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents/guardians who wish to review or inspect health and physical education materials may arrange a meeting with the Principal to review the materials.

Opt-Out Procedure

Parents or guardians who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons, religious objections, or family/personal beliefs are allowed to have their child opt-out of such instruction. Students over the age of eighteen can choose to opt out of health or sex education for religious reasons, religious objections or personal beliefs.

Adult students or parents/guardians who wish to have their child opt-out of such instruction are required to complete the district opt-out form and state the particular unit of curriculum in which the student is not to participate. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with Principal.

Adult students or parents/guardians who do not want their child to participate in a particular unit of health or physical education for religious reasons or personal/family beliefs must complete a Health or Physical Education Opt-Out Form. Opt-Out Forms are available from either the health education teacher or the Principal.

Opt-out requests must be submitted annually and are valid only for the school year in

Timberlane Regional School District	Policy Code: IHAM
Adopted: 03-09-99 Revised: 05-20-10 Revised:	Page 2 of 2

which they are submitted.

Legal References:

NH Code of Administrative Rules, Section Ed 306.40, Health Education Program
NH Code of Administrative Rules, Section Ed 306.41, Physical Education Program
RSA 186:11, IX-b, Health and Sex Education

<p>Timberlane Regional School Board</p>	<p>Policy Code: BDE</p>
<p> Revised: 12-03-98 Revised: 02-24-05 Revised: 09-05-13 Revised: 05-07-15 Revised: 06-02-16 Revised: </p>	<p>Page 1 of 1</p>

BOARD/SUPERINTENDENT LEADERSHIP TEAM STANDING COMMITTEES

The Board may have the following standing committees as deemed necessary:

1. Facilities
2. Curriculum and Assessment
3. Policy
4. Safety
5. ~~Personnel~~
6. ~~Community Relations~~
7. ~~Strategic Plan~~
- 8.5. Capital Improvement Plan
- 9.6. Wellness

Standing and *special-ad hoc* committees and delegations shall be appointed by the School Board Chair and approved by vote of a majority of the Board. Committees will meet as needed on challenges and opportunities pertaining to said committee.

The School Board Chair and the Superintendent will work together to appoint members to each committee from both the School Board and the Superintendent Leadership Team and to appoint co-chairs of each committee, one being a School Board member and the other being a member of the Superintendent Leadership Team.*

Only members of the committee may vote on committee matters and at least two members of the committee from the School Board and two members of the committee from the Superintendent Leadership Team must be present to hold a meeting. *Substitute members selected by the committee co-chairs may act and vote on behalf of the absent member(s).*

All recommendations of the committees will be presented to the Superintendent’s Leadership Team before presentation to the full board for action.**

~~*The Personnel Committee will be co-chaired by the School Board Chair and the Superintendent~~

~~**The Policy, Personnel and Community Relations Committees are not required to present recommendations to the Superintendent Leadership Team.~~

<p>Timberlane Regional School Board</p>	<p>Policy Code: BEDB</p>
<p>Adopted: 04-21-83 Revised: 11-01-90 Revised: 12-03-98 Revised: 09-20-01 Revised: 12-17-09 Revised:</p>	<p>Page 1 of 1</p>

AGENDA PREPARATION AND DISSEMINATION

The Superintendent *and School Board Chair* shall prepare all agendas for meetings of the Board. ~~In doing so, the Superintendent shall consult with the Board Chairman and appropriate members of the executive staff~~*The Superintendent shall be responsible for publishing the agenda.*

Items to be placed in the agenda should be in the hands of the Superintendent on or before the seventh day preceding the meeting. Items not included in the agenda may be brought before the meeting ~~provided it is agreed to by the Board~~*and discussed at the discretion of the Board.*

Items of business may be suggested by any Board member, staff member, student, or citizen of the district. The inclusion of items suggested by staff members, *or* students, ~~or citizens~~ shall be at the sole discretion of the Superintendent. The agenda, however, shall always allow suitable time for the remarks of the public who wish to speak briefly before the Board.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. ~~Under Other Business, i~~tems of business not on the agenda will be ~~discussed and acted upon if a majority of the Board agrees to consider them at the next meeting. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled~~ *submitted to the School Board Chair for consideration at a future meeting.*

The agenda, together with supporting materials, shall be distributed to Board members ~~sufficiently~~ prior to the Board meeting, if at all possible, to permit them to give items of business careful consideration. The agenda shall also be made available to the press, and others upon request.

The agenda will be posted at the Superintendent’s office and at least one other public place, and will be posted on the District network and website.

<p>Timberlane Regional School District</p>	<p>Policy Code: EBCC</p>
<p>Adopted: 01-01-83 Revised: 02-07-91 Revised: 10-07-99 Revised: 09-20-01 Revised: 06-05-14 Revised:</p>	<p>Page 1 of 2</p>

BOMB THREATS

The Board recognizes that bomb threats are a significant concern to the schools. *Making a bomb threat is a crime.* Whether the threat is real or a hoax, a bomb threat represents a potential danger to the safety and welfare of students, staff, and school property.

No person shall make or communicate, by any means, a threat that a bomb has been or will be placed on school premises. *Any person found to have made a bomb threat will be subject to arrest and prosecution according to law. Any student suspected of making a bomb threat will be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action, in accordance with applicable Board policy.*

Any bomb threat will be regarded as a serious matter and ~~will be treated accordingly~~ *district procedures referenced in EBCC-R as well as any local, state and federal procedures will be followed. In the event a bomb threat is made, the following procedures shall be followed:*

- ~~1. The Superintendent or his/her designee shall call for an immediate evacuation of school buildings.~~
- ~~2. Simultaneously, local law enforcement authorities shall be notified.~~
- ~~3. An investigation of the threat should be made by local law enforcement authorities or applicable state department.~~

~~Any decision to re-enter the school or buildings will be made by the Superintendent, or designee, and only after such clearance has been given by the appropriate law enforcement agency.~~

~~Making a bomb threat is a crime. As such, any person found to have made a bomb threat will be subject to arrest and prosecution according to law. Any student suspected of making a bomb threat will be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action, in accordance with applicable Board policy.~~

~~Any decision to re-enter the school or buildings will be made by the Superintendent, or designee, and only after such clearance has been given by the appropriate law enforcement agency.~~

EBCC - BOMB THREATS

<p>Timberlane Regional School District</p>	<p>Policy Code: EBCC</p>
<p>Adopted: 01-01-83 Revised: 02-07-91 Revised: 10-07-99 Revised: 09-20-01 Revised: 06-05-14 Revised:</p>	<p>Page 2 of 2</p>

Legal References:

RSA 158:9, Possession of Explosives

RSA 644, Breaches of the Peace and Related Offenses

Appendix :

EBCC-R

EBCC-X

EBCC - BOMB THREATS

Timberlane Regional School District	Policy Code: GCGA
Adopted: 06-09-83 Reaffirmed: 04-04-91 Revised: 02-24-05 Revised:	Page 1 of 1

RATE OF PAY FOR SUBSTITUTES

The rate of per diem pay for substitute teachers shall be established by the School Board.

The rate of pay for substitutes engaged in long periods of substitution shall be at the discretion of the ~~administration~~ *Superintendent or designee* based on the qualifications and experience of the substitute and the length and nature of the assignment.

The Superintendent or designee will create a procedure that clarifies the process and rate of pay for long-term substitutes (working more than 20 days in a single assignment) and substitutes working in a critical shortage area.

<p>Timberlane Regional School District</p>	<p>Policy Code: GCI</p>
<p>Adopted: 01-01-83 Revised: 10-03-96 Revised: 02-24-05 Revised:</p>	<p>Page 1 of 2</p>

PROFESSIONAL ~~STAFF~~ DEVELOPMENT OPPORTUNITIES

A program of in-service training will be established to provide opportunities for the continuous professional and technical growth of the staff.

Staff members will become knowledgeable regarding new developments and changes in their specialized fields, and will utilize new and improved methods in practice.

It shall be the responsibility of the Superintendent to implement appropriate staff development training and activities.

Funding is available for teachers to engage in professional improvement activities that will enhance their teaching skills and provide better learning environments for students.

To that end, this policy and corresponding regulations are intended to address matters related to professional improvement that are not directly stated in the pertinent collective bargaining agreement. The board recognizes that the collective bargaining agreement will take precedence over any provision of this policy that may be contrary to the language of the collective bargaining agreements.

Lodging/Travel Expenses

The District will only pay lodging/travel expenses for workshops, seminars and conferences that are deemed as part of a job assignment.

The rate for mileage reimbursement to and from workshops, seminars and conferences will be the standard IRS rate.

The per diem rate for meals not included in a workshop, seminar or conference package shall not exceed \$75.00 per day.

Receipts must be provided for reimbursement up to the maximum amount and must be itemized. Alcoholic beverages will not be reimbursed.

All efforts should be made when attending seminars, workshops or conferences to select those in New Hampshire or contiguous states. When travel outside of the region is necessary, additional justification of the positive impact attending this conference will have upon the District may be required. Exceptions would be presenting at a national conference, or receiving an award or recognition at a national conference. In any case, attendance at any workshop, seminar or conference requires the approval of the Superintendent.

Equipment Ownership and Possession

When an approved workshop, seminar or conference funded by the District includes in their total cost any "gift" or provision of technology equipment with a value of \$500.00 or more, that equipment becomes and remains the property of School District and should be reported

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for inventory to the Technology Supervisor. "Technology equipment" means, but is not limited to, computers, tablets, cell phones, smart phones, iPads, iPod Touches, laptop computers, desktop computers and/or any other similar device or apparatus.

In the event that an employee leaves the District and is in possession of technology equipment that is the property of the District purchased with grant funds, the item shall remain at the District.

NHSBA Note, April 2015: This policy may have collective bargaining agreement implications. School boards are advised to review their local collective bargaining agreements prior to adopting this policy.

Please note that the specific amounts, timelines, and so forth are recommendations only. Please amend accordingly.

The revisions of this policy are made in response to NHSBA member inquiry and request.

Today's dynamic and rapidly changing society, with its tremendous accumulation of new knowledge and the attending obsolescence in some areas of practice make it imperative that all staff members — teachers, clerical, technical, operations, maintenance, and administrative — be engaged in a continuous program of professional and technical growth in order that they may be qualified to provide a quality educational program for all students being served by the public schools.

It is the policy of the School Board that a program of in-service training be established to provide an opportunity for the continuous professional and technical growth of the professional staff.

As a result of the operation of this policy, staff members will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff employing administrative and management techniques consistent with modern management development, will provide leadership which will assist each staff member to make a maximum contribution to the school district's effort to provide a quality educational program for all students.

Every three years, each professional staff member must submit a professional growth plan in order to meet re-certification requirements. The plan must outline the professional involvement the professional staff member intends to pursue, i.e., courses, workshops, conferences, research, etc. Throughout the three year period there will be an ongoing review of each staff member's plan by his/her primary evaluator to make sure he/she fulfills the three-year requirement.