

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, OCTOBER 20, 2016

Regular Meeting - 7:30 PM

Superintendent's Office  
30 Greenough Road , Plaistow, NH  
**Peter Bealo, Chairman**  
**Kelly Ward, Vice Chairman**

**Dr. Earl Metzler, II, Superintendent**

**Dr. Roxanne Wilson, Asst. Superintendent**

## AGENDA

1. **7:30 PM** Call to Order – Chair (10 minutes)
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Delegations or Individuals
5. Current Business
  - a. **7:40PM** Montreal Trip\* – ACTION (10 minutes)
  - b. **7:50PM** Technology Plan\* – ACTION (30 minutes)
  - c. **8:20PM** Policies (1<sup>st</sup> read) – ACTION (10 minutes)
  - d. **8:30PM** Block Schedule Plan\* – INFORMATIONAL (30 minutes)
  - e. **9:00PM** Budget Process – INFORMATIONAL (10 minutes)
  - f. **9:10PM** Warrant Articles – INFORMATIONAL (10 minutes)
6. **9:20PM** Administrator's Report
  - a. Update on School Activities – INFORMATIONAL
7. **9:25PM** Personnel Report
8. **9:35PM** Committee Reports
9. **9:40PM** Reports of the School Board
10. **9:45PM** Approval of Minutes
  - a. September 15<sup>th</sup> and October 6<sup>th</sup> public and nonpublic sessions
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **9:50PM** Other Business (if time permits)
14. Non-public (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
November 3	Regular Board Meeting	SAU	7:30 PM
November 16	SAU Public Hearing on Budget	SAU	7:00 PM
November 17	Regular Board Meeting	SAU	7:30 PM
November 22	Joint School Board/Budcom Meeting	SAU	7:00 PM
December 1	Regular Board Meeting	SAU	7:30 PM
December 15	Regular Board Meeting	SAU	7:30 PM
January 5	Regular Board Meeting	SAU	7:30 PM
January 6	Bond Citizens Petitions Deadline	SAU	5:00 PM
January 10	All Other Citizens Petitions Deadline	SAU	5:00 PM
January 12	Finalize Costs for CBA's Public Hearing on Budget	PAC	7:00 PM

\*PowerPoint Presentation

estimated times

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

## **ADMINISTRATOR'S REPORT**

*Administrator's Report for October 20, 2016 School Board Meeting*

**1-4. OPEN MEETING** *Self-explanatory.*

### **5. CURRENT BUSINESS**

#### **a. Montreal Trip – 10 minutes**

*Mademoiselle Lacourse to present request for students to travel to Montreal in May 2017. See policy IJOA. ACTION*

#### **b. Technology Plan – 30 minutes**

*Ken Henderson to present 5-year technology plan. ACTION*

#### **c. Policies – 10 minutes**

*Chairman Bealo to present eight policies for first read: ACAA and ACAB (both relating to harassment and sexual harassment), GBEBB Staff Student Relations, GBEC Drug Free Workspace, JICFA Hazing, JIH and KNAJ relative to Student Interrogations and Searches, , and DID Fixed Assets. ACTION*

#### **d. Block Schedule Plan – 30 minutes**

*High School team to present proposal for block scheduling. INFORMATIONAL*

#### **e. Budget Process Overview – 10 minutes**

*Dr. Metzler and Mr. Stokinger to present overview of budget process and solicit input from board. The board and budget committee will meet jointly on November 22<sup>nd</sup>; however the scope of this meeting has not yet been determined. INFORMATIONAL/ ACTION*

#### **f. Warrant Articles – 10 minutes**

*Chairman Bealo to solicit ideas for warrant articles and then schedule a work session if needed. INFORMATIONAL*

### **6-9. REPORTS**

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

*a. Update on happenings and activities with each of the district schools*

**7. PERSONNEL REPORT** – *Dr. Metzler to present (if needed)*

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

**9. REPORTS OF THE SCHOOL BOARD**

**10. APPROVAL OF MINUTES**

*Four sets: September 15 and October 6 public and nonpublic sessions.*

**11. CORRESPONDENCE**

**12. VENDOR AND PAYROLL REGISTERS**

**13. OTHER BUSINESS**

**14. NON-PUBLIC** *(if needed)*

**15. FUTURE DATES**



December 1, 2016	
Policies	<i>Second read</i>
Budget Update	
SAT/SBAC Results 15-16	
World Language Update (30)	
Program of Studies	<i>First Read</i>

December 15, 2016	
Budget Update	
Policies	<i>Second read</i>
Warrant Articles	<i>(if needed)</i>
Ratify TSSU Contract for Ballot	<i>(due by January 10<sup>th</sup>)</i>

#### Back-Burner List

Teacher Update	<i>Ryan Richman (schedule 2016-17 presentation dates)</i>
Updated Org Chart	<i>Reflecting Campus</i>
Kindergarten Committee Report	

## MONTREAL TRIP 2017

### Date of the trip

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May 19<sup>th</sup> and 20<sup>th</sup>, 2017

### Teacher in charge:

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Christine Lacourse  
French teacher, Timberlane Regional Middle School

### Purpose of the trip to Montréal

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This trip gives the opportunity to students to practice what they have learned during the school year in a real French setting. Throughout the year, we talk about Paris, Montréal and Québec City. After the trip, they will have a better understanding of what makes Montréal such an attraction. It is the second largest French-speaking city in the world after Paris, France. Montréal is so close to New England and offers an affordable opportunity to give our students a cultural immersion experience.

The trip is designed to give opportunities to students to make connections between what they already know and what they can discover, either by visiting specific attractions or by observing what is going on around them. Their knowledge of the French language and other disciplines such as Social Studies and Science makes each visit more interesting while reinforcing real world learning connections to their classroom experience.

This trip offers many incidental learning experiences: traveling to another country and crossing its border; using a different currency, finding themselves in the minority, being surrounded by French language (advertising, etc.) and culture, to name a few.

Lastly, an additional goal of this trip is to provide a positive experience that could result in the desire to travel and learn more about other cultures and countries for personal enjoyment and enrichment as life-long learners.

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## MONTREAL TRIP 2017

### Standards

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Here are descriptions of alignment to curriculum standards for 8<sup>th</sup> grade French:

#### Communication

Communication in Language other than English

Standard 1.1: Students engage in conversation, provide and obtain information.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

#### Cultures

Gain knowledge and understanding of other cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

#### Connections

Connect with other disciplines and acquire information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

#### Comparisons

Develop insight into the nature of language and culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

#### Communities

Participate in multilingual communities at home and around the world

Standard 5.1: Students use the language both within and beyond school setting.

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## MONTREAL TRIP 2017

### Proposed Itinerary

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Friday, May 19<sup>th</sup>, 2017:

*In the morning*

- 6:00 Departure from TRMS to the Canadian Border.
- 11:15 Lunch at McDonald's in St-Jean-sur-Richelieu, Québec
- 11:15 –12:15 Eating at McDonald's

*In the afternoon*

- 12:15 En route to Fort Chambly.
- 12:30—3:00 Visit of Fort Chambly. Fort Chambly, at the foot of the Richelieu River Rapids, stands proudly, having played a defensive role for more than 300 years. The Fort was built in 1665 to counter the Iroquois threat. Two other wooden forts would later replace it. A fourth, this one in stone, was built in 1711 and is still standing and ready to be discovered. Two activities are planned at the Fort: *Military uniforms of the Past* will present the uniform of the Compagnie Franche de la Marine and *A French fort to Discover* will present an Introduction to 18<sup>th</sup> –century military architecture.
- 3:00—5:00 En route to Mount Royal in Montréal for splendid views of the city.
- 5:00—9:00 En route to the Old Montréal for several activities: visit of the Old Montréal by riding the Amphibus, shopping and dinner.
- 9:00 Registration at the Auberge; Curfew is at 11:00 p.m.
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## MONTREAL TRIP 2017

### Proposed Itinerary

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Saturday, May 20<sup>th</sup>, 2017:

*In the morning*

- 7:30—9:00: Breakfast at Eggspectations
- 9:00—9:30: Riding by subway to the Olympic Park
- 9:30—12:00: Visit of the Biodome and the Olympic Tower. The Montréal Biodome is a facility located at Olympic Park in Montreal that allows visitors to walk through replicas of four ecosystems found in the Americas. The ecosystems are: theTropical forest; Laurentian Maple forest; Gulf of St. Lawrence; Labrador Coast and the Sub-Antarctic Islands. As a supplementary activity, students will have a chance to see what goes on behind the scenes, including the filtration and ventilation systems, animal kitchens, breeding basins and all the equipment and facilities that allow the Biodome to maintain the ecosystems in a controlled environment.

*In the afternoon*

- 12:00—1:00 Eat lunch at the Restaurant Dallas
- 1:15—2:00 Departure for Maison St-Gabriel
- 2:00—3:00 Visit of the Historic House of Maison St-Gabriel. The House is dedicated to preserving the history, heritage and artifacts of the settlers of New France in the mid-17th century.
- 3:30—4:30 (If time permits) En route to Marché Guillon
- 4:30—6:00 En route to the United States
- 6:00—7:00 In Burlington, dinner at Zachary's Pizza
- 7:00—10:30 En route to TRMS, Plaistow

# Trip to Montréal, Québec

— 375 years of history —

May 19<sup>th</sup> and 20<sup>th</sup>, 2017

# Purpose

- Practice
- Affordable
- Connections
- Incidental learning experiences
- Life-long learners

# Proposed agenda

Friday, May 19<sup>th</sup>

- 6:00 to 11:15 a.m.  
traveling to the  
province of Québec.
- First stop at  
McDonald's.
- No French, no Food!



Proposed agenda

Friday, May 19<sup>th</sup>

Fort Chambly.

Two activities:

↘ *Military uniforms of the Past*

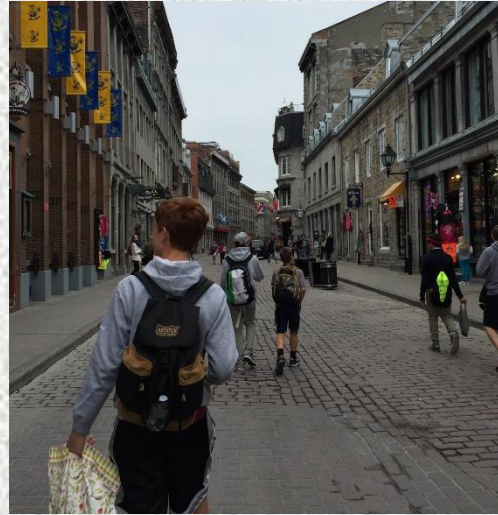
↘ *A French fort to Discover*



# Proposed agenda

Friday, May 19<sup>th</sup>

- ↘ Mount Royal
- ↘ Old Montréal
- ↘ Check in at the Auberge for the night.



Proposed agenda

Saturday, May 20<sup>th</sup>

French breakfast

Biodome and the Olympic Tower

The ecosystems:

↘ Tropical Forest

↘ Laurentian Maple forest &  
Gulf of St. Lawrence

↘ Labrador Coast

↘ Sub-Antarctic Islands







At the Olympic Tower

# Proposed agenda

Saturday, May 20<sup>th</sup>

- *La Maison St-Gabriel*
- *en route* for the United States.
- TRMS, no later than 10:30 p.m.

Au revoir Montréal!



# Safety/Organizational Measures prior to the trip:

- Two meetings with chaperones to talk about their roles and expectations, the itinerary, distribution of money, etc.
- Student medical information
- Student's parent/guardian contact info
- Review of the medical forms by the nurse at TRMS

## Day of the trip:

- All chaperones will be provided with:
  - Booklet with the pictures of all participants and cell numbers of all adults.
  - Itinerary, city map and subway.
  - Lists of the groups: chaperones and students; room numbers

# Safety/Organizational Measures: Day of the Trip

- Designated staff member without an assigned group to take care of any student(s) who experience sickness/problems.
- A school nurse travels with us.
- Ratio of 6-8 students per chaperone.
- Chaperones will take attendance throughout the day. Most of the day, we travel as a group except for the visit “Behind the scenes” at the Biodome.
- Every student will have a partner that they are with at all times.
- Emergency Meet-Up Spots will be designated in case of separation in Old Montréal and in the métro.

TRSD

# Technology Plan 2017-2022

October 20, 2016

# Overview

1. Introduction
2. Curriculum Integration and ICT Skills
3. Access to Technology
4. Professional Development
5. Community Communications and Outreach
6. Estimated Budgets

# Introduction

- 5 Year vision and technology goals for the district.
- Not required by DOE anymore but is placed on file for reference.
- Technology purchases are tied back to plan.
- Asking for board's support tonight to approve.
- Plan was developed by a group of stakeholders including administrators, teachers and community members.
- Plan was developed last year with finishing touches this year.
- Reviewed annually

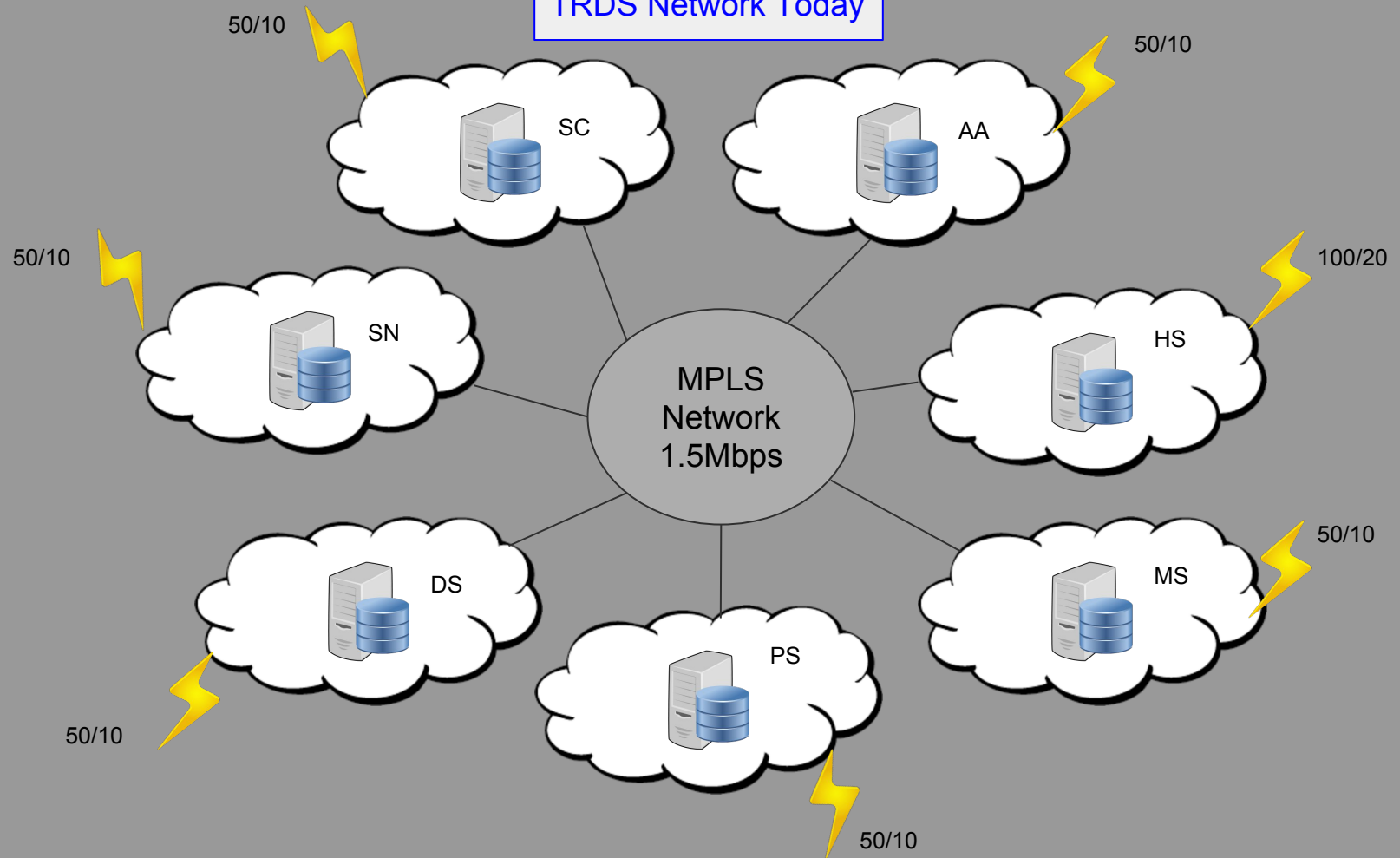
# Curriculum Integration - Goals

- Implement technology used in stage 2 and 3 in curriculum development of lesson plans.
- Establish and maintain online research databases that are aligned with state and national standards.
- Create a new technology resource page with a comprehensive list of approved online resources.
- Continue to support and develop distance learning opportunities.
- Continue to develop media literacy skills at all levels.
- Continue to develop ICT (Information, Communications and Technology) skills at all levels.
- Explore next trends in technology integration - coding, gaming for learning, virtual reality and others.

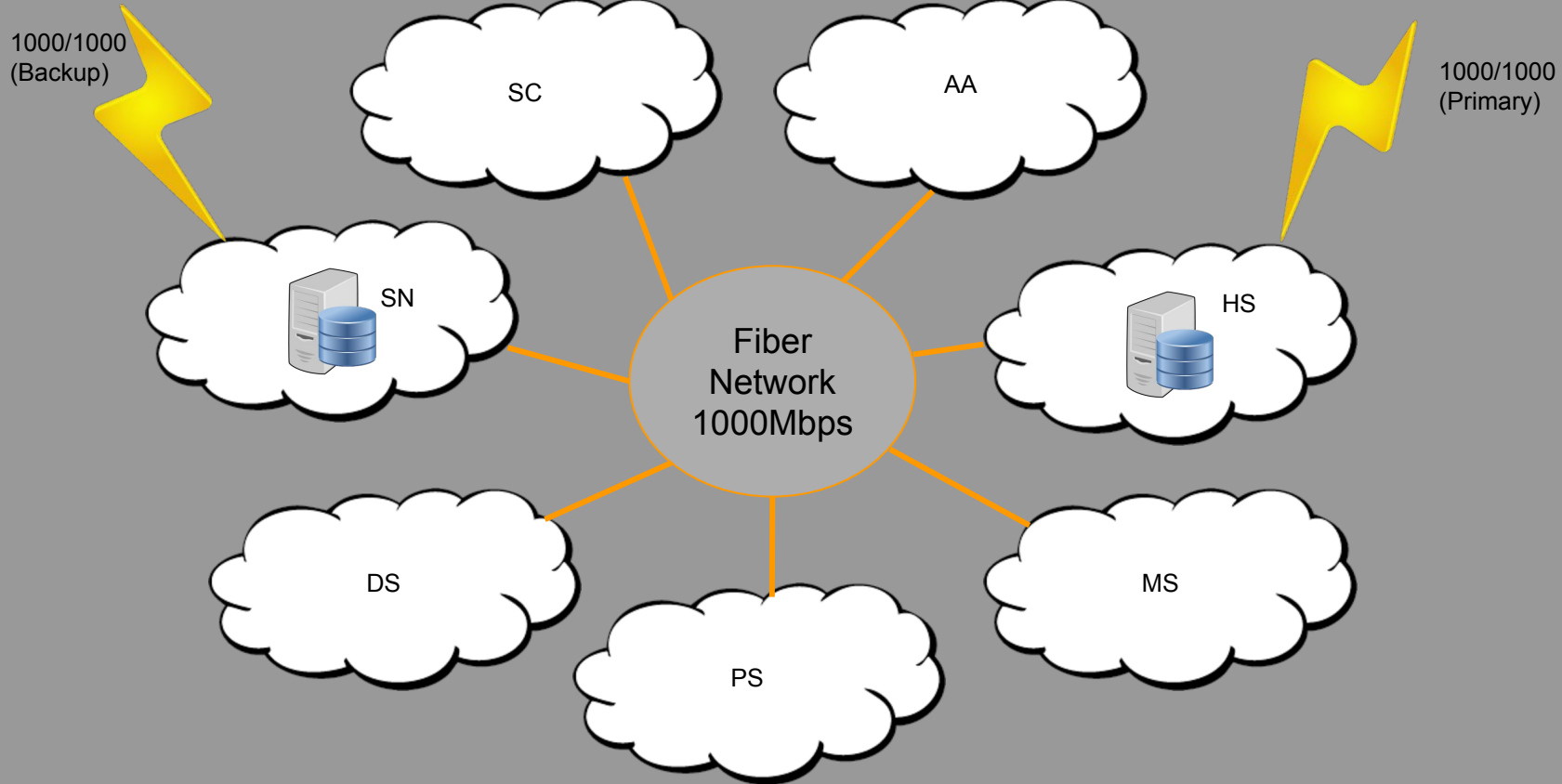
# Access to Technology - Goals

- Maintaining a robust and scalable infrastructure to support classroom learning - Fiber to schools.
- Lower TCO by reducing servers and the cost to maintain them.
- Keep all parts of network up to date (Wi-Fi, switches, router and firewalls).
- Enable students to have more access to devices for classroom learning - phased approach.
- Ensure staff have laptops for mobile computing.
- Replace projector carts in classroom with interactive projectors.
- Investigate and Implement managed print solutions.
- Move to single provider email solution.

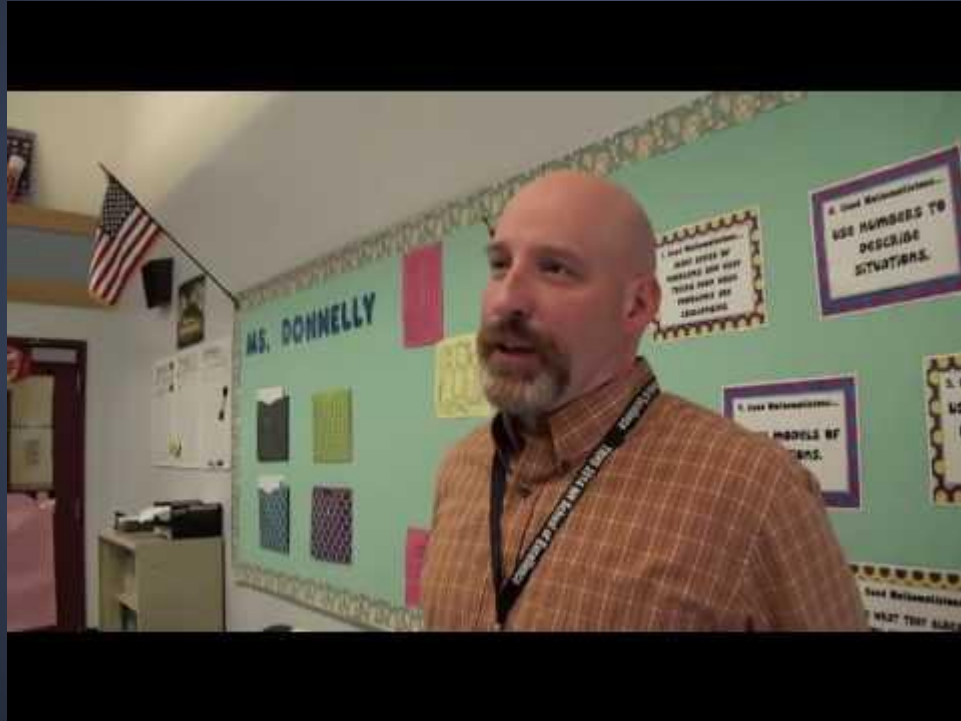
# TRDS Network Today



# TRDS Network Post-Fiber



# Interactive Projectors



# Professional Development Goals

- Make a commitment to ensuring teachers have access to training on new systems and applications.
- Provide a mix of external and district hosted PD events to teachers available to teachers.
- Build a new online Timberlane technology website that will provide information and short and purposeful how to videos for students, teachers and parents.
- Build and support technology PLC's within the schools.
- Use Google Classroom for online support forms and hosting of materials for reference.

# Google Classroom



# Community Communication and Outreach Goals

- Continue to enable and refine how teachers and staff to be able to access to instructional materials and school information. (Powerschool and Google Classroom).
- Drive to more paperless solutions, convert mailings to paperless delivery.
- Revamp websites to make information easier to find.
- Expand social media to include Facebook pages for each school and tie websites posts to populate Facebook and Twitter automatically.

# Estimated Device Purchases by Year

## 2017-2018

Chromebooks - 550 (100HS, 75 MS, 75 AA, 75 DS, 75 SN, 75 PS, 25SC)

Desktops - 100 (25 HS, 25MS, 25 DS, 25PS)

Wall Mount Projectors - 46 (HS)

Laptops - 150 for Students, 45 for Administrators (DW), 90 for Teachers/Staff (HS)

## 2018-2019

Chromebooks - 550 (100HS, 75 MS, 75 AA, 75 DS, 75 SN, 75 PS, 25SC)

Desktops - 100 (25AA, 25SN, 25SC, 25 HS)

Laptops - 100 for Students, 65 for Teachers/Staff (MS)

Wall Mount Projectors - 46 (MS)

# Estimated Device Purchases by Year

## 2019-2020

Chromebooks - 550 (100HS, 75 MS, 75 AA, 75 DS, 75 SN, 75 PS, 25SC)

Desktops - 100 (25 HS, 25MS, 25 DS, 25PS)

Laptops - 100 for Students, 75 for Teachers/Staff (AA,SN,SC)

Wall Mount Projectors - 48 (AA,SN,SC)

## 2020-2021

Chromebooks - 550 (100HS, 75 MS, 75 AA, 75 DS, 75 SN, 75 PS, 25SC)

Desktops - 75 (25AA, 25SN, 25SC)

Laptops - 75 for Students, 65 for Teachers/Staff (PS, DS)

Wall Mount Projectors - 45 for Teachers/Staff (PS,DS)

# Estimated Device Purchases by Year

## 2021-2022

Chromebooks - 550 (100HS, 75 MS, 75 AA, 75 DS, 75 SN, 75 PS, 25SC)

Desktops - 75 (25HS, 25MS, 25DS)

Laptops - 75 for Students (HS,MS)

# Estimated Budget

Item	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fiber Installation	\$20,000	\$300,000				
Wireless	\$10,000	\$10,000	\$10,000			\$200,000
Admin/Teacher Laptops	\$83,745	\$29,640	\$34,200	\$29,640		\$83,745
Classroom Wall Mount Projectors	\$112,148	\$112,148	\$109,710	\$117,024		
Network Security Appliances				\$35,000		
Servers	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Student Laptops	\$68,400	\$45,600	\$45,600	\$34,200	\$34,200	\$34,200
Student Chromebooks	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Student Desktops	\$41,500	\$41,500	\$41,500	\$31,125	\$31,125	\$31,125

**Timberlane Regional School District  
Technology Plan  
2017-2022**



*District Technology Plan  
2017-18 through 2021-22*

Approved by the TRSD  
School Board on:

# Timberlane Regional School District

School Administrative Unit #55

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## 2016-17 District Technology Plan Advisory Committee

Name	Title
Jo-Ann Albert	Teacher, High School ICT
Richard Blair	TRSD School Board Representative
Christine Descrochers	Curriculum Coordinator, Middle School
William Doughty	Teacher, Danville Elementary Technology
Geoffrey Dowd	SAU 55 Business Operations Coordinator
John Holland	Former District Technology Director
Ken Henderson	District Technology Director - Starting 16/17
Christina Hubley	Technology Integration Specialist
Beth Kisiel	Media Specialist, Danville Elementary
Mitchell Mencis	Teacher, Middle School
Lisa Paladino	Teacher, Sandown North
Lois Paul	Technology Integration Coordinator
Elizabeth Rincon	Special Education Director
Heather Roy	Assistant Principal, High School
Brian Shawley	Asst. Principal/Curriculum Coordinator, Pollard Elementary
John Sherman	Community Representative
James Shivell	Teacher, High School Math Department
Kathleen Weise	Technology Integration Specialist

### District Mission Statement

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.

### Technology Vision Statement

The Timberlane Regional School District's Technology Vision is to provide an environment for students to build 21st century skills through seamless integration of technology that supports the most effective methods of learning and core instruction. Technology should enhance and build students' critical thinking, problem solving, analytical, communication, and collaboration skills while making learning more engaging. The District promotes professional development and technology integration proficiency as an essential component of the implementation and adoption of technology that embraces the philosophy of lifelong learning.

### Demographics

The Timberlane Regional School District includes a High School, Middle School, four Elementary Schools, a Preschool Learning Center, and a Performing Arts Center. The District is

part of School Administrative Unit 55 and serves the towns of Atkinson, Danville, Plaistow, and Sandown. Please visit our website at [www.timberlane.net](http://www.timberlane.net).

## II. Curriculum Integration

The District Technology Plan Advisory Committee believes that in order to effectively and meaningfully integrate technology, curriculum deployment plans must drive technology use and implementation, rather than technology driving the curriculum. Technology effectively integrated will prepare students for the next levels of their education and in their future careers. Today's children today are digital natives having grown up with technology around them and in their everyday lives but this does not mean that they know how to use technology to learn effectively. This is where schools and educators need to step in and teach children the best ways to use technology to learn, understand and grow.

“Our students are entering a world in which 60% of the jobs will require technological competency. A world in which they must continue to update their occupational and technological skills in order to be successful” - James Morris

When integrated properly technology can be a very effective tool to engage students. Students will learn more when they are invested in the learning process and technology can help in this regard. Students today are called digital natives in that they grew up with technology around them and are comfortable using it. With proper technology integration into the curriculum we can teach students how best to learn with technology and get the most of it.

Technology enhance learning through differentiated instruction (DI). ASCD (Association for Supervision and Curriculum) defines DI as happening when:

- Students can be in groups based on skills, interest, readiness, or by choice.
- There is a “purposeful use of flexible grouping” while keeping the lesson’s goals in mind.
- Teachers are “teaching up” and holding students to high standards.

2.1 OBJECTIVE: Curriculum Understanding by Design (UbD) documents should contain a completed “Technology Use” section that identifies relevant technology resources to support the instructional units.

### Action Steps

- Work with the Curriculum and Assessment Committee for the purpose of developing a 5-year plan that will specify the integration of technology adoption. This will help to identify specific technology resource needs to support the curriculum.
- During stage 2 of the curriculum development process refine the UbD documents to include the inclusion of technology resources.

- Update the technology resources section in the curriculum UbD documents periodically as new and/or improved resources become available.

2.2 OBJECTIVE: Teachers will have online research databases available to them that are aligned to State and National core curriculum standards for classroom instruction and research.

### **Action Steps**

- The Library/Media Services Department will acquire and make accessible, sufficient and suitable database resources on each school's library website.
- Resources may include items such as EBSCO, EasyBib, ABC CLIO Database, etc. Resources will support content curriculum and media literacy skills and will be differentiated to meet the needs of learners at all levels

2.3 OBJECTIVE: Maintain a current and comprehensive list of approved and available software and online resources, to be made accessible online to all teachers.

### **Action Steps**

- Create websites that provide sections for listing software selections, online resources, etc. Where applicable, these resources should be mapped to associated UbD Instructional Units (Ex. Grade 7 – Ecosystems, Cultural Geography, etc.)
- Include a section for listing technology-related terminology, with identifying descriptions.

2.4 OBJECTIVE Teachers will be given the tools needed to support differentiated learning.

- Find and integrate learning applications that support individualized learning.
- Procure classroom technology that support individualized learning such as interactive projectors and a device in the hands of each student

2.5 OBJECTIVE: Teachers will continue to be provided with opportunities to participate in interactive distance learning sessions.

### **Action Steps**

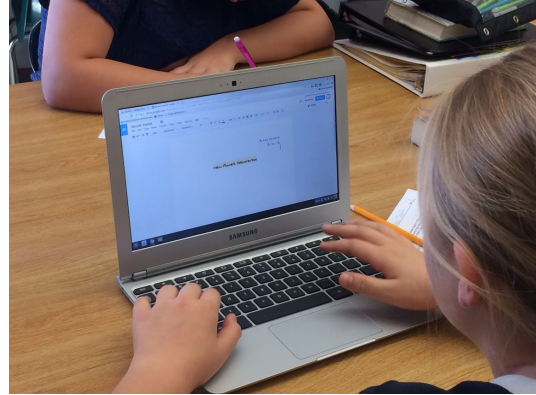
- Include in the UbD documents Technology Use section, any relevant distance learning sessions that support the instruction units. A list of most popular programs is the the Appendix.

## Media Literacy Skills Development for Students

**2.6 OBJECTIVE:** Students should be provided the opportunity to develop media literacy skills in order to effectively locate, evaluate, and acquire information, by using various digital media resources.

### Action Steps

- Develop “district-wide consistent” lesson plan units that teach students effective media literacy skills. These are included in the elementary level Information Literacy curriculum.
- Make flexibly scheduled times available for students to work on the above lesson plans in the Library/Media Centers, under the guidance of the Library/Media Specialists.
- Students will create a final project using various digital media resources, to be added to their digital portfolios.



## 21<sup>st</sup> Century Skills Development for Students

**2.7 OBJECTIVE:** Provide opportunities for students to develop and enhance key 21<sup>st</sup> century skills, in the context of core subject area instruction and learning.



### Action Steps

- Continue to support the district-wide use, the standards that have been established by the Partnership for 21<sup>st</sup> Century Skills for district-wide use.
- Continue to use and refine UbD documents where the 21<sup>st</sup> century skills standards that map to the instructional units.
- Include in the curriculum UbD documents, a section that provides instructional strategies and resources that recommend lesson plan activities to promote 21<sup>st</sup> century skills development in association with core subject area mastery.

## 21<sup>st</sup> Century Student Outcomes

### ***LEARNING AND INNOVATION SKILLS***

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

### **CREATIVITY AND INNOVATION**

#### ***Think Creatively***

- ❖ Use a wide range of idea creation techniques (such as brainstorming)
- ❖ Create new and worthwhile ideas (both incremental and radical concepts)
- ❖ Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

#### ***Work Creatively with Others***

- ❖ Develop, implement and communicate new ideas to others effectively
- ❖ Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- ❖ Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- ❖ View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

### ***Implement Innovations***

- ❖ Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

## **CRITICAL THINKING AND PROBLEM SOLVING**

### ***Reason Effectively***

- ❖ Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

### ***Use Systems Thinking***

- ❖ Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

### ***Make Judgments and Decisions***

- ❖ Effectively analyze and evaluate evidence, arguments, claims and beliefs
- ❖ Analyze and evaluate major alternative points of view
- ❖ Synthesize and make connections between information and arguments
- ❖ Interpret information and draw conclusions based on the best analysis
- ❖ Reflect critically on learning experiences and processes

### ***Solve Problems***

- ❖ Solve different kinds of non-familiar problems in both conventional and innovative ways
- ❖ Identify and ask significant questions that clarify various points of view and lead to better solutions

## **COMMUNICATION AND COLLABORATION**

### ***Communicate Clearly***

- ❖ Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- ❖ Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- ❖ Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- ❖ Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- ❖ Communicate effectively in diverse environments (including multi-lingual)

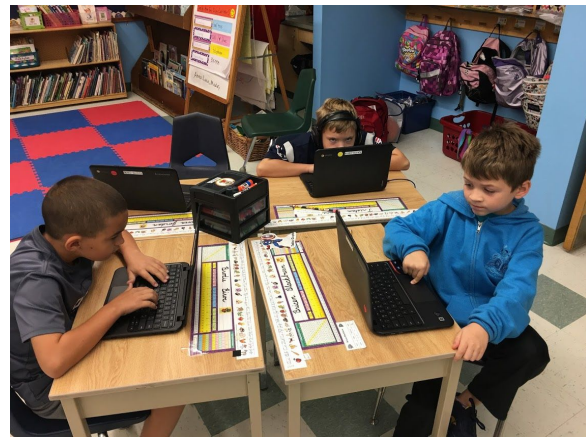
### ***Collaborate with Others***

- ❖ Demonstrate ability to work effectively and respectfully with diverse teams
- ❖ Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## ***INFORMATION, MEDIA AND TECHNOLOGY SKILLS***

People in the 21st century live in a technology and media-driven environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers of the 21st century must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.



## **INFORMATION LITERACY**

### ***Access and Evaluate Information***

- ❖ Access information efficiently (time) and effectively (sources)
- ❖ Evaluate information critically and competently

### ***Use and Manage Information***

- ❖ Use information accurately and creatively for the issue or problem at hand
- ❖ Manage the flow of information from a wide variety of sources
- ❖ Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

## **MEDIA LITERACY**

### ***Analyze Media***

- ❖ Understand both how and why media messages are constructed, and for what purposes
- ❖ Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- ❖ Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

### ***Create Media Products***

- ❖ Understand and utilize the most appropriate media creation tools, characteristics and conventions
- ❖ Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

## ICT (Information, Communications and Technology) LITERACY



### *Apply Technology Effectively*

- ❖ Use technology as a tool to research, organize, evaluate and communicate information
- ❖ Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- ❖ Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

## **LIFE AND CAREER SKILLS**

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills

## **FLEXIBILITY AND ADAPTABILITY**

### *Adapt to Change*

- ❖ Adapt to varied roles, jobs responsibilities, schedules and contexts
- ❖ Work effectively in a climate of ambiguity and changing priorities

### *Be Flexible*

- ❖ Incorporate feedback effectively
- ❖ Deal positively with praise, setbacks and criticism
- ❖ Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments

## **INITIATIVE AND SELF-DIRECTION**

### *Manage Goals and Time*

- ❖ Set goals with tangible and intangible success criteria
- ❖ Balance tactical (short-term) and strategic (long-term) goals
- ❖ Utilize time and manage workload efficiently

### *Work Independently*

- ❖ Monitor, define, prioritize and complete tasks without direct oversight
- ❖ Be Self-directed Learners
- ❖ Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

- ❖ Demonstrate initiative to advance skill levels towards a professional level
- ❖ Demonstrate commitment to learning as a lifelong process
- ❖ Reflect critically on past experiences in order to inform future progress

## **SOCIAL AND CROSS-CULTURAL SKILLS**

### ***Interact Effectively with Others***

- ❖ Know when it is appropriate to listen and when to speak
- ❖ Conduct themselves in a respectable, professional manner

### ***Work Effectively in Diverse Teams***

- ❖ Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- ❖ Respond open-mindedly to different ideas and values
- ❖ Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

## **PRODUCTIVITY AND ACCOUNTABILITY**

### ***Manage Projects***

- ❖ Set and meet goals, even in the face of obstacles and competing pressures
- ❖ Prioritize, plan and manage work to achieve the intended result

### ***Produce Results***

- ❖ Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

## **LEADERSHIP AND RESPONSIBILITY**

### ***Guide and Lead Others***

- ❖ Use interpersonal and problem-solving skills to influence and guide others toward a goal
- ❖ Leverage strengths of others to accomplish a common goal
- ❖ Inspire others to reach their very best via example and selflessness
- ❖ Demonstrate integrity and ethical behavior in using influence and power

### ***Be Responsible to Others***

- ❖ Act responsibly with the interests of the larger community in mind

### III. Access to Technology

It is critical that the district be equipped with sufficient and reliable data network infrastructure to support the increase in the number of “computing devices” placed in production, and the increased use of online resources. To that end, this plan will describe the level of current resources, as well as include recommendations for updates and/or expansion.

#### Infrastructure Specifications and Design

The district currently has in place, a Multiprotocol Label Switching (MPLS) Wide-area Network (WAN). See appendix for diagram. The MPLS network carries the traffic flow of our WAN data transfers, Voice over Internet Protocol (VoIP) phone system communications, and video conferencing content used for distance learning sessions.

Each school in the district and the district office has broadband cable lines in place for Internet access. They are all currently provided and maintained by Comcast and provide the following bandwidth capacity listed below by location:

<b>Building</b>	<b>Bandwidth Speed</b>
<b>Atkinson Academy</b>	50 Mbps download/10 Mbps upload
<b>Danville Elementary</b>	50 Mbps download/10 Mbps upload
<b>Pollard School</b>	50 Mbps download/10 Mbps upload
<b>Sandown North</b>	50 Mbps download/10 Mbps upload
<b>TLC at Sandown Central</b>	30 Mbps download/10 Mbps upload
<b>Middle School</b>	75 Mbps download/15 Mbps upload
<b>High School</b>	100 Mbps download/20 Mbps upload
<b>District Office</b>	30 Mbps download/10 Mbps upload

Each school in the district and the district office has Category 5 cable installed direct to the rooms from switches strategically placed in the buildings. The switches are connected together over a fiber optic backbone. Most of the switches are Power over Ethernet (PoE) capable. Fiber optic cable also directly connects together the District Office, High School, Performing Arts Center, and Middle School.

A managed wireless system is installed district-wide that provides 802.11ac wireless connectivity in all buildings. The system includes a primary controller for network management, and for redundancy, a secondary controller for use in failover mode if needed.

Content filtering and firewall protection is provided using SonicWALL VPN and firewall hardware. Virus and anti-spam protection is provided using Barracuda spam firewall appliances. Together, these resources provide a 2-tiered layer of network threat protection.

3.1 OBJECTIVE: To maintain the Wide Area Network infrastructure that provides sufficient bandwidth to support the district's voice, video, and data volume of use now and into the future.

**Action Steps**

- Investigate and develop a project plan with scope and cost to install high speed and dedicated fiber between all schools.
- Configure all schools to go out through one high speed dedicated fiber Internet connection with a backup Internet connection at another location.
- Replace the Category 5 data cable at Pollard School with Enhanced Category 5 cable.
- Acquire and install 1-Gigabit replacement switches with 10GB uplinks where needed.

3.2 OBJECTIVE: To maintain a sufficient level of Internet access to provide acceptable device response times.

**Action Steps**

- Implement recommendations provided from the 2015-16 network assessment report.

3.3 OBJECTIVE: To maintain a robust wireless network that provides reliable and fast signal coverage in all areas needed.

**Action Steps**

- Monitor wireless usage, expand capacity and upgrade when and where needed.

## Hardware Resources

Computer resources in the district consists primarily of Windows-based desktop and laptop computers, Chromebooks, and tablets (IOS and Android). A few select district office personnel utilize Macbook Air laptops. The desktop computers are hard-wired to the building local area network, all other devices connect over the wireless network. Printers are primarily “department level” HP LaserJet models that connect to the building local area network. A few “special purpose” printers are also utilized for unique printing needs.

Other types of hardware resources in use in the district include projectors, scanners, and document cameras. 3D printers and weather station kits were recently provided for each school.

Interactive projectors are being proposed to replace projectors on carts in the classrooms. The carts pose problems in that they have cables lying on the floors and need to be calibrated all the time. The interactive projectors will be installed in the front of the classes and require no daily calibration. They also help support differentiated learning in the classrooms by their ability to rotate through multiple screens and save work on them and share.

**3.4 OBJECTIVE:** Provide all pertinent staff (administrators, teachers and specialists, paraeducators, and administrative assistants) with robust and reliable computers.

### Action Steps

- Replace administrator and teacher desktops with laptops to provide for the ability to work from anywhere. (lessons plans, committees, spares)
- Continue to implement staff laptops and devices on a five year cycle.
- Include detailed and complete laptop computer specification requirements in the annual computer bid that will accommodate a sufficient level of performance for the full expected five year life cycle.
- Limit acceptable computer model purchases to highly rated brand names (such as Dell, HP, Lenovo, etc.) Custom-built computers are not acceptable.

3.5 OBJECTIVE: Provide students and classrooms sufficient access to grade-level appropriate technology.

#### **Action Steps**

- Acquire the additional resources needed to obtain the following computer to student ratio:
  - Chromebooks and charging station carts for each classroom for grades K-12 (estimated 20-25 for each classroom based on current average class sizes).
  - Touch screen Chromebooks for each classroom for grades K-2 (recommendation is five for student group work, and one for the classroom teacher).
  - Reduce use of desktops/labs to specialized use only.

3.6 OBJECTIVE: Provide for a replacement to the aging projectors on carts in the district.

#### **Action Steps**

- Replace projectors on carts with short throw interactive projectors above whiteboards in classrooms. (add examples of why this is good)
- Research the use of large screen displays (TV's) in classrooms where the interactive nature of the projectors might not be needed.

3.7 OBJECTIVE: Identify and establish a sufficient and practical level of printing resources.

#### **Action Steps**

- Contract with a Print Management Company to establish strategic printer selection and placement plans for each school that maximizes paper and toner cost savings, printing accountability and secure sensitive document printing.

### **Business Operations Technology**

Business operations technology is housed and/or managed at the district office. The following servers are currently in use, along with the applications supported:

- District office active Directory, LAN, and file storage server
- (2) Active Directory Federation Services (ADFS) servers
- (2) Citrix MetaFrame servers that provide application launch functionality for Infinite Visions
- IP Office application and voicemail server
- TimeClock Plus application server
- Building security camera application and file storage server
- SQL server for SharePoint application and database
- SQL server for Infinite Visions, TimeClock Plus, and Nutrikids databases

**3.8 OBJECTIVE:** Replace and/or eliminate outdated server and move to cloud computing where possible.

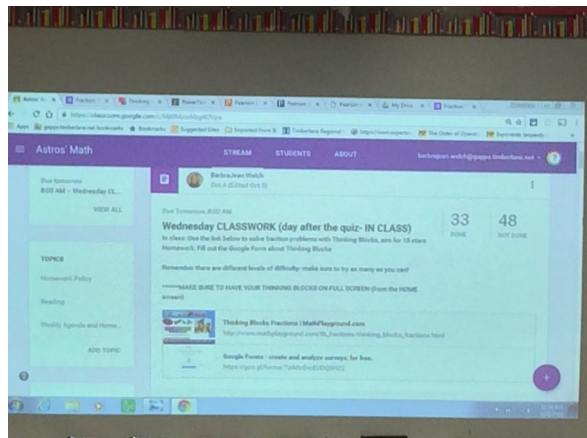
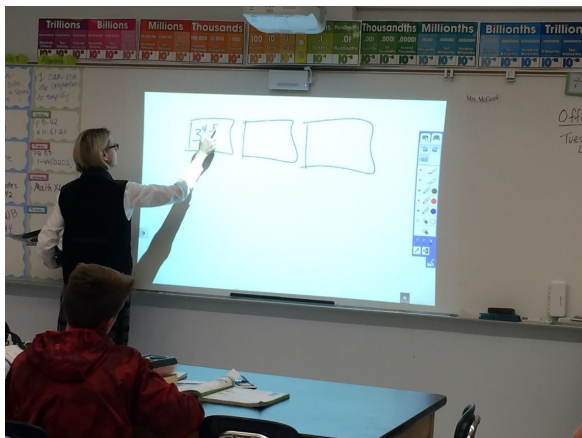
### Action Steps

- Purchase and install a new Infinite Visions Enterprise Edition (IVEE) application server, and an iVisions Employee Portal web server. These would replace the two existing Citrix MetaFrame servers (2016-17).
- Migrate the current SharePoint application to the cloud-based Google Apps for Education. This eliminates the need for the SQL server for SharePoint (2017-18).
- Purchase and install a new replacement SQL server to house the Infinite Visions, TimeClock Plus, and Nutrikids databases (summer 2016 - Completed).
- Continually explore moving resources from servers to cloud based providers as possible. This provides for better availability and scalable solutions while saving on purchasing hardware and software updates. This also aligns with bring a greener solution to save on electricity and the need for cooling and emergency power solutions.

**3.9 OBJECTIVE:** Move to a single email provider that will provide robust and scalable solution.

### Action Steps

- Consider only cloud based solutions that can provide retention and security policies and also enable both staff and students to use the @timberlane.net address.
- Research the possible solutions including Gmail and Office 365.
- Create project plan during 2016/17 school year
- Start moving staff/personal over summer of 2017



## Special Education Technology

Our vision is for all of our district programs to have access to an interactive projector technology (like SMART) for specialized instruction. These locations would be:

1. TEP program at the High School
2. Intensive Needs program at TRHS, TRMS, Atkinson Academy and Sandown North
3. ED programs at TRMS, TRHS ( 3 boards each)

The ASD programs at Danville, Pollard, TRMS and TRHS that already have a SMART Board, but this technology will need to be maintained/replaced in the future. (put in budget)

The learning center/literacy programs at each school should have this interactive capability as well (7 schools; minimum of 2 boards for each elementary; 3 for the Reading Suite at TRMS; 3 for TRMS learning centers; 1 for TRHS literacy (Toni Mealey); 3 for TRHS learning Centers.)

In addition, I would like to have enough tablet/chromebook/iPads for students to check out in each building and use in classes. (approx. 10 per elementary and 20-25 for TRMS/TRHS)

The training for using these devices is critical; for paraeducators, special ed teachers, regular ed teachers and related service personnel.

## IV. Technology Literacy Skills Development

Proficient technology literacy skills for staff is utterly important in order to ensure effective utilization of technology resources.

### Current Efforts

- ✓ Summer training for new teachers - three hours by Technology Integration Coordinator
- ✓ Technology integrators schedule time as needed with various groups/individuals - during PLC time, before or after school or during a teacher's prep time
- ✓ Paraprofessionals at middle school receive ½ hour training once a month from technology integrator. These activities are cataloged in a Google Classroom. In the future this will be recorded and published so all paraprofessionals can benefit.
- ✓ CMTC annual NH tech conference - 20 vouchers available to district staff to attend for a day and staff is encouraged to present
- ✓ Vendor training supporting implementation of new technology tools, i.e. Envision, Epson whiteboards
- ✓ In-district workshops
- ✓ PLCs with technology integrators as requested

- ✓ Google Apps and Classroom is relatively new and much PD is occurring for Online Learning Blizzard Bags using Google Classroom, organizing Google Drive, enhancements on Google Apps, etc.
- ✓ Redesign Website Timberlane Tech Talk so that it can have current resources for using and integrating technology into classrooms and two Tech Integrator blogs highlight announcements, current resources and any changes to the current technologies. These resources will make use of screencasting as well to host very purposeful and short video how to's for teachers and administrators of common tech tasks.
- ✓ Technology Integrators often share by e-mail and blogs information on webinars, tips or conferences that relate to technology

## Desired Goals

- ❖ Familiarity with ISTE NETS Standards for admins, teachers and students
- ❖ Develop skills for integrating technology into the instruction of subject area content
- ❖ Develop skills to foster 21st century skills for students
- ❖ Ensure access to the grade level curriculum for all students with disabilities
- ❖ All teachers should be trained to develop content with UDL (universal design for learning) principles in mind, allowing full access by all students in a variety of formats and using a variety of tools. Widely available assistive technologies such as text-to-speech and speech-to-text should be taught and utilized by the entire population.

## Management Structure

- ❖ The Director of Technology and the Technology Integration Coordinator will provide goals, objectives and timelines for implementation and coordination of technology training.
- ❖ The Technology Integration Specialists will develop a resource that will inform staff of all available Tech PD activities and schedules.
- ❖ Support will be provided from administration for professional staff to attend technology-related conferences and workshops.

## **Technology Resources Additional Training Needs**

- ❖ Envision Math Program
- ❖ Google Apps for Education
- ❖ Formative and summative assessments using technology

## **PD Opportunities**

- ❖ New teacher orientation at summer program - minimum of 1 day of tech training
- ❖ In-district workshops during PD days (including August) and early-release days (paraeducators)
- ❖ After-school workshops
- ❖ Individual online instruction
- ❖ Out-of-district technology workshops available in area
- ❖ Webinars
- ❖ Teachpoint - TRSD's new online PD platform
- ❖ Vendor training to support the implementation of specific new technology tools and applications. Contracts for this training should be mandatory as part of the purchase agreement for any new technology.
- ❖ Opportunities to attend the annual Christa McAuliffe Technology Conference in NH. Currently TRSD purchases 20 vouchers for staff to attend. Participation to present is encouraged (free attendance is provided that day).
- ❖ Focus one PLC a month for all staff on technology and utilize technology staff resources as needed for these PLCs

## **Required, Sufficient, and Sustained Training**

- ❖ Include appropriate technology integration goals in annual school and district goals

- ❖ Include appropriate technology components in staff evaluation criteria
- ❖ Ensure that time is designated during PD days (including August) and early-release days
- ❖ The technology integrators need to participate in curriculum change decisions and implementations
- ❖ The technology integrators act as consultants (along with Special Educators) in curriculum-writing PLCs
- ❖ As schools move to every student having a device available, teachers need classroom management and tech integration PD

## Methods of Evaluation

- ❖ Survey
- ❖ Self-evaluation
- ❖ Consultation with tech integrator
- ❖ Review of tech goals



## V. Community Communications & Outreach

The Timberlane Regional School District utilizes the use of technology to enhance communication between the school system and the local and global community. Technology provides access for students, parents and community member involvement in the educational process. It provides opportunities for student engagement beyond the academic setting. Technology is used to inform all members of the community about relevant district and school based events. The district will continue to expand the current online and television resources as means of communication within the schools and the community to enhance learning, engage the community, share ideas, access information, and support professional growth for staff.

5.1 OBJECTIVE: Timberlane Teachers and staff will use district web resources to give students and parents 24/7 access to instructional materials and school information. Teachers will provide increased online communication, as well as online access to grades, information and assignments with parents and the community via online resources (i.e. PowerSchool, Google Classroom, Google Sites, and others).

### Action Steps

- TRMS and TRHS students and parents will access grades and attendance via PowerSchool or other future Student Information System.
- TRSD parents and students will have the opportunity to receive paperless progress reports and report cards.
- Teachers will use a learning management system, such as Google Classroom, to post instructional activities and resources for student access.
- Teachers will employ cloud technology tools (e.g. Google Apps for Education) to engage students in collaborative digital work environments both at home and school.
- TRSD Media Centers will have numerous resources that can be accessed by students at school and home.
- Parental access will be provided via the school website to the Student Handbook and Technology Acceptable Use Policy which contains ethics, safety, and appropriate use of the District's electronic resources.
- The Technology Coordinator and Tech integrators will provide professional development opportunities to advance cloud based proficiency.
- The Media specialists will share the resources available with staff and students each year.

- Media specialist will offer professional development to staff members to show them the many uses of the online databases.
- Offer parent information nights about how parents and students access our online resources.

5.2 OBJECTIVE: Continue providing paperless alternatives to deliver district information.

**Action Steps**

- Convert summer mailings to paperless communication. The option of paper copies will still be provided for households that do not wish to participate in the paperless communication.
- All schools will use Infosnap for beginning of the year information.
- Transition to classroom, school and district emailed newsletters as much as is appropriate.
- By 2017-18, reduce the amount of staff printed materials by 25%.

Evaluation: The schools will provide quarterly reports to the administrative team concerning printer and toner costs. Also survey parents, teachers and staff to evaluate the effective transition from paper to digital. Also evaluate if we are using less paper for online assessments.

5.3 OBJECTIVE: Timberlane Educational Network (TEN, our cable TV Channel (6 and 22)), District/School Web pages, Twitter, Facebook, Vimeo, LiveStream, Power Announcements and Phanfare will be used to share School District Meetings, student productions, school events and various informational notices for better community access.

**Action Steps**

- Timberlane App - Provides mobile device access to many school resources for parents and guardians.
- The TEN (rebranded as TRSD.tv) will highlight school activities, student work, and district information.
- District/School Web pages will be used to share important information for parents, staff, students and the community. The web pages also will be improved upon so that access to them are consistent and easier to navigate.

- VIMEO will be used to share school district meetings, student productions and school events.
- SmugMug will be used to share pictures of school events.
- LiveStream will be made available when possible for school board meetings and student productions.
- Facebook and Twitter will be used to push announcements and share important event dates. All district schools already have their own Twitter account and during 2016-17 will be set up with their own Facebook page.
- School Messenger will be used to share important information pertaining to schools via phone, email and text messaging. (customization of alerts for parents)

Evaluation: As technology changes rapidly we will evaluate our social media resources annually to assess if they are the best applications to share this information. Each of these items will need to be updated as information changes for the schools and district too.

## VI. Projected Costs

### Computer Inventory (2016-17)

Device Type	Quantity	Notes
<b>Desktop Computers</b>	963	Primarily located in computer labs and in offices.
<b>Laptop Computers</b>	802	Classroom carts, administrators, projection systems, offices.
<b>Netbook Computers</b>	86	Primarily located on carts at the Middle School.
<b>Chromebooks</b>	1,580	Primarily High School and Middle School math classrooms, Elementary School classrooms grades 3-5
<b>Tablets</b>	347	Primarily Elementary classrooms grades K-2.

### Device Purchases by Fiscal Years

#### **2017-2018**

Chromebooks - 550 (100HS, 75MS, 75AA, 75DS, 75SN, 75PS, 25SC)

Desktops - 100 (25HS, 25MS, 25DS, 25PS)

Wall Mount Projectors - 46 (HS)

Laptops - 150 for Students, 45 for Administrators (DW), 90 for Teachers/Staff (HS)

#### **2018-2019**

Chromebooks - 550 (100HS, 75MS, 75AA, 75DS, 75SN, 75PS, 25SC)

Desktops - 100 (25AA, 25SN, 25SC, 25HS)

Laptops - 100 for Students, 65 for Teachers/Staff (MS)

Wall Mount Projectors - 46 (MS)

#### **2019-2020**

Chromebooks - 550 (100HS, 75MS, 75AA, 75DS, 75SN, 75PS, 25SC)

Desktops - 100 (25HS, 25MS, 25DS, 25PS)

Laptops - 100 for Students, 75 for Teachers/Staff (AA,SN,SC)

Wall Mount Projectors - 48 (AA,SN,SC)

**2020-2021**

Chromebooks - 550 (100HS, 75MS, 75AA, 75DS, 75SN, 75PS, 25SC)

Desktops - 75 (25AA, 25SN, 25SC)

Laptops - 75 for Students, 65 for Teachers/Staff (PS, DS)

Wall Mount Projectors - 45 for Teachers/Staff (PS,DS)

**2021-2022**

Chromebooks - 550 (100HS, 75MS, 75AA, 75DS, 75SN, 75PS, 25SC)

Desktops - 75 (25HS, 25MS, 25 DS)

Laptops - 75 for Students

**Projected Costs**

Below are estimated costs for hardware and device replacement during the next six fiscal years. Estimates are based on current costs of equipment.

Item	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fiber Installation	\$20,000	\$300,000				
Wireless	\$10,000	\$10,000	\$10,000			\$200,000
Admin/Teacher Laptops	\$83,745	\$29,640	\$34,200	\$29,640		\$83,745
Classroom Wall Mount Projectors	\$112,148	\$112,148	\$109,710	\$117,024		
Network Security Appliances				\$35,000		
Servers	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Student Laptops	\$68,400	\$45,600	\$45,600	\$34,200	\$34,200	\$34,200
Student Chromebooks	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Student Desktops	\$41,500	\$41,500	\$41,500	\$31,125	\$31,125	\$31,125

## **VII. Appendix**

A.. Technology Policies (Note: Policies EGA and IJNDB are in the process of being replaced by GBEF and JICL and will be included in this plan once adopted - 10/13/2016)

B. ISTE standards

- a. ISTE.s standards
- b. ISTE.t standards
- c. ISTE.a standards

C. Popular Distance Learning Applications

# ISTE Standards

## Students

### 1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

### 2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

### 3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

### 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

## 5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

## 6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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# ISTE Standards

## Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

### 1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

### 2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

### 3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

#### 4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

#### 5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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# ISTE Standards Administrators

## 1. Visionary leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

## 2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

## 3. Excellence in professional practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

## 4. Systemic improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

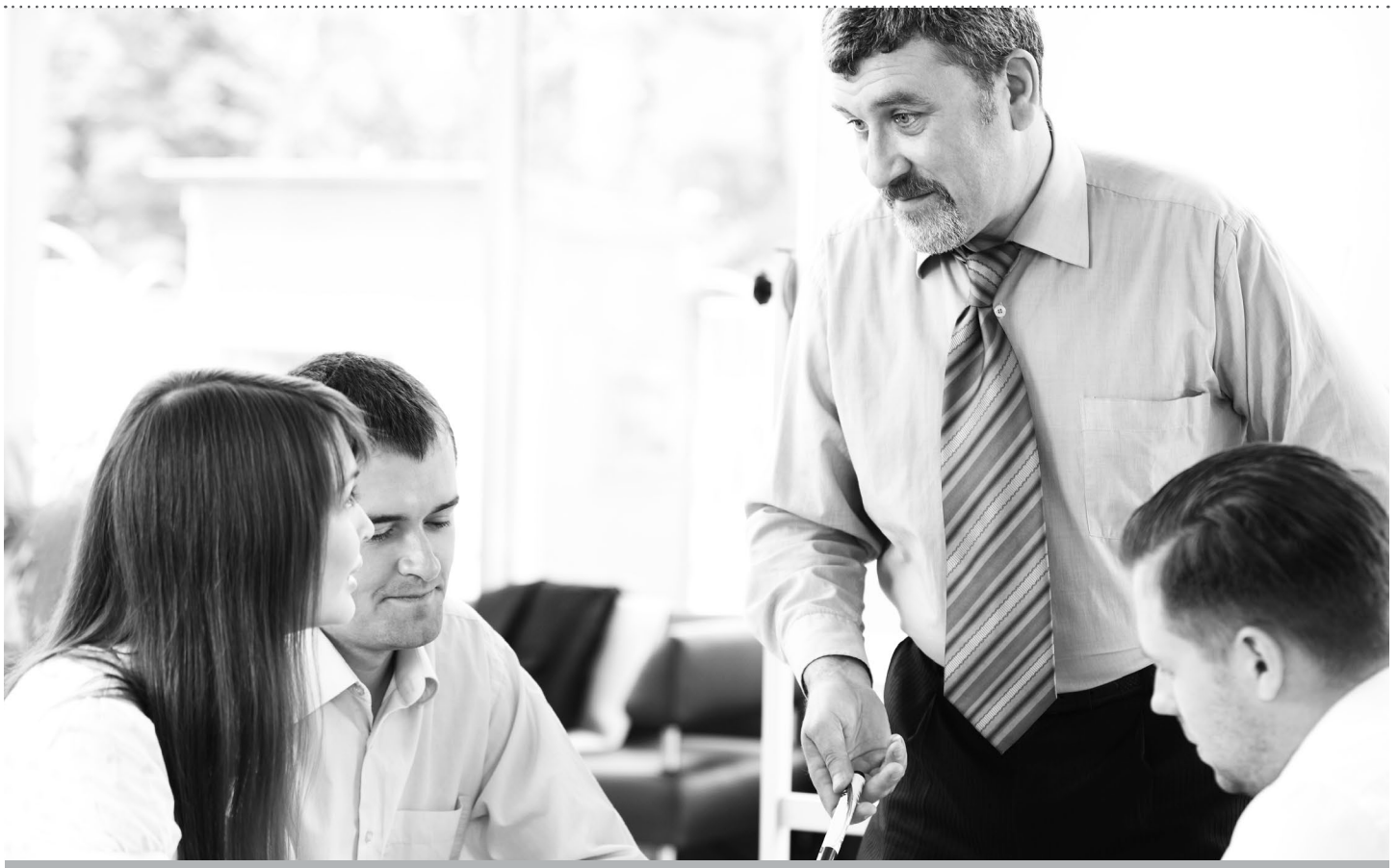
## 5. Digital citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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## **C. Common Distance Learning Applications**

### **Puppetry Center of Georgia**

- ✓ Gingerbread Boy
- ✓ Dinosaurs Pre-K - 2nd
- ✓ Discovering Puppetry in Other Cultures
- ✓ The Little Red Hen & the Grain of Wheat
- ✓ Folding Up: A STEM-based Puppet Show
- ✓ Butterflies
- ✓ Movin' and Groovin' with Little Noodle HEALTH Series
- ✓ Making Healthy Choices
- ✓ Exploring Africa
- ✓ Exploring Antarctica
- ✓ Mexico
- ✓ Plants
- ✓ Tropical Rainforest

### **Muskingham Valley Educational Center**

- ✓ Let's Address the Polar Express
- ✓ Dr. Seuss
- ✓ Holiday special

### **Timeline Studio by the Maryland Historical Society**

- ✓ Daily Life Then and Now
- ✓ Pack it up; What to Bring to Colonial America

### **Philadelphia Museum of Art**

- ✓ Learn to Look

### **Cleveland Museum of Art**

- ✓ Angles and Answers: Origami and Math
- ✓ Arms, Armor and Simple Machines

### **LEARNNCO**

- ✓ Light Science
- ✓ Earthquakes and Volcanoes
- ✓ Simple Machines
- ✓ Gross Me Out
- ✓ Magnets
- ✓ Forces and Motion

## **Inspired Classroom**

- ✓ A Spooky Peek Into the Old West

## **Cleveland Institute of Music**

- ✓ Science of Sound, Jr.
- ✓ Mozart Math
- ✓ Math and Music
- ✓ The Planets! Suite?
- ✓ La Musica de Mexico
- ✓ Writing: Imagination Stimulation

## **Ann Arbor Hands on Museum**

- ✓ Slime Time and the States of Matter
- ✓ Fraction Interactions

## **Fizzics Education**

- ✓ Creative Chemistry

## **Center of Science and Industry (COSI)**

- ✓ Live Autopsy
- ✓ Gadget Works; Force and Motion

## **Boonshoft Museum of Discovery**

- ✓ Rocks and Minerals

## **Nina Mason Pulliam EcoLab at Marian University**

- ✓ Mixed up Mixtures and Solutions

## **Ohio Historical Society**

- ✓ So you know the US Government?
- ✓ So you know your US Documents?
- ✓ Can She Trust You?
- ✓ Story of the Strange Bird; Origins of Thanksgiving

## **Cleveland Museum of Natural History**

- ✓ Bodyworks; Introduction to Human Anatomy
- ✓ Rocks and Minerals
- ✓ Just Senseless; Five Senses

- ✓ Rocks and Minerals; It's Not Hard Science
- ✓ Cells; A Really Close Look at How life Works

### **Mariner's Museum**

- ✓ Age of Exploration
- ✓ Sailing Into Thanksgiving

### **Glacier Bay National Park and Reserve**

- ✓ Surviving Glacier Bay

### **Lee Richardson Zoo**

- ✓ The Animals of the Mitten

### **St Louis Zoo**

- ✓ Animal Champions
- ✓ Penguin and Puffin Coast Tour

### **Carnegie Museum of Natural History**

- ✓ Meet the Bat Expert

### **Buffalo Zoo**

- ✓ Sense-sational Animals

### **George Bush Presidential Library & Museum**

- ✓ Read with First Lady Barbara Bush
- ✓ Benjamin Franklin; Live re-enactment

### **SOITA Learning Technologies**

- ✓ Let Freedom Ring on Memorial Day
- ✓ Understanding Cinco de Mayo
- ✓ PD training for various technology
- ✓ Let's Celebrate St Patrick's Day! History of St Patrick's day

### **Ward Melville Heritage Organization**

- ✓ Windows Through Time; Journals of American Revolutionary War Spies

### **Alaska Sea Life Center**

- ✓ Living in the Ring of Fire
- ✓ Eat or Be Eaten in Alaska

### **Fort Worth Museum of Science and History**

- ✓ Geometric Transformation
- ✓ STEM in Action: Scribblebots
- ✓ Icy Science
- ✓ All About Matter

### **The Toledo Zoo**

- ✓ Food Chains

### **Mount Washington Observatory**

- ✓ The Alpine Zone
- ✓ Working on Mount Washington
- ✓ Climate
- ✓ Extreme Weather

# TIMBERLANE POLICY COMMITTEE

## FIRST READ

- 1 ACAA HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS**  
(Last updated in 2010; NHSBA language proposed; SLT removed procedure section and incorporated into ACAA-R.)
- 2 ACAB HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES**  
(Last updated in 2010; NHSBA language proposed; SLT removed procedure section and incorporated into ACAA-R which was included in 10/6/16 board packet.)
- 3 GBEBB STAFF-STUDENT RELATIONS**  
(Re-reviewed by SLT as requested by SB)
- 4 GBEC- DRUG-FREE WORKPLACE**  
(amended by SLT; new procedure created to address protocol and discipline which was included in 10/6/16 board packet.)
- 5 JICFA HAZING**  
(last updated in 2005; modifications made at the recommendation of legal counsel relative to using specific language from the statute.)
- 6 JIH STUDENT INTERROGATIONS AND SEARCHES**  
(last updated in 2005; NHSBA language proposed along with a specific reference to reasonable suspicion to search; procedure separated into JIH-R which was included in 10/6/16 board packet)
- 7 KNAJ INTERROGATIONS AND SEARCHES**  
(repeal and reference JIH to reduce duplicity)
- 8 DID FIXED ASSETS (INVENTORIES)**  
(modification to policy as recommended by auditors)

<b>Timberlane Regional School District</b>	<b>Policy Code: ACAA</b>
<b>Adopted: 09-02-10</b> <b>Revised:</b>	<b>Page 1 of 3</b>

## **HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS**

*Harassment of students because of age, gender, gender identity and expression, race, creed, color, marital status, familial status, disability, national ethnic origin, economic status, genetics, retaliation, sexual orientation or any other characteristic protected under applicable federal or state law is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.*

*Harassment includes, but is not limited to, verbal abuse based on age, gender, gender identity and expression, race, creed, color, marital status, familial status, disability, national ethnic origin, economic status, genetics, retaliation, sexual orientation or any other characteristic protected under applicable federal or state law. Complaints of pupil harassment and bullying (defined as insults, taunts or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response) may also be pursued under Board Policy JICK - Pupil Safety and Violence Prevention.*

### I. PURPOSE

*The purpose of this policy is to maintain a learning environment for students that is free from sexual harassment or other improper or inappropriate behavior that may constitute harassment as defined below.*

*Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited.*

*It is a violation of this policy for any student to harass another student through conduct or communication of a sexual nature as defined by this policy.*

*The District will investigate all complaints, formal or informal, verbal or written, of sexual harassment and will discipline any student who sexually harasses another student.*

### II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

*Sexual harassment of students shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:*

- 1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;*
- 2. Submission to, or rejection of, the conduct or communication is used as the basis for educational decisions affecting a student;*
- 3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or opportunities; or creates an intimidating, offensive or hostile*

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*educational environment.*

*Relevant factors to be considered will include, but not be limited to: did the student view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students.*

*Examples of sexual harassment may include, but not be limited to: physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.*

### III. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

*Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with all pertinent laws.*

*Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.*

### IV. AGE-APPROPRIATE SEXUAL HARASSMENT POLICY

*Per the requirements of Ed 303.01(j), the School Board is required to establish a policy on sexual harassment, written in age appropriate language and published and available in written form to all students. This policy is intended to apply to middle-school and high-school aged students.*

*The Superintendent and building Principal(s) are charged with establishing policies, rules, protocols and other necessary age-appropriate information or materials for the District's elementary schools.*

### V. BY-PASS OF POLICY

*Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights, at 2 Chenelle Dr., Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.*

~~Harassment of students because of age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.~~

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~~Harassment includes but is not limited to verbal abuse based on age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation. Complaints of pupil harassment and bullying (defined as insults, taunts or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response) may also be pursued under Board Policy JICK – Pupil Safety and Violence Prevention.~~

**Sexual Harassment**

~~Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student’s education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.~~

~~Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.~~

~~The Superintendent or the employee designated as the Nondiscrimination Officer will investigate complaints of harassment in accordance with the Student Discrimination and Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.~~

**Cross Reference:**

ACAA-R Student Discrimination and Harassment Complaint Procedure  
AC Nondiscrimination/Equal Opportunity  
JICK Pupil Safety and Violence Prevention

**Legal Reference:**

*Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)*  
*Title VI of the Civil Rights Act of 1964 (42 USC § 2000(d))*  
NH RSA 193-F:3  
NH Code Admin. R. Ed. 303.01(i)

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## **HARASSMENT & SEXUAL HARASSMENT OF SCHOOL EMPLOYEES**

*Harassment of school employees because of age, gender, gender identity and expression, race, creed, color, marital status, familial status, disability, national ethnic origin, economic status, genetics, retaliation, sexual orientation or any other characteristic protected under applicable federal or state law is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.*

*Harassment includes, but is not limited to, verbal abuse based on age, gender, gender identity and expression, race, creed, color, marital status, familial status, disability, national ethnic origin, economic status, genetics, retaliation, sexual orientation or any other characteristic protected under applicable federal or state law.*

~~Harassment of school employees because of age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.~~

### **Harassment**

~~Harassment includes but is not limited to verbal abuse, threats, physical assault and/or battery based on age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation.~~

### ***I. PURPOSE***

*The purpose of this policy is to maintain a working environment that is free from sexual harassment or other improper and inappropriate behavior that may constitute harassment as defined below.*

*Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited. It is a violation of this policy for any employee or third party to harass any person through conduct or communication of a sexual nature as defined by this policy.*

*"Employee" shall include, but not be limited to all school district staff, teachers, non-certified personnel, administrators, coaches and/or other such personnel whose employment or position is directed by the school district.*

*"Third parties" include, but are not limited to parents, school visitors, volunteers, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control.*

*The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any employee who sexually harasses or is sexually violent toward another person.*

### ***II. SEXUAL HARASSMENT DEFINED***

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*Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexual physical conduct, and /or conduct of a sexual nature when:*

- (1) Submitting to the unwelcome conduct is made a term or condition of an individual's employment, either explicitly or implicitly.*
- (2) Submitting to or rejecting the unwelcome conduct is used as the basis for decisions affecting a person's employment; or*
- (3) The unwelcome conduct has the purpose or effect of unreasonably interfering with a person's work performance or creating an intimidating, hostile, or offensive working environment.*
- (4) Sexual violence.*

*Sexual harassment may include, but is not limited to:*

- 1. Verbal harassment and/or abuse of a sexual nature;*
- 2. Subtle pressure for sexual activity;*
- 3. Inappropriate patting, pinching or other touching;*
- 4. Intentional brushing against an employee's body;*
- 5. Demanding sexual favors accompanied by implied or overt threats;*
- 6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment;*
- 7. Any sexually motivated unwelcome touching; or*
- 8. Sexual violence that is a physical act of aggression that includes a sexual act or sexual purpose.*

### **III. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

*These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.*

### **IV. SEXUAL HARASSMENT AS SEXUAL ABUSE**

*Under certain circumstances, sexual harassment may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with all applicable laws.*

*Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.*

### **V BY-PASS OF POLICY**

*Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights, at 2*

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*Chenelle Dr., Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.*

**Notice and Training**

*Annually, each employee shall receive a copy of this policy and the School Employee Discrimination and Harassment Complaint Procedure.*

**Cross Reference:**

*ACAB-R School Employee Discrimination and Harassment Complaint Procedure  
AC Nondiscrimination/Equal Opportunity*

**Legal References:**

*Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy  
Ed 306.04(a)(9), Sexual Harassment  
RSA 354-A:7, Unlawful Discriminatory Practices  
Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)  
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)  
Americans with Disabilities Act (42 USC § 12101 et seq.)  
Section 504 of the Rehabilitation Act of 1973 (29 USC § 794 et seq.); 34 CFR § 104.7  
Title VII (42 USC § 2000c-2; 29 CFR § 1604.11)  
Age Discrimination in Employment Act (29 USC §623)  
NH RSA 354-A:7  
NH Code Admin. R. Ed. 303.01(i) and (j)*

**Sexual Harassment**

~~Unwelcome sexual advances, suggestive or lewd remarks, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when:~~

- ~~A. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee's work environment or employee benefits;~~
- ~~B. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or~~
- ~~C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.~~

~~Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge.~~

~~All complaints of harassment will be investigated in accordance with the School Employee Discrimination and Harassment Complaint Procedure.~~

**Notice and Training**

~~Annually, each employee shall receive a copy of this policy and the School Employee Discrimination and Harassment Complaint Procedure. This may be accomplished by including the policy/procedure with employee paychecks or by using other appropriate means to ensure that each employee receives a copy.~~

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**Cross Reference:**

*ACAB-R School Employee Discrimination and Harassment Complaint Procedure*  
*AC Nondiscrimination/Equal Opportunity*

**Legal References:**

*Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)*  
*Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)*  
*Americans with Disabilities Act (42 USC § 12101 et seq.)*  
*Section 504 of the Rehabilitation Act of 1973 (29 USC § 794 et seq.); 34 CFR § 104.7*  
*Title VII (42 USC § 2000e-2; 29 CFR § 1604.11)*  
*Age Discrimination in Employment Act (29 USC § 623)*  
*NH RSA 354-A:7*  
*NH Code Admin. R. Ed. 303.01(i) and (j)*

<b>Timberlane Regional School District</b>	<b>Policy Code: GBEBB</b>
<b>Adopted: 07-21-83</b> <b>Reaffirmed: 06-06-91</b> <b>Revised: 02-24-05</b> <b>Revised:</b>	<b>Page 1 of 2</b>

## **STAFF-STUDENT RELATIONS**

*Staff members are expected to maintain courteous and professional relationships with students, maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established professional boundaries.*

1. *Staff members shall not make derogatory comments to students regarding the school and/or its staff.*
2. *The exchange of purchased gifts between staff members and students are discouraged.*
3. *Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.*
4. *Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.*
5. *Dating between staff members and students is prohibited.*
6. *Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.*
7. *Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.*
8. *Staff members shall not send students on personal errands.*
9. *Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.*
10. *Staff members shall not attempt to counsel, assess, diagnose or treat a student who may have a personal problem related to sexual behavior, substance abuse, mental or physical health and/or family relationships, but, instead should refer the student to the appropriate individual or agency for assistance.*
11. *Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background unless necessary to serve an educational or health-related purpose.*
12. *Staff members shall not be alone in a room with a student nor shall a staff member be alone in a room with a student with a door closed, a locked door, or*

<b>Timberlane Regional School District</b>	<b>Policy Code: GBEBB</b>
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*with the lights off unless necessary to serve an educational or health-related purpose.*

13. *Staff members are strongly discouraged from socializing with students outside of school on social networking websites, consistent with the provisions of Policy GBEBB.*

*Staff members who violate this policy may face disciplinary measures, up to and including termination, consistent with state law and applicable provisions of a collective bargaining agreement.*

*Any employee who witnesses or learns of any of the above behaviors shall report it to the building principal or Superintendent immediately.*

~~Staff members shall be expected to regard each student as an individual and to accord each the rights and respect due any individual. The role of staff shall be as resource persons, aides, and guides in the learning processes. Students shall be treated with courtesy and consideration. Neither insults nor sarcasm shall be used before a student's peers as a way of forcing compliance with a staff member's requirements or expectations.~~

~~Each student is urged to regard staff members as people with specific knowledge and capabilities which can be well utilized to advance the student's own knowledge and development.~~

~~Students shall be expected to regard staff members as individuals, employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choices for themselves, they shall be required to respect the right of staff members (and other students, as well) and interference with those rights shall not be condoned. No student shall have the right to interfere with the efforts of instructional staff to coordinate or assist in learning, to disseminate information for purposes of learning, or to otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students.~~

~~See also policy JICDAA.~~

<p><b>Timberlane Regional School Board</b></p>	<p><b>Policy Code: GBEC</b></p>
<p> <b>Revised: 10-04-90</b>  <b>Revised: 09-07-95</b>  <b>Revised: 12-03-98</b>  <b>Revised: 09-20-01</b>  <b>Revised: 02-24-05</b>  <b>Revised: 05-20-10</b>  <b>Revised:</b> </p>	<p><b>Page 1 of 2</b></p>

## DRUG-FREE WORKPLACE

The School District will provide a drug-free workplace *with the Drug-Free Schools and Communities Act of 1988 and Amendments of 1989 and the Drug-free workplace requirements for Federal contractors, 41 U.S.C. §701.* ~~In compliance with statutory requirements, the School District will:~~

- ~~1. Notify all employees, in writing, that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited in the District's workplace and that any violation is subject to disciplinary action. Notification will be accomplished by distribution of this policy to all employees.~~
  - ~~2. Provide a drug free awareness program to inform employees about:
 
    - ~~a. The dangers of illicit drugs in the workplace;~~
    - ~~b. District's policy of maintaining a drug free workplace;~~
    - ~~c. Available drug and alcohol counseling, rehabilitation, and employee assistance and/or re-entry programs; and~~
    - ~~d. The penalty/penalties that may be imposed on employees for drug and alcohol violations occurring in the workplace.~~~~
  - ~~3. Notify employees that, as a condition of employment in the District, they will agree to and abide by the terms of the policy, and will notify the District of any drug statute conviction resulting from workplace conduct within five days of the conviction.~~
- ~~Establish the following as grounds for disciplinary action:~~
- ~~a. Working under the influence of alcohol or illegal drugs, no matter where consumed.~~
  - ~~b. Having an unsealed container of alcohol, or consuming alcohol on school property. (Any employee who finds any type of container of alcohol on school property should report it to the administration as soon as possible.)~~
  - ~~c. Possessing and/or consuming controlled substances on school property except those specifically prescribed to the staff member.~~
  - ~~d. Distributing controlled substances on school property or at official school functions not on school property.~~

~~An official school function is defined as one which is authorized and conducted by the school with school officials present, in charge, and on duty, such as, but not limited to:~~

<b>Timberlane Regional School Board</b>	<b>Policy Code: GBEC</b>
<p>Revised: 10-04-90                  Revised: 09-07-95                  Revised: 12-03-98                  Revised: 09-20-01                  Revised: 02-24-05                  Revised: 05-20-10                  Revised:</p>	<p><b>Page 2 of 2</b></p>

- ~~a. Interscholastic athletic contests~~
- ~~b. Field trips~~
- ~~c. School dances~~
- ~~4. Alert the local law enforcement agency of suspected violations of the policy.~~
- ~~5. Take any of the following disciplinary actions (either alone or in combination) regarding an employee who is in violation of the policy:~~
  - ~~— Suspension~~
  - ~~a. Termination of employment~~
  - ~~b. Satisfactory participation in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health or law enforcement, or other appropriate agency.~~
- ~~6. Make a good faith effort to continue to maintain a drug free workplace through implementation of all the provisions of this policy. In so doing, the District will conduct a biennial review of its programs to determine their effectiveness and to ensure that the disciplinary sanctions are consistently enforced and changes are implemented, if needed.~~

See also policies ADB and JICH *and appendix GBEC-R:*

**Legal Reference:**

*RSA 193-B, Drug Free Zones  
 41 USC Section 701 Et. Seq., Drug Free Workplace Requirements for Federal ~~Contractors~~ Grant Recipients  
 Public Law 101-226, ~~Drug~~ Drug Free Schools and Communities Act of Amendments of 1989*

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: JICFA</b></p>
<p><b>Adopted: 07-99</b>  <b>Revised: 02-24-05</b>  <b>Revised:</b></p>	<p><b>Page 1 of 2</b></p>

## HAZING

It is the policy of this School District that no student or employees of the District shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as *any act directed toward a student, or any coercion or intimidation of a student to act or to participate in or submit to any act, when:*

*(1) Such act is likely or would be perceived by a reasonable person as likely to cause physical or psychological injury to any person; and*

*(2) Such act is a condition of initiation into, admission into, continued membership in or association with any organization. ~~an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.~~*

~~“Endanger the physical health” shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance; or any forced physical activity which could adversely affect the physical health or safety of the individual.~~

~~“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.~~

Any hazing activity, upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.

<b>Timberlane Regional School District</b>	<b>Policy Code: JICFA</b>
<b>Adopted: 07-99</b> <b>Revised: 02-24-05</b> <b>Revised:</b>	<b>Page 2 of 2</b>

~~A copy of this policy shall be furnished to each student and teacher in the school district.~~

**Legal Reference:**

*RSA 631:7, Student Hazing*

*New Hampshire Code of Administrative Rules, Section Ed 306.04(a)(7), Student Hazing*

<b>Timberlane Regional School District</b>	<b>Policy Code: JIH</b>
<b>Adopted: 01-01-83</b> <b>Reaffirmed: 08-08-91</b> <b>Revised: 10-05-95</b> <b>Revised: 02-24-05</b> <b>Revised:</b>	<b>Page 1 of 3</b>

## ***STUDENT INTERROGATIONS AND SEARCHES***

*The superintendent, principal, security personnel of the school or other authorized personnel may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to, any event or function sponsored or authorized by the school under the following conditions:*

- 1. When any authorized person has reasonable suspicion that the student may have on the students' person or property alcohol; dangerous weapons; prohibited electronic devices; controlled dangerous substances as defined by law or stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities; or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.*
- 2. School lockers and school desks are the property of the school, not the student. Students who use school district lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to store anything prohibited at school. Students shall not exchange lockers or desks. Students shall not use any lockers or desks other than those assigned to them by the principal or designee. A shared locker or storage area implies shared responsibility.*
- 3. Authorized personnel may conduct a search of the student's person or the student's belongings, as noted above, whenever a student freely and voluntarily consents to such a search. Consent obtained through threats or coercion is not considered to be freely and voluntarily given.*
- 4. Strip searches are forbidden. No clothing except cold weather/outdoor garments and footwear will be requested to be removed before or during a search.*
- 5. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized. Contraband seized during the course of a search will be preserved and held in accordance with applicable administrative rules and procedures.*
- 6. Any searches of students as outlined herein will be conducted by authorized personnel of the same sex as the student being searched. Whenever possible, two authorized persons shall be present during any search of a student or student property.*

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: JIH</b></p>
<p><b>Adopted: 01-01-83</b>  <b>Reaffirmed: 08-08-91</b>  <b>Revised: 10-05-95</b>  <b>Revised: 02-24-05</b>  <b>Revised:</b></p>	<p><b>Page 2 of 3</b></p>

7. *The Superintendent is authorized to arrange for the use of trained canines to aid in the search process.*
8. *Items that may be seized during an unauthorized search, in addition to those mentioned in Paragraph 1 above, shall include but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited by law or by district policy. For example: prescription or non-prescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or school personnel shall be seized, identified as to ownership if possible, and held for release to proper authority.*

*In conducting searches of students and property, school officials should consult with legal counsel and law enforcement authorities to be aware of circumstances when involvement of the police is advisable and/or necessary.*

*Automobile Searches*

*Students recognize that parking their automobiles on school property is a privilege and not a right. As part of this privilege, the district may search students' automobiles while parked on school property if the district has reasonable suspicion that a violation of school rules or policy has occurred. Students consent to having their automobiles searched by parking in school parking lots.*

*Legal References:*

- NH Constitution, Pt.1, Art.19*
- State v. Drake, 139 NH 662 (1995)*
- State v. Tinkham, 143 NH 73 (1998)*

~~It is the policy of the schools to cooperate with law enforcement agencies in the interest of the larger welfare of all citizens. At the same time, schools have the responsibility to parents for the welfare of the students while they are in the care of the school. To carry out this responsibility, school officials should observe the following.~~

~~For the purpose of this policy, the term "Authority" is defined to include any member of law enforcement agencies of the local, state or federal government, as well as employees of local, state or federal agencies, such as DCYF investigations or federal drug, alcohol and tobacco investigations.~~

- ~~1. A student may not be interrogated on school premises by any authority without the knowledge of a school administrator.~~

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: JIH</b></p>
<p><b>Adopted: 01-01-83</b>  <b>Reaffirmed: 08-08-91</b>  <b>Revised: 10-05-95</b>  <b>Revised: 02-24-05</b>  <b>Revised:</b></p>	<p><b>Page 3 of 3</b></p>

- ~~2. Any interrogation must be done in private, if possible, with an official school representative present.~~
- ~~3. A student may not be released into the custody of persons other than parent or legal guardian, unless placed under arrest by legal authority.~~
- ~~4. If a student is removed from the school by legal authority, parents should be notified of this action by school officials as soon as possible.~~
- ~~5. School officials have the right to search a student's locker and a vehicle which is on school property and to confiscate any drug or material that may be illegal or harmful.~~

Students and parent s must be informed that:

- ~~1. A student shall not place, keep or maintain any article or material in a school owned locker or desk that may cause or tend to cause a disruptive activity.~~
- ~~2. Lockers and desks, as provided by the school district, are purchased, furnished and maintained by the school district and remain the property of the school district.~~
- ~~3. As to the search of school property assigned to a specific student and the seizure of items in his possession, there should be reasonable cause for school authorities to believe that the possession constitutes a crime or rule violation.~~
- ~~4. When a reasonable suspicion exists, general or individual searches may be conducted under the authorization of the principal or his/her designee.~~
- ~~5. Search of an area assigned to a student should be in the presence of a witness and when reasonable possible, in the presence of the student.~~

See also policy ~~KNAJ~~.

*Appendix JIH-R*

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: KNAJ</b></p>
<p><b>Adopted: 01-01-83</b>  <b>Reaffirmed: 08-08-91</b>  <b>Revised: 10-05-95</b>  <b>Revised: 02-24-05</b></p>	<p style="text-align: center;"><del>—Page 1 of</del>  <b>2REPEALED</b></p>

## INTERROGATIONS AND SEARCHES

*This policy was repealed by the Timberlane Regional School Board on \_\_\_\_\_. See policy JIH.*

~~It is the policy of the schools to cooperate with law enforcement agencies in the interest of the larger welfare of all citizens. At the same time, schools have the responsibility to parents for the welfare of the students while they are in the care of the school. To carry out this responsibility, school officials should observe the following:~~

~~For the purpose of this policy, the term "Authority" is defined to include any member of law enforcement agencies of the local, state or federal government, as well as employees of local, state or federal agencies, such as DCYF investigations or federal drug, alcohol and tobacco investigations.~~

- ~~1. A student may not be interrogated on school premises by any authority without the knowledge of a school administrator.~~
- ~~2. Any interrogation must be done in private, if possible, with an official school representative present.~~
- ~~3. A student may not be released into the custody of persons other than parent or legal guardian, unless placed under arrest by legal authority.~~
- ~~4. If a student is removed from the school by legal authority, parents should be notified of this action by school officials as soon as possible.~~
- ~~5. School officials have the right to search a student's locker and vehicle which is on school property and to confiscate any drug or material that may be illegal or harmful.~~

~~Students and parents must be informed that:~~

- ~~1. A student shall not place, keep or maintain any article or material in a school owned locker or desk that may cause or tend to cause a disruptive activity.~~
- ~~2. Lockers and desks, as provided by the school district, are purchased, furnished and maintained by the school district and remain the property of the school district.~~
- ~~3. As to the search of school property assigned to a specific student and the seizure of items in his possession, there should be reasonable cause for school authorities to believe that the possession constitutes a crime or rule violation.~~
- ~~4. When a reasonable suspicion exists, general or individual searches may be conducted under the authorization of the principal or his/her designee.~~
- ~~5. Search of an area assigned to a student should be in the presence of a witness and when reasonable possible, in the presence of the student.~~

<b>Timberlane Regional School District</b>	<b>Policy Code: KNAJ</b>
<b>Adopted: 01-01-83</b> <b>Reaffirmed: 08-08-91</b> <b>Revised: 10-05-95</b> <b>Revised: 02-24-05</b>	<b><del>Page 1 of</del></b> <b><del>2</del>REPEALED</b>

See also police JH.

*Appendix KNAJ-R*

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code:    DID</b></p>
<p><b>Adopted: 01-01-83</b>  <b>Revised: 01-03-91</b>  <b>Revised: 10-07-99</b>  <b>Revised: 03-17-11</b>  <b>Revised:</b></p>	<p><b>Page 1 of 2</b></p>

**FIXED ASSETS (INVENTORIES)**

*The Timberlane Regional School District has invested in a broad range of capital assets that are used in the school system's operations. The Superintendent will designate the person responsible for managing the District's capital assets and maintaining the fixed assets inventory. In accounting for capital assets, the District will implement the standards required by Statement 34 of the Government Accounting Standards Board.*

*Capital assets are real or personal property that have a value equal to or greater than the capitalization threshold of the particular classification of asset, and have an estimated useful life of greater than three years.*

*Capital assets include:*

- Land*
- Land Improvements (not depreciable)*
- Land Improvements (depreciable)*
- Infrastructure*
- Construction in Progress*
- Leasehold Improvements*
- Buildings and Building Improvements*
- Vehicles*
- Furniture, Equipment & Machinery*

*All assets, or at least a representative sampling, including those that are reported on a composite basis, must be evaluated once annually to reflect either an increase or decrease in total value.*

**CAPITALIZATION THRESHOLD**

*For financial reporting purposes, capitalization thresholds are set at \$10,000 per item, or for like kind (aggregate) purchases, for all classes except Infrastructure assets, which are capitalized and depreciated if over \$100,000 per item.*

**ESTIMATED USEFUL LIFE THRESHOLD**

*For financial reporting purposes, an asset must have an estimated useful life greater than five years to be considered for capitalization and depreciation.*

**ACQUISITION OF ASSETS**

*Capital assets may be acquired through donation, purchase, or may be constructed. The asset*

<b>Timberlane Regional School District</b>	<b>Policy Code: DID</b>
<b>Adopted: 01-01-83</b> <b>Revised: 01-03-91</b> <b>Revised: 10-07-99</b> <b>Revised: 03-17-11</b> <b>Revised:</b>	<b>Page 2 of 2</b>

*value for donations will be the fair market value at the time of the donation. The asset value, when purchased, will be the initial cost plus the trade-in value of any old asset given up, plus all costs related to placing the asset into operation. The asset value of constructed assets will include all costs of construction.*

*DEPRECIATION OF ASSETS*

*For all assets that qualify as a depreciable asset, the straight-line, full-year depreciation method should be utilized to depreciate the capital asset, over the estimated useful life of the related asset.*

*DISPOSITION OF ASSETS*

*When capital assets are sold or otherwise disposed of, the inventory of capital assets should be relieved of the cost of the asset and the associated accumulated depreciation. Assets will be removed on an annual basis in conjunction with the annual update. The appropriate depreciation will be taken for the year of disposal.*

~~To serve the functions of conservation and control, a running inventory of fixed assets with appraised values will be maintained by the Superintendent's office on buildings and contents including (1) buildings and grounds equipment, (2) furniture, (3) administrative equipment, (4) educational equipment, (5) vehicles, and (6) textbooks and supplementary books.~~

~~The Superintendent will designate the person responsible for maintaining an inventory of equipment, materials and supplies in his/her shop, laboratory, or classroom.~~

~~Each teacher is responsible for maintaining an inventory of equipment, materials and supplies in his/her shop, laboratory, or classroom and will coordinate this inventory with the principal's building inventory.~~

~~These inventories will be brought up-to-date as needed, but no less than once per fiscal year. Two copies of the inventory will be filed with the building administrator.~~

# Block Scheduling

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Timberlane Regional Middle School  
Timberlane Regional High School



# Timberlane Regional Secondary Schools

## Why the Discussion Began...

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A close look at the following:

- ↘ New Curriculum Documents
- ↘ RTI, Remediation, and Enrichment Opportunities
- ↘ Academic, Personal, Creative, and Social Growth of All Students
- ↘ Core Values: Creativity, Responsibility, Communication, Critical Thinking, Community, and Academic Rigor
- ↘ 21st Century Learning Expectations
- ↘ Program of Studies
- ↘ Course Offerings



# Follow Up Questions

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- Does our current schedule best support written curriculum?
- Does our current schedule provide students with the best opportunity to be successful?
- Does our current schedule allow for flexible, and extended 21st century learning opportunities for students?
- Does our current schedule truly align with our mission statement, core values, beliefs about learning, and social and civic expectations?



# Answers to Our Questions

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We need a schedule that works *with* the curriculum, student needs, and 21st century learning opportunities...not *against*.

We need a schedule that supports our mission statement, core values, beliefs about learning, social and civic expectations, and 21st century learning.

# Current Schedule

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Class Schedule	
<b>Period 1</b>	7:20 - 8:06
<b>Period 2</b>	8:11 - 8:57
<b>Period 3</b>	9:02 - 9:51
<b>Period 4</b>	9:56 - 10:43
<b>Period 5</b>	10:47 - 11:35
<b>Period 6</b>	11:39 - 12:27
<b>Period 7</b>	12:32 - 1:19
<b>Period 8</b>	1:24 - 2:10

Lunch Schedules	
<b>Period 4</b>	
<b>B</b>	Study: 9:56 – 10:18 Lunch: 10:20 – 10:43
<b>Period 5</b>	
<b>A</b>	Lunch: 10:47 – 11:10 Study: 11:12 – 11:35
<b>B</b>	Study: 10:47 – 11:10 Lunch: 11:12 – 11:35
<b>Period 6</b>	
<b>B</b>	Study: 11:39 – 12:02 Lunch: 12:04 – 12:27
<b>Period 7</b>	
<b>A</b>	Lunch: 12:32 – 12:55 Study: 12:58 – 1:19

# Current 6<sup>th</sup> Grade Schedule

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## 2016-2017 Sixth Grade Schedule

(7/19/2016)

	7:35-7:55	7:55-8:30	8:30-9:25	9:25-10:20	10:20-11:15	11:15-11:40	11:40-12:05	12:05-12:35	12:35-1:25	1:25-2:15
Astros	Advisory	Reading	Core 1	Core 2	Core 3	Core 4*	Lunch	Core 4*	UA 1	UA 2
	7:35-7:55	7:55-8:30	8:30-9:25	9:25-10:20	10:20-11:15	11:15-11:40	11:40-12:35	12:35-1:25	1:25-2:15	
Journey	Advisory	Reading	Core 1	Core 2	Core 3	Lunch	Core 4	UA 1	UA 2	
	7:35-7:55	7:55-8:30	8:30-9:25	9:25-10:20	10:20-11:15	11:15-12:05	12:05-12:30	12:30-12:35	12:35-1:25	1:25-2:15
Champions	Advisory	Reading	Core 1	Core 2	Core 3	Core 4*	Lunch	Core 4*	UA 1	UA 2
Discovery	7:35-7:55	7:55-8:30	8:30-9:25	9:25-10:20	10:20-11:15	11:15-11:40	11:40-12:05	12:05-12:35	12:35-1:25	1:25-2:15

# Current 8<sup>th</sup> Grade Schedule

## 2016-2017 8th Grade Schedule

### Innovators - 8A

7:30 - 7:55	7:55 - 8:40	8:40 - 9:25	9:25 - 10:25	10:25 - 10:50	10:50 - 11:15	11:15 - 12:00	12:00 - 12:45	12:45 - 1:30	1:30 - 2:15
Advisory	UNIFIED ARTS	UNIFIED ARTS	CORE	LUNCH	READ	CORE	CORE	CORE	CORE
Kirouac Lombard Boretti Sherman									

### Synergy - 8B

7:30 - 7:55	7:55 - 8:40	8:40 - 9:25	9:25 - 10:20	10:20 - 11:05	11:05 - 11:30	11:30 - 11:55	11:55 - 12:45	12:45 - 1:30	1:30 - 2:15
Advisory	UNIFIED ARTS	UNIFIED ARTS	CORE	CORE	LUNCH	READ	CORE	CORE	CORE
Herman/McCarthy Inzenga McGuirk Paradis									

### Alliance - 8C

7:30 - 7:55	7:55 - 8:40	8:40 - 9:25	9:25 - 10:15	10:15 - 10:40	10:40 - 11:05	11:05 - 11:50	11:50 - 12:35	12:35 - 1:25	1:25 - 2:15
Advisory	CORE	UNIFIED ARTS	CORE	READ	LUNCH	CORE	UNIFIED ARTS	CORE	CORE
Binette Henderson Leveille Dodge									

### Unified Arts Rotation

	Q1	Q2	Q3	Q4
Alliance	Liss (2) Desmond (3)	Liss (3) Desmond (2)	Mulhall (2) Hogan (3)	Mulhall (3) Hogan (2)
Synergy	Mulhall	Hogan	Liss	Desmond
Innovators	Hogan	Mulhall	Desmond	Liss

# Proposed High School Schedule

Class Schedule	
<b>Block 1</b>	7:20 - 8:50
<b>Block 2</b>	8:55 - 10:25
<b>Block 3</b>	10:30 - 12:35
<b>Block 4</b>	12:40 - 2:10

Class Rotations		
	Day A	Day B
<b>Block 1</b>	Period 1	Period 2
<b>Block 2</b>	Period 3	Period 4
<b>Block 3</b>	Period 5	Period 6
<b>Block 4</b>	Period 7	Period 8

Lunch Schedules	
Lunch A	
Lunch:	10:30 - 11:00
Class:	11:05 - 12:35
Lunch B	
Class:	10:30 - 11:00
Lunch:	11:05 - 11:30
Class:	11:35 - 12:35
Lunch C	
Class:	10:30 - 11:30
Lunch:	11:35 - 12:00
Class:	12:05 - 12:35
Lunch D	
Class:	10:30 - 12:00
Lunch:	12:05 - 12:35

## Current & Block Schedule Comparison

*Student A*

**Current Schedule Layout**

<b>Period 1</b>	7:20am - 8:06am	AP Physics
<b>Period 2</b>	8:11am - 8:57am	Discrete Mathematics
<b>Period 3</b>	9:02am - 9:51am	Spanish IV
<b>Period 4</b>	9:56am - 10:43am	Study/Lunch
<b>Period 5</b>	10:47am - 11:35am	AP English Language and Composition
<b>Period 6</b>	11:39am - 12:27pm	US History
<b>Period 7</b>	12:32pm - 1:19pm	AP Chemistry
<b>Period 8</b>	1:24pm - 2:10pm	Comp Integrated Manufacturing

**Projected Block Schedule Layout**

		Day A	Day B
<b>Block 1</b>	7:20am - 8:50am	AP Physics	Discrete Mathematics
<b>Block 2</b>	8:55am - 10:25am	Spanish IV	Owl Block or 8th Class
<b>Block 3</b>	10:30am - 12:55pm (lunch period)	AP English Language and Composition	US History
<b>Block 4</b>	12:40pm - 2:10pm	AP Chemistry	Comp Integrated Manufacturing

## Current & Block Schedule Comparison

*Student B*

**Current Schedule Layout**

<b>Period 1</b>	7:20am - 8:06am	Algebra II
<b>Period 2</b>	8:11am - 8:57am	Chemistry
<b>Period 3</b>	9:02am - 9:51am	Spanish IV
<b>Period 4</b>	9:56am - 10:43am	Cultural Geography
<b>Period 5</b>	10:47am - 11:35am	Lunch/Study
<b>Period 6</b>	11:39am - 12:27pm	Culinary Arts
<b>Period 7</b>	12:32pm - 1:19pm	American Studies
<b>Period 8</b>	1:24pm - 2:10pm	American Studies

**Projected Block Schedule Layout**

		Day A	Day B
<b>Block 1</b>	7:20am - 8:50am	Algebra II	Chemistry
<b>Block 2</b>	8:55am - 10:25am	Spanish IV	Cultural Geography
<b>Block 3</b>	10:30am - 12:55pm (lunch period)	Owl Block or 8th Class	Culinary Arts
<b>Block 4</b>	12:40pm - 2:10pm	American Studies	American Studies

## Current & Block Schedule Comparison

*Student C*

**Current Schedule Layout**

<b>Period 1</b>	7:20am - 8:06am	Chemistry
<b>Period 2</b>	8:11am - 8:57am	AP US History
<b>Period 3</b>	9:02am - 9:51am	American Literature
<b>Period 4</b>	9:56am - 10:43am	Algebra II
<b>Period 5</b>	10:47am - 11:35am	Band
<b>Period 6</b>	11:39am - 12:27pm	Study/Lunch
<b>Period 7</b>	12:32pm - 1:19pm	Physics
<b>Period 8</b>	1:24pm - 2:10pm	Comp Integrated Manufacturing

**Projected Block Schedule Layout**

		Day A	Day B
<b>Block 1</b>	7:20am - 8:50am	Chemistry	AP US History
<b>Block 2</b>	8:55am - 10:25am	American Literature	Algebra II
<b>Block 3</b>	10:30am - 12:55pm (lunch period)	Band	Owl Block or 8th Class (Additional Music?)
<b>Block 4</b>	12:40pm - 2:10pm	Physics	Comp Integrated Manufacturing

## Current & Block Schedule Comparison

*Student D*

**Current Schedule Layout**

<b>Period 1</b>	7:20am - 8:06am	Algebra II
<b>Period 2</b>	8:11am - 8:57am	Physics
<b>Period 3</b>	9:02am - 9:51am	French II
<b>Period 4</b>	9:56am - 10:43am	Learning Center
<b>Period 5</b>	10:47am - 11:35am	Study/Lunch
<b>Period 6</b>	11:39am - 12:27pm	Foundations of Painting
<b>Period 7</b>	12:32pm - 1:19pm	American Literature
<b>Period 8</b>	1:24pm - 2:10pm	US History

**Projected Block Schedule Layout**

		Day A	Day B
<b>Block 1</b>	7:20am - 8:50am	Algebra II	Physics
<b>Block 2</b>	8:55am - 10:25am	French II	Learning Center
<b>Block 3</b>	10:30am - 12:55pm (lunch period)	Owl Block or 8th Class (Additional L.C.?)	Foundations of Painting
<b>Block 4</b>	12:40pm - 2:10pm	American Literature	US History

## Current & Block Schedule Comparison

*Student E*

**Current Schedule Layout**

<b>Period 1</b>	7:20am - 8:06am	CTE Microbiology
<b>Period 2</b>	8:11am - 8:57am	CTE Microbiology
<b>Period 3</b>	9:02am - 9:51am	CTE Microbiology
<b>Period 4</b>	9:56am - 10:43am	Lunch/Study
<b>Period 5</b>	10:47am - 11:35am	AP English Language and Composition
<b>Period 6</b>	11:39am - 12:27pm	Algebra II
<b>Period 7</b>	12:32pm - 1:19pm	French IV
<b>Period 8</b>	1:24pm - 2:10pm	Chemistry

**Projected Block Schedule Layout**

		Day A	Day B
<b>Block 1</b>	7:20am - 8:50am	CTE Microbiology	CTE Microbiology
<b>Block 2</b>	8:55am - 10:25am	CTE Microbiology	CTE Microbiology
<b>Block 3</b>	10:30am - 12:55pm (lunch period)	AP English Language and Composition	Algebra II
<b>Block 4</b>	12:40pm - 2:10pm	French IV	Chemistry

# Proposed Middle School Schedule

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<b>Class Schedule</b>	
<b>Advisory</b>	7:30 – 7:55
<b>Block 1</b>	8:00 – 9:30
<b>Block 2</b>	9:35 – 11:05
<b>Block 3</b>	11:10 – 12:40
<b>Block 4</b>	12:45 – 2:15

<b>Class Rotations</b>		
	Day A	Day B
<b>Block 1</b>	UA1/UA2	UA1/UA2
<b>Block 2</b>	Core 1	Core 2
<b>Block 3</b>	Core 3	Core 4
<b>Block 4</b>	Core 5	Opportunity

# Proposed PAC Schedule

High School		Middle School		
ODD - A	Even - B	ODD	EVEN	
7:20—8:50 1	2	7:30-7:55 Advisory		
		7:55—9:25 8th Orch 1405 8th Band 707	GM 1406 Chorus 719 Chorus 1405	8:40
8:55—10:25 3	4	GM 1405	GM 1405 Chorus 719 Chorus 1405	
Theory 1/2 716	Guitar 1 716	9:25—10:55 7th Band 707 7th Orch 1405	GM 1406 Chorus 719 Chorus 1405	10:10
10:30—12:35 5	6	7th Band 707 7 GM 1405	GM 1406 Chorus 719 Chorus 1405	
11:05-12:35 CL		10:55—12:45		
Band 707 Orch 719	Select Ens 719 Chorus 731 Jazz Band 707 Guitar Orch 716			
12:40—2:10 7	8	12:45—2:15 6th Grade Band 707 Orch 1405 GM 1406	Chorus 719 Chorus 1405 GM 1406	
Guitar 2 716	Survey 716			1:30
		6th Band 707 GM 1406	Chorus 719 Chorus 1405 GM 1406	

HS B/O/C  
Lunch at-  
10:30-11:00



# Potential Benefits of Block Scheduling

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- Provides solutions for a variety of problems related to delivering **instruction**
- Improves **personalization/relationship** building
- Well-crafted schedule facilitates the **use of time, space, and other resources**
- Improves **school climate** – decreases discipline
- Improve **student success/achievement**



# Instruction – Time

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Most courses need 5 minutes to kick off class and an additional 5 minutes to wrap up class

- ↘ 8 Periods – 45 minutes a class
  - ↘ Year-long course – 8100 minutes
  - ↘ Kick off and wrap up – 1800 minutes
  - ↘ Instruction Time – 6300 minutes
- ↘ 4 Blocks – 90 minutes a class
  - ↘ Year-long course – 8100 minutes
  - ↘ Kick off and wrap up – 900 minutes
  - ↘ Instruction Time – 7200 minutes



# Instruction – Time

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## ↘ 8 Periods

- ↘ Passing time – 35 minutes
- ↘ Lunch/Study – 22 minutes
- ↘ Total minutes – 57 minutes

## ↘ 4 Blocks

- ↘ Passing time – 15 minutes
- ↘ Lunch/Study – 0 minutes
- ↘ Total minutes – 15 minutes

## ↘ Increase of 42 minutes academic time

- ↘ 7560 academic minutes over 180 school days



# Instruction

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- ↘ Updates to curriculum
  - ↘ Increase in skill acquisition and meeting competencies which will necessitate changes in instruction and learning
- ↘ Performance based assessments would be more successful in a longer class period
- ↘ Increases the time for engaging student activities and experimentation, i.e., problem based learning and STEAM opportunities
- ↘ Increases daily instructional time for in-depth study



# Instruction

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- ↘ Performance tasks may be more easily completed in a 90 minute block
- ↘ Increase focus in daily classes allowing for an increase in depth and mastery of curriculum
- ↘ Increase in time available for in class interventions
- ↘ Implement rigorous competencies



# Personalization and Relationships

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- ↘ Increase in personalization and positive relationships between staff and students
  - ↘ Lengthier class period allows teacher to give more individual attention to each student thus increasing the teacher's understanding of each student's needs



# Personalization and Relationships

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## **OWL Block** for Grades 9-11: Personalized Learning Opportunity for ALL Students


- ↘ Advisory
- ↘ Content area specific structured support and RTI opportunities
- ↘ Testing/Screening time
- ↘ Counseling and career/college preparation
- ↘ Enrichment opportunities
- ↘ Extended learning opportunities
- ↘ School business without cutting into academic time



# Personalization and Relationships

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- **Opportunity Block** would be 8<sup>th</sup> class
  - Enrichment
  - Intervention
  - Relearning
  - Retakes
  - Team Capacity
  - Testing Time
    - STAR, Smarter Balanced, Science NECAP, Performance Assessments



# Rigorous Curriculum and Enhanced Opportunities for Learning and Assessment

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- Science

- Able to complete labs in their entirety

- Math

- Meet 90 minutes program design requirements

- English Language Arts

- Support reading and writing workshops model

- Social Studies

- Opportunities for research, writing, integration, and critical dialogue



# World Language

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## World Languages

- ↘ 3 year progression opportunity
  - ↘ 6<sup>th</sup> grade – exploratory
  - ↘ 7<sup>th</sup> and 8<sup>th</sup> – core course
  - ↘ Phase into 6<sup>th</sup>-8<sup>th</sup> core course



# Lunches

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- Middle School
  - ▷ Flexibility
- High School
  - ▷ No Lunch Studies



# Time, Space, and Resources

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- ↘ Increases time for student and teacher collaboration
- ↘ Teachers and students are responsible for fewer preparations on a daily basis
- ↘ Teachers have the potential of a longer planning period (individual and/or professional learning communities)
- ↘ Reorganize the day



# Trimester – Middle School

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- ❑ Transition from Elementary Trimesters
- ❑ Gain Unified Arts Time
  - 45 days – 60 days
- ❑ Student would participate in all UAs
  - STEAM
  - Health
  - Physical Education
  - Art
  - Computer Class
  - Family and Consumer Science
  - Music



# School Climate

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- ↘ Elimination of lunch/studies
  - ↘ Increase of academic time for students
  - ↘ Teachers more available to offer supports
  - ↘ Decrease in discipline issues during lunch periods
- ↘ Increases attendance
  - ↘ A student or teacher absent for the day would not be missing as many classes
- ↘ Less transitions through the day
- ↘ Students are more positive



# School Climate

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- ↘ Decrease discipline referrals
  - ↘ Less transition times, daily schedule is less chaotic
  - ↘ Increase personalization means classroom disruptions are limited and more frequently handled at the classroom level
  - ↘ One lunch period and no lunch/studies - lunch periods currently have the most attendance and discipline issues



# Student Success/Achievement

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- ↘ Increases percentage of students on the honor roll
- ↘ Increase rigor
- ↘ Decreases the need for students to repeat a course
- ↘ Positive school environment
- ↘ Increase in attentiveness in class
- ↘ 90 minute assessments will closer mirror time parameters of standardized tests (SAT, NECAPs, etc.) and AP exams



# Rationale for Block Scheduling

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- ↘ Increase student engagement in learning
- ↘ Increase support for struggling learners
- ↘ Increase scheduling flexibility for students
- ↘ Improve use of high school facilities
- ↘ Limit “wasted” time throughout the course of a school day (i.e. lunch study time, transition time etc.)
- ↘ **Urgency – Time for change**



# Research

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## ↳ TRHS Teacher Survey

- ↳ 77.3% believed increasing class time
- ↳ 59.7% did not agree current schedule was meeting needs of students
- ↳ 57.6% did not agree current schedule was efficient time to meet instruction



# Research

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## *Increase in Students Passing MCAS*

- ↘ “increase in the percentage of students passing the graduation required subject tests of over 15% over the first two years” (p. 2)

*Research conducted by Eric D. Forman, Doctoral Candidate at UMass-Lowell in 2009*

# Research

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## *Center for School Success: Block Scheduling*

- ↘ “...increased learning times leads to more in-depth learning and higher student and teacher morale” (p. 2)
- ↘ “...students tend to establish closer relationships with teachers, make greater academic strides, and have fewer discipline problems...” (p. 2)

*Written by Dr. Josephine Imbimbo and Alwyn Gilkes*



# Research

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## *Block Scheduling Effects on Academic Achievement, Student Behavior, and Staff Perceptions*

- Block scheduling can create stronger relationships between students and teachers, and improve school environments and achievement. Teaching practice becomes more personalized
- “There was a significant increase in the number of A’s earned, and a significant decrease in the number of C’s, D’s, and F’s awarded at schools with block scheduling. In addition, students at block scheduling schools earned higher grades in advanced mathematics courses” (Deule, 1999, p.24)

*Research conducted by Lois-Lynn Deuel (1999)*



# NH Schools with Extended Learning Periods

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- ↘ Bedford High School
- ↘ Bow High School
- ↘ Exeter High School (Hybrid)
- ↘ Milford High School
- ↘ Oyster River High School (Hybrid)
- ↘ Portsmouth High School
- ↘ Salem High School
- ↘ Souhegan High School (Hybrid)



# Block Scheduling Considerations

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- ↘ Professional Development for Staff
  - ↘ Effective classroom instructional strategies
  - ↘ Cooperative learning structures
  - ↘ Effective use of time while implementing multiple learning strategies
  - ↘ Effective assessment models
  
- ↘ Teachers need to have opportunities to express needs to facilitate optimal implementation



# Block Scheduling Considerations

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- ↘ Need to decrease the amount of teacher lecture time
- ↘ Implications on students with disabilities
- ↘ Continuity of instruction issues: World Language, Music, and Math
- ↘ Potential space concerns: café would be maxed out



# Next Steps

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- We wish to continue to move forward with the goal of implementation by 2017-2018.
- Survey staff for professional development needs
  - Allow teachers to visit schools which already have Block Scheduling
- Plan for professional development during 2016-2017 school year