

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, SEPTEMBER 15, 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 - REVISED

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** Student Trip Request* – ACTION (10 minutes)
 - b. **7:50PM** Policies (first read)– ACTION (5 minutes)
 - c. **7:55PM** Reading Program Proposal – ACTION (15 minutes)
 - d. **8:10PM** Warrant Article Process – INFORMATIONAL (5 minutes)
 - e. **8:15PM** Action Plans/Star Data I* – INFORMATIONAL (45 minutes)
 - f. **9:00PM** Cleaner Greener Timberlane– INFORMATIONAL (10 minutes)
 - g. **9:10PM** NHSBA Resolutions – INFORMATIONAL/ACTION (10 minutes)
 - h. **9:20PM** NSBA Conference – INFORMATIONAL (10 minutes)
 - i. **9:30PM** Emergency Preparations – ACTION (30 minutes)

Nonpublic session – RSA 91-A:3, II (i) consideration of matters relating to preparation and the carrying out of such emergency preparations...

6. **10:00PM** Administrator's Report
 - a. Update on School Activities – INFORMATIONAL
7. **10:05PM** Personnel Report
8. **10:10PM** Committee Reports
9. **10:15PM** Reports of the School Board
10. **10:20PM** Approval of Minutes
 - a. June 16th, June 22nd, and September 1st meetings
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **10:30PM** Other Business
14. Non-public (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
September 22	Facilities Tour – Part 3	PS/AA	6:00 PM
October 5	SAU Board meeting	SAU	7:00 PM
October 6	Regular Board Meeting	SAU	7:30 PM
October 19	SAU Board Meeting	SAU	7:00 PM
October 20	Regular Board Meeting	SAU	7:30 PM
November 3	Regular Board Meeting	SAU	7:30 PM
November 16	SAU Board Meeting	SAU	7:00 PM
November 17	Regular Board Meeting	SAU	7:30 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 September 15, 2016 School Board Meeting

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

5. CURRENT BUSINESS

a. Student Trip Request – 10 minutes

Lauren McPherson to request permission for student trip to Washington State for students enrolled in Marine Biology, Zoology, and Environmental Science. See policy IJOA. ACTION

b. Policies – 5 minutes

First read on policies JICK Pupil Safety, Violence Prevention and Anti-Bullying, GBGBA Use of Automated External Defibrillators, GBGAA HIV-AIDS, and KCD Public Gifts/Donations. ACTION

c. Reading Program Proposal – 15 minutes

Christi Michaud to present reading/literacy program proposal. ACTION

d. Warrant Article Process – 5 minutes

Chairman Bealo to provide overview of warrant article process that will include developing a timeframe to draft articles. INFORMATIONAL

e. ACTION PLANS/STAR DATA – 45 minutes

Elementary principals to present action plans and Christi Michaud to present on elementary Star Data. INFORMATIONAL

f. Cleaner Greener Timberlane – 10 minutes

Scott Strainge to present on the Cleaner Greener Timberlane initiative. INFORMATIONAL

g. NHSBA Resolutions – 10 minutes

The board to review any proposed resolutions to be submitted to the NHSBA in early September. INFORMATIONAL/ACTION

h. NSBA Conference – 10 minutes

Chairman Bealo to speak on the upcoming March 25-27 NSBA Conference in Denver, CO. (one weekend and three workdays). Estimated cost per person (flight, conference, food, hotel) - \$2,600. INFORMATIONAL (Action to be taken at next board meeting).

i. Emergency Preparedness – 30 minutes – NONPUBLIC SESSION

Sandown Police Chief Joe Gordon to propose emergency preparedness exercise for board approval. ACTION

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: June 16th regular board meeting, June 22nd special meeting, and September 1 public and nonpublic session minutes.

11. CORRESPONDENCE

12. ***VENDOR AND PAYROLL REGISTERS***
13. ***OTHER BUSINESS***
14. ***NON-PUBLIC (if needed)***
15. ***FUTURE DATES***

November 3, 2016	
Budget Update	
Policies	<i>Second read</i>

November 17, 2016	
Policies	<i>First read</i>
Budget Update	
Essay Contest Winners	

Back-Burner List

Teacher Update	<i>Ryan Richman (schedule 2016-17 presentation dates)</i>
Updated Org Chart	<i>Reflecting Campus</i>
SAT/SBAC Results 15-16	<i>December</i>

Travel to San Juan Island, Washington

LAUREN MCPHERSON

TIMBERLANE REGIONAL HIGH SCHOOL

JUNE 2017



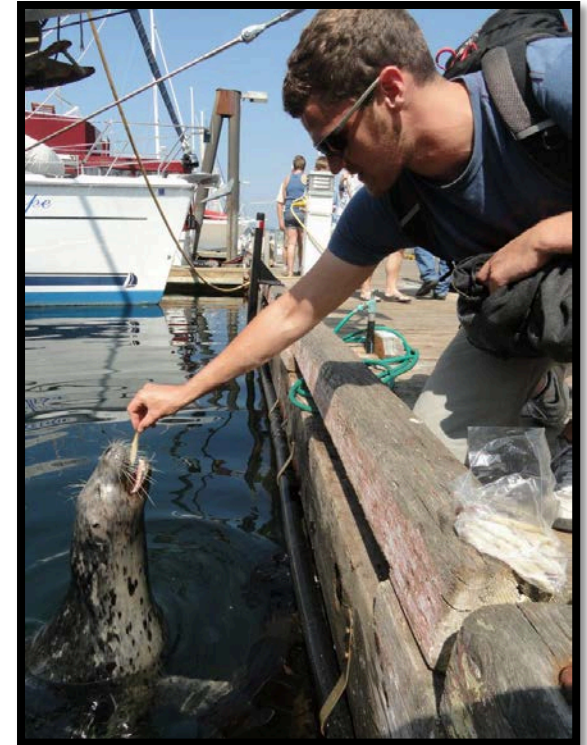
Educational Goals & Purpose



1. Direct connection with course content:
 - a. Zoology – animal behavior, ecosystems, food-chains, populations and keystone species (units 3, 7 & 8)
 - b. Marine biology –ecological roles among invertebrates, marine fish adaptations and survival strategies, marine mammals social behavior, reproduction and development and adaptations, intertidal zones and communities and humans harvesting resources, pollution and climate change and costal development (units 4, 5, 6, 7, & 9)
3. Networking and exploring connections with world famous scientists
4. Experiencing travel and diversity in culture and pacific northwest ecosystems

Student Application/Proposed Agenda

- ← Any students can apply for field trip – especially those interested in environmental science, marine biology and zoology
- ← If the number of student applications is too great, an interviewing process will begin



Proposed Agenda



- ← Sunday, June 25th, 2017 – leave BOS & arrive SeaTac 11 am
 - ← Explore city – (city pass includes 5 options; Space Needle, Aquarium, Pacific Science Center, Woodland Park Zoo, etc)

- ← Monday – leave for Friday Harbor on Victoria Clipper & arrive in Roche Harbor

- ← Tuesday – Visit Lime Kiln State Park & meet with Dr. Robert Otis
 - ← Dinner with Dr. Ken Balcomb – Founder of Center for Whale Research Center

- ← Wednesday – Friday Harbor Laboratories tour

- ← Thursday – Project Presentations in morning and whale watching trip in afternoon/evening

- ← Friday – Depart San Juan Island at 5 pm – Victoria Clipper

- ← Saturday – Explore more of Seattle (Pike Place Market, shopping, etc.)
 - ← Depart SeaTac @ 11 pm and arrive in BOS Sunday morning around 7 am

Safety Management

- ← 1:10 staff to student ratio (minimum)
- ← Parent meeting September 13th @ 4:30 pm
- ← Daily Itinerary
- ← Emergency meeting locations predetermined
 - ← Chaperones and students will exchange contact info
- ← All chaperones will have:
 - ← students medical information
 - ← Student's parent/guardian contact info
 - ← Group contacts
 - ← Chaperone contacts
 - ← Timeline, map and directions to all locations



Safety Management Continued



Daily attendance will be taken

Chaperones will be trained in CPR & First Aid

Student will have 'buddy'

Emergency meet-up spots will be predetermined in case of separation



Trip Information

Estimated Cost of Trip per person: \$1800 - \$2000

Deposit required by late September: \$400

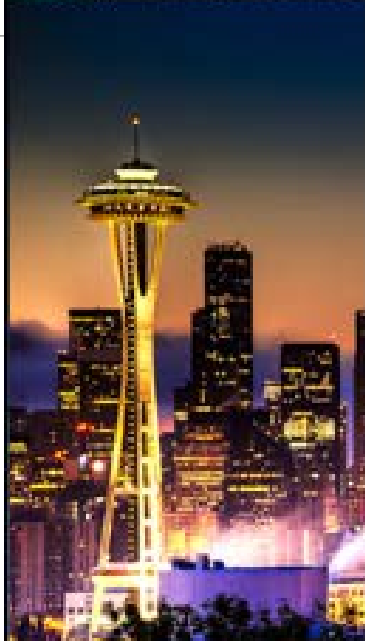
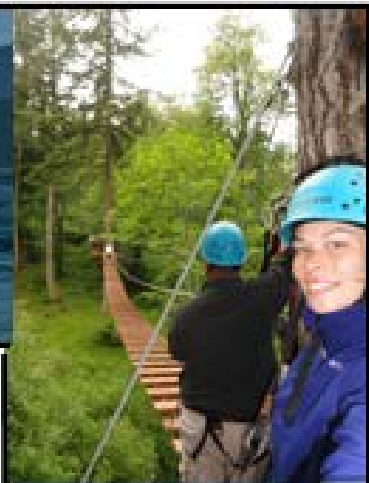
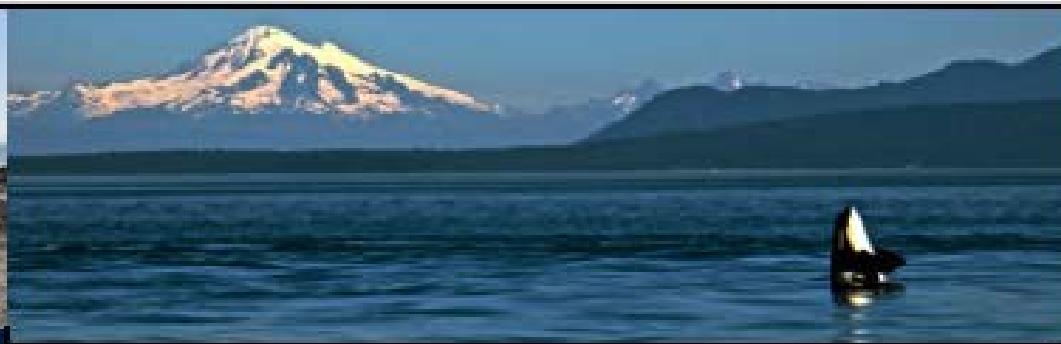
Dates:

- Departure: Monday, June 25th, 2017
- Returning: Tuesday, July 2nd, 2017

Number of Students: 10-15

Number of Chaperones: 3





Travel to San Juan Island, WA

When: June 25th, 2017 – July 2nd, 2017

Where: Seattle & San Juan Island, WA

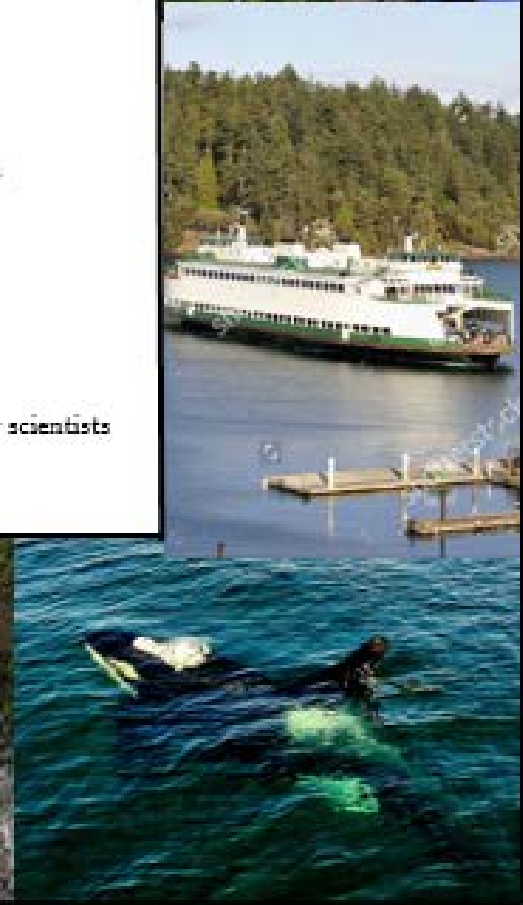
Who: Students who have successfully complete or are enrolled in:
ACC Zoology, ACC Marine Biology & AP Environmental Science

Expected Cost: \$2,000 (NOT OFFICIAL COST)

Expected Deposit: \$400 by September 31st for reservations

Contact: Ms. McPherson (room 122)

Explore Seattle's hot spots, go on whale watching trips, network with senior scientists
and see beautiful ecosystems unique to the San Juan Islands



Travel to San Juan Island, Washington

ITINERARY: June 25 through July 2, 2017

Sunday 25 th	Monday 26 th	Tuesday 27 th	Wednesday 28 th	Thursday 29 th	Friday 30 th	Saturday 1 st	Sunday 2 nd
Leave BOS @ 10am	Leave for Friday Harbor	Visit Lime Kiln –Dr. Robert Otis	Visit Friday Harbor Laboratories	Project Presentations	TBD	City Pass	Arrive BOS @ 7am
Arrive in SEA @ 1pm	Victoria Clipper 8:15 am	Down Time	View Friday Harbor	Project Presentations	Receive Feedback	Explore City	
Explore the City!	Arrive Friday Harbor 2:00 pm	Kayak Trip	Center for Conservation Biology?	Project Presentations	Collect things, return cars	Pacific Science Center	
Space needle, Pike Place, Aquarium (City Pass)	View Roche Harbor – Final work on presentations	Meet & Greet: Interview Dr. Robert Otis & Dr. Ken Balcomb	Presentation Work & preparation	Whale Watch Trip from Orcas Island	VC: 5:00pm Departure - Sea 7:45pm	Woodland Park Zoo	See You Monday!
Dinner Out	Dinner	Dinner	Dinner	Dinner	Dinner	Airport Dinner	
Hampton Inn	Roche Harbor Cottages	Roche Harbor Cottages	Roche Harbor Cottages	Roche Harbor Cottages	Hampton Inn	Red Eye from SEATAC @ 11pm	

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STUDENT TRIPS

Field trips designed to stimulate student interest and inquiry and provide opportunities for social growth and development are considered appropriate extensions of the classroom. To the extent that they provide the most effective means for accomplishing general curriculum objectives of the school, the building Principal may authorize field trips.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips:

- (a) value of the activity to the particular class group or class groups;
- (b) relationship of the field trip activity to a particular aspect of classroom instruction;
- (c) suitability of the activity and distance traveled to the age level;
- (d) mode and availability of transportation; and
- (e) cost.

Chaperons for field trips will be assigned at the discretion of the Principal according to the type of trip involved.

Sanctioning Student Trips

- A. School-sponsored trips are defined as student trips that have been organized, scheduled or otherwise promoted by the School Board, Superintendent of Schools, or building Principal. Examples would be athletic trips, band trips, class trips, etc. Only those trips that are deemed to have significant educational value and that are directly related to existing educational programs shall be sponsored. Any trip involving travel of over 300 miles, overnight travel, or a overnight trip requiring a student's absence from the school building during normal school hours shall require the prior approval of the School Board. Overnight trips and/or trips over 300 miles that are held annually shall require the approval of the Superintendent rather than the school board.
- B. School related trips are defined as student trips organized; scheduled, or sponsored by a school club or other organization connected with the school whose advisor is salaried by the District or whose advisor has been appointed by the school administration. Only those trips directly related to existing educational programs shall be sponsored. Any trip involving fund-raising and/or a student's absence from

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the school building during normal school hours shall require the prior approval of the School Board. The building Principal or Superintendent of Schools, who may consult the Board or request general Board approval for a series of field trips or general type of field trip, may approve other school-sponsored trips.

- C. Any other trips, including those that may involve participation of students from the Timberlane Regional School District or employees of the Timberlane Regional School District that are not explicitly approved by the School Board, the Superintendent of Schools, or the building Principal in accordance with the above procedures, are not school-sponsored or school-related trips and shall not be represented as such. Planning for, recruitment of participants for, or any other activity related to such trips shall not take place within the schools of the District or utilize District facilities unless approved by the Principal. It is the obligation of the planners of such trips to ensure that any literature about such trips, announcements of such trips, or recruiting materials for participants in such trips shall make it clear to parents and guardians, and students that the trip is being organized and sponsored by a private individual or group and not by the Timberlane Regional School District. Parents, guardians, and students must be told explicitly that the District accepts no responsibility, financial or otherwise, for the trip.

Financing Student Trips

- A. The cost of school-sponsored trips shall be the responsibility of the School District and will be provided for in the regular annual budgetary process. In cases where funds are limited, the school administration may assess a fee to participating students in order to recover costs or may permit fund-raising by the student organization involved.
- B. The cost of school-related trips shall be the responsibility of the sponsoring club and/or organization. The process by which funds are raised and expended must be approved in advance by the building Principal and/or Superintendent of Schools.
- C. Solicitation is prohibited within the Timberlane Regional School District facilities or during regular school hours by Timberlane employees or students for funds for any but school-sponsored or school-related trips for which fund-raising is explicitly approved in accordance with this policy.

TIMBERLANE POLICY COMMITTEE

FIRST READ

- 1 JICK PUPIL SAFETY, VIOLENCE PREVENTION AND ANTI-BULLYING**
This policy was sent back to PC for review of reference to use of audio/video in light of new law about classroom recordings. No conflict in policy language. Committee also recommends removing appeal paragraph.
- 2 GBGBA USE OF AUTOMATED EXTERNAL DEFIBRILLATORS**
Policy was last updated in 2005; NHSBA language proposed; reviewed and approved by Student Services.
- 3 GBGAA HIV/AIDS**
This policy was last updated in 2005; NHSBA language proposed; reviewed and approved by Student Services.
- 4 KCD Public Gifts/Donations**
Reviewed by Policy Committee with recommendation to re-affirm

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PUPIL SAFETY, VIOLENCE PREVENTION AND ANTI-BULLYING

I. Definitions (RSA 193-F:3)

1. **Bullying.** Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Bullying is defined as actual or perceived verbal or physical conduct that denigrates or shows hostility or aversion toward an individual on the basis of race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomical status, age, physical, mental, or leaning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

2. **Cyberbullying.** Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
3. **Electronic devices.** Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. **School property.** School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

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The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting. A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

Reprisal or Retaliation. The district will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

Process to Protect Pupils from Retaliation. If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal or designee shall develop a process or plan to protect that student from possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils on school district grounds and participating in school district functions, regardless of whether or not such pupil is a student within the District.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures or interventions, or both, against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

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The district shall inform annually school employees, regular school volunteers, pupils, parents, legal guardians, or employees of a company under contract to the school district or its schools. All district employees shall receive annual training.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

1. At each school, the Principal or designee shall be responsible for receiving complaints of alleged violations of this policy. If the student is more comfortable reporting the alleged act to a person other than the Principal or designee, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.
3. The Principal or designee may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action or intervention, or both, may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. Upon receipt of a report of bullying, the Principal or designee shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy and shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal or designee shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the

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applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent or designee may, within a 48 hour time period, grant the Principal or designee a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal or the Principal’s designee shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal or designee may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. An investigation shall be completed within 5 school days. If the Principal or designee needs more than 5 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal or designee shall notify in writing all parties involved of the granting of the extension.
5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal or designee.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students.

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Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, his/her IEP, and the student’s history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying. Each school shall develop and maintain a program for bullying prevention.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal or designee shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal’s or designee’s investigation.

XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within 10 school days of completing an investigation, the Principal or designee will notify the parents/guardians of the victims and perpetrators regarding the school’s remedies and assistance, within the boundaries of applicable state and federal law.
2. At the parent’s request, the Principal or designee shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
3. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

~~XV. Appeal~~

- ~~1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal or designee’s decision to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal or designees’ decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent’s~~

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~~decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.~~

- ~~2. The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.~~
- ~~3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.~~

~~XVI.XV.~~ **School Officials** (RSA 193-F:4, II(n))

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

~~XVII.XVI.~~ **Capture of Audio Recordings on School Buses**

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

~~XVIII.XVII.~~ **Use of Video or Audio Recordings in Student Discipline Matters**

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EAAA, EEAE and EEACD.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student’s education record. If an audio or video recording does become part of a student’s education record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact legal counsel for matters relative to bullying.

Legal References:

- RSA 193-F:3, Pupil Safety and Violence Prevention Act*
- RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed*
- NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment*

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USE OF AUTOMATED EXTERNAL DEFIBRILLATORS

The Board authorizes the use of Automatic External Defibrillators (AED) in emergency situations.~~The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use.~~ The use/administration/maintenance of the AED is subject to the following conditions:

1. Location of the AED - ~~The Superintendent, building principal and school nurse shall select and approve the locations for the AEDs~~~~The Superintendent working with the building principal, and school nurse shall select and approve the locations for the AEDs.~~
2. Authorized Employees/Training of Users - AEDs will only be administered by those employees designated by the principal in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitations and AED use. *Such training may be provided by the school nurse or from another source acceptable to the school nurse and principal*~~provided by the school nurse or his/her designee or from another source acceptable to the school nurse.~~
3. Maintenance - AEDs will be maintained by the school nurse or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The school nurse shall maintain a record of all maintenance which has been performed on the AEDs.
4. Registration of AEDs - In accordance with RSA 153-A:33, the school nurse or his/her designee shall register the AEDs with the New Hampshire Department of Safety. ~~See sample registration forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.~~
5. Incident Reporting - The school nurse or his/her designee shall report all instances of AED use with the New Hampshire Department of Safety. ~~See sample registration forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.~~
6. Liability Limited - The district and persons administering the AEDs shall enjoy the limitations of liability as specified in RSA 153:A-31 as well as other sources of law.

All employees of the district are expected to comply with the administration of this policy. Any violation of this policy shall constitute grounds for disciplinary action, up to and including termination of employment.

[See also policies JLCEA and KFD.](#)

Statutory Reference:

*RSA 153-A: 28-33 Automated External Defibrillation
Further information: State of NH, Bureau of Emergency Medical Services, 271-4568*

Timberlane Regional School District	Policy Code: GBGAA
Adopted: 03-09-99 Revised: 02-24-05	Page 1 of 5

HIV/AIDS EMPLOYMENT FOR SCHOOL DISTRICT EMPLOYEES

Preamble

Human Immunodeficiency Virus (HIV) progressively destroys the body's ability to fight infections and certain cancers. The term acquired immunodeficiency syndrome (AIDS) is used to mean the later stages of an HIV infection. To assist the District and infected persons, the District adopts the following policy. ~~Acquired Immunodeficiency Syndrome (AIDS) is a disease in which the body's immune system is impaired by the Human Immunodeficiency Virus. The virus leaves its victim unable to fight off infections. As a result, persons with AIDS are susceptible to serious secondary infections, such as pneumonia and certain malignancies. Some, but not all, persons infected with HIV develop AIDS. To assist the District and infected persons, the District has developed the following policy:~~

I. General Principles

- A. HIV is not spread by casual, everyday contact. Therefore, absent a serious secondary infection that may be transmitted to others or a significant health problem that restricts the infected person's ability to attend school, a student who is infected with HIV or AIDS shall attend the school and classroom to which he or she would be assigned and shall receive the rights, privileges and services to which s/he would be entitled if not infected. ~~Decisions about changes in the educational program of a student who is infected with HIV or AIDS shall be made on a case-by-case basis. All communication shall be free of verbal or physical harassment.~~
- B. There shall be no discrimination in employment against a person infected with HIV or AIDS based solely upon said infection. No district employee shall be terminated, non-renewed, demoted, suspended, transferred or subjected to adverse action based solely upon his/her infection with HIV or AIDS, or the perception that s/he is so infected. However, the district may take whatever action is appropriate as to an employee who, despite reasonable accommodations, is unable to perform his/her duties due to an illness, including an illness related to HIV or AIDS.
- C. The school district shall provide a sanitary environment and shall establish procedures for handling bodily fluids, pursuant to Section V.
- D. The district shall administer a program of education about HIV or AIDS for students, their families, and school district employees to ensure that they are informed about the following:
 1. The nature of HIV, including how HIV is transmitted, *and prevented in ways that are scientifically, legally, and educationally sound according to current scientific evidence.*

Timberlane Regional School District	Policy Code: GBGAA
Adopted: 03-09-99 Revised: 02-24-05	Page 2 of 5

2. District policies and procedures relating to employees and students with diseases such as HIV or AIDS.
3. Resources within the school district and elsewhere for obtaining additional information or assistance.
4. Procedures to prevent the spread of communicable diseases at school.

II. Evaluation of Infected Students and Staff

- A. HIV is not transmitted casually. Accordingly, infection with HIV or AIDS is not by itself, sufficient reason to remove a student or staff member from the school. When the Superintendent has been notified that a student or a staff member is infected with HIV or AIDS, the Superintendent shall act appropriately to ensure the safety of persons in the school setting and to plan to support the infected person.
- B. When the district learns that a student is infected with HIV or AIDS, the appropriate procedures under state and federal law with regard to evaluation and educational programming shall be followed if the student is or may be educationally handicapped.
- C. Employee:
 1. When notified that an employee is infected with HIV or AIDS, the Superintendent shall determine whether the infected person has a significant health problem that will restrict his/her ability to work and shall determine whether the infected person has a secondary infection (e.g., tuberculosis) that poses a medically recognized risk of transmission of disease. The Superintendent shall make this determination by consulting with the infected person's physician and the infected person. The Superintendent also may consult with public health officials and other persons, subject to the confidentiality provisions in this policy. The Superintendent shall consider methods in which the school district may anticipate and meet the needs of person infected with HIV or AIDS.
 2. Absent a secondary infection which creates a medically recognized risk of transmission of disease, or a significant health problem which restricts the infected person's ability to work, the Superintendent shall not alter the job assignment of the infected person. However, the Superintendent shall periodically review the case with the person described in Section II (C)(-1).
 3. If the Superintendent determines that a secondary infection poses a medically recognized risk of transmission of disease in the school setting or that a significant health problem restricts the infected person's ability to work, the Superintendent shall consults with the person's described in Section II (C)(1). After said consultation, the Superintendent shall, if

Timberlane Regional School District	Policy Code: GBGAA
Adopted: 03-09-99 Revised: 02-24-05	Page 3 of 5

necessary, develop an individually tailored plan to accommodate the staff member if reasonably possible. Additional persons may be consulted if necessary for gaining additional information, but the infected person must approve of the notification of any additional persons who are informed of the infected person's identity. The Superintendent may consult with legal counsel to ensure that any official action is consistent with state and federal law. If an individually tailored plan is necessary, said plan shall be medically, legally, educationally and ethically sound.

- D. Infected students who are aggrieved by the education plan determinations may appeal said determinations pursuant to state and federal special education law if the infected student is eligible for or claims that s/he is eligible for special education or special education and related services. Infected persons who do not claim that they are eligible for special education or special education and related services, but who are aggrieved by the Superintendent's determinations, may appeal said determinations to the Board.
- E. Confidentiality shall be observed throughout the foregoing process.

III. Confidentiality

- A. The identity of a student or staff member who is infected with HIV or AIDS may be disclosed to those persons who determine whether the infected person has a secondary infection that poses a medically recognized risk of transmission of disease in the school setting or whether a significant health problem will restrict the infected person's ability to work or attend class. These persons will include:
 - 1. The Superintendent or a person designated by the Superintendent to be responsible for the determination, or in the case of a student who is identified as educationally handicapped or who is claimed or believed to be educationally handicapped, the special services team.
 - 2. The physician of the infected person.
 - 3. Public Health officials, to the extent that their knowledge of the infected person's identity in necessary.
- B. The persons listed in Section III (A): (1) -- (2) and the infected person (or his/her guardians) shall determine whether additional persons need to know the identity of an infected person. The identity of an infected person shall not be disclosed to persons who are not listed in Section III (A) without the consent of the infected person or his/her guardians. The persons to whom the infected person's identity may be disclosed with the aforementioned consent include the school nurse, the school principal or other persons necessary to protect the health of the infected person or to evaluate and monitor the case.

Timberlane Regional School District	Policy Code: GBGAA
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- C. All staff members who know the identity of persons infected with HIV or AIDS shall treat said information as confidential. No information shall be divulged directly or indirectly to any individuals or groups, except as noted in Section III (A) – (B). All medical information and written documentation of discussions, telephone conversations, proceedings and meetings concerning HIV or AIDS infection shall be maintained in a locked file. Access to said file shall be granted only to those persons who have the written consent of the infected person or his/her parents or guardians. The names of infected persons shall not be used in documents, except when essential. No document containing the name or other information which reveals the identity of an infected person may be shared with any person for any purposes without the consent of the infected person or his/her parents or guardians. *Any School staff member who violates the confidentiality provisions of Section III shall be subject to discipline. Test results and medical records shall be disclosed only with the consent of the infected person (or that person's parent if he is a minor), pursuant to a subpoena or order of a court or administrative agency, or otherwise in accordance with law if s/he is a minor, pursuant to a subpoena or order of a court or administrative agency, or otherwise in accordance with law.*

IV. Testing

Mandatory testing for communicable diseases that are not spread by casual everyday contact (e.g., HIV or AIDS) shall not be a condition for school entry or attendance or for employment or continued employment.

V. Control of Infections

- A. HIV cannot penetrate unbroken skin, and there is no evidence that HIV has been transmitted through contact with vomit, nasal discharge, saliva, urine or feces. However, said body fluids commonly transmit infections such as hepatitis, colds and flu. Accordingly, direct skin contact with body fluids should be avoided whenever possible.
- B. Staff members shall follow the ~~universal~~ *Universal precautions* in handling bodily fluids in the schools.
- C. The district shall cooperate with local, state and federal health agencies in controlling infections.

↳D. If a person in a school setting has been exposed to blood-to-blood contact, the district should counsel the person to seek medical testing and attention.

HEALTH EDUCATION

The Board recognizes that HIV/AIDS education should be integrated into the health and family life curriculum, but may also be applied to other curriculum areas.

Timberlane Regional School District	Policy Code: GBGAA
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The District's HIV/AIDS education program must address, at a minimum, the nature, transmission, prevention and effects of the disease. The program shall be provided in a sequential manner in all grades, taking into consideration the age and maturity of the pupils and the subject matter of the course. Development of the program should take into account the instructional needs of all pupils in the District *and be scientifically, legally, and educationally sound.*

The Superintendent shall ensure that the information presented as a part of the HIV/AIDS program is articulated in such a way that transitions from grade to grade in the elementary schools and from elementary to secondary approaches to the material will be appropriate for all pupils.

The Superintendent shall ensure that all staff involved in teaching the HIV/AIDS education program are properly certified and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided. All employees shall have training in ~~universal~~ *Universal precautions*.

[See also policies IHAMC and JLCCA.](#)

Statutory References:

RSA 186:11, IX, Instruction as to Intoxicants and Venereal Disease

RSA 186:11, IX-a, AIDS Instructional Material

RSA 189:1-a, Duty to Provide Education

RSA 186-C, Special Education

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:3, Change of School or Assignment, Manifest Educational Hardship or Best Interest, Excusing Attendance

Appendix GBGAA-R

Timberlane Regional School District	Policy Code: KCD
Adopted: 10-16-08	Page 1 of 1

PUBLIC GIFTS AND DONATIONS

Gifts from organizations, community groups and/or individuals, which will benefit the District, shall be encouraged. A gift shall be defined as money, real or personal property and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the district shall be encouraged to discuss in advance with the Building Principal or the Superintendent what gifts are appropriate and needed.

The Board reserves the right to refuse any gift that does not contribute to the achievement of the district's goals, or in which the ownership of the gift would tend to deplete the resources of the district. In determining whether a gift will be accepted, consideration shall be given to district policies, school district goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation that accompanies this policy.

The Superintendent may accept gifts in the amount of \$500 or less. Gifts in excess of \$500 may only be accepted by the Board. Additionally, pursuant to RSA 198:200-b, gifts in the amount of \$5000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$5000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the district. The Board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the district. The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the district. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to update inventory and to notify the donor of acceptance or rejection of a gift.



Achieve 3000

Differentiating Content Literacy
for Secondary Students

What is informational text?

- Informational texts include the subgenres of exposition, argument, and functional text in the form of personal essays about art of literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

Where does this occur?

- o English, Language Arts
- o History and Social Studies
- o Science
- o Technical Subjects

Informational Text

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

What is Lexile?

A numeric representation of an individual's reading
ability

or

a text's readability (difficulty)

- You can measure a student's lexile
- You can measure the lexile level of a text

Why do secondary students still require reading instruction?

As students advance through the grades they must both develop their comprehension skills and apply them to increasingly complex texts.

Students must also show a steadily increasing ability to discern more from and make fuller use of texts.

How can Achieve 3000 help?

- o Address the need for reading instruction at the secondary level (teachers are teachers of content NOT reading)
- o Provide differentiated content materials (by lexile)
- o Stretch students with high lexile levels
- o Support students with below-level lexiles
- o Support the delivery of content
- o Monitor students progress related to the reading of info

Additional Uses

- o Parent connection
- o Self-paced study for students
- o Flipped classroom
- o SAT and Smarter Balanced Preparation
- o Blizzard Bags
- o Summer work

Purchase Options

Option 1

3-year purchase = \$167,000

Option 2

2016-17 = \$76,000

2017-18 = \$45,850

2018-19 = \$45,850

Comprehensive Professional Development Plan

Funded through Title 2A

- o Initial training
- o Modeling
- o Lesson Study
- o Student data review

THE BLENDED LEARNING LITERACY PLATFORM



ACHIEVE3000®
believe



Sean Reardon, Regional Director of Sales

Dr. Michael Almeida, Educational Leadership Cabinet

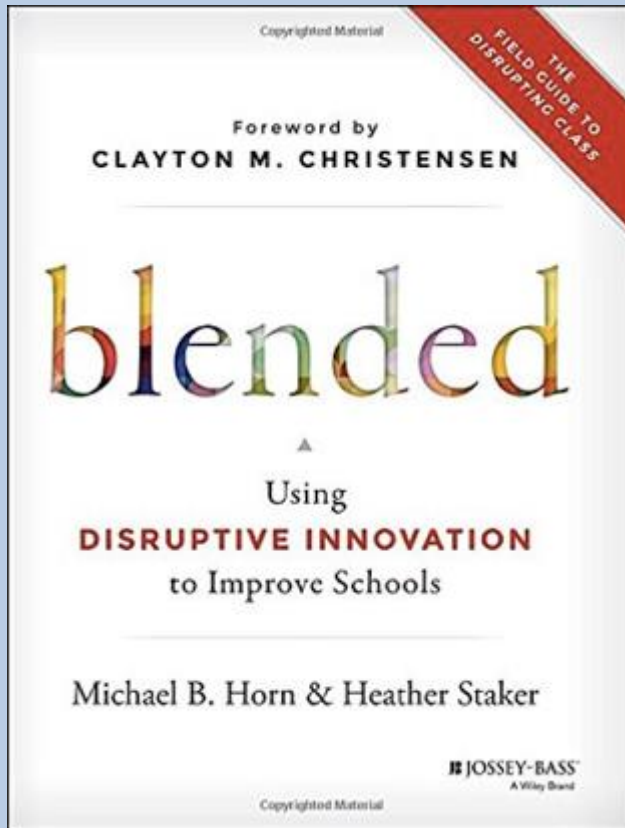
September 15, 2016

Who is Achieve3000?

- The Leader in Differentiated Instruction™
- Founded in 2001 by CEO Saki Dodelson
- Recognized as one of the fastest growing US companies 8 times
- Patented methodology for online differentiated instruction
- Exclusive focus on informational text
- Delivering college and career literacy for
 - 2.1 million students in
 - Over 7,000 schools in
 - 125 countries



Blended learning leaders put Achieve3000 at the core of differentiated instruction



APPENDIX 7.1: SNAPSHOT OF ONLINE CONTENT IN USE AMONG K–12 BLENDED PROGRAMS

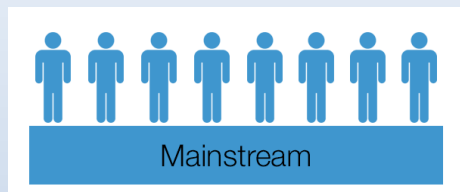
These data represent online content that was listed in connection with 120 programs in the Blended Learning Universe as of May 2014. The programs are of widely varying size; in some cases they are large districts, in others they are single schools. The data are not weighted to reflect this size difference.

Content Provider	Number of Programs
Khan Academy	25
Compass Learning	25
Achieve3000	18
ST Math (MIND Research Institute)	16
Self-developed	15
DreamBox Learning	12
Apex Learning	
Edgenuity	
Aventa Learning	
ALEKS	

Achieve3000 is the leading online differentiated instruction literacy solution

Achieve3000. The *ONLY Patented* Solution that:

Delivers online differentiated instruction for all students



Reach Students with:

- Nonfiction text
- Lexile
- More time on task
- A truly hybrid approach to teaching and learning
- Literacy across the content areas
- Push in or pull out models

Build Key Literacy Capacities:

- Demonstrate independence
- Build strong content knowledge
- Comprehend, as well as critique
- Value evidence
- Use technology and digital media

Prepare Students for Rigorous Year-End Assessments:

- Replicate [assessment] items
- Close reading of text
- Interactive test items
- Authentic text passages
- Leadership Edition and forecast reports

1300 Lexile

ACHIEVE NEW HAMPSHIRE THE SOLUTION FOR STUDENT SUCCESS

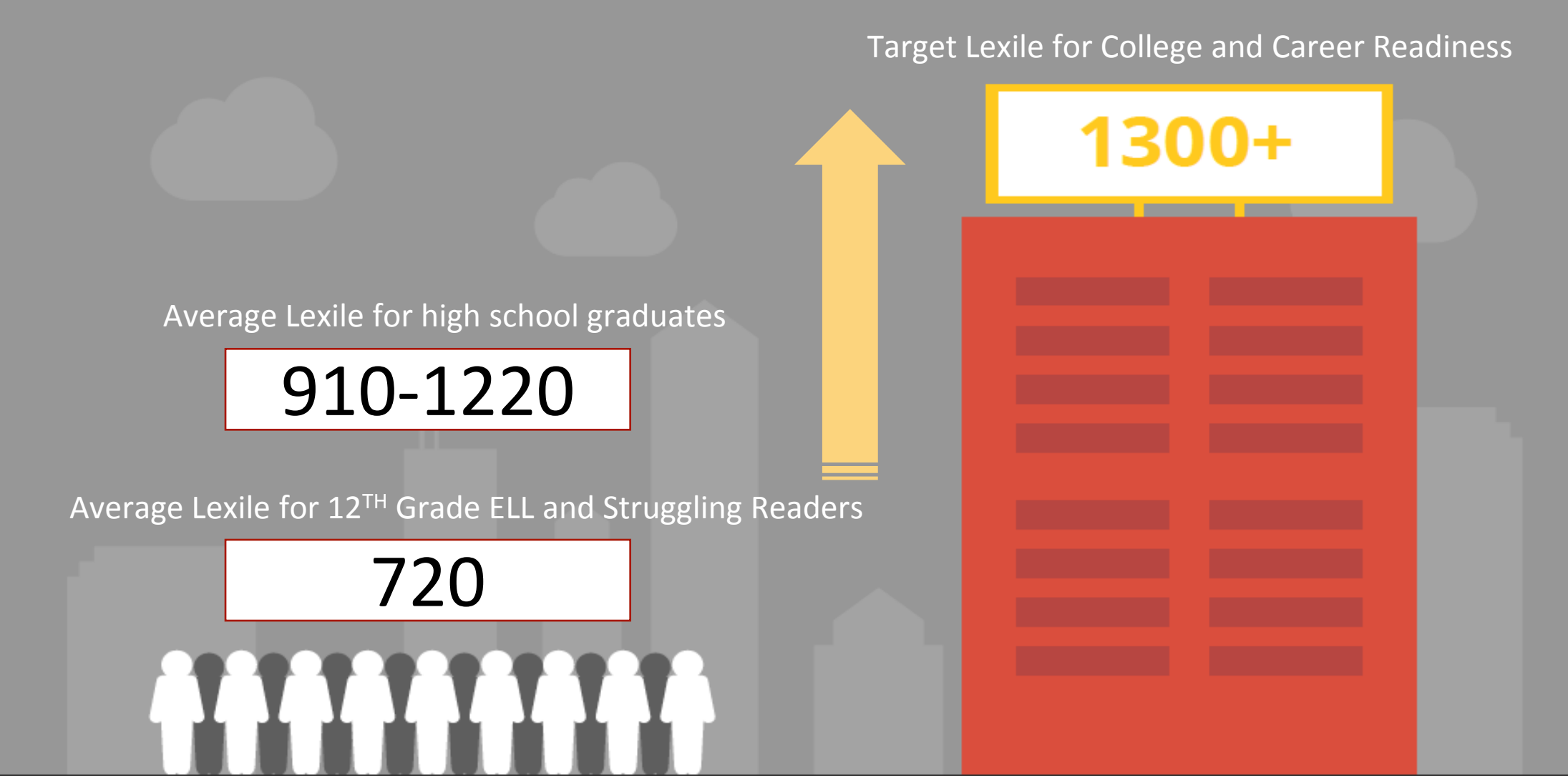


ACHIEVE3000®

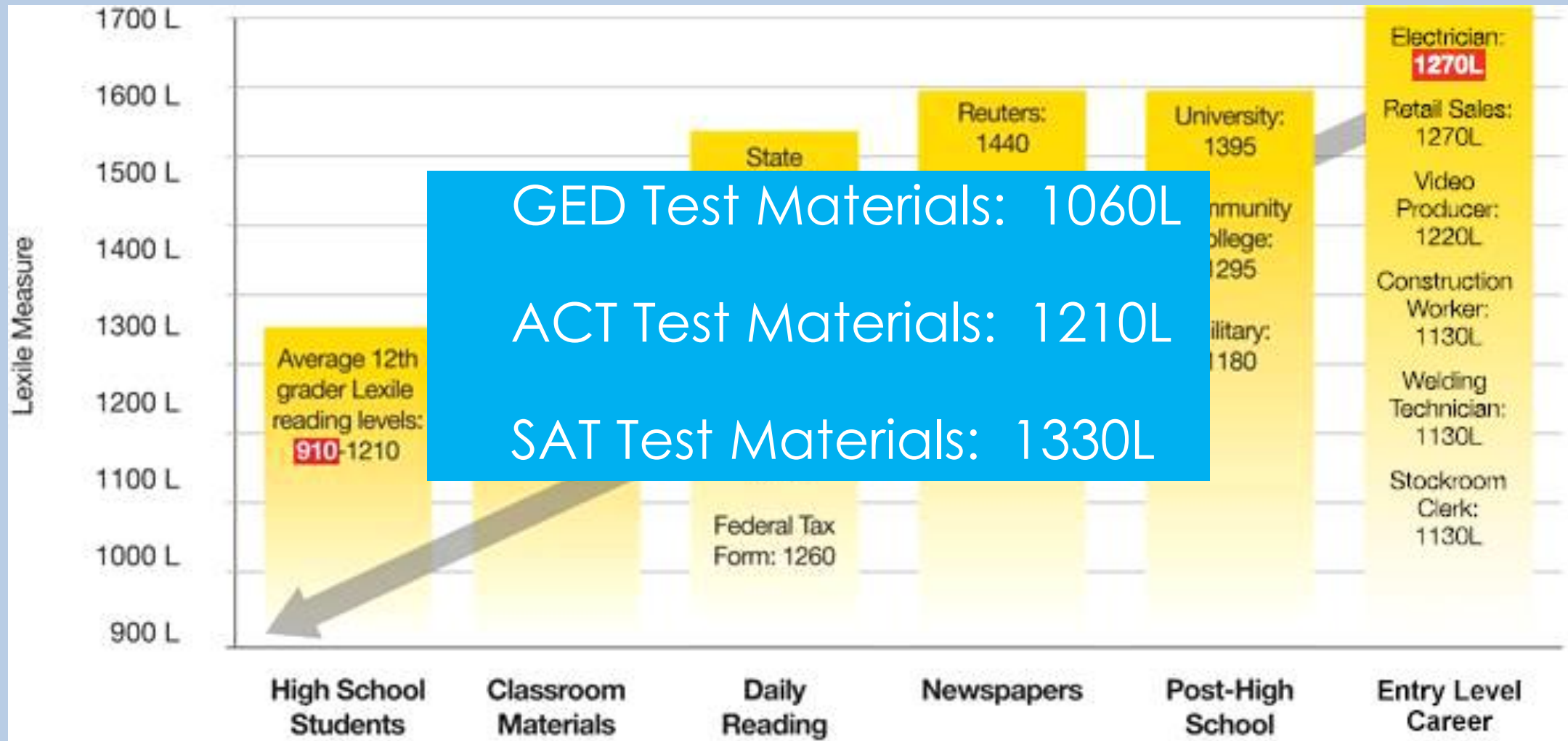
Proven to prepare ALL students for college and career success

**Same grade-level topic
differentiated to each student's
reading level and precisely aligned
to your state standards.**

THE URGENCY: ACCELERATE LITERACY GAINS FOR ALL STUDENTS AND CLOSE THE GAP.




The Urgency for College and Career Success

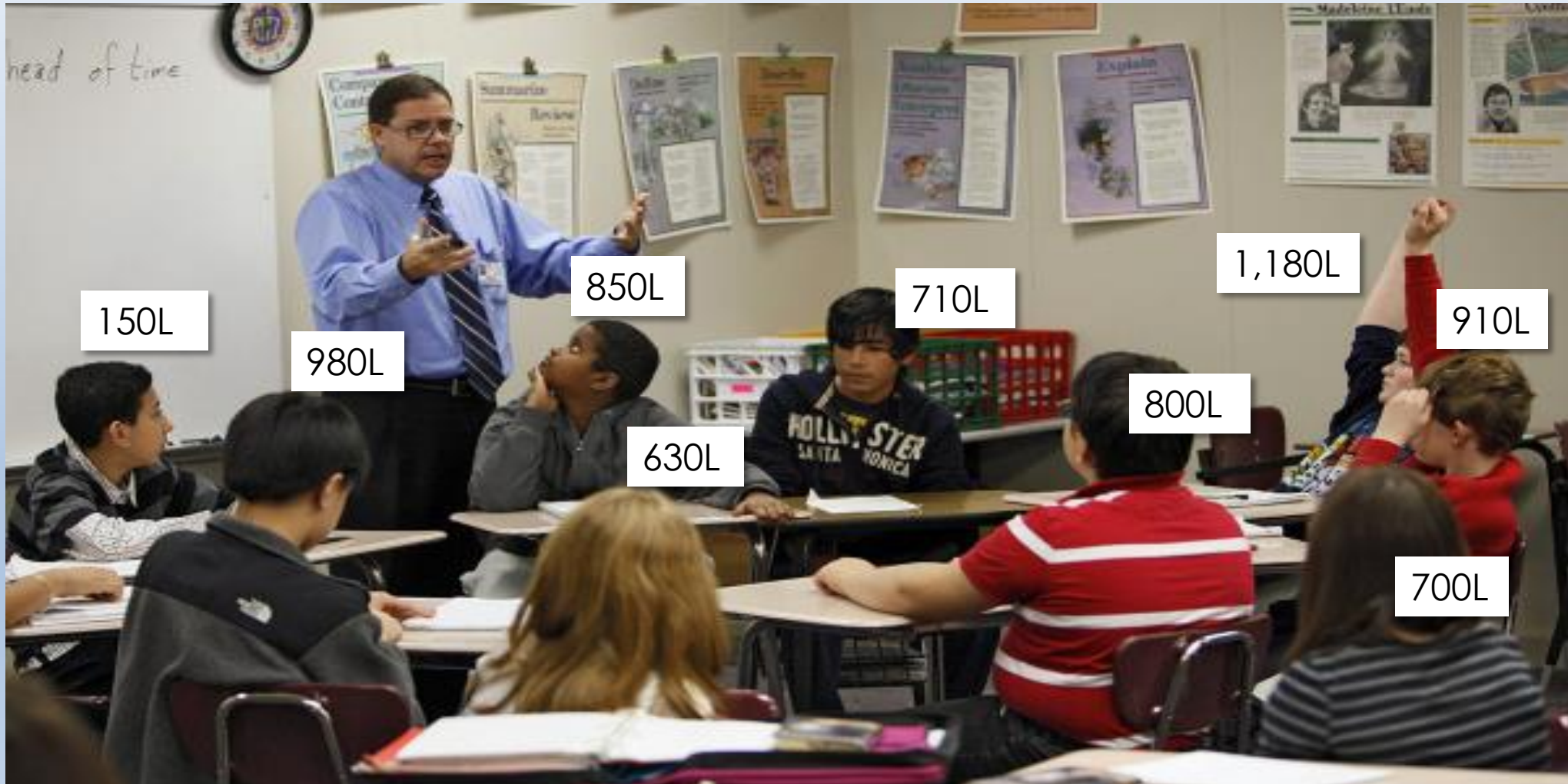


The Need for New Expectations

Grade Band	Previous Lexile Ranges	College and Career Ready Lexile Ranges
2-3	450L-725L	490L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-12	1070L-1220L	1185L-1385L



Closing the Gap While Challenging All Students



DIFFERENTIATE INSTRUCTION!



Oh forget it . . . It's easier just to do nothing!!!!

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ACHIEVE3000 – 5 PILLARS



Truly Blended Learning



Deeply Differentiated Instruction



Ongoing and Embedded Assessments



Data-Driven Decision-Making



Proven to Accelerate Literacy Gains

ACHIEVE3000'S PILLARS

BLENDED LEARNING

ADAPTIVE DIGITAL CONTENT

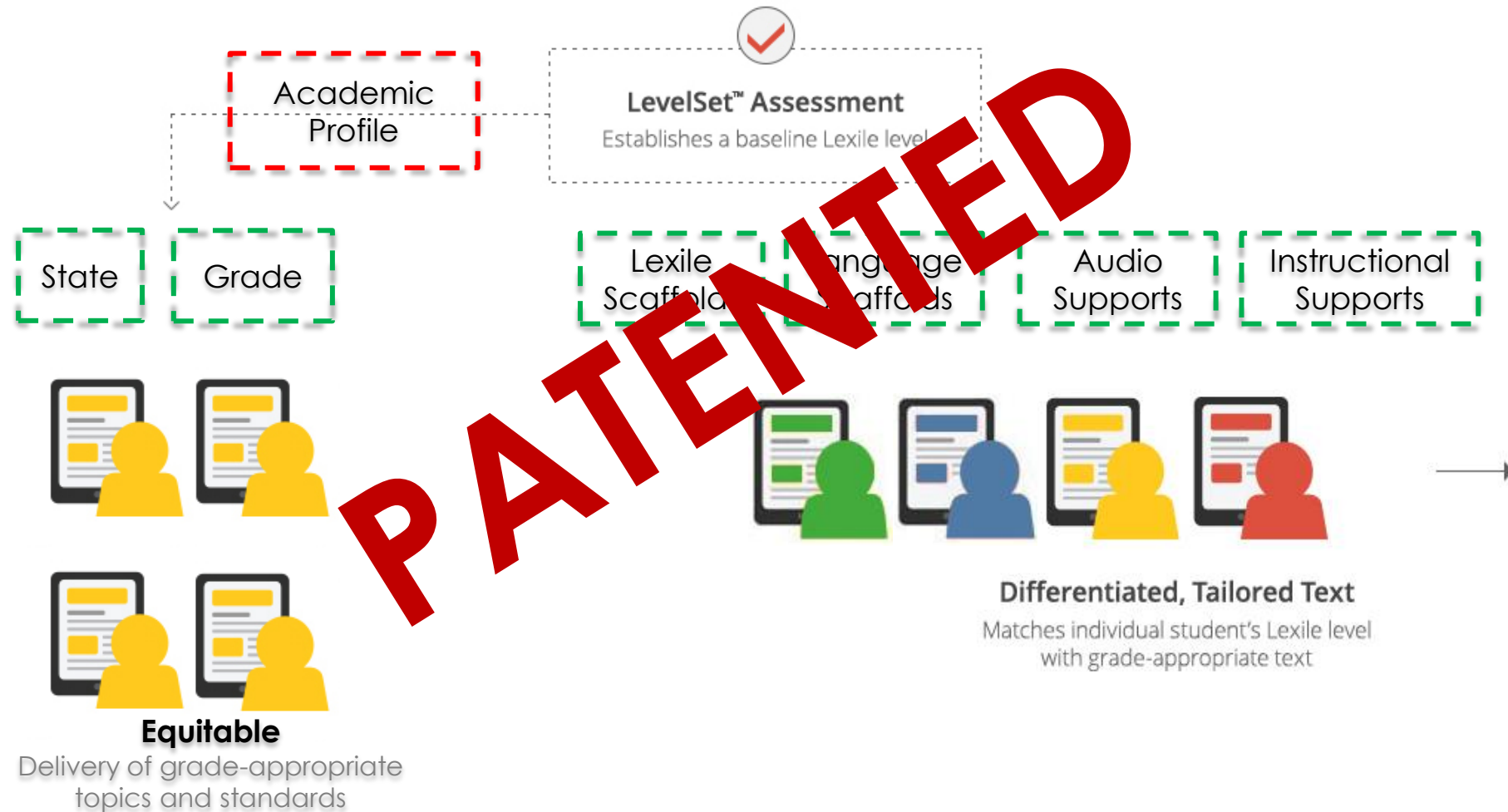
“When adaptive digital content is integrated into the classroom, teachers achieve both operational efficiencies and increased opportunities for differentiation.”

Education Element

ACHIEVE3000'S PILLARS

TRULY DIFFERENTIATED
INSTRUCTION

A Patented, Proven-Effective Method of *Differentiation*



The Only Solution That Precisely Differentiates the Same Topic to Each Student's Lexile

540 Lexile

250 Lexile

980 Lexile

Spanish

12 Reading Levels in English and
7 Reading Levels in Spanish

ACHIEVE3000: THE ONLY RESEARCH-BASED ROUTINE TO DRIVE BLENDED LEARNING
THROUGH INDEPENDENT PRACTICE AND DIRECT INSTRUCTION

Simple Rigor[®] for Blended Learning

Student Independent Practice + Teacher-Led Instruction

The 5-Step Literacy Routine

1. Respond to the **Before Reading Poll**.
2. Read the **Article**.
3. Do the **Activity Questions**.
4. Respond to the **After Reading Poll**.
5. Answer the **Thought Question**.

For an extra challenge, use information from the **Stretch Article** to revise your **Thought Question**.



ENSURING QUALITY TEACHING

1

Before Reading Poll

Article

Activity

After Reading Poll

Thought Question

Poll Results

Math

Stretch Article

S

One man no longer pays for electricity. His home is powered only by solar energy. He wants other people to be energy independent, too. What do you think?

Everyone should become energy independent.

- Agree
- Disagree

Explain why you voted the way you did.

Submit

Teacher Recommendations

Lesson Objectives

- Language Arts Focus: Determine Main Idea and Details

Introduce the Lesson

In this lesson, students will demonstrate the ability to identify main idea and details. Pre-teach any grade-appropriate academic and/or cross-disciplinary terms. Make sure that students understand the definitions and are comfortable pronouncing and reading the words.

Project [this photo](#) onto the board. Explain that this home in Hawaii is completely energy independent, meaning that it does not get electricity from the grid. The home obtains all of its energy through battery-operated solar panels. Owner Henk Rogers wants to introduce this system to others. When students read the Article, they will learn more about Rogers' Blue Ion system and how it can help people become energy independent.

Explain that when students respond to the Thought Question for "Sun Power," they will explain what energy independence is and why Henk Rogers made energy independence his number-one mission. Students will also explain whether or not they think becoming energy independent is

ENSURING QUALITY TEACHING

2

Teacher Recommendations

Independent 5 Steps

Have students go through the 5-Step Routine at their independent levels. As they read the Article, have students write down information about energy independence and why Henk Rogers made energy independence his number-one mission. Do students think that becoming energy independent is important? Why or why not? (Students in grades 3 through 12 can use the Reading Connection called *Setting the Purpose* to write down their ideas.)

Students can use this information when they answer the Thought Question. After students write their Thought Question drafts, have them click on *Finish Later* so they can modify their responses later.

Before Reading Poll

Article

Activity

After Reading Poll

Thought Question

Poll Results

Math

HONOLULU, Hawaii (Achieve3000, July 23, 2015). High above the bustling city of Honolulu, Hawaii, is a neighborhood where some of the island of Oahu's wealthiest people live. There's a home there that's not quite like the others.



Photo credited to Henk Rogers. He opens his solar-powered home to the public. It allows him to...

The house is 6,000 square feet (557 square meters). From it, there is a view of Diamond Head volcano, Waikiki Beach, and the Pacific Ocean. There are two Tesla cars in the driveway. But neither the [spectacular](#) view nor the electric cars is what sets the property apart from its neighbors. It's the fact that this solar-powered home is completely energy independent.

Homeowner Henk Rogers is famous. He discovered the video game "Tetris" show more than 20 years ago and made it available for sale around the world. He won the worldwide rights for the game, along with Russian business partner, Alexey Pajitnov wrote the program. Now, Rogers is proud to announce that he has sold it in 2012. The 61-year-old Rogers hopes the technology he is using in his home will allow others energy independent, as well.

Rogers made energy independence his mission after reading about the po...

ENSURING QUALITY TEACHING

3

Before Reading Poll | Article | Activity | After Reading Poll | Thought Question | Poll Results | Math

Teacher Recommendations

Test-Taking Strategies

Use the Activity as an opportunity to reinforce key test-taking strategies. Encourage students to refer back to the Article in order to reread for clarification and to find supporting evidence for their responses. Also, remind students to think about using the following strategies for answering multiple choice items:

- Read the question and try to answer it *before* you look at the answer choices.
- Read all of the choices.
- Eliminate answers you know are not correct.
- Choose the correct answer.

Select the letter of the correct answer.

Causes

Henk Rogers learned that ocean acidification was harming coral reefs.

Henk Rogers decided that people should end their use of carbon-based fuels.

Effect

?

Based on the article, which best replaces the question mark in the diagram?

- A Henk Rogers decided to start with his own home by going off-grid with a solar panel system.
- B Henk Rogers became famous for discovering the video game "Tetris" and showing it to the world more than 20 years ago.
- C Hawaii Governor David Ige decided not to sign a bill related to energy.

ENSURING QUALITY TEACHING

4

Before
Reading
Poll

Article

Activity

After
Reading
Poll

Thought
Question

Poll Results

Math

Now that you have read the article, indicate whether you agree or disagree

Everyone should become energy independent.

- Agree
- Disagree

Submit

Teacher Recommendations

Cite Evidence

Ask students if they agree or disagree with the Poll statement, encouraging them to provide specific evidence from the text, their own background knowledge, or discussions to support their opinions. Consider using a graphic organizer to help students organize their ideas. Ask students to explain if their opinions changed over the course of the lesson, and if so, why.

ENSURING QUALITY TEACHING

5

Before Reading Poll | Article | Activity | After Reading Poll | **Thought Question** | Poll Results | Math | Stretch Article

What is energy independence, and why has Henk Rogers made it his mission? Do you think becoming energy independent is important? Explain why or why not. Use information from the article to support your answer.

Type your answer in the text box below.

[Include in your Answer](#)

Draft 1

B I U | [List Icon] | [List Icon] | [List Icon] | [List Icon] | [Checkmark Icon] | Font Family | Font Size

Type your response here.

Teacher Recommendations

Information students might include in their responses (Information may come from the student's Lexile Article or the Stretch.)

- **What is energy independence?**
 - Energy independence is when a home or business owner is able to go "off-grid," usually by installing a system that is able to produce and/or store electricity for later use. Usually, this electricity is obtained from clean-energy alternatives, such as solar power.
- **Why has Henk Rogers made energy independence his number-one mission?**
 - Rogers made energy independence his number-one mission after reading about the possibility of losing the world's coral reefs to ocean

ACHIEVE3000'S PILLARS

ONGOING AND EMBEDDED ASSESSMENTS

ACCELERATING STUDENT ACHIEVEMENT

- 
- **LevelSet Assessment - Initial**

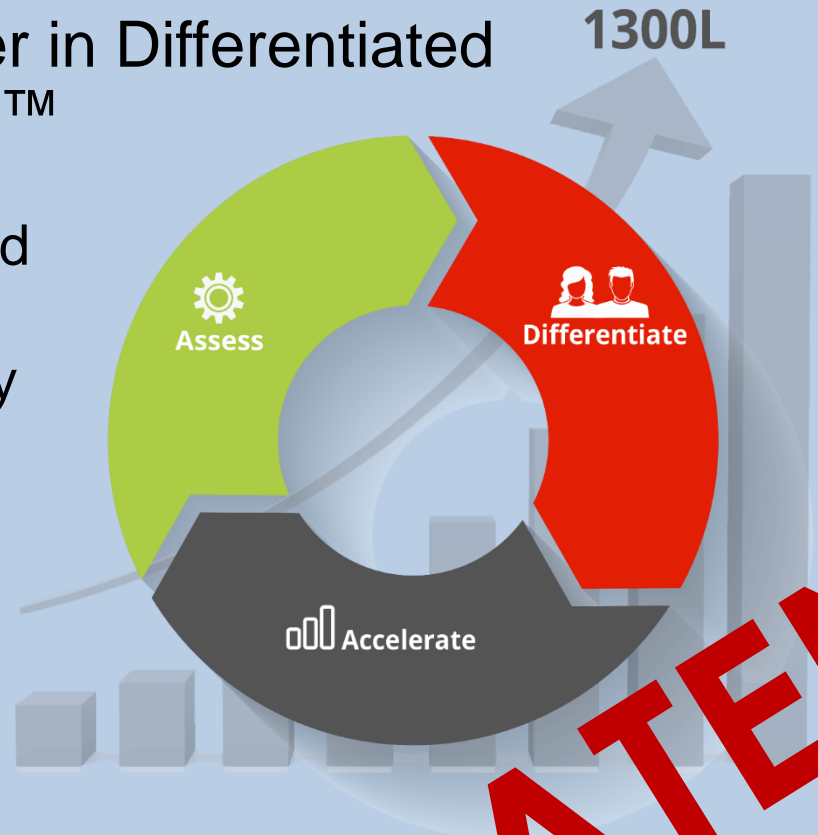
- **Lesson Engagement**
 - **Complete Step 3 – Each Lesson**
- 

- **Auto Adjust - Monthly**

Who is Achieve3000?

The Leader in Differentiated Instruction™

Patented and Proven Methodology



PATENTED

Biochemist, Electrician



Below is a list of career categories for you to explore. You can select one or more careers that may interest you and then select one or more careers to explore. You can click *Find Careers* to see the results.

- ▼ **Agriculture Natural Resources**
 - Animal Scientist
 - Aquacultural Management
 - Biochemist
 - Buyer and Purchasing Agent
 - Environmental Engineer
 - Food Scientist
 - Horticulturist
 - Veterinarian Assistant
 - Wind Energy Operator

Biochemist

Educational Requirements:

- Bachelor's degree (Four-year college program)
- Master's degree (Two-year college program)*
- Doctorate (Five- to six- year college program)**

*Required for most positions
**Required for some positions

Results

Biochemist Lexile Range 1350L-1500L

Biochemists are scientists. They study the chemical processes that take place in living things. These processes affect cell development, growth, and reproduction. Biochemists do research. They study the chemical structures of molecules. They also study how these things work. Outside factors can affect these things. Biochemists often prepare reports based on their research. They report to scientists and engineers (of disease), drug production, and the development of tests for diseases and treatments. Not all biochemists work with food. They often work with food. They study how to increase food production. They study how to create products from plants called biofuels.

Your score is **1380L**.

LEXILE MEASURE

CAREER GOAL:
1380L

CURRENT LEXILE:
1120L



► Architecture Construction
Electrician

► Arts/AV Technology Communications

► Business and Administration

► Education and Training

Electrician Lexile Range 1200L-1460L

Electricians put in and repair electrical systems in homes and at businesses. Electricians must locate wires in buildings. This is easier in a building that is under construction. They use a number of tools to put in wires and repair electrical systems.

LEXILE MEASURE

CAREER GOAL:
1270L



ACHIEVE3000'S PILLARS

DATA DRIVEN DECISION MAKING

How are my students performing on state standards?



How are my students performing on standards?

August 1, 2015 - September 11, 2016

Determine students' performance on state standards and benchmarks based on KidBiz achievement.

District: District 55 Timberlane Reg

5th Grade Standard

Mastery is Demonstrated 80-100% Correct Additional Practice Recommended 65-79% Correct Aggressive Intervention Recommended <65% Correct No Items Completed

V:1: Vocabulary Strategies

R:V:1: : Students identify the meaning of unfamiliar vocabulary by...

R:V:5:1.1: : Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)

+ 2/2 (100%) schools

V:2: Breadth of Vocabulary

R:V:2: : Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...

R:V:5:2.1: : Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State)

+ 2/2 (100%) schools

R:V:5:2.2: : Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)

- 1/2 (50%) schools

- 1/2 (50%) schools

School	Items	% Correct
Timberlane Reg High School	3	100%

School	Items	% Correct
Timberlane Reg Middle School	22	77%

How has Lexile Performance Changed Over Time?

Send to Printer

Export to Excel

Close

How has Lexile performance changed over time?

August 1, 2015 - May 12, 2016

lexile/reading activity performance

January 2016	February 2016	March 2016	April 2016	May 2016	GROWTH	Initial Expected Post-Test Score	Current Expected Post-Test Score	MC Activities
517/961 lexiles adjusted Avg Lexile: 781L	574/961 lexiles adjusted Avg Lexile: 793L	612/961 lexiles adjusted Avg Lexile: 805L	598/961 lexiles adjusted Avg Lexile: 820L	10/961 lexiles adjusted Avg Lexile: 827L	+68L		240L	39192
322/568 lexiles adjusted Avg Lexile: 812L	398/568 lexiles adjusted Avg Lexile: 823L	344/568 lexiles adjusted Avg Lexile: 843L	307/568 lexiles adjusted Avg Lexile: 867L	493/568 lexiles adjusted Avg Lexile: 864L	+74L		130L	25384
376/588 lexiles adjusted Avg Lexile: 763L	432/588 lexiles adjusted Avg Lexile: 780L	357/588 lexiles adjusted Avg Lexile: 792L	356/588 lexiles adjusted Avg Lexile: 804L	475/588 lexiles adjusted Avg Lexile: 797L	+69L		125L	27463
201/634 lexiles adjusted Avg Lexile: 689L	376/634 lexiles adjusted Avg Lexile: 697L	370/634 lexiles adjusted Avg Lexile: 715L	382/634 lexiles adjusted Avg Lexile: 720L	548/634 lexiles adjusted Avg Lexile: 721L	+71L		100L	30871

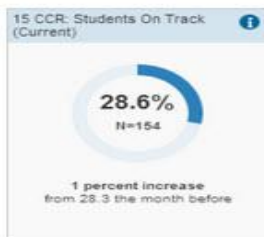
ESTABLISHING GOALS AND EXPECTATIONS: Achieve3000's NEW Leadership Edition

Cloud-based dashboard that allows busy leaders to easily monitor the health of their implementation.

- Anytime, anywhere access featuring at-a-glance review of 21 implementation indicators with clear action steps
- Quick and easy paths for assessing the data and communicating program effectiveness

21 Metrics Help You Identify Exceptions at a Glance

College Readiness



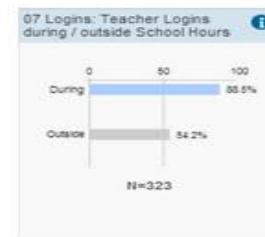
Lexile & LevelSet



Student Logins



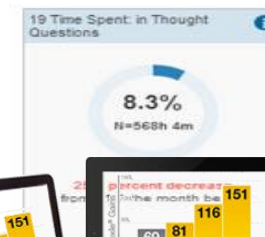
Teacher Logins



Activity Indicators



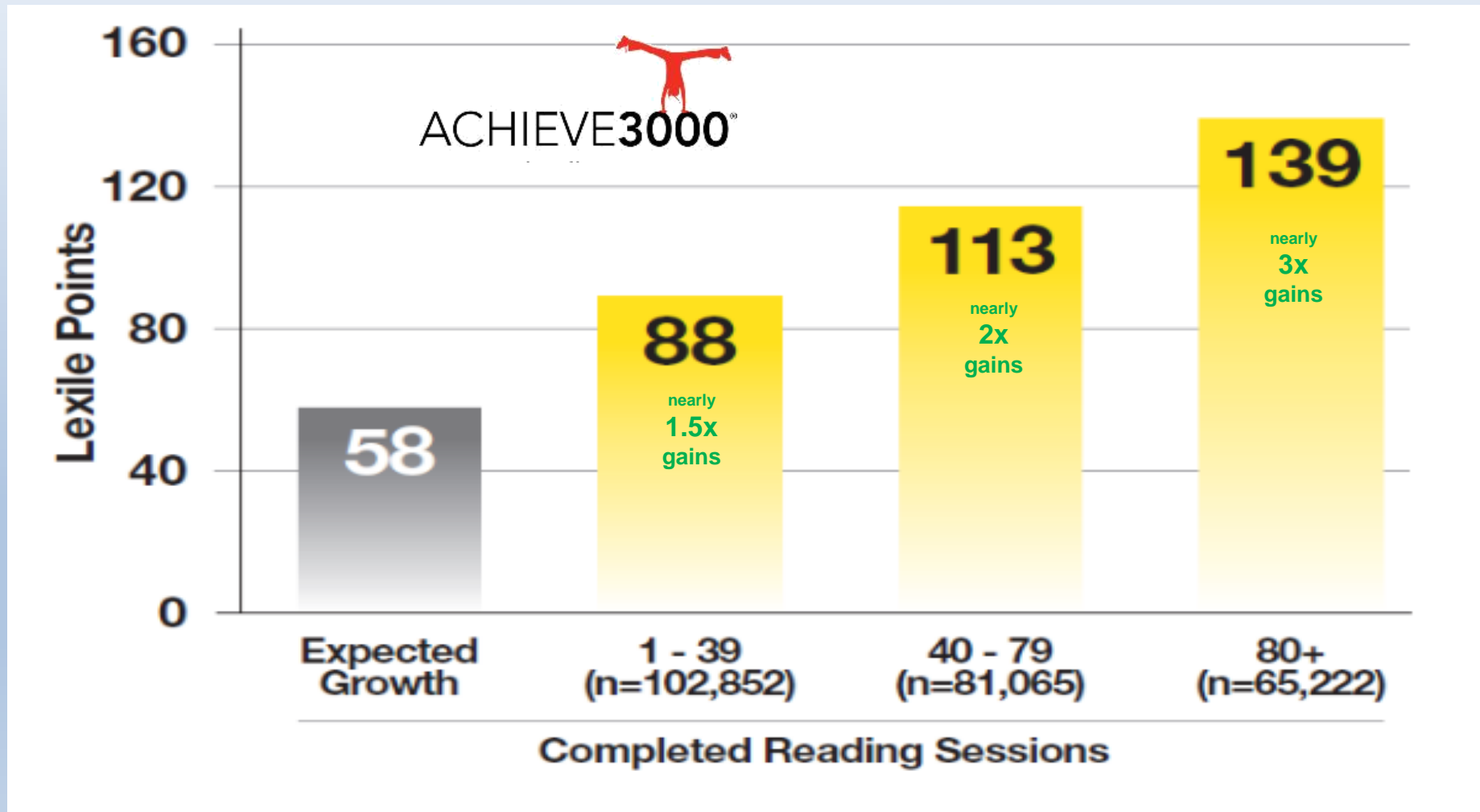
Time Spent



ACHIEVE3000'S PILLARS

PROVEN TO ACCELERATE
LITERACY GAINS

Proven Effective: Nationwide



Gold-Standard Study by Magnolia Consulting

A Final Report for the
Evaluation of the
Achieve3000 Programs
October 13, 2015



magnolia
consulting
cultivating learning and positive change
www.magnoliaconsulting.org

Summary of Findings for Students Who Used Achieve3000

Together, treatment-group findings indicate that as a group, students who used Achieve3000 demonstrated substantively important and statistically significant gains on the GMRT-4 and LevelSet assessments (see Table 18).

Table 18. Summary of Main Findings for Achieve3000 Users

Assessment	Effect Size	Statistically Significant Impact	Substantively Important Effect Size*
GMRT-4 Vocabulary Gain	0.43	♦	♦
GMRT-4 Reading Comprehension Gain	0.47	♦	♦
GMRT-4 Total Reading Gain	0.48	♦	♦
LevelSet Lexile Gain	0.33	♦	♦

*Substantively important based on the WWC Standards.

WHO WAS IN THE STUDY?

16



46



1012



During the 2014/15 school year, the Achieve3000 program was implemented in 16 schools in 4 districts across the U.S. The study included 46 teachers and 1012 students.

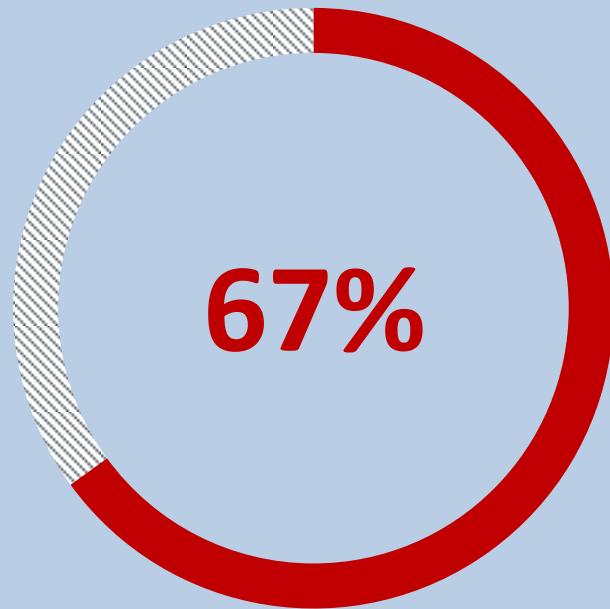
HOW DID THEY IMPLEMENT THE PROGRAMS?



Treatment Teachers implemented the Achieve3000 program for 2 days per week, averaged 90 minutes on the program, and at least one lesson.

Comparison Teachers implemented their existing ELA programs.

More students are extending learning with Achieve3000



National After-School Usage

67% of Achieve3000 students logged in after school hours

Students logged in 8,072,256 times after school during the school year.

Make Learning Accessible Anytime, Anywhere



New Apps....Online and Offline



EDUCATIONAL LEADERSHIP CABINET



Dr. Cindy Elsberry
Former Superintendent, Horry County Schools, South Carolina

BLENDED LEARNING

performing districts.



Dr. Michael Almeida
Former Superintendent, Coventry Public Schools, Rhode Island

LEADERSHIP DEVELOPMENT

the implementation of 1:1 digital access for all students.



Dr. Michael Kamil
Professor Emeritus of Education, Stanford University

ADOLESCENT LITERACY

education, and has been a member of both the National Reading Panel and the National Literacy Panel.

New Education Trends Report!



Saki Dodelson
Founder, President, and CEO, Achieve3000

As the founder, president and CEO of Achieve3000, Saki has leveraged over two decades of experience in technology and education in her mission to use differentiated instruction to dramatically accelerate students' reading levels and prepare all kids for college and career. Saki has been named a "Hall of Fame" Entrepreneur and one of New Jersey's Best 50 Women in Business by the New Jersey Business Journal.



Dr. Douglas Fisher
Professor of Educational Leadership, San Diego State University

LITERACY RESEARCHER/PRACTITIONER

focuses on school improvement, especially in the areas of quality instruction and raising student achievement.



Kevin E. Baird, MBA
Chairman, Center for College & Career Readiness

COLLEGE & CAREER

departments of education.



Dr. John M. Nelson III
Former Assistant Superintendent, Chula Vista Elementary School District, California

STATE ASSESSMENTS

student outcomes and passionate advocate for English language learners.

DATA DRIVEN DECISION MAKING

Mitigate Summer Learning Loss

Professional Learning Services

True Partnership

Real-Time Data

DEEPLY DIFFERENTIATED INSTRUCTION

Reading

Instruction

ONC

CHALLENGE

ent Standards

Research-

tion

PROV

ACHIEVE3000®

LITERACY GAINS

Parent Connection

Aligned to State Standards

Auto Adjust

TRULY BLENDED LEARNING



Elementary Schools' Action Plan Review of 2015-16 Goals



Common Elementary Goal #1

- *During the 2015-2016 school year, teachers will continue to refine practices and develop pedagogy to **support** balanced literacy instruction and the implementation of the newly adopted math program. Building-level literacy coaches, the Elementary Literacy Coordinator, and school and district administrators will provide monitoring and support through Instructional Rounds and walk-throughs.*

Action Steps for Goal 1: In Progress

- Staff attended all reading and math trainings during early release days and professional development days.
- School Administration participated in Instructional Rounds.
- Word walls were created and updated that summarized grade level progress on 1 of each School's Action Plan goals.
- Staff shared the data wall with their class and discussed what they see for their grade level.
- Organized Math Enrichment activities in small or large group, including School wide STEM Enrichment Days.
- PLC agendas included both reading and math initiatives and trainings/support occurred during this time as needed.

Common Elementary Goal #2

- *By June 2016, the percentage of our students in PreK, Kindergarten and grade 1 performing at or above benchmark will increase a minimum of 10% as measured by the **Early Literacy STAR assessment.***

Atkinson Academy – Early Literacy

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Kindergarten	28	58%	57%	81%	↑23%
Grade 1	40	67%	73%	90%	↑23%

Danville School – Early Literacy

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Kindergarten	27	41%	61%	71%	↑30%
Grade 1	40	58%	73%	67%	↑9%

Pollard School – Early Literacy

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Kindergarten	59	53%	67%	64%	↑11%
Grade 1	80	45%	81%	71%	↑26%

Sandown North - Early Literacy

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Grade 1	55	25%	76%	65%	↑40%

Sandown Central – Early Literacy

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Kindergarten	64	59%	56%	63%	↑4%

Common Elementary Goal #2

- *By June 2016, the percentage of students grades 2-5 performing at or above benchmark will increase a minimum of 5% as measured by the **Reading STAR assessment.***

Atkinson Academy– STAR Reading

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Grade 2	56	76%	79%	86%	↑10%
Grade 3	64	69%	77%	78%	↑9%
Grade 4	44	80%	89%	89%	↑9%
Grade 5	80	84%	86%	88%	↑4%

Danville STAR Reading

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Grade 2	47	62%	72%	80%	↑18%
Grade 3	57	71%	79%	77%	↑6%
Grade 4	52	78%	85%	88%	↑10%
Grade 5	28	59%	63%	75%	↑16%

Pollard – STAR Reading

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Grade 2	86	70%	83%	80%	↑10%
Grade 3	77	75%	79%	75%	0%
Grade 4	77	67%	76%	69%	↑2%
Grade 5	76	77%	87%	79%	↑2%

Sandown North – STAR Reading

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Grade 2	66	55%	66%	79%	↑24%
Grade 3	71	60%	77%	82%	↑22%
Grade 4	73	73%	89%	81%	↑8%
Grade 5	77	74%	86%	90%	↑16%

Action Steps for Goal 2: In Progress

- Schools participated in a Fall Curriculum Night to educate parents on current curriculum and programming offered.
- All students in Tier I received high quality, research based instruction differentiated to meet their needs.
- All students were screened to identify struggling learners who were in need of additional support.
- STAR Data was analyzed after scheduled benchmarking.
- Schools participated in Data Days as well as shared data monthly with school level Data Teams.
- Staff participated in all district level Literacy trainings
- All students practiced strategies to increase their skills with testing technologies.

Common Elementary Goal #3

- *By June 2016 the percentage of our students in grades 1-5 performing at or above benchmark will increase a minimum of 5% as measured by the **Math STAR assessment**.*

Atkinson Academy – STAR Math

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Grade 1	49	86%	94%	86%	0%
Grade 2	56	76%	95%	88%	↑12%
Grade 3	65	85%	85%	81%	↓4%
Grade 4	44	77%	89%	89%	↑12%
Grade 5	80	92%	96%	93%	↑1%

Danville School – STAR Math

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Grade 1	42	Did Not Test	98%	95%	↓3%
Grade 2	49	63%	78%	86%	↑23%
Grade 3	57	82%	93%	89%	↑7%
Grade 4	53	90%	96%	94%	↑4%
Grade 5	28	93%	93%	93%	0%

Pollard School – STAR Math

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Grade 1	78	Did Not Test	88%	88%	0%
Grade 2	86	73%	80%	85%	↑12%
Grade 3	77	84%	83%	77%	↓7%
Grade 4	77	82%	76%	73%	↓9%
Grade 5	76	81%	91%	88%	↑7%

Sandown North – STAR Math

Percentage of Students At or Above Benchmark (40%ile or above)

	Total # of Students Tested	Fall	Winter	Spring	Fall to Spring Difference
Grade 1	55	51%	87%	80%	↑29%
Grade 2	66	75%	88%	83%	↑8%
Grade 3	71	84%	90%	89%	↑5%
Grade 4	73	83%	89%	92%	↑9%
Grade 5	77	88%	86%	91%	↑3%

Action Steps for Goal 3: In Progress

- Schools participated in a Fall Curriculum Night to educate parents on current curriculum and programming offered.
- All students in Tier I received high quality, research based instruction differentiated to meet their needs.
- All students were screened to identify struggling learners who were in need of additional support.
- Staff participated in all school level and/or district level enVision Math trainings
- Teachers used STAR data to identify and target student need.
- Teachers provided targeted differentiated instruction based upon those needs.
- Communication with parents included curriculum overview, conferences, newsletters, STAR parent reports.

Atkinson Academy Action Plan Review



Goal 1

- By June 2016, Atkinson Academy staff will record all student minor behaviors using the School Wide Information System (SWIS) and plan and implement 3 themes/ roll outs that model behavior expectations of the targeted behaviors as identified through the analysis of the SWIS data.

Action Steps for Goal 1: MET

- ✓ Reviewed expected behavior with staff and students
- ✓ Each classroom teacher showed bus behavior PowerPoint to students while reinforcing proper bus etiquette
- ✓ Reviewed respectful behavior at an assembly
- ✓ ABC Committee along with staff discussed possible rollouts after reviewing last year's data from SWIS
- ✓ Analyzed data to determine a weakness in listening behavior
- ✓ Mini workshop for staff on whole body listening which integrates all the senses - Occupational Therapist and Speech Language Therapist
- ✓ Introduced whole body listening behavior rollout
- ✓ Rollouts during the school year
 - ✓ Bus behavior
 - ✓ Assembly behavior
 - ✓ Cafeteria Behavior
- ✓ Review with staff SWIS data report for 2015 -2016 school year
- ✓ Summer work for ABC team to determine next steps to model expected behaviors

Danville Elementary Action Plan Review



Goal 1

- The staff will work to improve school culture through the enhancement of student academic engagement, student personal responsibility for learning and behavior, and student expression of personal interests. Success will be measured by student progress and a decrease in negative behaviors as recorded through our School-Wide Intervention Systems (SWIS) data and student voice as reported through the Tripod Survey.

Action Steps for Goal 1: MET

- ✓ SWIS data reveals office referrals are down 33%
- ✓ SWIS data reveals many behavioral referrals occur during unstructured times (Recess/Bus)
- ✓ Experimented with 21st century desks (balance balls, standing desks)
- ✓ Focused instruction for behaviors requiring reteach techniques and reinforced by offering Power Play groups
- ✓ Tripod Survey indicates students at all levels feel supported and cared for in school

Goal 2

- Staff will increase their understanding of Response to Instruction (RTI) practices by establishing universal protocols for interventions, and using research based methods, while monitoring growth. Success will be measured through formative and summative assessments, universal screenings and the progress monitoring of targeted skills.

Action Steps for Goal 2: MET

- ✓ Benchmark assessments and screening tools allowed us to identify students needing interventions accurately and early
- ✓ Small group lessons and homework differentiated
- ✓ Closely monitoring and adjusting interventions efficiently at all professional levels
- ✓ On-line PLC meetings with data coach from Renaissance Learning once each trimester
- ✓ School wide data days with representation from all involved professional staff

Pollard School Action Plan Review



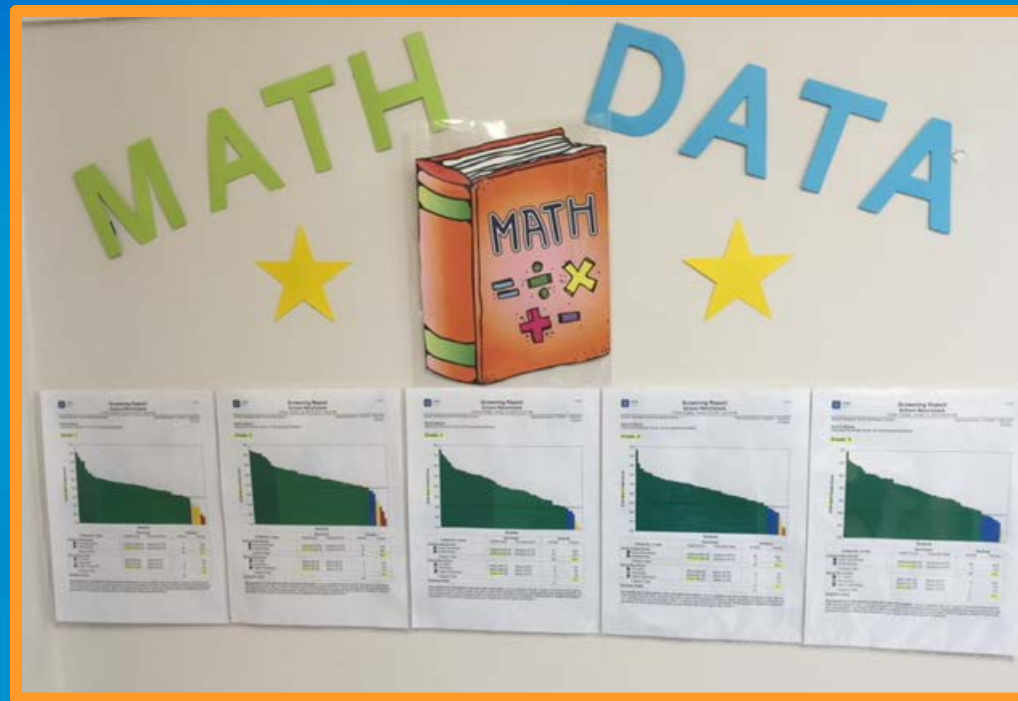
Goal 1

- *By June 2016, Pollard School staff will plan and implement 3 roll outs targeting behaviors needing to be decreased as identified through the analysis of our School Wide Information System (SWIS) data.*

Action Steps for Goal 1: MET

- All staff participated in a refresher training for behavior communication protocols in August and throughout the school year during staff meetings and PLC's.
- Bucket Filling & Expected vs. Unexpected Behaviors (common language) was introduced to new students and staff and reinforced for all throughout the year.
- Universal Team reviewed SWIS data bi-monthly to determine roll out areas using the district data protocols.
- Roll out areas included:
 - Hallway expectations
 - Expected vs. unexpected behaviors (Social Thinking curriculum)
 - Playground expectations
 - Classroom expectations

Sandown North Action Plan Review



Goal 1

- By April of 2016, Sandown North's student population will be represented by educators from each grade level and across instructional specialties in each of our school's culture and performance committees.

Each committee will have at least one administrator, classroom teacher, instructional specialist, and unified arts specialist. Grade levels will be equally represented in all committees.

Action Steps for Goal 1: MET

Professional Responsibility	Committees
Grade 1	Leadership, Universal, Wellness
Grade 2	Leadership, Universal, Sunshine
Grade 3	Leadership, Universal, ERT, Sunshine
Grade 4	Universal, Leadership
Grade 5	Leadership, Universal, ERT
Unified Arts	Leadership, Universal, ERT, Wellness, Sunshine
Instructional Specialists	Leadership, Universal, Target, Instructional, ERT, Wellness, Intensive, Sunshine
Administrative	Leadership, Universal, Target, Instructional, ERT, Intensive, Wellness
Community	ERT
Support Staff	Universal, ERT, Sunshine, Wellness

Goal 2

- By June 2016, students will partake in daily experiences that engage multiple modes of learning, as measured by classroom visits and SWIS data.

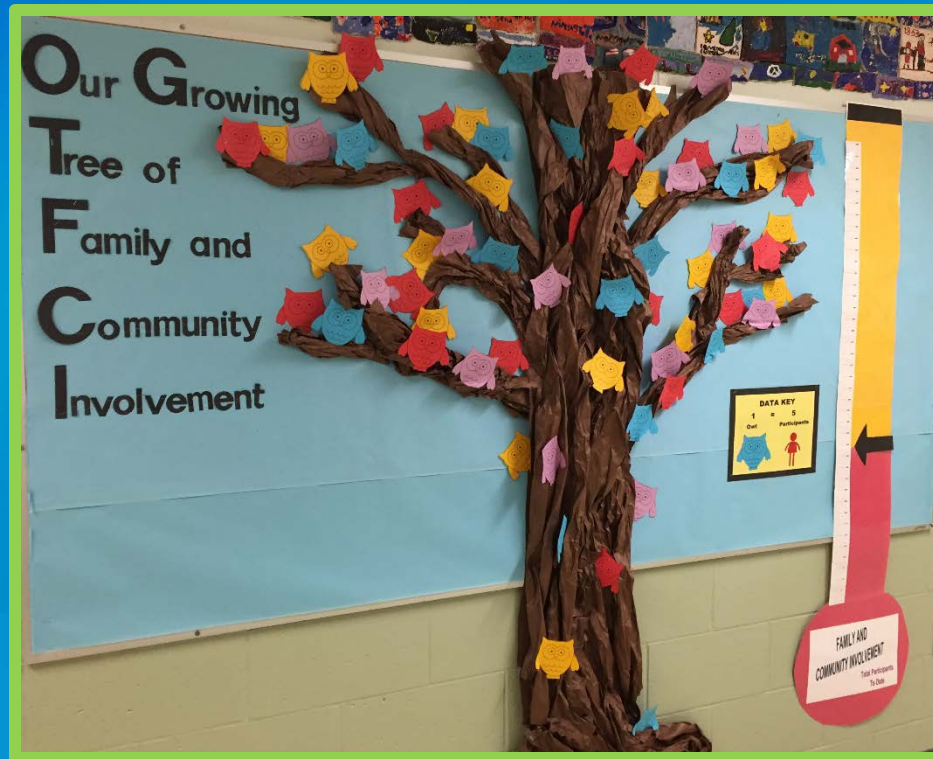
Action Steps for Goal 2: In Progress

*Focus changed to meeting the needs of all students by differentiating

- ✓ Leadership monitored whole school data and asked questions:
 - ✓ What can be learned from existing effective practices?
 - ✓ What structures encourage ineffective practices?
 - ✓ How do we use the information to improve instruction?
- ✓ Developed procedure for newly enrolled students
 - ✓ Teacher and Literacy Specialist review folder
 - ✓ Questions are raised and answers pursued
 - ✓ Conversations occur at the Professional Learning Community level
 - ✓ Student added to a social lunch bunch group

What we believe: If we differentiate and provide choices that focus on student interests, learning styles and abilities, then students are more likely to remain engaged, persevere, and be successful.

Timberlane Learning Center (TLC) at Sandown Central Action Plan Review



Goal 1

- During the 2015-2016 school year, teachers will develop skills for implementing positive behavioral intervention practices and instructional practices. Skills will be designed to maximize student engagement with materials, peers and adults, and to promote family involvement, resulting in a positive culture for learning, social-emotional growth and stability. Success will be demonstrated when procedures for responding to individual children are documented and all classrooms are implementing evidence-based practices with fidelity.

Action Steps for Goal 1: In Progress

- ✓ Staff participated in professional development that focused on social-emotional skills and behavior intervention strategies.
- ✓ Preschool staff provided support and training to Kindergarten staff to promote consistency in the design and use of behavioral intervention across all settings.
- ✓ Staff continued year two of SEE- Change State initiative.
- ✓ Our data wall reflected family and community engagement. From September to June, our data showed that over time, nearly 800 people participated in activities and events to support student learning.
- ✓ TLC program becomes part of NH State Systemic Improvement Plan cohort.
- ✓ Staff participated in Pyramid Model training in preparation for meeting the requirements of the state improvement plan.
- ✓ PBIS Leadership team established and met monthly.
- ✓ Behavior expectations were identified and documented.

Elementary Level Common Goals for 2016-17 School Year

- In the 2016-2017 school year, TRSD elementary school administrators and staff will develop their capacity in the area of **diversity awareness** and cultural responsibility as measured by the successful completion of specific action steps articulated at each school.
- In the 2016-2017 school year, TRSD elementary schools will focus on a "**Cleaner Greener**" school environment by coordinating community outdoor clean up events at each school campus.
- In the 2016-2017 school year, TRSD elementary schools will improve teaching practices and student engagement as measured by the Tripod Student Perceptions Survey and by the successful completion of specific action steps to address a **Tripod 7c Focus Area**.

Elementary Level Common Goals for 2016-17 School Year continued

ACADEMIC GROWTH:

- By June of 2017, a percentage of all students (% determined by individual schools) will have met the Student Growth Percentile (SGP) expectation of 40 or greater in the areas of Early Literacy, Reading, and Math as measured by the **STAR Early Literacy Assessment, the STAR Reading Assessment and/or the STAR Math Assessment.**

Cleaner Greener Timberlane Initiative Update

September 15, 2016

- Committee met for planning purposes on August 24.
- MISSION STATEMENT: **The *Timberlane Regional School District Cleaner, Greener Timberlane Program* is committed to supporting beautification and clean-up programs that foster and encourage school pride and community partnerships for all school campuses in the district.**
 - Approved 7-0
- Dates for the programs: Saturday October 29, 2016 and Saturday, May 6, 2017. October will be a Clean Up Day and April will be a Planting Day.
- Time for Programs – 8 am – 11 am
- Schools are setting up teams for the program that include PTA/Teacher/Admin teams/Civic Organizations
- Schools are activating student groups such as Cub Scouts, Leadership Groups, and Extracurricular groups.
- AJB Farms and Green Image Lawn Service have been recruited as sponsors for the events and the Plaistow YMCA is looking to support the event as well. I will be working out the details of their participation prior to the next team meeting
- Developing signup/registration forms for the events
- Will be meeting with Mr. Stokinger to cover all budgetary elements and any insurance needs.
- Next Team Meeting will be September 28, 3:30 at the high school



Phone: (603) 228-2061
or (800) 272-0653
Fax: (603) 228-2351

<http://www.nhsba.org>

Officers

Donald Austin
President, Somersworth

Heidi Chaney
1st Vice-President, Shaker Regional

Shannon Barnes
2nd Vice-President, Merrimack

John Falconer
Immediate Past President

"CALL" FOR NHSBA RESOLUTIONS

To: All School Board Chairs
All Superintendents

From: Theodore Comstock, Executive Director

Date: August 26, 2016

Note: This mailing is being distributed to Superintendents and School Board Chairs only. It is also available via the NHSBA web site <http://www.nhsba.org>. Please duplicate and disseminate to other members of the school board.

Does your school board have a resolution that NHSBA should consider?

Any successes that we realize in the Legislature are due to the participation of our membership throughout the year. It begins with the collection of proposed resolutions in the fall for eventual consideration at our annual Delegate Assembly in January. Proposed resolutions are submitted to the NHSBA Board of Directors for review and recommendations. These suggestions then go to the Delegate Assembly for final action.

NHSBA's positions on major education legislative and regulatory matters are directed by the Official Resolutions adopted by our Delegate Assembly each year. The process of adopting Resolutions is always a major part of our Delegate Assembly (scheduled for January 21, 2017) and represents one of the most important activities of our Association for the entire year.

The purpose of this memorandum is two-fold. First, this is to be considered the "official call" for Resolution proposals from our member school boards. All member boards are encouraged to submit proposals for consideration by the Delegate Assembly. Resolution proposals can cover any education topic viewed as appropriate by your school board and are generally stated as:

NHSBA supports ... or NHSBA opposes...

The Resolution can be directed toward the State Legislature, Congress, the State Board of Education, the State Department of Education, the Association itself, or others as you deem appropriate. Resolutions must be proposed by majority vote of a member school board, but not by an individual member(s) of a school board, non-member school boards, or any school district or SAU staff member.

Executive Director
Dr. Theodore E. Comstock
sklesq@aol.com
NH School Boards Association
25 Triangle Park Drive, Suite 101
Concord, NH 03301

Please be as clear and concise as possible with the wording of your resolution so the intent, as well as the requested action, is understandable. The attached form, using appropriate format, should be used to provide the resolution as well as a brief rationale or explanation of the purpose of the resolution.

All proposed resolutions must be returned to NHSBA by October 21, 2016 for review by the NHSBA Board of Directors. The proposals, including the Board of Directors' recommendation for action on each proposal, will be redistributed to all member districts for review at least 30 days prior to the Delegate Assembly. This will allow ample time for boards to discuss all proposed resolutions and give direction to the board's delegate to the Delegate Assembly on how to vote on a given proposal.

Remember, proposed resolutions must be received in the NHSBA office no later than October 21, 2016.

The second purpose of this memorandum is to provide you with a copy of the NHSBA current set of Resolutions as adopted by the 2016 Delegate Assembly (see attached) and the 2016 NHSBA Policies, Resolutions and Statements of Belief Manual. We encourage you to review the enclosed materials to see whether the subject matter of a resolution that you contemplate submitting is already covered by existing resolutions. This will save you time, and you can then be assured that your idea for a new resolution has already been addressed by actions of previous delegate assemblies. The subject matter (e.g. funding, governance, etc.) of the enclosed resolutions is categorized for your easy reference.

Feel free to call me if you have any questions about the resolution's adoption process or on any proposed resolution you may be considering. NHSBA staff is always ready to help your board get the issues of importance to you on NHSBA's agenda. Don't hesitate to call us.

I cannot over-emphasize the importance of this activity to the direction of NHSBA in the year ahead. I hope you consider this a very high priority. It really is important!

Thank you in advance for your consideration.

New Hampshire School Boards Association



N H S B A
NEW HAMPSHIRE
SCHOOL BOARDS
ASSOCIATION
Incorporated 1946

**Proposed
Resolution
for Consideration
by the
2017 NHSBA
Delegate Assembly**

Please duplicate this form to allow for submission of each proposed Resolution on a separate form.

Deadline for Submission to NHSBA: October 21, 2016

The _____ School Board submits the following proposed Resolution for Consideration at the 2017 NHSBA Delegate Assembly:

RATIONALE: (Please limit your rationale statement to the space provided, single-spaced, typewritten. This is a required part of the process of submitting a Resolution for consideration by the 2017 NHSBA Delegate Assembly. This rationale statement will be presented to the Assembly with the proposed Resolution and the recommendation of the NHSBA Board of Directors.)

Signature of School Board Chair

Date

Please remember that proposed Resolutions must be submitted by a majority vote of the local member School Board, not by individual members of the School Board or members of the school district staff.

For additional information, please contact:

Theodore E. Comstock, Executive Director and General Counsel
New Hampshire School Boards Association
25 Triangle Park • Suite 101 • Concord, NH 03301
Telephone: 603/228-2061 • NH Toll Free: 1-800/272-0653 • Fax: 603/228-2351
Web Site: <http://www.nhsba.org> eMail: sklesq@aol.com

New Hampshire School Boards Association

Resolutions for 2016

Adopted by the 2016 NHSBA Delegate Assembly – January 16, 2016

Local Control and School District Autonomy:

1. **NHSBA** supports state and federal legislation that affirms the responsibility for education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system's mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)
2. **NHSBA** supports legislative affirmation of the management right associated with teacher evaluation that is an integral component of the requirement that school boards adopt a teacher evaluation policy. Further, NHSBA supports involving teachers and principals by allowing a reasonable opportunity to comment on draft school board evaluation policy, understanding that the school board has the sole prerogative to adopt a local policy it deems appropriate. (2014)
3. **NHSBA** supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)
4. **NHSBA** supports the development of curriculum for use by trained teachers in grades K-12 to educate students in the prevention of sexual abuse, with such curriculum to be developed locally using either a model developed by the New Hampshire Department of Education or by one of the 13 state agencies that already use evidence-based sexual abuse prevention education. (2016)
5. **NHSBA** supports modifying RSA 193:12 to add the following:
"Any person who provides false information for the purpose of establishing residency for school attendance or any person who assists in doing so, may be required to remit full restitution to the school district of the improperly attended school." (2016)
6. **NHSBA** supports New Hampshire's adoption of updated requirements in statutes and rules that reflect current document imaging technologies and backup capabilities. (2016)

State Board of Education:

7. **NHSBA** supports the adoption of statutory language requiring that any statute or New Hampshire Department of Education rule, which mandates the adoption of local school board policies, will expire after five years; and that such statute or rule cannot be renewed without full public hearings, debate and re-authorization by the New Hampshire Legislature. All rules and regulations stipulated by the New Hampshire Department of Education must be submitted to the full New Hampshire Legislature for final consent and approval. (2015)

Public Pension System:

8. **NHSBA** supports legislation to strengthen the financial health and stability of NHRS, including any potential transition to a cost-saving plan such as hybrid or cash balance plans, based on sound actuary analysis. (2015)

Safety Committee Goals 2016-2017

*Kelly Ward, Committee Co-Chair
George Stokinger, Committee Co-Chair*

MISSION

The Timberlane Regional School District Safety Committee will work collaboratively to make recommendations in order to provide our schools with a safe and accessible environment for student and employees that supports and enhances the delivery of educational services. In providing this safe environment, the Committee will:

- Ensure the safety of all our students and employees by consistently monitoring the best available practices.
- Seek safety recommendations from each school's Principal, Facilities Director, Primex³ insurance and other qualified staff in order to maintain the best possible safety practices.
- Review and develop safety practices that help prevent the outbreak of any illness that can be transmitted within our facilities.
- Review and update the district safety plan. Work with local town governments to establish said district safety plan.

SMART GOALS

The Timberlane Regional School District Safety Committee will meet at least four times during the 2016-17 school year to discuss ways to support the mission of the group. Representation from each school, the School Board, the district Facilities Director, the Superintendent's Leadership Team, and community safety resources will inform the committee of the current state of their respective building and grounds and make recommendations towards continuous improvement. The Committee will provide the School Board with safety recommendations for future consideration.

Curriculum and Assessment Committee Goals 2016-2017

Sue Sherman, Committee Co-Chair

Deb Armfield, Committee Co-Chair

MISSION

The mission of the Timberlane Regional School District Curriculum and Assessment Committee is to review and recommend all curriculum, curriculum support materials and related assessments to the Superintendent Leadership Team and School Board.

SMART GOALS

GOAL 1

During the 2016-17 school year, the Timberlane Regional School District and the Curriculum and Assessment Committee will review, evaluate and approve curriculum documents in the content areas of: Art, Music, FAC's, Business, ICT, Engineering, and Industrial Trades. Evidence of goal attainment will be reflected in the approved and adopted curricula district-wide.

GOAL 2

During the 2016-17 school year, the Timberlane Regional School District Curriculum and Assessment Committee will review and approve any new instructional programs or materials necessary to implement new curricula. Evidence of goal attainment will be reflected in proposals to the School Board and the adoption of new programs.

GOAL 3

During the 2016-17 school year, the Timberlane Regional School District Curriculum and Assessment Committee will continue to develop a District grading and reporting philosophy, and support the development and approval of District report cards and related policies that are aligned to newly adopted curricula and competencies.

Policy Committee Goals 2016-2017

Mr. Peter Bealo, Committee Co-Chair

Dr. Earl Metzler, Committee Co-Chair

MISSION

The TRSD Policy Committee maintains existing and creates new district policies. The Policy Committee recommends policies and revisions to the entire TRSD School Board for their approval.

SMART GOALS

GOAL 1

During the 2016-2017 school year, the TRSD Policy Committee will review district policies to keep current with revisions to NH RSAs, case law and recommendations from the New Hampshire School Board Association and the National School Board Association.

GOAL 2

During the 2016-2017 school year, the TRSD Policy Committee will have the entire catalog of TRSD policies indexed to determine which policies are referenced by any other policy. Such an index will allow the committee to ensure that proposed policy changes or deletions do not negatively affect other policies unknowingly.

GOAL 3

During the 2016-2017 school year, the TRSD Policy Committee will meet on the first Thursday of each month that the school board conducts its business.