

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, OCTOBER 6, 2016

Regular Meeting - 7:30 PM

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

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

AGENDA

1. **7:30 PM** Call to Order – Chair (10 minutes)
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Delegations or Individuals
5. Current Business
 - a. **7:40PM** Public Hearing on Donation – Pollard School – ACTION (5 minutes)
 - b. **7:45PM** Donation – Sandown North* – ACTION (5 minutes)
 - c. **7:50PM** School Campus Resource Officer – INFORMATIONAL (5 minutes)
 - d. **7:55PM** Policies (second read) – ACTION (10 minutes)
 - e. **8:05PM** CIP Report* – ACTION (30 minutes)
 - f. **8:35PM** Full Day Kindergarten – INFORMATIONAL (15 minutes)
 - g. **8:50PM** Action Plans/Star Data II* – INFORMATIONAL (30 minutes)
 - h. **9:20PM** NHSBA Resolutions – ACTION (10 minutes)
 - i. **9:30PM** NSBA Conference – ACTION (10 minutes)
 - j. **9:40PM** Budget Process Overview – INFORMATIONAL/ACTION (10 minutes)
6. **9:50PM** Administrator's Report
 - a. Update on School Activities – INFORMATIONAL
7. **9:55PM** Personnel Report
8. **10:00PM** Committee Reports
9. **10:05PM** Reports of the School Board
10. **10:10PM** Approval of Minutes
 - a. September 15th public and nonpublic sessions
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **10:20PM** Other Business (if time permits)
14. Non-public (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
October 5	SAU Board Meeting	SAU	7:00 PM
October 19	SAU Board Meeting (Budget Work Session)	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
November 22	Joint School Board/Budcom Meeting	SAU	7:00 PM
December 1	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 October 6, 2016 School Board Meeting

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

5. CURRENT BUSINESS

a. Public Hearing on Donation – 5 minutes

Per policy KCD and RSA 198:20-b, the board must hold a public hearing on any donation in excess of \$5,000. The Pollard PTA is donating \$15,383.58 towards the purchase of playground equipment. Michelle Auger to present playground phasing plan. ACTION

b. Donation – 5 minutes

Jo-Ann Georgian to present donation of \$3,920.00 from the New England Dairy and Food Council to be used to promote healthy eating and exercise. ACTION

c. School Campus Resource Officer – 5 minutes

Don Woodworth, Mike Hogan and Tony DiBartolomeo to introduce new SCRO Plaistow Police Officer Jennifer Haas. INFORMATIONAL

d. Policies – 5 minutes

Second 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

e. CIP Report – 30 minutes

Sue Sherman and members of the CIP Committee to present the District Capital Improvement Plan for board approval. ACTION

f. Full Day Kindergarten – 15 minutes

Rob Collins and Dan Guide to lead the discussion on full day kindergarten INFORMATIONAL

g. Action Plans/Star Data Part II – 45 minutes

Secondary principals to present action plans and Christi Michaud to present on secondary Star Data. (Music and Athletics to be presented October 20th.) INFORMATIONAL

h. NHSBA Resolutions – 10 minutes

Rob Collins to present proposed resolution for submission to NHSBA. ACTION

i. NSBA Conference – 10 minutes

Chairman Bealo seeking board action on proposal to send 3 board members to the March 25-27, 2017 NSBA Conference in Denver, CO. (one weekend and three workdays). Estimated cost per person (flight, conference, food, hotel) - \$2,600.

j. Budget Process Overview – 10 minutes

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

Two sets: September 15 public and nonpublic session minutes.

11. CORRESPONDENCE

12. VENDOR AND PAYROLL REGISTERS

13. OTHER BUSINESS

14. NON-PUBLIC *(if needed)*

15. FUTURE DATES

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

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

Back-Burner List

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

TITLE XV EDUCATION

**CHAPTER 198
SCHOOL MONEY**

Miscellaneous Provisions

Section 198:20-b

198:20-b Appropriation for Unanticipated Funds Made Available During Year. -

I. Notwithstanding any other provision of law to the contrary, any school district at an annual meeting may adopt an article authorizing indefinitely, until specific rescission of such authority, the school board to apply for, accept and expend, without further action by the school district, unanticipated money from a state, federal or other governmental unit or a private source which becomes available during the fiscal year. The following shall apply:

(a) Such warrant article to be voted on shall read: "Shall the school district accept the provisions of RSA 198:20-b providing that any school district at an annual meeting may adopt an article authorizing indefinitely, until specific rescission of such authority, the school board to apply for, accept and expend, without further action by the school district, unanticipated money from a state, federal or other governmental unit or a private source which becomes available during the fiscal year?"

(b) If a majority of voters voting on the question vote in the affirmative, the proposed warrant article shall be in effect in accordance with the terms of the article until such time as the school district votes to rescind its vote.

II. Such money shall be used only for legal purposes for which a school district may appropriate money. No funds disbursed from the education trust fund pursuant to RSA 198:42 shall, under any circumstances, emergency or otherwise, be deemed to be unanticipated money under the provisions of this section.

III. (a) For unanticipated funds in the amount of \$5,000 or more, the school board shall hold a prior public hearing on the action to be taken. Notice of the time, place, and subject of such hearing shall be published in a newspaper of general circulation in the relevant municipality at least 7 days before the meeting is held.

(b) A school board may establish the amount of unanticipated funds required for notice under this subparagraph, provided such amount is less than \$5,000. For unanticipated funds in an amount less than \$5,000, the school board shall post notice of the funds in the agenda and shall include notice in the minutes of the school board meeting in which such funds are discussed. The acceptance of unanticipated funds under this subparagraph shall

be made in public session of any regular school board meeting.

IV. Action to be taken under this section shall:

(a) Not require the expenditure of other school district funds except those funds lawfully appropriated for the same purpose; and

(b) Be exempt from all provisions of RSA 32 relative to limitation and expenditure of school district moneys.

Source. 1981, 167:1. 1991, 329:1. 1993, 176:12, 13. 2000, 201:1. 2005, 188:1, eff. Aug. 29, 2005.

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.



THE POLLARD PLAYGROUND 2016



We are asking the School Board to accept the PTA's gift of \$15,383.58 to be used to purchase the second and third phases of the playground.

We have ordered the 2nd and 3rd phases of the playground and the estimated delivery date is October 23rd. Pollard will be organizing a community build. Price includes one day of supervision of a community build effort. Surfacing and concrete for footings are not included.

We budgeted for Phase 2 of the playground in the 2016-17 budget in our Replacement Equipment Account (1100-737-25). Both the Pollard PTA and our school community have been hard at work and have the remaining money needed to purchase Phase 3.

The total cost of Phase 2 & 3 of the playground is **\$30,338**.

Replacement Equipment Account	\$13,500.00
Uno's Fundraiser	\$1,009.87
From PTA	\$15,383.58
2016 Fifth Grade Gift	\$444.55



POLLARD SCHOOL

STRUCTURE PS3-31068

For illustrative purposes only. Colors may vary.

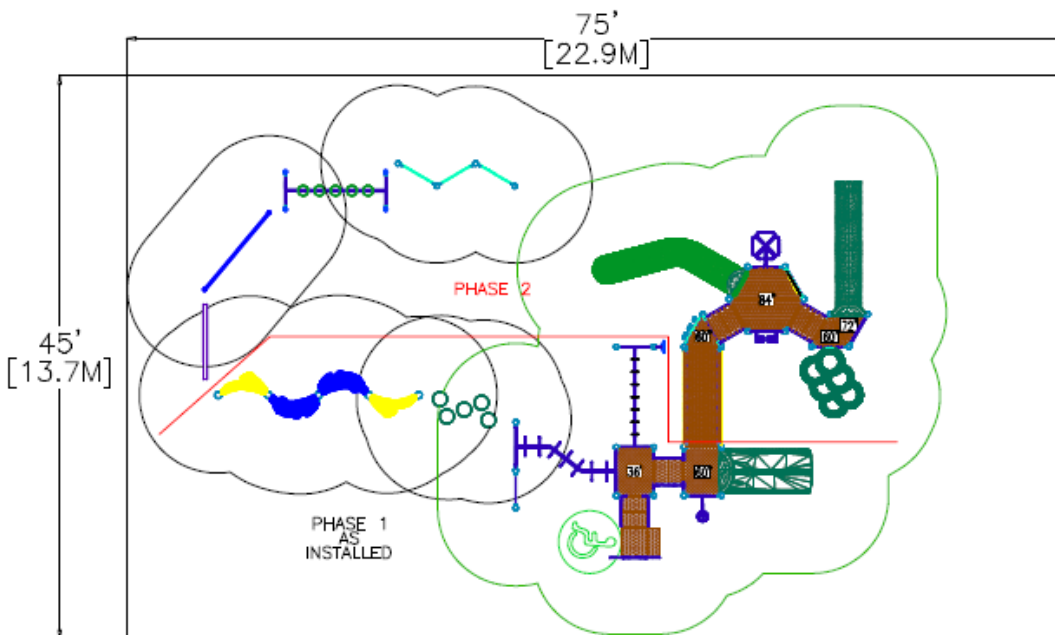




POLLARD SCHOOL

STRUCTURE SP082015-023 PHASE 2

For illustration purposes only. Colors may vary.



SUPERIOR RECREATIONAL PRODUCTS

Playland

Notes:

1. This play structure design will meet ADA Accessibility Guidelines for Buildings and Facilities, effective March 15, 2012 as published by the Architectural and Transportation Barriers Compliance Board with the addition of 0 ground level play components of 0 different types of play and when installed over accessible surfacing.
2. This site plan should be checked against the actual site area prior to the purchase or installation of equipment.
3. The unit of measure located in the center of the platform indicates the height above the protective surfacing level. The protective surfacing for this design must accommodate a fall height of at least 7 ft. unless otherwise noted.
4. The structure size for this unit is NA, requiring protective surfacing for an overall use area of 75 x 45. The approximate surface area is 3375 sq. ft. by ASTM F 1497-07 guidelines.
5. The structure is designed to accommodate 74 children from 5-12 years of age.
6. Supervise Children as they play.
7. To ensure that accurate measurements are obtained from this site plan, print copies on 11 x 17 paper at full scale.
8. The customer's responsibility is to check local soil conditions and drainage within the site. The site must also be surveyed for underground utilities prior to excavation.
9. Completely read your installation manual prior to beginning construction.
10. This design configuration is the property of this firm and Playland, Inc. and may not be reproduced or used in any manner without the expressed written consent of this firm and Playland.
11. Perimeter Deckings NA, Load Support Deckers NA (Log

Fuel Up To Play 60 Grant

(stands for eating healthy and 60 minutes of physical activity per day)

This grant is sponsored by the New England Dairy and Food Council & in partnership with the NFL.

Healthy Eating Budget Play – “Snack Smarter in School”

- *Why did we apply for this grant?* We wanted to promote students eating healthy snacks. We thought that offering smoothies as snacks would be appealing.
- As an alternative to smoothies, we will also offer fruit slushies, to students with dairy and specific fruit allergies.
- Student Council members will conduct a taste-testing and choose 2 smoothie recipes.
- Our plan is to have parent volunteers make and distribute the smoothies.
- John Fratiello, TRSD food service manager, will be purchasing the paper goods and smoothie ingredients for us and provide us with a purchase order.
- **Award** : Cafeteria Equipment for preparation of food
 - \$2,000.00
 - Smoothie Machine - \$1,380.00
 - Balance of award will go towards paper goods and ingredients.

Physical Activity Budget Play – “You Can Do It, We All Can”

- *Why did we apply for this grant?* We wanted to promote student fitness, particularly upper body strength building. All students will benefit from this piece of equipment.
- Our plan is to purchase a traverse climbing wall, to be installed in our gym.

- **Award:** Large fitness equipment for a fitness room or playground
 - \$1,920.00
 - Traverse climbing wall (8 ft. high/ 12 ft. wide) for gymnasium
(Actual cost is \$4,000.00; we plan to fundraise the balance.)
 - Liability/insurance is being researched.

*** Being a member of the Fuel Up To Play 60 program has many other benefits. It promotes health and well-being for students, including healthy eating habits and 60 minutes of physical activity each day. It also encourages student, staff and community involvement.

We also applied for and were awarded a Flag Football Kit (valued at \$320.00) that will be used with 4th and 5th graders during PE and at recess time. It includes:

- 10 New England Patriots themed footballs
- 50 flag belts
- Elementary NFL FLAG football curriculum
- NFL team customized recognition certificates
- NFL FLAG poster for school gymnasium
- Welcome letter from Fuel Up to Play 60
- NFL flag



Climbing Wall...

cfespe.blogspot.com





Total Donation:

\$2,000.00 smoothie machine and supplies

1,920.00 climbing wall

\$3,920.00

TIMBERLANE POLICY COMMITTEE

SECOND READ / ADOPTION

- 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

<p>Timberlane Regional School Board</p>	<p>Policy Code: JICK</p>
<p>Adopted: 01-18-01 Revised: 02-24-05 Revised: 04-16-08 Revised: 12-16-10 Revised:</p>	<p>Page 1 of 6</p>

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))

<p>Timberlane Regional School Board</p>	<p>Policy Code: JICK</p>
<p>Adopted: 01-18-01 Revised: 02-24-05 Revised: 04-16-08 Revised: 12-16-10 Revised:</p>	<p>Page 2 of 6</p>

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))

<p>Timberlane Regional School Board</p>	<p>Policy Code: JICK</p>
<p>Adopted: 01-18-01 Revised: 02-24-05 Revised: 04-16-08 Revised: 12-16-10 Revised:</p>	<p>Page 3 of 6</p>

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

Timberlane Regional School Board	Policy Code: JICK
Adopted: 01-18-01 Revised: 02-24-05 Revised: 04-16-08 Revised: 12-16-10 Revised:	Page 4 of 6

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.

<p>Timberlane Regional School Board</p>	<p>Policy Code: JICK</p>
<p>Adopted: 01-18-01 Revised: 02-24-05 Revised: 04-16-08 Revised: 12-16-10 Revised:</p>	<p>Page 5 of 6</p>

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~~

<p>Timberlane Regional School Board</p>	<p>Policy Code: JICK</p>
<p>Adopted: 01-18-01 Revised: 02-24-05 Revised: 04-16-08 Revised: 12-16-10 Revised:</p>	<p>Page 6 of 6</p>

~~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*

Timberlane Regional School District	Policy Code: GBGBA
Adopted: 02-24-05 Revised:	Page 1 of 1

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
Adopted: 03-09-99 Revised: 02-24-05	Page 4 of 5

- 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
Adopted: 03-09-99 Revised: 02-24-05	Page 5 of 5

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.



Timberlane Regional School District

October 6, 2016

WHAT IS A CIP? (from a year ago)

- The Capital Improvement Plan (CIP) forecasts the District's capital needs over a 6+ year period based on various District-adopted long-range plans, goals and policies consistent with existing long range plans.
- The underlying strategy of the CIP is to plan for land acquisition; equipment acquisition and replacement; construction and major maintenance of public facilities necessary for safe, efficient and effective provisions of educational services for the towns of Atkinson, Danville, Plaistow and Sandown.
- A critical element of a balanced CIP is the provision of funds to preserve or enhance existing facilities and provide new assets that will support quality education in the 21st century.

PARTICIPATION

- Thank you to Directors and Principals
- Thank you to presenters for additional input
 - Jim Hughes
 - Don Woodworth
 - Mike Hogan
 - Heather Roy
 - Lois Paul

THE PROCESS WE USED

- Followed the process documented last year
- Submitters were trained by Mr. Stokinger
- Requests for next 6 years submitted by Stakeholders
- Requests logged under direction of Mr. Stokinger
- The committee reviewed all requests
- Considered the academic need and facility impact
- The committee requested more detail (usually justification) to better understand the request
- We FOCUSed on Year 1 requests

FACTORS

- Strategic Plan (committee has been formed)
- Technology Plan (in process)
- No budget authority/responsibility has been changed
- The justification to add a request to the CIP is less than what is required for budget approval

PRIORITIZING YEAR 1 - CONSIDERATIONS

- Urgency – broken, leaking, deferred, age
- Multi-phase need to get started (or finish)
- Energy/Safety issue

DOCUMENTS TO REVIEW

- Updated CIP Plan
- Complete 6-Year Spreadsheet
- 1st Year Spreadsheet
- Management Summary

ACTIONS FROM THE BOARD

- Asking for Adoption of CIP Plan
- Asking for ACCEPTANCE of the report
- Need to communicate to Stakeholders
- Presentations planned
 - BudCom (Oct 13)
 - Facilities Committee (Oct 11)
 - Others?

TIMBERLANE REGIONAL SCHOOL DISTRICT

CAPITAL IMPROVEMENTS PLAN



(2017 – 2022)

Adopted by the CIP Committee: October 29, 2015

Adopted by the School Board: November 5, 2015

Draft for Adoption October 6, 2016

Table of Contents

1. INTRODUCTION AND PURPOSE OF THE CIP	3
2. CIP COMMITTEE FORMATION	4
3. CIP COMMITTEE GOALS	4
4. DEFINITION OF A CAPITAL IMPROVEMENT	4
5. ANNUAL PREPARATION, ADOPTION, AND REVIEW OF THE CIP	5
6. CLASSIFICATION OF PROJECTS	6
7. CURRENT CAPITAL ASSETS	6
8. 2017-2022 CIP REQUEST PACKAGE	7

APPENDIX A – CAPITAL IMPROVEMENT PLAN COMMITTEE MEMBERSHIP

1. INTRODUCTION AND PURPOSE OF THE CIP

What is a CIP?

The Capital Improvement Plan (CIP) forecasts the District's capital needs over a 6 year period based on various District-adopted long-range plans, goals and policies consistent with the "Strategic Plan." The underlying strategy of the CIP is to plan for land acquisition; equipment acquisition and replacement; construction and major maintenance of public facilities necessary for the safe, efficient and effective provision of educational services for the towns of Atkinson, Danville, Plaistow and Sandown. A critical element of a balanced CIP is the provision of funds to preserve or enhance existing facilities and provide new assets that will support quality education in the 21st century.

CIP Justification

A CIP provides many benefits including:

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

Benefits of a Capital Improvement Plan

- Improve education, safety, efficiency and health
- Minimize deferred maintenance
- Stabilize indebtedness
- Manage budget impact and stabilize the tax rate
- Provide District and community long-range planning
- Protect District assets
- Access potential State matching aide

Consequences of No CIP

- School District Impact
 - Project backlog caused by too many projects due at the same time
 - Cost inefficiencies because improvements are done as "deferred maintenance"
 - Negative impact on education, safety, etc.
 - Unmanageable with difficult transition planning

- Community Impact
 - Negative impact on quality of life and property values
 - Negates community impact planning

2. CIP COMMITTEE FORMATION

The Timberlane Regional School Board recognized the need for a complete, accurate and up-to-date CIP and formed a permanent standing committee of four School Board members (one from each town), two Budget Committee members, one at-large member, four citizens (one from each town), the Business Manager and two School Leadership Team (SLT) members. This committee is charged with updating the CIP and creating an annual CIP update process. The resultant CIP will aid the School Board, Budget Committee and ultimately, the voters in making cost-effective decisions regarding the District's capital planning process.

- (SEE APPENDIX A for Committee Membership)

Info about this committee may be found at: <https://public.timberlane.net/comm/cip/default.aspx>

3. CIP COMMITTEE GOALS

The CIP Committee established the following committee goals:

- Develop a six (6) year schedule of capital improvement requests to aid the School Board and Budget Committee in their consideration of the annual budget so that peaks and valleys in the tax rate are minimized.
- Help identify district priorities for time-phased capital improvements based on need, urgency, cost (planning number) and potential revenue source(s); that serves as a public information tool for district residents by showing the District's plan for major expenditures.
- Create and maintain a comprehensive repository of capital improvement requests from all areas of the School District such as, but not limited to, the District's strategic plan, Superintendent's goals, School Board Goals, District Technology Plan, Facilities Committee requests, building needs, technology improvements and educational program needs.

4. DEFINITION OF A CAPITAL IMPROVEMENT

In general, a capital improvement is a major expenditure for public facilities having a gross cost (planning number) that exceeds a threshold value. The Timberlane Regional School District has established this threshold value at \$10,000. To be considered for inclusion in the CIP, the project must exceed the threshold value, have a useful life of three (3) years or more, and not be considered

an annual, on-going, operating expense. Projects that require bond financing are also included in the CIP.

To summarize - the definition of a capital improvement is:

- The cost exceeds the threshold value of \$10,000.
- The useful life must be 3 or more years.
- The request must not be considered an on-going, operating expense.

Examples of such improvements include, but are not limited to:

- Land acquisition for public purpose
- Vehicles
- Buildings
- Equipment and machinery with a useful life of greater than 3 years
- Major building or facility renovations and repairs
- Information technology including upgrades and replacements

5. ANNUAL PREPARATION, ADOPTION, AND REVIEW OF THE CIP

- Mid-March - The CIP Committee Chairman works with the Business Manager or designee to send a memo to all budget administrators (Directors and Principals) requesting inputs (changes, additions, deletions) to the Capital Improvement Plan with a due date of April 15. Included in that memo is the timeline for submitting requests; the definition of a capital improvement request; a copy of the current accepted CIP spreadsheet and text document; and blank Capital Improvement Request Forms.
- Late April - The CIP Committee Chairman works with the Business Manager or designee to create DRAFT copies of both the CIP spreadsheet to be used for the new year, starting with the previous year's accepted plan. This includes standard changes such as removing last year's column, updating the actual for last year and adding a new column to maintain the 6-year horizon. These changes are all highlighted until reviewed and accepted by the CIP Committee.
- Late April - The Superintendent or designee logs all requested changes to the DRAFT spreadsheet for the new year's CIP indicating each change with a highlight.
- May/June - The CIP Committee Chairman schedules CIP Committee meetings to review the CIP, focusing on the highlighted rows. As each request is accepted, the highlight is removed.
 - ↳ The CIP Committee's review is primarily to "vet" the request to ensure that the request is clear, the cost (planning number) is justified and the year requested is logical.

- The CIP Committee may request additional information on a request by contacting the submitter and asking for a response.
- July - After all requests have been considered, the CIP Committee will recommend the request be considered either an operating budget or warrant expense and will attempt to balance the total amount requested each year in order to level any potential tax impact.
- August/September - The CIP Committee Chair presents the resultant CIP Request Package to the School Board and Budget Committee.

6. CLASSIFICATION OF PROJECTS

The Capital Improvements Program (CIP) projects as described in this memo are divided into three (3) main categories:

(A) One-Time.

(B) Multi-Year.

(C) On-Going.

One-Time projects appear in the CIP for only one funding year within the 6-year planning window of the CIP. Multi-Year projects are those that will require several years to purchase or replace capital items. The On-Going projects are those that are proposed to receive funding every year, including Capital Reserve deposits.

7. CURRENT CAPITAL ASSETS

- Atkinson Academy
 - Built 1803
 - Renovated 1954, 1975, 1987, 1995, 2000 and 2007.
- Danville Elementary
 - Built 1963
 - Renovated 1987, 2000 and 2001.
- Timberlane Regional High School
 - Built 1966
 - Renovated 1980, 1987, and 2000.
- Timberlane Regional Middle School
 - Built 1975
 - Renovated 1984, 1996 and 2000.

- PAC
 - Built 2001
- Pollard Elementary
 - Built 1912
 - Renovated 1954, 1987, 1995 and 2000.
- Sandown Central
 - Built 1954
 - Renovated 1987, 2000, 2001.
- Sandown North
 - Built 2001
- SAU
 - Built 1987

8. 2017-2022 CIP REQUEST PACKAGE

The CIP Request Package consists of documents that will help the CIP Committee present the 2017-2022 CIP to the School Board and Budget Committee and will help all committees and boards to better understand the nature of the capital projects and how they impact/influence the financial structure of the School District.

APPENDIX A

THE CIP COMMITTEE MEMBERSHIP

— ***School Board:***

- Jack Sapia - School Board, Atkinson
- Stefanie Dube - School Board, Danville
- Sue Sherman - School Board, Plaistow, co-chair
- Donna Green - School Board, Sandown

— ***Town Representatives:***

- OPEN - Atkinson
- Kim Farah - Danville
- John Sherman - Plaistow
- Cindy Buco - Sandown

— ***At Large Member:***

- Dennis Heffernan – Timberlane Budget Committee (former)

— ***Budget Committee:***

- Julie Hammond – Timberlane Budget Committee
- David Gerns – Timberlane Budget Committee

— ***Staff members:***

- George Stokinger - Business Manager, co-chair
- Geoffrey Dowd – Business Operations Coordinator
- Ken Henderson – Director of Information Technology

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

ATK 0001 Replace Playground Equipment at Atkinson Academy

Planning number: \$12,000

- Replacing old playground equipment
- Expects PTA donation and support for install

BIT 0001 Fiber Connection between all district schools

Planning number: \$20,000

- Year one analysis to seek solution through fiber connections
- Would provide robust, dependable and guaranteed bandwidth to support increasing technology needs
- After year one analysis, installation (included in CIP 18-19)

BIT 0002 Wireless access Points

Planning number: \$10,000

- Increase the number of wireless access points to support increasing technology needs
- Upgrade as technology standards change
- Year I of multiyear request

BIT 0003 SAU Boardroom HD Video Broadcast Equipment

Planning number: \$21,308

- Existing 3 cameras age is over 5 years (SD capacity)
- One camera is failing
- Replace 3 cameras and add camera= 4 Cameras HD Upgrade
- Higher quality for live stream and live meetings with HD capacity and quality

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

BIT 0005 PAC Recital Hall HD Video Broadcast Equipment

Planning number: \$21,308

- 3 or 4 cameras and permanent set up for live or streaming broadcast of events in the recital hall
- Project would offer more use of this hall for community and school related events
- Currently cannot broadcast without lengthy time to set up portable equipment

BIT 0007 Student lap tops (District schools)

Planning number: \$68,400

- Ongoing Multiyear project (over 6 years) to replace laptops in district classrooms
- As part of technology plan, lap tops will be less frequently purchased in following years
- Anticipate 150 purchased in 17-18 budget. Currently 16-17 budget reflects 172 purchased

BIT 0008 Student Chromebooks (District schools)

Planning number: \$100,000

- Ongoing Multiyear project (over 6 years) to offer all students in district a device to use in school. (Project Name DATES: Device Accessible To Each Student)
- As part of technology plan, chromebooks will be purchased and expect pricing to continue to decrease over years.
- Anticipate 600 in 17-18 budget. Currently 16-17 budget reflects 463 purchased
- Timberlane is a Google Apps district.

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

BIT 0009 Student use Desktops(District schools)

Planning number: \$41,500

- Ongoing Multiyear project (over 6 years) to offer all students in district a device to use in school. (Project Name DATES: Device Accessible To Each Student)
- Used in classrooms where computer skills are taught, where 3D applications will not run on chromebook, etc. Needed where Microsoft is the platform
- As part of technology plan, will be purchased and expect pricing to continue to decrease over years.
- Anticipate 100 in 17-18 budget. Currently 16-17 budget reflects 200 purchased

BIT 0010 SAU Boardroom replace sound System

Planning number: \$17,571

- Replace outdate microphone system with 16 microphones capable of higher quality broadcast
- Current microphones are 15 years old (8)
- Includes all equipment, install and network controls

BIT 0011 Laptops for Administrators and Teachers (District)

Planning number: \$83,745

- Ongoing Multiyear project (over 6 years) to offer all administration and teachers a device for use
- Replacing administration laptops has been ongoing
- New for teachers. Increased need for teaching staff to have accessible laptops for meetings, curriculum work, PLC, etc.
- Anticipate 45 purchased for district admin and 90 for HS teachers in 17-18 budget.

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

BIT 0012 Replace District Servers (District)

Planning number: \$12,000

- Ongoing Multiyear project (over 6 years) to maintain and replace computer server hardware
- As part of technology plan, servers need to be solid to reduce risk of downtime or lost data.
- Anticipate 17-18 replacement of 2 servers.

FACB 0001 Replace District Pickup truck (District)

Planning number: \$35,000

- Current truck is 2003 model and high mileage and use
- Replace current truck with similar model to be used for district tasks, including plowing campus

FACB 0002 Acquire additional Maintenance Van (District)

Planning number: \$23,000

- Additional van for use throughout district, minimize sharing vehicles
- Van could be stocked with materials and supplies
- Currently, often use private vehicles

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

FACB 0003 Architectural Study for office, storage space (High School)

Planning number: \$100,000

- First phase of a multi-year project
- This project would allow plans and design for efficient office, administration offices and storage spaces
- Current administration offices are spread over large area, lack of confidentiality for students in offices, not sound proof.
- Student privacy is a concern
- If budgeted, the project to construct would occur in 18-19 (Included in CIP for 18-19)

FACB 0006 Replacement Courtyard windows and Wall Systems (High School)

Planning number: \$134,000

- Ongoing Multiyear project , Phased (over 4 years) to remove all single pane glass windows and replace with energy efficient insulated windows
- Current windows are 50 years old, leaking, difficult to repair, and difficult to lock
- Concerns regarding water leaking around windows in classrooms, damage to equipment near window, heat loss
- Phase one of project includes: 40 windows and removal of the Kal Wal panels (also energy inefficient and age 50 years)
- Remaining phases included in CIP 2018-2021

FACB 0007 Replace Building Management System (High School Athletic wing)

Planning number: \$27,000

- Replace building managements system in Athletic wing (1987 addition)
- Ongoing project in district to upgrade the technology to more efficient technology
- DDC Direct Digital Control with better control of the area in case of heat loss, power outage, etc.
- Currently completed at the Middle School

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

FACB 0013 Plan and design enclosed walkway connecting TRMS, PAC and TRHS

Planning number: \$60,000

- Plans needed to cover the 293 feet of walk space between these buildings which is open to weather, doors needing to be unlocked throughout day to accommodate students traveling to PAC from High school and Middle school.
- Project is based on Homeland security expressing student security, students exposed to weather conditions,
- Phase one of a multi phased project to be included in future CIP after design/plans completed.

FACB 0015 Upgrades to Band and Practice rooms (PAC)

Planning number: \$40,000

- Acoustical upgrades to Band room and practice rooms (3 or 4 rooms)
- These ceiling tiles will reduce the decibel level.

FACB 0017 Replace lockers in 1200 wing (Middle School)

Planning number: \$35,000

- Phase 3 of locker replacement at middle school (7th grade hallway)
- Locker age is 40+ years, difficult to repair, hinges and locks difficult to repair
- New modern lockers will be single lockers for each student and increase student confidentiality
- Remaining phases in CIP for future years
- Current 16-17 budget phase 2 nearly completed.

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

FACB 0023 Motorize basketball hoops (Middle School)

Planning number: \$10,000

- Currently hand cranks installed for 6 hoops
- Requires janitor help
- High school completed similar project

FACB 0024 Motorize Bleachers (Middle School)

Planning number: \$18,800

- Large bleachers need to be hand cranked
- Requires janitor help
- High school completed similar project
- Reduce damage to bleachers

FACB 0025 Create Meeting space off of Café (Middle School)

Planning number: \$30,000

- By removing walls and creating larger meeting space for students
- Also construct Teacher room for staff (have not had teachers room for 10 years)
- This space could be used for multi functions for students, staff. Also could be used for practice space for cheerleaders and wrestlers, etc.

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

FACB 0030 Upgrade Building Management System (Pollard)

Planning number: \$25,000

- Similar to request FACB 0007
- Ongoing project in district to upgrade the technology to more efficient technology
- DDC Direct Digital Control with better control of the area in case of heat loss, power, etc
- Currently completed at the Middle School

FACB 0040 Upgrade heating Circulation pumps (Pollard)

Planning number: \$35,000

- Removal of old circulation pumps and replace with more energy efficient pumps
- Project will be completed in other district schools in future CIP
- Currently completed In High School

FACB 0049 Install ADA compliant ramps (TLC at Sandown Central)

Planning number: \$25,000

- Old stairs must be removed and replaced with ADA acceptable exit ramps

FACB 0050 Install Classroom Observation Windows (TLC at Sandown Central)

Planning number: \$15,000

- Install windows with one way glass for observations by professionals at TLC to view students with less interruption to the learning environment
- 5 large windows needed

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

FACS 0005 Construction of 4 Tennis courts (High school)

Planning number: \$180,000

- To increase the number of courts from 4 to 8
- Current courts not adequate to complete matches, more courts would shorten time for athletes to wait to play
- Use increase by high school and middle school physical education classes
- See request FACS 0006

FACS 0006 Resurface existing Tennis courts (High School)

Planning number: \$95,000

- Repair and resurface tennis courts
- Age of tennis courts is 15+ years, never been resurfaced
- Planning number includes adding a stabilizing material to courts (which was not in place prior) which will reduce the need to repair cracking and patching in future
- Current budget allowed some patching and crack fill (16-17)
- See request FACS 0005

FACS 0007 Construct Softball Dugouts (Middle School and JV High School)

Planning number: \$25,000

- Needed to comply with Title 9 regulations
- Safety of players, protection from weather
- Construct 4 Dugouts, including roofing and fencing
- Similar to Varsity softball Dugouts at High School

CIP Management Summary

Year 1 (2017-2018) Requests as of Oct 6, 2016

FACS 0008 Paving (Phase 5) from PAC to Middle School

Planning number: \$125,000

- Final phase of paving project of High school, PAC and Middle school campus
- Includes removal of islands and trip and fall hazards
- Includes similar work completed during current budget season (16-17)

FACS 0013 Upgrades to Parking Lot Lighting (Danville)

Planning number: \$12,000

- Replace old mercury lights with energy efficient LED light on poles
- Replace some wall mounted exterior lights with LED

SNC 0001 Upgrades to Phone System (Sandown North)

Planning number: \$32,000

- Final phase of VOIP upgrade to district phone system (all other buildings are equipped)
- Modern technology includes room ID for 911 calls
- NO network upgrades needed, all ready capable of installing system

CAPITAL IMPROVEMENT PLAN SPREADSHEET YEAR 1 (2017-18)

Loc	New/Repl/ Mix	Description	Request ID	Submitted by	CIP Accepted (Y/N)	Warrant or Budget	Year 1 2017-2018	Account
ATK	Repl	AA - Repl. Playground Equip.	ATK-0001	K Dayotis	Y	Budget	\$12,000	1100-737-25-02
DIS	Repl	DIS - Fiber Connection Between Schools	BIT-0001	K Henderson	Y	Budget	\$20,000	1100-738-11-33
DIS	Repl	DIS - Wireless Access Points	BIT-0002	K Henderson	Y	Budget	\$10,000	1100-738-11-33
SAU	New	Board Rm HD Video Broadcast Equip.	BIT-0003	K Henderson	Y	Budget	\$21,308	2840-734-14-33
DIS	New	Classroom Wall Mount Projectors	BIT-0004	K Henderson	Y	Budget	\$112,148	1100-734-11-33
PAC	New	PAC Recital Hall HD Video Broadcast Equip.	BIT-0005	K Henderson	Y	Budget	\$21,308	1100-734-11-33
DIS	Repl	DIS - Student Laptops	BIT-0007	K Henderson	Y	Budget	\$68,400	1100-738-11-33
DIS	Repl	DIS - Student Chromebooks	BIT-0008	K Henderson	Y	Budget	\$100,000	1100-738-11-33
DIS	Repl	DIS - Desktops	BIT-0009	K Henderson	Y	Budget	\$41,500	1100-738-11-33
DIS	Repl	DIS - Repl. Boardroom Sound System	BIT-0010	K Henderson	Y	Budget	\$17,571	2840-737-14-33
Dis	Repl	DIS - Laptops for Admins & Teachers	BIT-0011	K Henderson	Y	Budget	\$83,745	2840-738-14-33
Dis	Repl	DIS - District Servers	BIT-0012	K Henderson	Y	Budget	\$12,000	1100-738-11-33
DIS	Repl	DIS - Repl. 2003 Pick Up Truck	FAC-0001	G. Stokinger	Y	Budget	\$35,000	2650-737-12-33
DIS	New	DIS - Acquire Additional Maintenance Van	FAC-0002	G. Stokinger	Y	Budget	\$23,000	2650-733-12-33
HS	Mix	HS - Archit. Study for Front Office & Storage Space	FACB-0003	J Hughes	Y	Budget	\$100,000	4600-450-12-33
HS	Repl	HS - Repl. Courtyd Window & Wall Syst.	FACB-0006	J Hughes	Y	Budget	\$134,000	4600-450-12-33
HS	Repl	HS - Replace Athletic Wing Bldg. Mgt. Sys.	FACB-0007	J Hughes	Y	Budget	\$27,000	4600-450-12-33
PAC	New	HS/PAC/MS Build Enclosed Connector	FACB-0013	J Hughes	Y	Budget	\$60,000	4600-450-12-33
PAC	Mix	PAC- Upgrades to Band/Practice Rooms	FACB-0015	J Hughes	Y	Budget	\$40,000	4600-450-12-33
MS	Repl	MS - Locker Repl. 1200 Wing - Phase 3	FACB-0017	J Hughes	Y	Budget	\$35,000	4600-450-12-33
MS	New	MS - Install Motors on BB Hoops	FACB-0023	J Hughes	Y	Budget	\$10,000	4600-450-12-33
MS	New	MS - Automatic Bleachers	FACB-0024	J Hughes	Y	Budget	\$18,800	4600-450-12-33
MS	New	MS - Enlarge Meeting Area (off Café)	FACB-0025	J Hughes	Y	Budget	\$30,000	4600-450-12-33
PS	New	PS - Upgrade Bldg. Mgt. Sys.	FACB-0030	J Hughes	Y	Budget	\$25,000	4600-450-12-33
PS	Repl	PS - Rem. & Repl. Recirculation Pumps	FACB-0040	J Hughes	Y	Budget	\$35,000	4600-450-12-33
SC	New	SC - OT/PT Classroom ADA Exit Ramp	FACB-0049	J Hughes	Y	Budget	\$25,000	4600-450-12-33
SC	New	SC - Install Classroom Observation Windows	FACB-0050	J Hughes	Y	Budget	\$15,000	4600-450-12-33
HS	New	HS - Construct 4 New Tennis Courts	FACS-0005	Fantasia & Hughes	Y	Budget	\$180,000	4200-430-12-33
HS	Repl	HS - Resurface Existing Tennis Courts	FACS-0006	Fantasia & Hughes	Y	Budget	\$95,000	4200-430-12-33
HS/MS	New	HS/MS - Build JV & MS Softball Dugouts	FACS-0007	Fantasia & Hughes	Y	Budget	\$25,000	4200-430-12-33
PAC	Repl	PAC/MS - Paving from PAC to MS (Phase 5)	FACS-0008	J Hughes	Y	Budget	\$125,000	4200-430-12-33
DAN	Repl	DE - Repl. Upper Parking Lot Lighting	FACS-0013	J Hughes	Y	Budget	\$12,000	4200-430-12-33
SC	Repl	SC - Upgrade Phone System to VOIP	SNC-0001	G. Stokinger	Y	Budget	\$32,000	2410-737-01-33

\$1,601,780

CAPITAL IMPROVEMENT PLAN SPREADSHEET 2017-2023 Updated through 10-6-16

Loc	New/Repl/ Mix	Description	Request ID	Submitted by	CIP Accepted (Y/N)	Warrant or Budget	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Account
ATK	Repl	AA - Repl. Playground Equip.	ATK-0001	K Dayotis	Y	Budget	\$12,000	\$0	\$0	\$0	\$0	\$0	1100-737-25-02
DIS	Repl	DIS - Fiber Connection Between Schools	BIT-0001	K Henderson	Y	Budget	\$20,000	\$300,000	\$0	\$0	\$0	\$0	1100-738-11-33
DIS	Repl	DIS - Wireless Access Points	BIT-0002	K Henderson	Y	Budget	\$10,000	\$10,000	\$10,000	\$0	\$0	\$200,000	1100-738-11-33
SAU	New	Board Rm HD Video Broadcast Equip.	BIT-0003	K Henderson	Y	Budget	\$21,308	\$0	\$0	\$0	\$0	\$0	2840-734-14-33
DIS	New	Classroom Wall Mount Projectors	BIT-0004	K Henderson	Y	Budget	\$112,148	\$112,148	\$109,710	\$117,024	\$0	\$0	1100-734-11-33
PAC	New	PAC Recital Hall HD Video Broadcast Equip.	BIT-0005	K Henderson	Y	Budget	\$21,308	\$0	\$0	\$0	\$0	\$0	1100-734-11-33
DIS	Repl	DIS - Network Security Appliances	BIT-0006	K Henderson	Y	TBD	\$0	\$0	\$0	\$35,000	\$0	\$0	1100-738-11-33
DIS	Repl	DIS - Student Laptops	BIT-0007	K Henderson	Y	Budget	\$68,400	\$45,600	\$45,600	\$34,200	\$34,200	\$34,200	1100-738-11-33
DIS	Repl	DIS - Student Chromebooks	BIT-0008	K Henderson	Y	Budget	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	1100-738-11-33
DIS	Repl	DIS - Desktops	BIT-0009	K Henderson	Y	Budget	\$41,500	\$41,500	\$41,500	\$31,125	\$31,125	\$31,125	1100-738-11-33
DIS	Repl	DIS - Repl. Boardroom Sound System	BIT-0010	K Henderson	Y	Budget	\$17,571	\$0	\$0	\$0	\$0	\$0	2840-737-14-33
Dis	Repl	DIS - Laptops for Admins & Teachers	BIT-0011	K Henderson	Y	Budget	\$83,745	\$29,640	\$34,200	\$29,640	\$0	\$83,745	2840-738-14-33
Dis	Repl	DIS - District Servers	BIT-0012	K Henderson	Y	Budget	\$12,000	\$12,000	\$18,000	\$12,000	\$12,000	\$12,000	1100-738-11-33
DAN	Repl	DAN - Repl. Removed Playground Equip	DAN-0001	N. Barcelos	Y	TBD	\$0	\$25,000	\$0	\$0	\$0	\$0	1100-737-25-10
DIS	Repl	DIS - Repl. 2003 Pick Up Truck	FAC-0001	G. Stokinger	Y	Budget	\$35,000	\$0	\$0	\$0	\$0	\$0	2650-737-12-33
DIS	New	DIS - Acquire Additional Maintenance Van	FAC-0002	G. Stokinger	Y	Budget	\$23,000	\$0	\$0	\$0	\$0	\$0	2650-733-12-33
DIS	Repl	DIS - Repl. 2006 Maint. Van	FAC-0003	G. Stokinger	Y	TBD	\$0	\$0	\$25,000	\$0	\$0	\$0	2650-737-12-33
DIS	Repl	DIS - Repl. 2009 Maint. Van	FAC-0004	G. Stokinger	Y	TBD	\$0	\$0	\$0	\$0	\$25,000	\$0	2650-737-12-33
MS	Repl	MS - Repl. M/S Ride-On Burnisher	FAC-0005	G. Stokinger	Y	TBD	\$0	\$15,000	\$0	\$0	\$0	\$0	2620-737-12-33
HS	New	HS - Create Addtl Athletic Storage Space	FACB-0001	J Hughes	Y	TBD	\$0	\$0	\$100,000	\$0	\$0	\$0	4600-450-12-33
HS	New	HS - Develop & Build Field House	FACB-0002	J Hughes	Y	TBD	\$0	\$0	\$325,000	\$750,000	\$14,650,000	\$0	4600-450-12-33
HS	Mix	HS - Architectural Study for Front Office & Storage Space	FACB-0003	J Hughes	Y	Budget	\$100,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
HS	New	HS - Storage Space	FACB-0004	J Hughes	Y	TBD	\$0	\$100,000	\$0	\$0	\$0	\$0	4600-450-12-33
HS	Repl	HS - Athletic Wing Renovations	FACB-0005	J Hughes	Y	TBD	\$0	\$0	\$0	\$200,000	\$5,800,000	\$0	4600-450-12-33
HS	Repl	HS - Repl. Courtyd Window & Wall Syst.	FACB-0006	J Hughes	Y	Budget	\$134,000	\$134,000	\$134,000	\$134,000	\$0	\$0	4600-450-12-33

CAPITAL IMPROVEMENT PLAN SPREADSHEET 2017-2023 Updated through 10-6-16

Loc	New/Repl/ Mix	Description	Request ID	Submitted by	CIP Accepted (Y/N)	Warrant or Budget	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Account
HS	Repl	HS - Replace Athletic Wing Bldg. Mgt. Sys.	FACB-0007	J Hughes	Y	Budget	\$27,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
HS	Repl	HS - Replace 200 Hallway Roof System	FACB-0008	J Hughes	Y	TBD	\$0	\$0	\$0	\$0	\$0	\$80,000	4600-450-12-33
HS	Repl	HS - Replace Gym Air Handlers	FACB-0009	J Hughes	Y	TBD	\$0	\$0	\$0	\$98,000	\$0	\$0	4600-450-12-33
HS	New	HS - Install Generator	FACB-0010	J Hughes	Y	TBD	\$0	\$0	\$0	\$360,000	\$0	\$0	4600-450-12-33
HS	New	HS - Construct Admin Office & Conf. Rm. in HS - Repl. Purpose Athletic Wing	FACB-0011	J Hughes	Y	TBD	\$0	\$268,000	\$0	\$0	\$0	\$0	4600-450-12-33
HS	Mix	HS - Repl. Purpose Athletic Wing into Instructional Space	FACB-0012	J Hughes	Y	TBD	\$0	\$0	\$0	\$0	\$200,000	\$6,275,000	4600-450-12-33
PAC	New	HS/PAC/MS Build Enclosed Connector	FACB-0013	J Hughes	Y	Budget	\$60,000	\$0	\$400,000	\$0	\$0	\$0	4600-450-12-33
HS	Mix	HS- Kitchen/ Café/Loading Dock	FACB-0014	J Hughes	Y	TBD	\$0	\$0	\$390,000	\$400,000	\$275,000	\$0	4600-450-12-33
PAC	Mix	PAC- Upgrades to Band/Practice Rooms	FACB-0015	J Hughes	Y	Budget	\$40,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
PAC	Repl	PAC - Remove & Repl. Outside Wall	FACB-0016	J Hughes	Y	TBD	\$0	\$70,000	\$0	\$0	\$0	\$0	4600-450-12-33
MS	Repl	MS - Locker Repl. 1200 Wing - Phase 3	FACB-0017	J Hughes	Y	Budget	\$35,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
MS	Repl	MS - Locker Repl. 1500 Wing - Phase 4	FACB-0018	J Hughes	Y	TBD	\$0	\$28,000	\$0	\$0	\$0	\$0	4600-450-12-33
MS	Repl	MS - Kitchen Reno.	FACB-0019	J Hughes		TBD	\$0	\$0	\$0	\$150,000	\$0	\$0	4600-450-12-33
MS	Repl	MS - Repl. Bldg. Control System	FACB-0020	J Hughes		TBD	\$0	\$0	\$0	\$0	\$45,000	\$0	4600-450-12-33
MS	Repl	MS - Renovate Student Restrooms	FACB-0021	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$60,000	4600-450-12-33
MS	New	MS - Install Generator	FACB-0022	J Hughes		TBD	\$0	\$0	\$0	\$325,000	\$0	\$0	4600-450-12-33
MS	New	MS - Install Motors on BB Hoops	FACB-0023	J Hughes	Y	Budget	\$10,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
MS	New	MS - Automatic Bleachers	FACB-0024	J Hughes	Y	Budget	\$18,800	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
MS	New	MS - Enlarge Meeting Area (off Café)	FACB-0025	J Hughes	Y	Budget	\$30,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
MS	New	MS - Rem. 1600 Walls Repl. w/Folding Walls	FACB-0026	J Hughes	Y	TBD	\$0	\$60,000	\$0	\$0	\$0	\$0	4600-450-12-33
ATK	Repl	AA- Repl. Asphalt Shingles	FACB-0027	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$55,000	4600-450-12-33
ATK	Repl	AA - Repl. Ballast Roof w/Rubber Roof	FACB-0028	J Hughes	Y	TBD	\$0	\$85,000	\$0	\$0	\$0	\$0	4600-450-12-33
ATK	New	AA - Develop Plan for 1803 Bldg. Renov.	FACB-0029	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$150,000	4600-450-12-33
PS	New	PS - Upgrade Bldg. Mgt. Sys.	FACB-0030	J Hughes	Y	Budget	\$25,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
ATK	New	AA - Install Generator	FACB-0031	J Hughes		TBD	\$0	\$0	\$0	\$275,000	\$0	\$0	4600-450-12-33

CAPITAL IMPROVEMENT PLAN SPREADSHEET 2017-2023 Updated through 10-6-16

Loc	New/Repl/ Mix	Description	Request ID	Submitted by	CIP Accepted (Y/N)	Warrant or Budget	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Account
DAN	Repl	DE - Repl. Asphalt Roof	FACB-0033	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$45,000	4600-450-12-33
DAN	Repl	DE - Repl. Windows Custod'l & Music Area	FACB-0034	J Hughes	WD	TBD	\$0	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
DAN	New	DE - Install Sprinkler System	FACB-0035	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$650,000	4600-450-12-33
PS	Repl	PS - Repl. Asphalt Roof	FACB-0036	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$40,000	4600-450-12-33
PS	Repl	PS - Repl. Gym Roof w/Rubber Roof	FACB-0037	J Hughes		TBD	\$0	\$0	\$80,000	\$0	\$0	\$0	4600-450-12-33
PS	Repl	PS - Repl. Rooftop Vent'l Unit	FACB-0038	J Hughes		TBD	\$0	\$0	\$0	\$32,000	\$0	\$0	4600-450-12-33
PS	Repl	PS - Stage Area ADA Compliant	FACB-0039	J Hughes		TBD	\$0	\$0	\$75,000	\$0	\$0	\$0	4600-450-12-33
PS	Repl	PS - Rem. & Repl. Recirculation Pumps	FACB-0040	J Hughes	Y	Budget	\$35,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
PS	New	PS - Install Generator	FACB-0042	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$300,000	4600-450-12-33
PS	New	PS - Install Elevator 1912 Building	FACB-0043	J Hughes		TBD	\$0	\$0	\$750,000	\$0	\$0	\$0	4600-450-12-33
SC	New	SC - Install Generator	FACB-0044	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$300,000	4600-450-12-33
SC	Repl	SC - Repl. 1987 Wing Balast w/ Rubber Roof	FACB-0045	J Hughes		TBD	\$0	\$0	\$80,000	\$0	\$0	\$0	4600-450-12-33
SC	Repl	SC - Repl. Art Cabinets & Sinks	FACB-0046	J Hughes	Y	TBD	\$0	\$50,000	\$0	\$0	\$0	\$0	4600-450-12-33
SC	Repl	SC - Upgrade Bldg. Mgt. Sys.	FACB-0047	J Hughes	Y	TBD	\$0	\$25,000	\$0	\$0	\$0	\$0	4600-450-12-33
SC	Repl	SC - Restroom Renovations	FACB-0048	J Hughes	Y	TBD	\$0	\$32,000	\$0	\$0	\$0	\$0	4600-450-12-33
SC	New	SC - OT/PT Classroom ADA Exit Ramp	FACB-0049	J Hughes	Y	Budget	\$25,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
SC	New	SC - Install Classroom Observation Windows	FACB-0050	J Hughes	Y	Budget	\$15,000	\$0	\$0	\$0	\$0	\$0	4600-450-12-33
SN	Repl	SN - Replace Roof	FACB-0051	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$80,000	4600-450-12-33
SN	New	SN - Café Sound Proofing	FACB-0052	J Hughes		TBD	\$0	\$0	\$12,000	\$0	\$0	\$0	4600-450-12-33
SN	New	SN - Sprinkler System	FACB-0053	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$650,000	4600-450-12-33
SN	New	SN - Install Generator	FACB-0054	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$300,000	4600-450-12-33
SN	New	SN - Install Addt'l Faculty Bathrooms	FACB-0055	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$25,000	4600-450-12-33
SN	New	SN - Develop Long Term Expansion Plan	FACB-0056	J Hughes		TBD	\$0	\$0	\$0	\$0	\$0	\$1,734,000	4600-450-12-33
MS	Repl	MS - Roof Sect's Q (Gym) & P (Music)	FACB-0057	J Hughes	Y	TBD	\$0	\$0	\$0	\$0	\$900,000	\$0	4600-450-12-33
MS	Repl	MS - Roof Sect. P Music Wing	FACB-0058	J Hughes	Y	TBD	\$0	\$100,000	\$0	\$0	\$0	\$0	4600-450-12-33

CAPITAL IMPROVEMENT PLAN SPREADSHEET 2017-2023 Updated through 10-6-16

Loc	New/Repl/ Mix	Description	Request ID	Submitted by	CIP Accepted (Y/N)	Warrant or Budget	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Account
HS/MS	New	HS - Access Rd Main Campus See FACS004	FACS-0000	G. Stokinger	Y	TBD	\$0	\$0	\$10,000	\$0	\$0	\$0	4200-430-12-33
MS	New	MS - Build New Baseball Diamond	FACS-0002	Fantasia & Hughes	Y	TBD	\$0	\$0	\$35,000	\$35,000	\$0	\$0	4200-430-12-33
HS	Mix	HS - Install Turf Fields (2 - Football & New)	FACS-0003	Fantasia & Hughes	Y	TBD	\$0	\$0	\$0	\$100,000	\$750,000	\$750,000	4200-430-12-33
HS/MS	New	HS/MS - New Fields	FACS-0004	Fantasia & Hughes	Y	TBD	\$0	\$0	\$100,000	\$150,000	\$100,000	\$0	4200-430-12-33
HS	New	HS - Construct 4 New Tennis Courts	FACS-0005	Fantasia & Hughes	Y	Budget	\$180,000	\$0	\$0	\$0	\$0	\$0	4200-430-12-33
HS	Repl	HS - Resurface Existing Tennis Courts	FACS-0006	Fantasia & Hughes	Y	Budget	\$95,000	\$0	\$0	\$0	\$0	\$0	4200-430-12-33
HS/MS	New	HS/MS - Build JV & MS Softball Dugouts	FACS-0007	Fantasia & Hughes	Y	Budget	\$25,000	0	\$0	\$0	\$0	\$0	4200-430-12-33
PAC	Repl	PAC/MS - Paving from PAC to MS (Phase 5)	FACS-0008	J Hughes	Y	Budget	\$125,000	\$0	\$0	\$0	\$0	\$0	4200-430-12-33
ATK	Repl	AA - Remove Curbing, Grade & Pave	FACS-0009	J Hughes	Y	TBD	\$0	\$40,000	\$0	\$0	\$0	\$0	4200-430-12-33
SN	Repl	SN - Pave Drop-Off Loop	FACS-0011	J Hughes	Y	TBD	\$0	\$0	\$0	\$75,000	\$0	\$0	4200-430-12-33
SN	Mix	SN - Develop Parking	FACS-0012	J Hughes	Y	TBD	\$0	\$0	\$0	\$60,000	\$0	\$0	4200-430-12-33
DAN	Repl	DE - Repl. Upper Parking Lot Lighting	FACS-0013	J Hughes	Y	Budget	\$12,000	\$0	\$0	\$0	\$0	\$0	4200-430-12-33
PS	Repl	PS - Repave Road Behind School	FACS-0014	J Hughes	Y	TBD	\$0	\$90,000	\$0	\$0	\$0	\$0	4200-430-12-33
SC	Repl	SC - Upgrade Phone System to VOIP	SNC-0001	G. Stokinger	Y	Budget	\$32,000	\$0	\$0	\$0	\$0	\$0	2410-737-01-33
SN	New	SN - Add'l Playground Equipmt.	SNN-0001	J Georgian	Y	TBD	\$0	\$10,000	\$20,000	\$0	\$0	\$0	1100-733-25-12
							\$1,601,780	\$1,782,888	\$2,895,010	\$3,502,989	\$22,922,325	\$11,955,070	

TRMS
ACTION PLAN Review
2015-2016

Goal #1

- Throughout the 2015-2016 school year, TRMS faculty will increase capacity and overall effectiveness in teaching independent and guided reading strategies to students in grades 6-8 as part of our school-wide literacy curriculum. Achievement of this goal will be evidenced through teacher survey, PLC agendas and minutes, and administrative observation and evaluation.

Action Steps/Monitoring Plan

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	School-wide Professional Development	Fall 2015-Winter 2016	A-Team/Curr. Coordinator
2	Content Team Discussion PLCs	Fall 2015-Winter 2016	A-Team/Curr. Coordinator
3	Administrative Observation/Evaluation Process	Fall – June 2016	A-Team/Curr. Coordinator
4	Training and Implementation of Independent and Guided Reading	Fall- 2015	Curriculum Coor.

Results/Outcomes

Step#	Strategies/Activities	Timeline	Status
1	School-wide Professional Development	Fall 2015- Winter 2016	Complete
2	Content Team Discussion PLCs	Fall 2015- Winter 2016	Complete
3	Administrative Observation/Evaluation Process	Fall – June 2016	Complete
4	Training and Implementation of Independent and Guided Reading	Fall- 2015	Complete

Goal #2

- In the 2015-2016 school year, the percentage of students in grades 6-8 at TRMS, performing at or above benchmark will increase by 3% from fall to spring as measured by the STAR Reading test.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Monthly Literacy Team Meetings	Fall 2015- Spring 2016	Principal
2	Content Team Discussions PLCs	Fall 2015- Spring 2016	Principal
3	Interdisciplinary Grade level Teams	Fall 2015- 2016	Asst. Principals/Gui dance Counselors and Teachers

STAR Results

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

	Total # of Students Tested	Fall	Spring	Difference
Grade 6	260	72%	76%	+ 4%
Grade 7	294	65%	74%	+ 9%
Grade 8	308	69%	77%	+ 8%

Goal #3

- In the 2015-2016 school year, TRMS teachers will increase the integration of technology into their classrooms and with students including the use of Google Classroom and the new interactive white boards. Measurement of this goal is through a gap analysis survey, and administrative walkthrough/observation.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Continue Technology Mentoring Team	Fall 2015	A-Team Hogan
2	Gap Analysis Survey #2 Implemented	Fall 2015	A-Team Hogan Tech. Mentors
3	Walkthrough tracking of technology use	School year 2015-2016	A-Team Hogan
4	Related PD Opportunities	School Year 2015-2016	A-Team Hogan Tech. Mentors

Results/Outcomes

Step#	Strategies/Activities	Timeline	Results
1	Continue Technology Mentoring Team	Fall 2015	Complete
2	Gap Analysis Survey #2 Implemented	Fall 2015	Complete
3	Walkthrough tracking of technology use	School year 2015-2016	Incomplete
4	Related PD Opportunities	School Year 2015-2016	Complete

Goal #4

- **Goal #4** In the 2015-2016 school year, TRMS faculty will continue to grow a positive school culture as measured by the Tripod Survey results.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Analyze Fall Tripod data and set Goals	Fall 2015- Spring 2016	A-Team
2	School-Wide Professional Development	Fall 2015- Winter 2016	A-Team/Curr. Coordinator
3	Interdisciplinary Team Discussion/PLC's	Fall 2015 – June 2016	A-Team/Curr. Coordinator
4	Administrative Observation/Evaluation	Fall 2015- Spring 2016	A-Team/Curr. Coordinator

TRIPOD Results

	Care	Confer	Captivate
Range	218-390	208-394	218-384
Overall	302	316	310

	Clarify	Consolidate	Challenge	Classroom Management
Range	232-392	218-358	232-378	250-398
Overall	312	294 *	310	334

- All 7c Tripod Scaled Scores fell in the **Average** range with the exception of Classroom Management which was **Above Average**.
- **Consolidate** will be our 2016-2017 7c Focus Area.

TRMS
ACTION PLAN
2016-2017

Goal #1

- By June 2017, 70% of all students at each grade level will have met the Student Growth Percentile (SGP) expectation of 40 or greater in the area of Reading as measured by the STAR Reading Assessment.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	School-wide Professional Development	Fall 2016- Winter 2017	A-Team/Curr. Coordinator
2	Content Team Discussion PLCs	Fall 2016- Winter 2017	A-Team/Curr. Coordinator
3	Administrative Observation/Evaluation Process	Fall – June 2017	A-Team/Curr. Coordinator
4	Implementation of Independent and Guided Reading	Fall- 2016	Curriculum Coor.

Goal #2

- In the 2016-2017 school year, TRMS teachers will increase their knowledge and implementation of differentiated instruction strategies as measured by the successful completion of these specific action steps.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Continuous Professional Development to understand individual student learning styles.	Fall 2016	A-Team Hogan
2	Monthly PLC using multiple text resources which highlight specific tools, strategies and activities related to differentiation.	Fall 2016	A-Team Hogan Tech. Mentors
3	Grade level/content area will share and develop common formative assessments to inform individualized instruction.	School year 2016-2017	A-Team Hogan
4	Collect walkthrough data and provide educators with feedback related to differentiation practices.	School year 2016-2017	A-Team Hogan

Goal #3

- In the 2016-2017 school year, TRMS faculty will improve teaching practices and student engagement as measured by the Tripod Student Perceptions Survey and the completion of specific action steps to address the focus area of ***Consolidate***.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Analyze Fall Tripod data and set Goals	Fall 2016- Spring 2017	A-Team
2	School-Wide Professional Development	Fall 2016- Winter 2017	A-Team/Curr. Coordinator
3	Interdisciplinary Team Discussion/PLC's	Fall 2016 – June 2017	A-Team/Curr. Coordinator
4	Administrative Observation/Evaluation	Fall 2016- Spring 2017	A-Team/Curr. Coordinator

Goal #4

- In the 2016-2017 school year, TRMS faculty will develop their capacity in the area of Diversity Awareness and cultural responsibility as measured by the successful completion of specific action steps.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Identify what diversity means within a school and community- school-wide PD	Fall 2016- Spring 2017	School Counselors
2	Provide staff activities and resources that support our core values. For use in advisory and on team.	Fall 2016- Winter 2017	School Counselors
3	Create a diversity team at TRMS that meets to plan PD for staff and students	Fall 2016 – June 2017	School Counselors
4	Provide resources and information on the school website.	Fall 2016- June 2017	School Counselors

TRHS
Action Plan Review
2015-2016

Goal 1 2015-16

- o In the 2015-2016 School Year TRHS will further develop our Response to Instruction (RTI) model to ensure student success in the following areas- Attendance, Academics and Positive Student behaviors as measured by:
 - o A 2% increase in student attendance rates,
 - o A 3% increase in students performing at or above benchmark on the STAR reading and math assessments from fall to spring,
 - o A 3% decrease in office behavioral referrals.

Action Steps for Goal 1

- o Revised attendance recovery program for quicker intervention.
- o Work to include a reading specialist and math interventionist to **support** struggling learners and help teachers incorporate strategies in daily lessons.
- o Reconfigure the Math Lab to become a general Academic **Support** Center.
- o Utilize STAR data to measure students' progress and to address struggling learners.
- o Expand Excel study program to increase Tier 2 **support** in academics and behavior.
- o Explore alternative scheduling options that greater **support** RTI and teacher collaboration.
- o Continue to run and monitor the school-wide advisory.

Goal 1 2015-16 Reflection

o **Attendance**

- o* 14-15: 127 Students over Attendance Limit
- o* 15-16: 101 Students over Attendance Limit
- o* 20 % Decrease from 14-15 to 15-16

o **Discipline**

- o* 14-15: 1178 Discipline Referrals
- o* 15-16: 903 Discipline Referrals
- o* 23% Decrease from 14-15 to 15-16

STAR READING RESULTS

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

	Total # of Students Tested	Fall	Spring	Difference
Grade 9	259	56%	58%	+ 2%
Grade 10	285	57%	59%	+ 2%

Goal 2 2015-16

- o In 2015-2016, TRHS will continue to foster a positive school culture that increases levels of support and communication with our school community members (students, teachers and parents) as measured by:
 - o Regular surveys/checks of staff, students, and stakeholders,
 - o Participation in academic and co-curricular activities,
 - o An increase in business partnerships to build a stronger connection to the community and post-secondary opportunities.

Action Steps for Goal 2

- o Increased administrator time in the classroom, providing feedback to inform appropriate professional development.
- o Explore alternative schedules that allows teachers extended instructional opportunities, and time to collaborate.
- o Increase security measures and maintain the physical plant to create a better environment.
 - o Work with the Plaistow PD on trainings to ensure our school is safe and secure.
- o Continue to train teachers in how to use data to support instruction and differentiate lessons accordingly.
- o Provide both behavioral and academic RTI support.
- o Continue the advisory program to ensure staff and student connections.
- o Provide avenues for all stakeholders to have a voice in the daily operations of the school.
 - o Tripod, Teacher Voice, Life of an Athlete

Goal 2 2015-16 Reflection

- o **Teacher Support**
 - o 867 non-evaluative walkthroughs
 - o Webinars and weekly professional development articles
 - o Coffee and Conversations.
 - o STAR and Tripod Data Discussions
 - o Exploration of Achieve 3000
- o **Schedule Change**
 - o Meetings, teacher surveys, research and planning
- o **Security and Safety**
 - o Work with Homeland Security and Plaistow PD
 - o Bi-weekly Roundtable meetings
 - o Recommendations from district and school committees
- o **Business Partnerships**
 - o 8 new business partnerships
 - o 57% increase

Goal 2 2015-16 Reflection

- o Advisory Program
 - o Gathered feedback and made changes for 16-17
- o Communication and Feedback
 - o Teacher Voice
 - o TTA meetings
 - o Tripod
 - o Student government
 - o Surveys for staff

Goal 3 2015-16

- o Goal #3: In the 2015-16 school year, TRHS will work in collaboration with all district schools to continue to develop and align curriculum to the NH College and Career Ready Standards as demonstrated by the approval and implementation of a fully aligned K-12 district curriculum in all content areas by June 2017.

Action Steps for Goal 3

- o Create and update timeline for curriculum work.
- o Continue the work of rewriting all curricula to align with the NH College and Career Ready Standards using the district curriculum template.
- o Implement a comprehensive support plan to build capacity in both writing and implementing the new curriculum.
 - o This will include a regular teacher feedback loop to ensure appropriate and adequate professional development opportunities.
- o Continue writing stages two and three of the curriculum UBD documents following approval of stage one.
- o Work closely with the Curriculum and Assessment committee to develop and implement a district philosophy around grading and reporting.
- o Use walkthrough data to support the curriculum work by providing feedback and using it to inform training and professional development for the school.

Goal 3 2015-16 Reflection

- o Curriculum Writing
 - o Weekly progress check in meetings 6-12.
 - o Stage one completed and approved for Physical Education, Health, ICT (PK-8), Theater, Life Skills and World Language.
 - o Stage 2 begun in Math, Social Studies, ELA and Science.
- o Professional Learning
 - o Focused around assessment writing and content literacy training.
 - o Used teacher surveys and walkthrough data to ensure personalized opportunities.
- o Grading and Reporting
 - o Bi-weekly meetings of the 6-12 administrative team to build consensus around certain topics.
 - o Information was shared with teachers for feedback before moving to next steps.

TRHS Action Plan 2016-2017

Goal 1

- o Goal #1: In the 2016-2017 School Year TRHS will further develop our Response to Instruction (RTI) model to ensure student success in the following areas – Academics, Attendance, and Behavior as measured by:
 - o A 3% increase in students performing at or above benchmark on the STAR reading and math assessments (grades 9 and 10),
 - o A 3% increase in students performing at or above benchmark on the SAT (grade 11),
 - o A 5% increase in student attendance rates,
 - o A 5% decrease in office behavioral referrals.

Action Steps for Goal 1

- o Attendance Recovery Program
 - o Increase accountability and administrative oversight
 - o Implement changed reporting process
- o Focused Math and Reading support
 - o Establish Math and Reading interventionist positions
 - o Review and react to STAR data
- o Academic Support Center
 - o Continue to utilize and monitor
 - o Increase peer tutoring

Action Steps for Goal 1

- o Credit Recovery
 - o Encourage successful completions
 - o Expand offerings
- o Schedule for courses
 - o Propose schedule change (Block Scheduling)
 - o Implement schedule change if approved
 - o Provide related professional development to staff

Goal 2

- o Goal #2: In 2016-2017, TRHS will foster a positive school culture that increases levels of support and communication with our school community members (students, teachers and parents) as measured by:
 - o Data collected by TRHS Data Team to drive positive change,
 - o Participation in academic and co-curricular activities,
 - o Increase in communication with community by use of multiple platforms (School Messenger, TPAF, social media, etc.).

Action Steps for Goal 2

- o Teacher Support
 - o Increase data collection through classroom walkthroughs
 - o Provide webinars and weekly professional development articles
 - o Offer imbedded professional development through Coffee and Conversations
 - o Utilize Achieve 3000 for literacy support
- o Schedule for courses
 - o Propose schedule change (Block Scheduling)
 - o Implement schedule change if approved
 - o Provide related professional development to staff

Action Steps for Goal 2

- o Security and Safety
 - o Work with Plaistow PD and other outside agencies
 - o Host bi-weekly Roundtable meetings
 - o Follow through on recommendations from district and school committees
- o Co-curricular Activities
 - o Update and revise co-curricular handbook
- o Celebrate Excellence
 - o Provide press releases
 - o Utilize social media and website
 - o Continue students presentations and award ceremonies
 - o Promote honor society inductions

Action Steps for Goal 2

- o Communication and Feedback
 - o Meet with TTA and Teacher Voice
 - o Administer Tripod
 - o Engage with student-led organizations
 - o Provide surveys for staff
 - o Work with TRHS Data Team
 - o Utilize School Messenger
 - o Present at TPAF
 - o Participate in Superintendent Advisory Committees
- o Diversity Awareness and Cultural Responsibility
 - o Training for administration and staff
 - o Promote within the high school

Goal 3

- Goal #3: In the 2016-17 school year, TRHS will work in collaboration with all district schools to continue to develop and align curricula to the state and national standards as demonstrated by the approval of a fully aligned K-12 district curriculum in all content areas by June 2017 and full implementation by June 2019.

Action Steps for Goal 3

- Curriculum Writing
 - Weekly 6-12 and monthly PK-12 academic team meetings to ensure district alignment.
 - Stage one to be approved for Art, Music, Business, ICT, FACS, Engineering and Industrial Trades.
 - Stage 2 development to continue in Math, Social Studies, ELA, Science, Physical Education, Health, ICT (6-8), and World Language.
- Professional Learning
 - Develop a district 3 year PD plan to support the implementation of the new curriculum.
 - Use teacher surveys and walkthrough data to ensure personalized opportunities for professional learning.
 - Investigate resources for competency based assessment to support teachers as they continue to shift educational practices to meet the needs of all learners.
- Grading and Reporting
 - Develop and implement a district philosophy around grading and reporting and develop a reporting plan for the secondary level that is consistent with that philosophy.

Alternative and Continuing Education Action Plan Review

2015-2016

Goal 1 2015-16

- o By June 2016, the Timberlane Continuing and Alternative Education Program will expand alternative pathways for all students as measured by the development of a Program of Studies and protocols for Response to Instruction.

Action Steps for Goal 1

- o Adopt and Approve an Evening Division Program Of Studies comparable to the Day Division Program Of Studies: **COMPLETE.**
- o Establish clear protocols for Attendance Buyback similar to Day Division: **COMPLETE.**
- o Establish clear Response To Instruction protocols for Evening Division: **ONGOING.**
- o Expand opportunities for flexible learning environments including blended and online education programs: **ONGOING.**
- o Establish a clear communications pathway for the program that extends to the Day Division and the SAU: **COMPLETE.**

Goal 2: 2015-16

- o By June 2016 the Timberlane Regional School District Grant Management Team will develop a data-driven, needs based system for grant writing and management as measured by the development of guidelines and protocols.

Action Steps for Goal 2

- o Assemble a team that includes members from each school and district level administration: **COMPLETE.**
- o Establish protocol for the Grant Management Team to work with all stakeholders in the district: **ONGOING.**
- o Establish a system for identifying and applying for grants: **ONGOING.**

Goal 3: 2015-16

- By June of 2016 the Timberlane Continuing and Alternative Education Program will develop a processes for monitoring and reporting of program specific elements as demonstrated by the identification and implementation of data-based measures.

Action Steps for Goal 3

- o Identify pertinent data points: **ONGOING.**
- o Establish collection and reporting schedule for Evening Division and Summer School data: **ONGOING.**

Alternative and Continuing Education Action Goals

2016-2017

Goal 1

- By June 2017, the Timberlane Continuing and Alternative Education Program will work to develop processes and protocols associated with the HiSET program to include accountability measures, expectations for participation, parental involvement, eligibility requirements, and redefined roles and responsibilities of participating parties.

Action Steps for Goal 1

- o Create a HiSET Team that meets regularly to discuss student progress and support.
- o Clarify and strengthen the attendance system and tracking of student hours.
- o Incorporate Work Hours, Internships, and ELO's for HiSET students.
- o Establish clear communication pathways for the program that extends to the Day Division and SAU.
- o Support teachers in efforts to prepare students for the HiSET Exam.

Goal 2

- o By June 2017 the Timberlane Regional School District Grant Management Team will develop a data-driven, needs based system for grant writing, Acquisition, and management as measured by the development of a grant writing handbook and the acquisition of at least one grant this year.

Action Steps for Goal 2

- o Assemble a team that includes members from each school and district level administration.
- o Establish protocol for the Grant Management Team to work with all stakeholders in the district.
- o Establish a needs based system that is supported by data for identifying and applying for grants district-wide.

Goal 3

- o By June of 2016 the Timberlane Continuing and Alternative Education Program will utilize various data-based measures to monitor and report out student and program progress and to make programmatic decisions for the enhancement of the Continuing and Alternative Education Program.

Action Steps for Goal 3

- o Identify pertinent data points.
- o Establish collection and reporting schedule for Evening Division and Summer School data.



Phone: (603) 228-2061
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Fax: (603) 228-2351

<http://www.nhsba.org>

Officers

Donald Austin
President, Somersworth

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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

Timberlane Regional School District

2016 - 2017 Kindergarten

	<u>Half Day Sessions</u>	<u>Full Day Sessions</u>	<u>Add'l Staff if Half Day Went to Full Day</u>	
			<u>Teacher</u>	<u>Para</u>
Atkinson	1	1	0.5	0.5
Danville	2	1	1	1
Plaistow	2	2	1	1
Sandown	2	1	1	1
Total	7	5	3.5	3.5

Cost of Add'l Staff if Half Day Went to Full Day

				<u>Total</u>
Salaries	\$188,542	\$55,738		\$244,279
				\$0
FICA	\$14,423	\$4,264		\$18,687
NHRS	\$32,731	\$6,343		\$39,074
Total	\$235,696	\$66,344		\$302,040

(No Employee Ins.)

Timberlane Regional School District

Full Day Kindergarten

	2015 - 2016		2016 - 2017	
	Enrollment	Revenue Received	Enrollment	Revenue Projection
Atkinson	20	\$72,000	20	\$72,000
Danville	12	\$28,550	17	\$59,000
Plaistow	28	\$42,550	40	\$100,000
Sandown	20	\$74,250	21	\$47,000
Total	80	\$217,350	98	\$278,000

NHSBA Call for Resolutions

State Education Funding

Average Daily Membership ADM

- ADM is the average daily attendance during the school year
- ADM is calculated by the NH DOE and used for state funding calculations
- It is typically somewhere around 95% of the actual enrollment
- Numbers for any given year aren't available until the school year is complete and reports are in

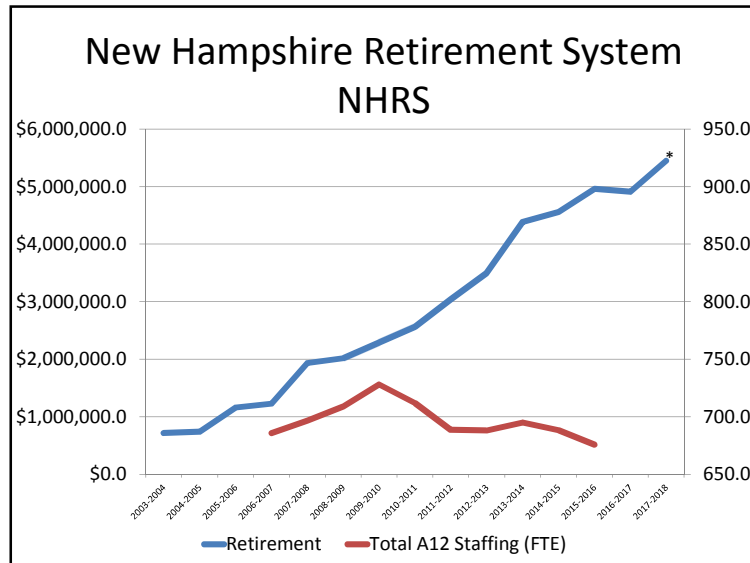
StateWide Education Property Tax SWEPT

- The NH Supreme Court requires the State provide funding for an "adequate" education
- The State created the Statewide Property Tax, SWEPT
- SWEPT is collected in the exact same manner as local property tax and is sent directly to the school district
- The state calls this "state funding"



New Hampshire Retirement System NHRS

- The NHRS was poorly funded for decades
- After the Great Recession Concord set out on a path to properly fund NHRS
- As a result the employer paid portion has increased while our total staffing level at TRSD has decreased

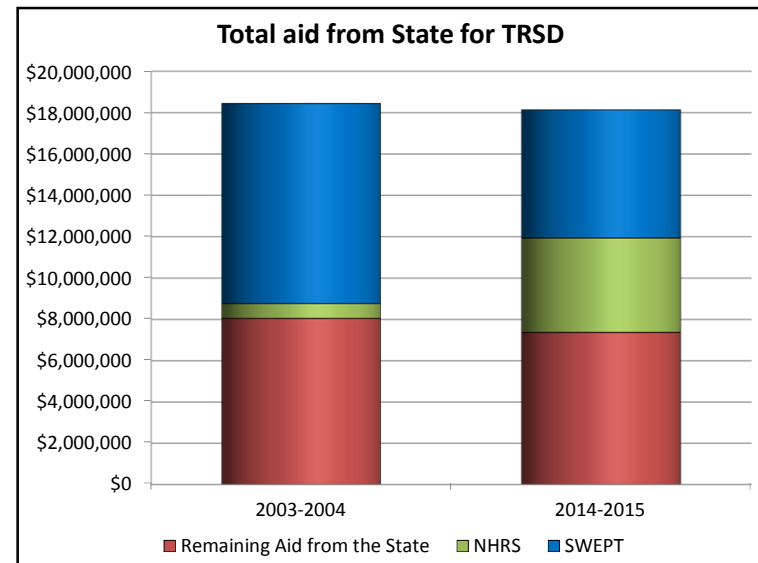
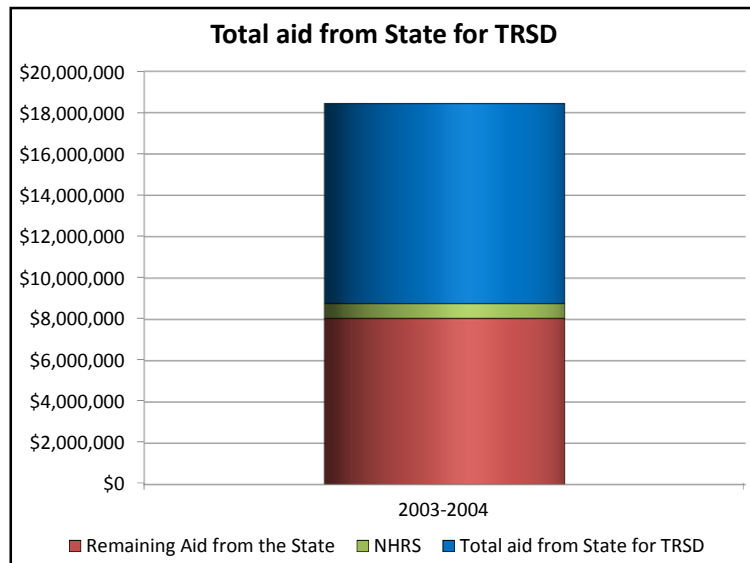


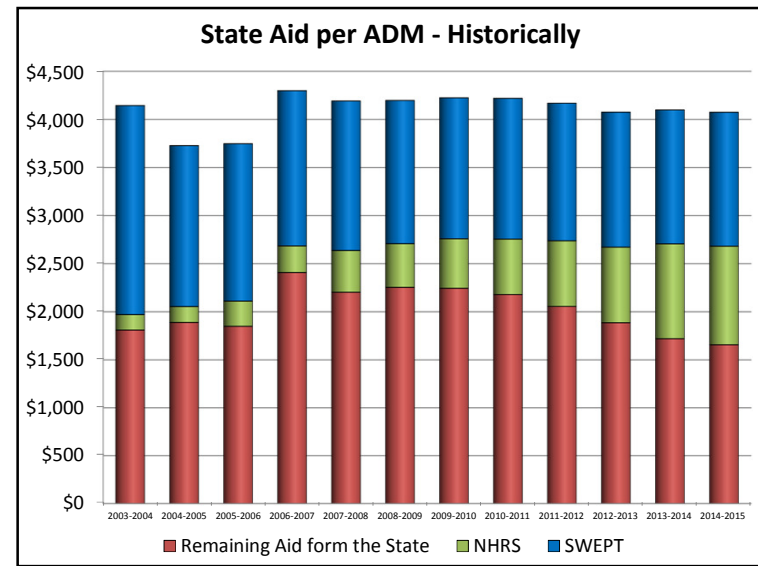
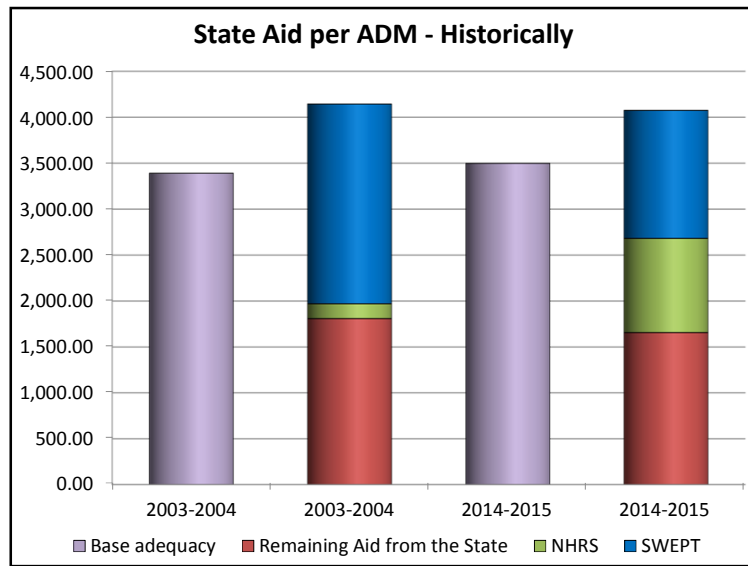
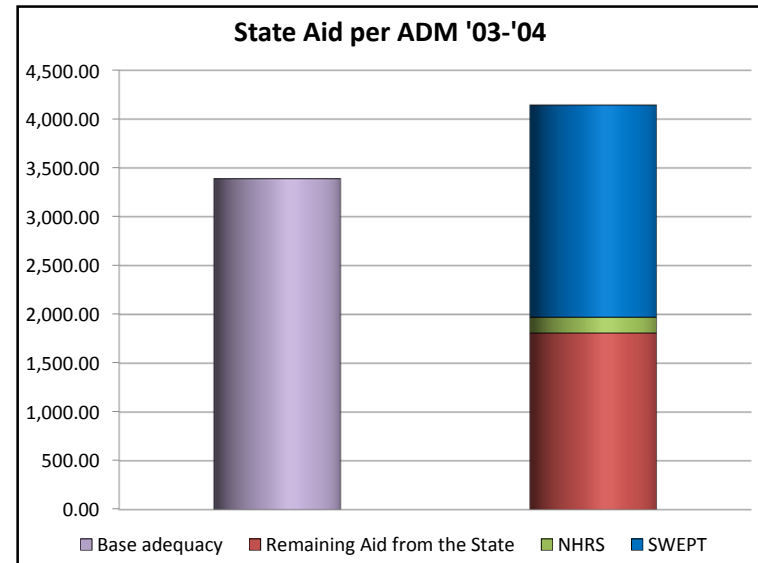
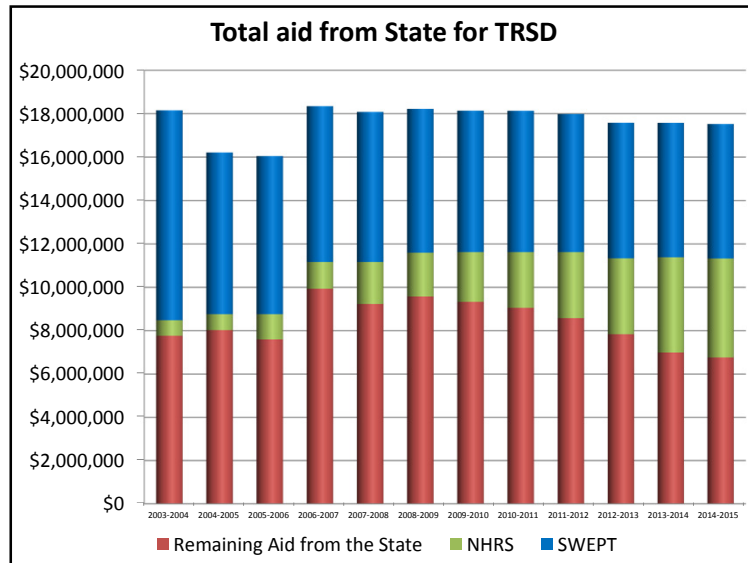
State Aid

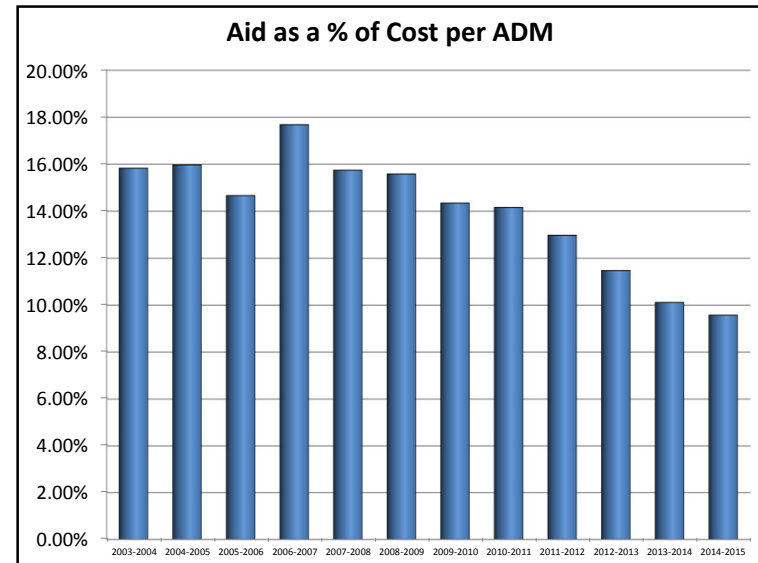
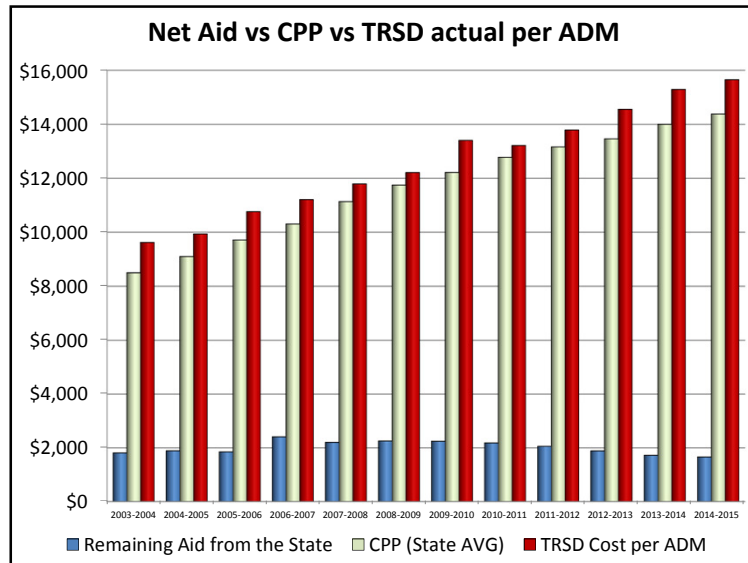
StateWide Education Property Tax
SWEPT

Catastrophic Aid
Aid for Special Education students whose costs exceed 3.5 times the average cost per pupil in the state

Education Grant
Aid to assist in education funding paid directly to the SAU for each town







NHSBA Resolution Proposal

NHSBA supports funding for education from the state that annually adjusts and accurately correlates with changes in actual spending by school districts.

New Hampshire state education funding has remained relatively flat for years as required payments from school districts into the New Hampshire Retirement System have significantly increased. The net result has been a decrease in state aid used to offset local property tax revenue, increasing the local property owners' contribution to local education.

SCHOOL/DEPARTMENT REPORT TO THE TRSB – OCTOBER 6, 2016

Atkinson Academy

- What a turnout for Atkinson's Fall Festival held on Saturday! Bounce house, face painting, crafts , silent auction items, raffles, games and of course the Haunted House were enjoyed by all. Thank you to all the parents, staff and grandparent volunteers. Your help made the Festival a huge success.
- STAR testing was completed and now staff will be working on benchmarking the students during the next two week window.

Danville Elementary

- Students have all taken baseline assessments to help staff prepare and plan for the first trimester. Professional development training was offered to Star Champions to explore reports not previously available to us. While STAR Assessments are only one measure used to assess student achievement, we are grateful for the opportunity to partake in new learning.
- The Danville Fire Department brought their trucks and ambulance to school today. This is always a favorite event for our students. It is a great time to remind students who will in turn remind families of safety protocols needed to have in homes.
- Smile! School pictures will be taken tomorrow.

Pollard School

- Pollard School students were once again invited to have artwork published in the book Celebrating Art. Sixteen Pollard students were selected for the spring 2016 edition of the book. Jacob Raymond, Bella Hughes, Brady Stack, Julia Fronc, Robert Fairhurst, Ava Defreitas, Leah Morrier, Ryleigh Jandreau, Nikolas Langlois, Sophia Keogh, Kaeleb Moley, Ava Kruschwitz, Abbey Miller, Tess Simmonds, Derek Coyle, and Hannah Perron. CelebratingArt.com is devoted to the promotion and appreciation of student art. The intent of this student art contest is to motivate student artists. Only the top 25% of entries are chosen to be published. The company encourages students to include this achievement on college applications!
- Pollard School will participate in our annual Bike or Walk to School Day on Wednesday, October 5, 2016. Students and their parents are encouraged to meet at one of two locations (Plaiستow Fish with Mr. Blay or Game or the Smith Field with Mr. Shawley) and then walk/bike to school as a group. Families can then sit and eat breakfast together in our café.

Sandown Central

- In kindergarten, we have been working in Foundations introducing letters and sounds, as well as handwriting. We have started to introduce new popcorn words each week. We continue to work in our draw/write journals on sketching. Students have learned about apples, experimented with weather they sink or float and taste tested red, green and yellow apples...as well as graphing the information. In Math students have started Topic 2 comparing numbers 0 to 5...we were able to tie this in to our taste testing apple graph as well.
- In preschool the children are learning some letter sounds, getting to know our classmates, working on our colors, and learning through play and creative activities.
- We have been practicing our fire and safety drills and on October 3rd the fire chief pulled a fire drill for this month.

Sandown North

- Our students benefitted once again from the dental clinic funded by the Alexander Eastman Foundation. It was offered on September 29th and 30th. Parents are given the chance to have their child receive their services and, as part of the grant, students are educated further about dental health.
- At our Leadership Committee meetings, STAR data has been examined. Trends and successes were noted. Questions were raised and posed to the Target team and PLCs for additional information.
- On October 3rd, staff re-enacted active shooter training with the Sandown Police Department. Staff were active participants. It was truly a learning experience for all. Even though our procedures are pretty tight, putting them into play showed us that some revisions need to be made.
- Our most recent roll-out has been Hallway behavior, as we wanted all of our students to be successful right away. They have been doing a fabulous job as noted by our Phantom Star who appeared at Monday Morning Meeting to congratulate them. The STAR brought great news: "You have been doing such a remarkable job that I have determined you all, students and staff, deserve a Wear Your Favorite Team's Clothing Day on October 7th (Friday). As you can imagine, cheers erupted.

Middle School

- TRMS Student Senate is sponsoring PINK and Denim Day. On Friday, October 7th we will wear pink and denim as a school to raise awareness and funds for research for women's breast cancer.
- Security cameras have been installed and are fully operational. New front door security has been added and key cards administered to staff.
- PTSA held its first meeting in September. The October meeting will be planning for the Halloween Party for grade 6 on the 28th. They have concluded the magazine drive for this year although orders can still be made on line.
- Over 95% of TRMS staff has now received training for epi-pen use blood-borne pathogens.
- TRMS staff received STAR SGP training for Star champions as well as literacy specialists.
- Content area teachers and special educators received Achieve 3000 training.
- Dr. Jody Polleck will be joining TRMS staff for 2 days of training in UBD Stage 3 writing as well as literacy strategies within the content areas during our professional development day next Tuesday.

High School

- September 16 - National Recognition Day for POW/MIA was amazing day for students and staff.
<https://trsd.smugmug.com/HS/20160916-Black-HawkHelicopter3/>
<https://trsd.smugmug.com/HS/20160916-Black-HawkHelicopter2/>
<https://trsd.smugmug.com/HS/20160916-Black-Hawk-Helicopter/>
- October 3-7week – Spirit week is off to a great start.
- October 6 - Variety Show 6:30 pm PAC
- October 7 - Student Assembly 1:00pm -2:10 pm HS Gym
- October 8 - Student Dance 6:00 pm – 9:00 pm HS Café/Gym
- October 12 - School Counseling Dept. College Common Application Sessions 8:00am - 9:00am; 12:00pm - 2:10pm

- October 12 - National Honor Society Induction Ceremony 6:00pm PAC
- October 13 - School Counseling Dept. College Common Application Sessions 7:20am - 8:05am; 12:30pm - 1:15pm; 2:15pm - 3:15pm
- October 13 - Parent/Teacher Conferences 4:30 pm - 7:00 pm
- October 15 – PSAT Testing (Sophomore & Junior) Pre-registration is required \$23.00 cash or check to the School Counseling Dept by October 7 - 7:45am – 11:45am HS several classroom
- October 18 – Financial Aid Information Parent Night for College Bound Seniors 6:30 pm PAC

Athletics

- The Timberlane Athletic Teams continue to represent our school and community with pride. Congratulations to Noah Dolloff and Craig Beucler for representing Timberlane in the NHIAA State Bass Fishing Championships this past weekend at Lake Winnisquam. These boys finished 6th in the qualifying tournament out of 35 teams and made it to the State Championship Round. The eventual winners were from Keene HS, but congratulations to our Timberlane Owls!

Performing Arts:

- The Timberlane Music Department held a Florida Trip Informational Meeting at the PAC this past Monday-October 3rd to discuss details of the HS Disney Trip scheduled for next April 22-26, 2017.
- The HS Marching Band will be performing during the half-time show at this Friday night's home football game against Pinkerton Academy. Kick-off is at 6:30pm.
- The Timberlane Regional Music Department will be holding a Fifth Grade SmartMusic Informational Night on Wednesday night October 12 at 7:00 PM at the Performing Arts Center. All District 5th grade band and string students have been provided with a SmartMusic subscription which can be used on the student's home computer. SmartMusic is a state of the art music computer program. It's an interactive practice tool which will help your young musician become excited about practicing at home and practice more efficiently. Students will be using the program to complete homework assignments, but they can also browse through thousands of songs to play for fun, record themselves performing and burn CDs of their own playing. At the meeting parents will be taught how to download SmartMusic onto their computer, how to create an account for their child and how to use the program.
- UPCOMING MUSIC & DRAMA EVENTS
 - MILKMEN SHOW: Thursday - October 13th, 7:30pm, PAC Recital Hall, \$5
 - MARCHING BAND HALF-TIME PERFORMANCE: Friday-October 14th at Home Football Game against Concord. Kickoff-6:30pm
 - DOVER BAND SHOW: Saturday-October 15th - 6:00pm at Dover High School
 - JAZZ ALL STATE AUDITIONS: Saturday-October 22nd at Souhegan High School - times to be announced
 - RUMORS: Thursday-Saturday October 27-29, 7:00pm w/ Saturday Matinee at 2pm, PAC Recital Hall, \$5
 - MILKMEN SHOW: Friday-November 18th, 7:00pm, PAC Recital Hall, \$5

→ ALL-STATE AUDITIONS: Saturday-November 19th at Manchester Memorial HS - times to be announced

- UPCOMING PAC EVENTS

→ VETERANS' DAY CONCERT: Sunday-November 13th, 2:00pm at Timberlane Performing Arts Center – featuring the Timberlane Community Band – free admission