

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, FEBRUARY 2, 2017

Regular Meeting - 7:30 PM

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

Dr. Earl Metzler, II, Superintendent

Dr. Roxanne Wilson, Asst. Superintendent

AGENDA - REVISED

1. **7:30 PM** Call to Order – Chair (10 minutes)
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Delegations or Individuals and Student Rep
5. Current Business
 - a. **7:40PM** 2018-19 School Calendar (5 minutes) ACTION
 - b. **7:45PM** School Board Goals Review – INFORMATIONAL (20 minutes)
 - c. **8:05PM** School Board Self-evaluation – INFORMATIONAL (10 minutes)
6. **8:15PM** Administrator's Report
 - a. Update on School Activities – INFORMATIONAL
7. **8:20PM** Personnel Report
8. **8:25PM** Committee Reports
9. **8:30PM** Reports of the School Board
10. **8:35PM** Approval of Minutes
 - a. January 19th public and nonpublic sessions
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **8:40PM** Other Business (if time permits)
14. Non-public (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
February 3	Last Day to File for Candidacy	SAU	5:00 PM
February 9	Deliberative Session	TRHS	7:00 PM
February 16	Regular Board Meeting	SAU	7:30 PM
March 8	SAU Board Meeting	SAU	7:00 PM
March 9	Regular Board Meeting	SAU	7:30 PM
March 23	Re-organizational Meeting	SAU	7:30 PM
April 6	Regular Board Meeting	SAU	7:30 PM
April 19	SAU Board Re-organizational Meeting	SAU	7:00 PM
April 20	Regular Board Meeting	SAU	7:30 PM
May 4	Regular Board Meeting	SAU	7:30 PM
May 18	Regular Board Meeting	SAU	7:30 PM
June 1	Regular Board Meeting	SAU	7:30 PM
June 15	Regular Board Meeting	SAU	7:30 PM

ADMINISTRATOR'S REPORT

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

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

5. CURRENT BUSINESS

a. 2018-19 School Calendar – 5 minutes

Deb Armfield to present first draft of proposed 2018-19 school calendar (Policy IC/ICA). ACTION

b. School Board Goals Review – 20 minutes

As requested at the last board meeting, the School Board goals are placed on the agenda for review as it relates to focus of the board and the upcoming School Board self-evaluation process. INFORMATIONAL

c. School Board Self-Evaluation

Each year the school board conducts a self-evaluation using an online survey (in packets) with results presented at a meeting prior to the March elections. The online link will be forwarded to each board member. INFORMATIONAL

6-9. REPORTS

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

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

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

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

9. REPORTS OF THE SCHOOL BOARD

10. APPROVAL OF MINUTES

Two sets: January 19th public and nonpublic sessions.

11. CORRESPONDENCE

12. VENDOR AND PAYROLL REGISTERS

13. OTHER BUSINESS

14. NON-PUBLIC (if needed)

15. FUTURE DATES

UPCOMING REGULAR MEETING AGENDAS

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

February 9, 2017	
Deliberative Session	
Special Meeting	<i>To finalize recommendations if needed</i>

February 16, 2017	
School Board Self Evaluation	<i>Results</i>
Policies	<i>First read</i>
SPED Compliance Monitoring	<i>Beth Rincon</i>
Annual Report	<i>Review of Draft</i>
Sandown Impact Fee Information Request	<i>Modified request</i>
Donations	<i>Knights of Columbus</i>

March 2, 2017	
Policies	<i>Second read</i>

March 16, 2017	
Reorganizational Meeting	
Policies	<i>First read</i>

April 6, 2017	
High School Graduation Date	
Renominations	
Committee Assignments	
School Board Goals	
School Board Training	
Food Service Contract - Tentative	
Policies	<i>Second read</i>

April 20, 2017	
School Board Goals (if needed)	
Summer Hours	
NSBA Conference	<i>Report of conference</i>
Policies	<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>
Kindergarten Committee Report	
School Board Correspondence Process	
Adding Additional Board Meeting	<i>To address donations, awards, field trips</i>

2018 - 2019 School Calendar

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.

	M	T	W	TH	F		M	T	W	TH	F
August (2)	NT	D-PD	B-PD	30	31	February (16)	4	5	6	7	1
September (19)	X	4	5	6	7	11	12	13	14	15	8
	10	11	12	13	14	18	19	20	21	22	
	17	18	19	20	21	X	X	X	X		
	24	25	26	27	28	March (19)	4	5	6	7	8
October (21)	1	2	3	4	5	11	12	13	14	15	X
	X	PD	10	11	12	18	19	20	21	22	
	15	16	17	18	19	25	26	27	PD	29	
	22	23	24	25	26						
	29	30	31			April (17)	1	2	3	4	5
November (18)				1	ER	8	9	10	11	12	
	5	6	7	8	9	15	16	17	18	19	X
	X	13	14	15	16	X	X	X	X	X	
	19	20	X	X	X	29	30				
	26	27	28	29	30	May (22)			1	2	3
December (15)						6	7	8	9	10	
	3	4	5	6	7	13	14	15	16	17	
	10	11	12	13	14	20	21	22	23	ER	
	17	18	19	20	21	X	28	29	30	31	
	X	X	X	X	X	June (11)					
January (20)	X	X	2	3	4	3	4	5	6	7	
	7	8	9	10	11	10	11	12	13	14	
	14	15	16	14	18	ER	MU	MU	MU	MU	
	X	22	23	24	25	MU	MU	MU	MU	MU	
	28	29	PD	31		MU					

PD = Professional Development Day (no school for students)
 D-PD = District Professional Development NT= New Teacher Day
 B-PD = Building Level Professional Development
 X = Holiday/School Break MU = Make-up Day ER = Early Release

Student Year = 180 days Teacher Year = 187 days
 Quarters: November 2, January 23, March 29, and Last Day of School
 Trimesters: November 30, March 14, and Last Day of School

August 27	New Teacher Orientation	January 21	Martin Luther King Jr. Civil Rights Day
August 28-29	Professional Development	January 30	Professional Development
August 30	First Day of School	Feb 25-Mar 1	Winter Break
September 3	Labor Day	March 28	Professional Development
October 8	Columbus Day	April 22-26	Spring Break
October 9	Professional Development	May 27	■ Memorial Day Observed
November 12	■ Veterans Day Observed	June 17	Last Day of School **
November 21-23	Thanksgiving Break	June 18-29	Make Up Days
Dec 24-Jan 1	Holiday Break		

■ Required day out of school per RSA 288:4 ** Subject to change due to school closures
 Early Release day: November 2, May 24 and last day of school.

Timberlane Regional School District	Policy Code: IC/ICA
Adopted: 06-16-83 Revised: 05-02-91 Revised: 02-24-05 Revised: 04-03-08 Revised: 12-15-11 Revised: 05-02-13	Page 1 of 1

SCHOOL YEAR / SCHOOL CALENDAR

The school calendar will be developed by the Superintendent and approved by the Board. Any exceptions or revisions to the calendar must be approved in advance by the Board. The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools, regional special education programs, and other districts in the SAU.

The school year shall be a minimum of 190 days, including a minimum of 180 instructional days for students and additional days for the teaching staff, emergency days, etc.

Any days that the schools are closed for emergency reasons will be made up at the end of the school year, during recess periods or as otherwise approved by the Board upon the Superintendent’s recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

Alternatively, the school year may consist of the number of hours as required by New Hampshire Department of Education Rules. In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

Legal Reference:

- RSA 189:1, Days of School*
- RSA 189:24, Standard School*
- NH Code of Administrative Rules, Section Ed. 306.18*
- NH Code of Administrative Rules, Section Ed. 306.19*
- NH Code of Administrative Rules, Section Ed. 306.27*

SCHOOL BOARD GOALS

2016-17

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

1. Academic Excellence

- 1.1 Support the Superintendent's Leadership Team and instructional staff in their pursuit of academic excellence and continuous improvement.
- 1.2 Timely and comprehensive presentations regarding all of the major assessment results will be presented to the Board (i.e. SAT, STAR, SBAC, AP, etc...).

2. Community Engagement and Parental Involvement

The Board will continue to dedicate district resources towards a centralized, professional and consistent community relations effort. The TPAF (Timberlane Parent Advisory Forum) is one of the ways the district is working toward this effort.

3. Capital Improvement Plan

The Board will review, adjust and implement the Capital Improvement Plan through school year 2016-17.

4. Working with the Budget Committee

The Board will increase communication with the Budget Committee, strive to improve our working relationship with the Budget Committee, and, in so doing, improve the budget process. In the spirit of collaboration, we will schedule one workshop to be held in conjunction with the Budget Committee.

5. Annual Report

- 5.1 Add significant content to the Annual report in an effort to make district information more accessible.
- 5.2 Support and perform necessary work to get annual audit completed in time to be part of the Annual Report.

6. Campuses and Grounds

The Board will support and dedicate appropriate resources in the pursuit of well-kept campuses and grounds in which we can all take great pride.

7. Drug Awareness

The Board will work in conjunction with community partners and school district leaders to keep the public aware of efforts regarding the substance abuse epidemic. The Student Assistance Program webpage is an example of this support.

Peter Bealo, Chair
Kelly Ward, Vice Chair

Timberlane Regional School Board

Adopted May 19, 2016

TIMBERLANE REGIONAL SCHOOL BOARD SELF-EVALUATION

To the best of your ability, please provide feedback regarding the performance of the School Board as a whole by choosing the appropriate number which most closely reflects your opinion to each of the statements below.

1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Statements which the evaluator does not feel qualified to answer or has no knowledge of that subject area should leave that statement blank and indicate so in comment field.

Comments are strongly encouraged in the space below each question, as they will be helpful in tailoring future evaluations as well as improving board practices.

1. VISION - We as a Board play a central role in fostering and guiding community dialogue about the vision for our schools and this vision is focused on student achievement.

1 2 3 4

Disagree Agree

Comments:

2. VISION - The vision and mission of the Timberlane Regional School District reflect the student expectations and needs of the community and we work with the Superintendent as a team to communicate the vision and make it a reality.

1 2 3 4

Disagree Agree

Comments:

3. STANDARDS - Timberlane standards are clearly understood, supported and communicated to students, parents, teachers and other members of the community.

1 2 3 4

Disagree Agree

Comments:

4. STANDARDS - The rigor of our standards is consistent with the expectations of parents, the community and the State Board of Education.

1 2 3 4

Disagree Agree

Comments:

5. STANDARDS - We provide policy and resources needed for the Superintendent and staff to implement standards-based instruction.

1 2 3 4

Disagree Agree

Comments:

6. ASSESSMENT - Our student assessments relate to our vision and student achievement goals and are aligned with state and district standards.

1 2 3 4

Disagree Agree

Comments:

7. ASSESSMENT - We provide for community input into our assessment process.

1 2 3 4

Disagree Agree

Comments:

8. ASSESSMENT - Our assessments properly inform us about our student performance and our short and long term goals and we know what they measure.

1 2 3 4

Disagree Agree

Comments:

9. ASSESSMENT - We understand how to interpret our assessment reports and use them in data-driven decision making.

1 2 3 4

Disagree Agree

Comments:

10. ASSESSMENT - We provide policy and resources for the Superintendent and staff to implement sound assessment throughout the district.

1 2 3 4

Disagree Agree

Comments:

11. ACCOUNTABILITY - We involve the community in defining an accountability process.

1 2 3 4

Disagree Agree

Comments:

12. ACCOUNTABILITY - Our decisions are researched-based and data driven.

1 2 3 4

Disagree Agree

Comments:

13. ACCOUNTABILITY - We hold ourselves, administrators and teachers to be committed to and held accountable for attaining the goals and objectives of the strategic plan.

1 2 3 4

Disagree Agree

Comments:

14. ACCOUNTABILITY - Proper measures and indicators are used to assess progress and these are reported, presented and understood by administrators, teachers, parents and the public in clear quantifiable terms.

1 2 3 4

Disagree Agree

Comments:

15. ACCOUNTABILITY - The Board evaluates itself in terms of student achievement and recognizes much of our authority is derived from public confidence in schools.

1 2 3 4

Disagree Agree

Comments:

16. ACCOUNTABILITY - The Board keeps abreast of policies mandated by state and federal law, the NHSBA attorney and the courts.

1 2 3 4

Disagree Agree

Comments:

17. ACCOUNTABILTY - Board leadership goes out of its way to make sure all members have the same opportunity to speak on important issues.

1 2 3 4

Disagree Agree

Comments:

18. ACCOUNTABILITY - Within the past year the Board has reviewed school district strategies for attaining long-term goals.

1 2 3 4

Disagree Agree

Comments:

19. ALIGNMENT - Staff development relates to student achievement goals and objectives.

1 2 3 4

Disagree Agree

Comments:

20. ALIGNMENT - We promote parental involvement in student learning and determine the community's concerns and beliefs about the types of student and community services it wants and would support.

1 2 3 4

Disagree Agree

Comments:

21. ALIGNMENT - We determine whether operational plans, facilities and budgets provide necessary programs and resources to promote student achievement.

1 2 3 4

Disagree Agree

Comments:

22. ALIGNMENT - We regularly evaluate programs for effectiveness.

1 2 3 4

Disagree Agree

Comments:

23. ALIGNMENT - We have a good understanding of budget reports, procedures, regulations and opportunities for flexibility and ensure that funding decisions are data-driven and research-based.

1 2 3 4

Disagree Agree

Comments:

24. ALIGNMENT - We ensure budget information is provided to parents and other community members in an easy-to-understand format that conveys the relationship between budget items and student achievement initiatives.

1 2 3 4

Disagree Agree

Comments:

25. ALIGNMENT - We provide policy and resources to meet the needs of at-risk, special needs and accelerated students.

1 2 3 4

Disagree Agree

Comments:

26. CLIMATE - We avoid micromanagement.

1 2 3 4

Disagree Agree

Comments:

27. CLIMATE - We regularly make student achievement a part of our meeting agenda.

1 2 3 4

Disagree Agree

Comments:

28. CLIMATE - Mutual respect, professional behavior and a commitment to continuous learning are evident at all times.

1 2 3 4

Disagree Agree

Comments:

29. CLIMATE - Our policies hold staff and students to high behavioral standards.

1 2 3 4

Disagree Agree

Comments:

30. CLIMATE - There are clear and consistent consequences for those who violate policies.

1 2 3 4

Disagree Agree

Comments:

31. CLIMATE - We are vocal advocates for student achievement issues among local, state and federal policy makers.

1 2 3 4

Disagree Agree

Comments:

32. COLLABORATION - We provide leadership and take an active role in establishing collaborative relationships.

1 2 3 4

Disagree Agree

Comments:

33. COLLABORATION - We have determined appropriate levels of stakeholder involvement.

1 2 3 4

Disagree Agree

Comments:

34. COLLABORATION - The community is engaged in student achievement plans and initiatives at the district and school levels through surveys, forums, meetings and committees.

1 2 3 4

Disagree Agree

Comments:

35. COLLABORATION - The community is well informed about the district's vision, achievements, difficulties and plans for improvement.

1 2 3 4

Disagree Agree

Comments:

36. CONTINUOUS IMPROVEMENT - We are clearly committed to continuous improvement.

1 2 3 4

Disagree Agree

Comments:

37. CONTINUOUS IMPROVEMENT - Programs and initiatives being assessed are linked to short and long term strategic objectives.

1 2 3 4

Disagree Agree

Comments:

38. CONTINUOUS IMPROVEMENT - Community participation in continuous improvement discussions and planned reviews is encouraged.

1 2 3 4

Disagree Agree

Comments:

39. CONTINUOUS IMPROVEMENT - When needed, resources are reallocated and adjustments are made in a timely manner.

1 2 3 4

Disagree Agree

Comments:

40. OPERATIONS - We provide for the proper orientation and development of board members.

1 2 3 4

Disagree Agree

Comments:

41. OPERATIONS - The Board reaches decisions only on the basis of all available background data and consideration of the recommendation of the Superintendent.

1 2 3 4

Disagree Agree

Comments:

42. OPERATIONS - Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.

1 2 3 4

Disagree Agree

Comments:

43. OPERATIONS - Actively fosters cooperation with various news media for the dissemination of information about the school program.

1 2 3 4

Disagree Agree

Comments:

44. OPERATIONS - Encourages citizen participation in an advisory capacity in the solution of specific problems and is aware of community attitudes and the special interest groups which seek to influence the district's programs.

1 2 3 4

Disagree Agree

Comments:

45. OPERATIONS - Selects a chairperson on the basis of his or her ability to properly conduct a meeting and prepare an agenda rather than on seniority or rotation.

1 2 3 4

Disagree Agree

Comments:

46. OPERATIONS - Definitive action is withheld until asking if there is a staff recommendation and what it is.

1 2 3 4

Disagree Agree

Comments:

47. OPERATIONS - Makes provision for the complaints of employees to be heard, and, after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.

1 2 3 4

Disagree Agree

Comments:

48. OPERATIONS - Weighs all decisions in terms of what is best for the students.

1 2 3 4

Disagree Agree

Comments:

49. OPERATIONS - Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.

1 2 3 4

Disagree Agree

Comments:

50. OPERATIONS - Tasks the leadership in suggesting and securing community support for additional financing when necessary.

1 2 3 4

Disagree Agree

Comments:

51. OPERATIONS - An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.

1 2 3 4

Disagree Agree

Comments:

School Board member completing this evaluation:

Choose one:

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SCHOOL/DEPARTMENT REPORT TO THE TRSB – February 2, 2017

Atkinson Academy

- Enjoyed a great Enrichment Day last Thursday centering around STEAM. The day started with a Robotics demonstration and an actual robot was awakened in front of the whole school assembly. Fifth graders had made arcades out of cardboard boxes to share with the younger grades during the day – What a Big Hit! Parents were invited to try a turn at the arcades on Monday. Each grade level held various activities throughout the day. The day ended with the high school robotics team demonstrating their skills to our students. Fun Day, yet educational, enjoyed by all.

Danville Elementary

- NH Department of Health and Human Services released the 2015–2016 Survey on Physical Activity and Physical Education in Public Schools. This statewide report is the most extensive survey to date on physical activity and physical education in NH public schools. New Hampshire’s survey sought to address both structured physical education programs in schools and the integration of physical activity breaks into the classroom. Incorporating regular physical activity not only improves student health, but it has also been shown to improve academic outcomes. Additionally, participation in physical education class is associated with improved grades, higher standardized test scores, and increased attentiveness and on-task behavior. Danville’s PE teacher, Patrick Ard, was recognized for the work he has been doing with Danville students for the past few years. Danville students are fortunate to have a PE instructor who has seized the opportunity to work collaboratively with classroom teachers, offering an alternative way to engage students. As a community we pride ourselves in creatively finding ways to enhance student learning. The paragraph below comes directly from the state report. <http://www.dhhs.nh.gov/dphs/nhp/documents/nh-pe-pa-survey-15-16.pdf>
- Appendix A: New Hampshire School Spotlights In an effort to demonstrate practices that advance the goals of physical education and physical activity in schools in New Hampshire’s public schools, the School Spotlights section features success stories provided by physical education teachers as a part of their survey responses. 1. New Hampshire School Spotlight: Elementary School Physical Education Math/PE Integration Patrick Ard (PE teacher) worked with classroom teachers to create activities that mix basic math facts with games from PE class. This collaboration has led to a combined math/physical education activity for 18 students in the second grade that takes place during a “math block.” The combined activity allows students to learn by playing a game, and students are so engaged that they forget to stress about math! One game that was developed was Math Line Tag. The students walk on any of the gym lines and if they are tagged they sit and wait for another student to show them a flash card with a “math fact” on it. When they answer the math fact correctly, they can quickly re-join the game. Some students have even taken a leadership role and begun to help other students with their math facts during the activity. Math Facts has proven to be a very engaging activity that the students just love! Story submitted by: Patrick Ard, Physical Education Teacher Contact information: Patrick.ard@timberlane.net School: Danville Elementary School (grades K–5) Number of Students: 280 School District: Timberlane Regional School District

Pollard School

- The Pollard School fourth grade had their annual “Dirt Day” on Wednesday, January 25th. The entire day was centered around their Erosion Unit. Students traveled to different classrooms exploring this topic. They discovered why the Earth’s crust is constantly changing because of erosion, built stream tables adjusting the inclination to propel the erosion process. Students simulated flood conditions to determine permeability and

erosion resistance of different soils. They also turned stream tables into beaches and constructed breakwaters to reduce shoreline erosion. They capped off their day with a special "Dirt Dessert." A great day was had by all!



Sandown Central

- In Pre-school, the children have been building with blocks. We start by encouraging them to build a small structure and then their imaginations take over! They become little engineers; it is so exciting to watch the mind at work. The play is also promoting and challenging the children to listen to others ideas and collaborate (or try) in play. The 4 year olds can write their last names! They come in daily and now sign in using their first and last names. They also name the letters in their names. We will move to numbers and addresses soon. We had a successful PBIS rollout on January 17, 18, and 19th! We learned safe and cooperative ways to line up and walk through our hallways. The children earn little owl feathers as they learn these positive behaviors.
- In kindergarten, we have used all of our recent data to move groupings around for Title 1 and guided reading purposes. Work in those new groups has begun. We are working with students to target any skills that may be weak. For example, if a student does not have consistent letter sound and letter knowledge, we are finding time in the day to work on that skill. The same can be said for popcorn words. The students have been using Chrome Books and we are also using Osmo as well. Foundations is moving along to Unit 3 (continuing to work on segmenting and blending, as well as letter formation) and in Math we are finishing up Topic 7 and moving on to Topic 8. We are looking forward to our Owl assembly coming up on February 7th!

Sandown North

- Our students have been completing the Tripod surveys. They understand that the purpose is to hear their voices so that we, as educators, can hear what they have to say and reflect on our practices. We need to know how they feel in their classroom and in their school. We need to hear what is working well for them and where we may need to do things differently. Our students took the responsibility seriously and honestly tried to help us understand how they are feeling. Teachers are always reflective and this is another piece of information for them to use to improve their practices and make a difference for all students.
- In many situations, staff members worked collaboratively on the professional development day. Others heard a guest speaker and were excited to share their new learning with colleagues, as it was relevant and helpful information to use as we face challenges with some of our students.
- The annual Mother/Son Dance will be held this Friday, February 3rd. The music should be great, with lots of opportunities to learn new dance steps. Mothers and sons enjoy being together. Students enjoy dancing with each other for part of the night while mothers enjoy connecting with each other. Fun for all!

Middle School

- In preparation for our new schedule for next year, TRMS is running school-wide Block practice days Thursday and Friday.
- The Drama Club's performance of Peter Pan Jr. is this Saturday, February 4th, with show times of 1 and 7 p.m. Students will have a montage for students and staff on Friday.
- The 4th Annual TRMS-PTSA Antique-Faire/Flea Market and Craft Sale is scheduled for Saturday, February 11th from 8-1 at the middle school.
- Girls' A Basketball Team advance to the Tri-County semi-finals on Thursday at Windham. Good luck girls!
- Our wrestling team took 2nd place in the Tri-County league and is now preparing for the state tournament.

High School

- Feb 4 - TRHS Alumni 50th Committee meeting 9:00 HS Room 400
- Feb 9 - Deliberative Session 7:00 pm HS Gym
- Feb 13 - Faculty Talent Show 6:00pm PAC
- Feb 15 - Swim Team Banquet 6:00 pm Café
- Feb 16 - Winter Track Banquet 6:00 pm Cafe
- Feb 24 - March 4 - Hawaiian Students leave for their service trip with Mr. Strange

Athletics

- The NHADA Annual Scholar Athlete Ceremony will take place Monday, February 6th at the Capitol Center for the Arts in Concord. Mr. Woodworth and I will accompany our scholar athletes to the event where they will be honored along with other student-athletes from Division I schools.

Performing Arts

- Timberlane Middle School Drama students have been rehearsing for their annual musical Peter Pan, Jr. Performances will take place at 1:00pm and 7:00pm, on Saturday February 4th, at the Timberlane Performing Arts Center. Tickets are \$5 and can be purchased through the box office at 603-257-5257 or by ordering online at www.mktix.com/trpac.