

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, OCTOBER 1, 2015

Regular Meeting - 7:30 PM

Superintendent's Office  
30 Greenough Road, Plaistow, NH

*Dr. Earl Metzler, II, Superintendent*

*Dr. Roxanne Wilson, Asst. Superintendent*

*Nancy Steenson, Chair*

*Peter Bealo, Vice Chair*

## 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** Hawaiian Exchange Program\* – ACTION (10 minutes)
  - b. **7:50PM** Student Council Lead Conference\* – ACTION (10 minutes)
  - c. **8:00PM** Montreal Trip – ACTION (10 minutes)
  - d. **8:10PM** Policies – ACTION (10 minutes)
  - e. **8:20PM** Donation Acknowledgement – INFORMATIONAL (5 minutes)
  - f. **8:25PM** Transportation Update – INFORMATIONAL (10 minutes)
  - g. **8:35PM** Consolidation/Transition Report\* – INFORMATIONAL (15 minutes)
  - h. **8:50PM** Action Plans and Goals Part II\* – INFORMATIONAL (45 minutes)
  - i. **9:35PM** Board and SLT Committee Goals – INFORMATIONAL (5 minutes)
  - j. **9:40PM** NHSBA Resolutions – INFORMATIONAL (5 minutes)
6. **9:45PM** Administrator's Report
  - a. Update on School Activities – INFORMATIONAL
7. **9:50PM** Personnel Report
8. **9:55PM** Committee Reports
9. **10:00PM** Reports of the School Board
10. **10:05PM** Approval of Minutes
  - a. September 3, 2015 public and nonpublic sessions
  - b. September 17, 2015 public and nonpublic sessions
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **10:15PM** Other Business
14. Non-public (if needed)
15. Future Dates

| DATE        | MEETING TYPE                      | LOCATION | TIME    |
|-------------|-----------------------------------|----------|---------|
| October 7   | SAU Board Meeting                 | SAU      | 7:00 PM |
| October 13  | Public Hearing on Withdrawal Plan | PAC      | 7:00 PM |
| October 15  | Regular Board Meeting             | SAU      | 7:30 PM |
| November 5  | Regular Board Meeting             | SAU      | 7:30 PM |
| November 18 | Public Hearing on SAU Budget      | SAU      | 7:00 PM |
| November 19 | Regular Board Meeting             | SAU      | 7:30 PM |

\*PowerPoint Presentation

anticipated 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.*

# REGULAR MEETING AGENDA – OCTOBER 1, 2015

## **1-3. OPEN MEETING**

*Self-explanatory.*

## **4. DELEGATION OR INDIVIDUALS**

### **5. CURRENT BUSINESS**

#### **a. Hawaiian Exchange Program – ACTION – 10 minutes**

*Bill Mealey to request permission to take a student trip to Hawaii in late April. See policy IJOA.*

#### **b. Student Council Lead Conference – ACTION – 10 minutes**

*Jen Libby-Barth to request permission to take student council members to the LEAD conference in Phoenix, Arizona in November 2015.*

#### **c. Montreal Trip – ACTION – 15 minutes**

*Mademoiselle Lacourse to request permission to take a student trip to Montreal in May 2016 .*

#### **d. Policies – ACTION – 5 minutes**

*Mr. Bealo will present one policy for second reading and adoption.*

#### **e. Donations Acknowledgement – INFORMATIONAL – 10 minutes**

*Barry Chooljian, Tim Lena to acknowledge two donations from the Atkinson Women's Civic Club. \$500 donated to the Peer Outreach Program and another \$350 to the Life of an Owl program. Heather Roy to acknowledge a \$400 donation from Shaw's in Plaistow to be used to help students in need. All donations were \$500 or less and were accepted by the Superintendent as provided under policy KCD.*

#### **f. Transportation Update – INFORMATIONAL – 10 minutes**

*Sandy Hodgkins to provide update on transportation services.*

#### **g. Consolidation/Transition Report – INFORMATIONAL – 15 minutes**

*Nancy Stafford and transition team members to provide an update on the consolidation of the Sandown schools as it relates to the transition plan.*

#### **h. Action Plans Part II– INFORMATIONAL – 30 minutes**

*Action plan presentations by elementary school principals.*

#### **i. Board and SLT Committee Goals– INFORMATIONAL – 5 minutes**

*Madam Chair to remind board/SLT committee chairs to update their goals for the 2015-16 school year. Committee goals to be presented under committee reports on future agendas.*

#### **j. NHSBA Resolutions – INFORMATIONAL – 5 minutes**

*Madam Chair Steenson to remind members of October 23<sup>rd</sup> deadline to submit resolutions to NHSBA.*

## **6-9. REPORTS**

**6. Administrator's Report**

**7. Personnel Report**

**8. Committee Reports and Reports of the School Board**

## **9. APPROVAL OF MINUTES**

*Recommendation to accept four sets of minutes: 9/3/15 and 9/17/15 public and nonpublic sessions.*

## **10. CORRESPONDENCE**

## **11. VENDOR AND PAYROLL REGISTERS**

## **12. OTHER BUSINESS**

*Non-public (if needed).*

## **13. 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.*

| October 15, 2015                |  |
|---------------------------------|--|
| Policies                        |  |
| Budget Presentations            |  |
| Grant Presentation              | <i>Town of Plaistow &amp; Scott Strainge</i> |
| High School Shelter Designation | <i>Town of Plaistow</i>                      |
| Warrant Article Process         | <i>Drafts, intent, timeline</i>              |
| SAT's v. SBAC                   | <i>Grade 11 spring 2016</i>                  |
| NHSBA Resolutions               | <i>Deadline October 23<sup>rd</sup></i>      |
|                                 |  |

| November 5, 2015  |  |
|-------------------|--|
| Policies          |  |
| Assessment Update |  |
| Budget Update     |  |
|                   |  |
|                   |  |
|                   |  |

| November 19, 2015                     |                         |
|---------------------------------------|-------------------------|
| Policies                              |                         |
| Teacher Update                        | <i>Quarterly report</i> |
| American Education Week Essay Winners |                         |
| Budget Update                         |                         |
|                                       |                         |
|                                       |                         |
|                                       |                         |

| December 3, 2015 |  |
|------------------|--|
| Policies         |  |
| Budget Update    |  |
|                  |  |
|                  |  |
|                  |  |
|                  |  |

| December 17, 2015  |               |
|--------------------|---------------|
| Policies           |               |
| Budget Update      |               |
| Warrant Articles   | <i>Intent</i> |
| Program of Studies |               |
|                    |               |
|                    |               |

| January 7, 2016         |   |
|-------------------------|---|
| Budget Update           | <i>PH scheduled for January 14<sup>th</sup></i> |
| 2017-18 School Calendar |   |
|                         |   |
|                         |   |
|                         |   |
|                         |   |

**Back-Burner List**

|   |   |
|---|---|
| Differentiated Instruction<br>Competency Education Continuum<br>Teacher Updates | <i>D. Armfield</i><br><br><i>2/18, 4/21, 6/16</i> |
|---|---|

# Kaulele Pueo: Hawaiian cultural exchange Friday April 22 – Sunday May 1

DEPART FROM TRHS @ 4:00 AM

ARRIVE AT BOSTON LOGAN AIRPORT FOR  
PICKUP

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# Purpose

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Direct connection with US History/ Studies course content:

- United States enters WWII
- Statehood, 1959

Awaken a sense of exploration/travel

New perspectives, diversity

Exploring new cultures, language and ancient history

# Proposed Agenda

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## Community Service Projects!

- ← Waimea Valley – the valley of the Kings – sacred burial caves of the Hawaiʻian kings
  - ← Clearing invasive species and replanting native trees
- Restoring the 88 acre Paepae He`eia Fish Pond
  - ← Over 800 years old, partially destroyed by 100 year flood
- Work in a loʻi (Taro patch)



# Proposed Agenda (cont'd)

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- Pearl Harbor (Arizona Memorial tour and museum)
- Bishop Museum Tour
- Dole Plantation tour
- Waialua Intermediate/ High School
  - Students will shadow hosts throughout the school day
- Tour of North Shore – Haleiwa town, Waimea Bay, Sunset & Pipeline
- Tour of East Shore/ East Side, Pali Lookout (final battle sight for unification of Hawaiian kingdom)

# Proposed Agenda (cont'd)

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- Kamehameha High School
  - Students will shadow hosts throughout the school day
  - Tour of the Heritage Center and Chapel (On the Kamehameha Campus)
- Tour `Iolani Palace (Royal Palace for the Kingdom of Hawai`i)
- Possible day trip to the Big Island of Hawaii
  - Volcano National Park – Kilauea, active volcano
  - Rainbow falls
  - Black sand beach
    - Honu (Green Sea Turtle) nesting grounds

# Safety/Organizational Measures:

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Group will consist of 2 district administrators (CPR, First Aid and AED certified) with 13 students

**How are we traveling on the ground?** We will be traveling in two 7 passenger mini vans driven ONLY by the chaperones.

**What about days where free time is scheduled?**

No matter the situation, students will NEVER TRAVEL ALONE either by foot or by car. There are 2 chaperones and students will be with at least one at all times!

# Safety/Organizational Measures:

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Both Chaperones have extensive experience running this trip and have collectively been to the islands over 35 times!

Chaperones will be have at all times:

- Student medical information
- Student's parent/guardian contact info
- Group contacts
- Chaperone contacts
  
- **NOTE:** Honolulu is a major city, similar to Boston. Emergency services and Hospitals are easily accessible at all times throughout our trip. Our hotel even has a walk-in medical center!

# Student cost (School/ District cost = \$0)

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**Cost of trip for students: \$2,500**

**Includes:**

- **Roundtrip Air**
- **8 Nights Hotel**
- **Daily Ground Transportation to all events/tours**
- **Admission to 2 museums and Cultural Learning Center**

**What is the estimated cost for meals and admissions?** A safe estimate would be \$400. Although some meals will be covered by our hosts, we will be on our own for several meals.

# Living arrangements

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## **Where will we be staying?**

**Sheraton Princess Kaiulani Waikiki**  
**120 Kaiulani Avenue**  
**Honolulu, HI 96815**  
**Phone: (808) 922-5811**  
**Fax: (808) 931-4577**

**What are the room arrangements?** All students and chaperones will be in the same hotel. Students will be 2 to a room. There will be ONLY males or ONLY females in each room. 10:00 curfew will be in effect unless events keep us out later and student's rooms will be checked by a chaperone.

# Chaperone Contact Information

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Bill Mealey

Dean of Attendance

Timberlane Reg School District

[william.mealey@timberlane.net](mailto:william.mealey@timberlane.net)

603-382-6541 Ext 3902

Scott Strainge

Director of Alternative and Continuing Ed

Timberlane Regional High School

[scott.strainge@timberlane.net](mailto:scott.strainge@timberlane.net)

603-382-6541 Ext 3907

Heather Roy

Assistant Principal

Timberlane Regional High School

[Heather.roy@timberlane.net](mailto:Heather.roy@timberlane.net)

603-382-6541 Ext 3904

Timberlane Regional High School

**Kaulele Pueo  
The Flight of the Owl  
2015/2016**

Timberlane Regional High School is offering an educational exchange to Hawai'i during February Vacation of the 2015/16 School year.

The Following is a fact sheet concerning the Timberlane Kaulele Pueo Project Trip in 2016.

**When: February Vacation Week**

**Where: Honolulu, O`ahu, Hawai`i**

**Hotel: Sheraton Princess Kaiulani, Waikiki**

**Student Cost: \$2,500**

**Includes: Roundtrip Air**

**8 Nights Hotel**

**Daily Ground Transportation to all events/tours**

**Admission to 2 museums and Cultural Learning Center**

**o Trip Highlights:**

- o Visit to Pearl Harbor/Arizona Memorial**
- o Visit to Bishop Museum**
- o Visit to Two High Schools in Hawaii**
- o Visit to Iolani Palace**
- o Visit to North Shore Pipeline and Sunset Beaches**
- o Visit to Diamondhead Crater**
- o Visits to many Hawaiian Historic and Cultural Sites**

## Timberlane/Kamehameha Collaboration Goals and Objectives

The collaborative project between the students of Waialua High School and Kamehameha Kapalama Campus, and Timberlane Regional High School seeks accomplish the following objectives:

- To broaden student and faculty understanding of Hawaiian Culture
- To provide a fuller understanding of the role of the Hawaiian Islands and the Kingdom of Hawai'i in world and United States history
- To allow a free exchange of ideas between students of various cultures
- To bring a deeper appreciation of New England history and culture through a study of Hawaiian Culture
- To bring about the realization of the many cultural and historical connections between New England and Hawai'i
- To use available technology to enhance the understanding and interaction of cultures

Goals of the collaboration:

- To provide cooperative curriculum development opportunities for teachers at both institutions
- To develop collaborative lesson plans that will enhance classroom teaching in both institutions
- To offer collaborative project-based learning opportunities for students in both institutions
- To offer a culminating exchange visit for each institution

### **Student Expectations Prior to Trip**

- **Complete two (2) Teacher Recommendation Forms**
- **Complete Essay**
- **Complete Student Interview**

\* Once students are part of the traveling group, they must attend cultural training sessions to prepare for the journey. Several of the sessions will be mandatory.

\*Parent Meetings will be held to cover all questions and to disseminate trip information

**Essay: Answer the following essay question in 500 words or less. Your response should be typed and attached to the other sections of your application. All components need to be turned in to Mr. Mealey by**

**June 12<sup>th</sup> 2015!**

Why are you interested in joining Timberlane Regional High School's student exchange trip to Hawai'i? What are your expectations for such a trip? Why do you feel you would be a suitable candidate?

Timberlane/Kamehameha Collaboration:  
Hawaii Trip: April 2015

~Teacher Recommendation~

The following recommendation is due back to Mr. Mealey by June 20<sup>th</sup>. When filling out this form, please print or type in blue or black ink. All recommendations must be signed and dated. The rating system will give the selection committee more data to evaluate the candidates; please circle one number in each category. You may add additional information at the end of the recommendation on any topic.

Candidate's Name: \_\_\_\_\_

1. LEADERSHIP: 0 (No Evidence) 1 2 3 4 (Superlative)

2. CHARACTER: 0 (No Evidence) 1 2 3 4 (Superlative)

3. SCHOLASTIC ATTITUDE: 0 (No Evidence) 1 2 3 4 (Superlative)

4. SERVICE: 0 (No Evidence) 1 2 3 4 (Superlative)

5. OTHER: \_\_\_\_\_

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Teacher's Name (Please Print): \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

- *By passing in this letter of recommendation students are NOT monetarily committed to the trip in April 2013.*
- *A committee of teachers and students will be conducting personal interviews in August to select the final group of travelers for 2013.*

Timberlane/Kamehameha Collaboration:  
Hawaii Trip: April 2015

~Teacher Recommendation~

The following recommendation is due back to Mr. Mealey by **June 20th**. When filling out this form, please print or type in blue or black ink. All recommendations must be signed and dated. The rating system will give the selection committee more data to evaluate the candidates; please circle one number in each category. You may add additional information at the end of the recommendation on any topic.

Candidate's Name: \_\_\_\_\_

1. **LEADERSHIP:** 0 (No Evidence) 1 2 3 4 (Superlative)

2. **CHARACTER:** 0 (No Evidence) 1 2 3 4 (Superlative)

3. **SCHOLASTIC ATTITUDE:** 0 (No Evidence) 1 2 3 4 (Superlative)

4. **SERVICE:** 0 (No Evidence) 1 2 3 4 (Superlative)

5. **OTHER:** \_\_\_\_\_

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~~~~~  
Teacher's Name (Please Print): \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

- **By passing in this letter of recommendation students are NOT monetarily committed to the trip in April 2013.**
- **A committee of teachers and students will be conducting personal interviews in August to select the final group of travelers for 2013.**



# LEAD Conference

PHOENIX, ARIZONA

NOVEMBER 11 - 15

# What is the LEAD Conference?

Leadership Experience and Development (LEAD) conferences offer students and advisers exciting opportunities to develop their skills and grow as leaders.

These rewarding weekend meetings are designed to encourage interstate communication among student leaders and advisers, strengthen leadership skills, and prepare those attending for leadership roles on the local, state, and regional levels - all at an affordable cost!



# Why would someone attend a LEAD conference?

- ▶ Students learn about:
  - ▶ Combating prejudice, bullying, drugs, alcohol, and depression
  - ▶ Idea sharing and networking
  - ▶ Project planning and fundraising
  - ▶ Community service projects
  - ▶ Team building
  - ▶ Healthy lifestyles.
  - ▶ Planning and facilitating a workshop
  - ▶ Communities and local attractions in other states
- ▶ Advisers gain:
  - ▶ Continuing education certificates (CEUs)
  - ▶ Professional development
  - ▶ Networking opportunities
  - ▶ Skills for managing student activities
  - ▶ Practical classroom skills
  - ▶ Project and fundraising ideas.
  - ▶ Connections with students outside of school

# Schedule (see information sheet)

- ▶ Wednesday (11/11)– Travel (no school) from Boston Airport (Parent dropoff)
- ▶ Thursday (11/12) – Tour of Grand Canyon and Navajo Reservation
  - ▶ **Viator Travel Company – Tour Guide** (Tempe, AZ)
  - ▶ Transported by Van
- ▶ Friday (11/13) –
  - ▶ 9am – 2pm Phoenix Zoo and surrounding area
  - ▶ 3pm – 11pm Conference (Time for dinner on own)
- ▶ Saturday (11/14) – Conference (Time for dinner on own)
- ▶ Sunday (11/15) –
  - ▶ 730-1030am Conference
  - ▶ 1030 Travel Home to Boston airport (Parent pickup)

# Details of conference



- ▶ Where is the conference held:
  - ▶ **DoubleTree by Hilton Phoenix Tempe**  
2100 South Priest Drive  
Tempe, AZ 85282
- ▶ Cost per student:
  - ▶ Approximately \$700
  - ▶ Fundraising to help costs
- ▶ School absence: 2 days (Nov 12, 13)
  - ▶ 10 students and 2 TRHS faculty (one teacher, one administrator)

## Information sheet – Handout for Parents/ Families

### LEAD CONFERENCE Information – Phoenix, AZ

Nov 11 -15, 2015

#### **What is the Lead Conference?**

Leadership Experience and Development (LEAD) conferences offer students and advisers exciting opportunities to develop their skills and grow as leaders. The conference is provided for both NHS and Student Council. There are 3 options offered throughout the school year in different locations.

These rewarding weekend meetings are designed to encourage interstate communication among student leaders and advisers, strengthen leadership skills, and prepare those attending for leadership roles on the local, state, and regional levels - all at an affordable cost!

#### **What is the name of the convention and where is it being held?**

The conference is being held at the DoubleTree by Hilton Phoenix Tempe (2100 South Priest Drive Tempe, AZ 85282). The number of the hotel is 480) 967-1441. The rooms are reserved under Mrs. Jennifer Libby-Barth. (We will be here for conference and sleeping)

#### **What are the flight #'s and times? TBA**

Leave Boston on Wednesday, Nov. 11

Return on Sunday, Nov 15

#### **Airport transportation?**

Students will be responsible for drop off and pick up from Boston airport.

#### **What are the sleeping arrangements? How many to each room?**

The girls will be 4 to a room (one boys room). There are a total of 10 students.

#### **What is the attire?**

Students can wear school appropriate attire. Saturday is school spirit day so all TRHS Student Council members will wear the TRHS Student Council shirts. We will be outside for Thursday and Friday morning...so bring outdoor wear.

#### **Are meals included?**

Students receive all meals on Saturday and Breakfast on Sunday. (need money for Weds, Thurs, Fri, and Sunday afternoon)

**Suggested spending money?**

I bring a \$250.00 and that gives me enough money for food and a couple of small gifts for my boys. If they want to shop, they will need more. **THEY WILL NEED \$25 CASH EACH WAY IF THEY WANT TO CHECK A BAG. WE ARE ASKING FOR STUDENTS NOT TO CHECK IF POSSIBLE. STUDENTS WILL NEED MONEY FOR THE CITY TRANSIT**

**Who are the adults attending?**

Jennifer Libby-Barth Student Council Advisor 603-674-6417

Mary Widman TRHS Administrator TBA

**Who are the other students attending?**

Cara Brothers (11<sup>th</sup>)

Ashley Cioto (11<sup>th</sup>)

Mary Cosio (11<sup>th</sup>)

James DiVasta (12<sup>th</sup>)

Michelle Fredericks (12<sup>th</sup>)

Lauren Herchenroder (11<sup>th</sup>)

Ryan Monahan (10<sup>th</sup>)

Julia Mulhall (11<sup>th</sup>)

Kaitlyn Tarr (11<sup>th</sup>)

Ashley Warren (12<sup>th</sup>)

**Schedule:**

**Thursday – Tour of Grand Canyon and Navajo Reservation**

**Pickup from hotel 6am, return to hotel 10pm**

**Friday morning – Phoenix Zoo and surrounding area**

**Taxi transport**

## **RIDAY, NOVEMBER 13, 2015**

|                         |  |
|-------------------------|--|
| <b>12:30–4:30 p.m.</b>  | RSVP Training (pre-registration required)                            |
| <b>3:30–6:30 p.m.</b>   | Registration & Sponsors Display (ongoing)                            |
| <b>5:00–6:45 p.m.</b>   | Suggested Time for Dinner (delegates on their own)                   |
| <b>7:00–8:45 p.m.</b>   | Opening General Session  |
| <b>8:45–10:00 p.m.</b>  | Student Leadership Session   |
| <b>8:45–10:00 p.m.</b>  | Adviser General Session  |
| <b>10:00–10:10 p.m.</b> | Evening Announcements & Closing                                      |
| <b>10:45 p.m.</b>       | Student Curfew (delegates in their own rooms, observing quiet hours) |

## **SATURDAY, NOVEMBER 14, 2015**

|                              |                                      |
|------------------------------|--------------------------------------|
| <b>7:30–8:30 a.m.</b>        | Breakfast for Students & Advisers    |
| <b>9:00–10:00 a.m.</b>       | Second General Session               |
| <b>10:00 a.m.–12:30 p.m.</b> | Student Small Group Workshops I & II |
|                              | Adviser Small Group Workshops I & II |
| <b>9:10 a.m.–12:00 p.m.</b>  |                                      |
| <b>12:30–1:30 p.m.</b>       | Lunch for Students & Advisers        |

## SATURDAY, NOVEMBER 14, 2015

|                        |  |
|------------------------|--|
| <b>1:30–4:00 p.m.</b>  | Leadership Activities and Student Large Group Sessions III & IV      |
| <b>1:30–4:00 p.m.</b>  | Adviser Small Group Workshops III & Idea Exchange                    |
| <b>4:00–7:30 p.m.</b>  | Dinner (delegates on their own)                                      |
| <b>8:00–10:00 p.m.</b> | Third General Session  |
| <b>10:30 p.m.</b>      | Student Curfew (delegates in their own rooms, observing quiet hours) |

## SUNDAY, NOVEMBER 15, 2015

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>7:30–8:30 a.m.</b>        | Breakfast for Students & Advisers   |
| <b>8:45–10:45 a.m.</b>       | Closing General Session             |
| <b>10:45 a.m.–12:00 p.m.</b> | Departure / Check-out / Return home |



## Date of the trip

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May 20<sup>th</sup> and 21<sup>st</sup>, 2016

## Teacher in charge:

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Christine Lacourse  
French teacher, Timberlane Regional Middle School

## Purpose of the trip to Montréal

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

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

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

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

## Standards

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

### Communication

#### Communication in Language other than English

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

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

## Cultures

Gain knowledge and understanding of other cultures

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

## Connections

Connect with other disciplines and acquire information

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

## Comparisons

Develop insight into the nature of language and culture

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

## Communities

Participate in multilingual communities at home and around the world

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

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## Proposed Itinerary

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### Friday, May 20<sup>th</sup>, 2016:

#### *In the morning*

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

#### *In the afternoon*

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

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### Saturday, May 21<sup>st</sup>, 2016:

#### *In the morning*

- 7:30—9:00: Breakfast at Eggspectations
- 9:00—9:30: Riding by subway to the Olympic Park
-

## Proposed Itinerary

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

### *In the afternoon*

12:00—1:00 Eat lunch at the Restaurant Dallas

1:15—2:00 Departure for Maison St-Gabriel

2:00—3:00 Visit of the Historic House of Maison St-Gabriel. The House is dedicated to preserving the history, heritage and artifacts of the settlers of New France in the mid-17th century.

3:30—4:30 (If time permits) En route to Marché Guillon

4:30—6:00 En route to the United States

6:00—7:00 In Burlington, dinner at Zachary's Pizza

7:00—10:30 En route to TRMS, Plaistow

|  |  |
|--|--|
| <b>Timberlane Regional School District</b>   | <b>Policy Code: EH</b>   |
| <b>Adopted: 05-19-83</b><br><b>Revised: 10-03-96</b><br><b>Revised: 10-07-99</b><br><b>Revised: 09-20-01</b> | <p style="text-align: center;"><del>—Page 1 of</del><br/><del>2</del><b>REPEALED</b></p> |

**DATA MANAGEMENT**  
(Public Use of School Records)

*This policy was repealed by the Timberlane Regional School on \_\_\_\_\_. See RSA 91-A the Right to Know Law.*

~~The Superintendent is hereby designated the custodian of all records, minutes, documents writings, letters, memoranda, or other written, typed, copied or developed materials possessed, assembled, or maintained by this school district.~~

- ~~1. All requests for public information are to be forwarded to the Superintendent immediately upon receipt. The Superintendent shall thereupon make a determination as to whether or not the information requested is public in nature.~~
- ~~2. In accord with RSA 91-A:4, if the Superintendent finds the information to be public in nature, he or she shall direct that it be released for reproduction on the premises. The party requesting the information is to be charged the cost of reproduction and any other expenses entailed in locating and retrieving the information. If the information is in active use or otherwise unavailable, the party requesting the information will be notified immediately upon its becoming available.~~
- ~~3. If the Superintendent finds the information not to be public in nature, he or she shall so inform the requesting party and shall for no reason release such information.~~
- ~~4. If the Superintendent is unable to ascertain whether or not the information requested is public in nature, he or she is hereby authorized to request, on behalf of the School Board, an opinion from the School Board's Attorney as to the nature of the information. Such opinion requests will be made within ten (10) work days of the original request for the information. The Superintendent shall notify the person requesting such information that an opinion is to be requested of the Attorney and shall notify such person immediately upon receipt of an answer from the School Board's Attorney.~~
- ~~5. In no case is any document, audiotape, video tape, computer disk, computer tape, or any other record, whether physical, magnetic or electronic, to be removed, off the premises, for reproduction by members of the public.~~

Note

~~NHSBA previously categorized this policy as Mandatory/Required by Law, Category P.~~

|   |  |
|---|--|
| <p><b>Timberlane Regional School District</b></p>   | <p><b>Policy Code: EH</b></p>  |
| <p> <b>Adopted: 05-19-83</b><br/> <b>Revised: 10-03-96</b><br/> <b>Revised: 10-07-99</b><br/> <b>Revised: 09-20-01</b> </p> | <p style="text-align: center;"> <del>—Page 1 of</del><br/> <b>2REPEALED</b> </p> |

~~Upon further research, it is not required by law. NHSBA still recommends you keep this policy in place.~~

*Statutory Reference:*

*RSA 91-A:4, Right-To-Know Law.*

~~—Appendix EH-R~~

# Sandown North Transition Update and Recommendations

**Team:** Heidi Chaput, Liz Conte, Amy Difeo, Jan Gilman,  
Terry Kellaway, Deb Lytle, Laura McLaughlin,  
Lisa Paladino, Pamela Pitman, Nancy Stafford, Stan  
Stone

**Student:** Adam Noyes, Student Council President

# Charge of the Transition Committee:

- ▶ **Transition**
  - ▶ Students
  - ▶ Families
  - ▶ Staff
- ▶ **Arrival / Dismissal**
- ▶ **Facilities**
- ▶ **Standard Operating Procedures**

# Sandown North School Teams

- ▶ **Leadership Team**
- ▶ **Emergency Response Team**
- ▶ **Safety Team**
- ▶ **Universal Team**

# Transition – Sandown North Community

## ▶ Open House:

- ▶ Families attended one of two 45 minute sessions and were split alphabetically.
- ▶ Dedication of 2 Eagle Scout projects
- ▶ Greeting Students on first day

## Student Focused Activities:

- ▶ **SERESC Conference attended by Universal team**
- ▶ **Universal work day before school opened**
- ▶ **Student Council will assist with Universal procedures**
- ▶ **MMM – 5<sup>th</sup> grade hosts**
- ▶ **Mentorship for younger students**

# Transition Activities

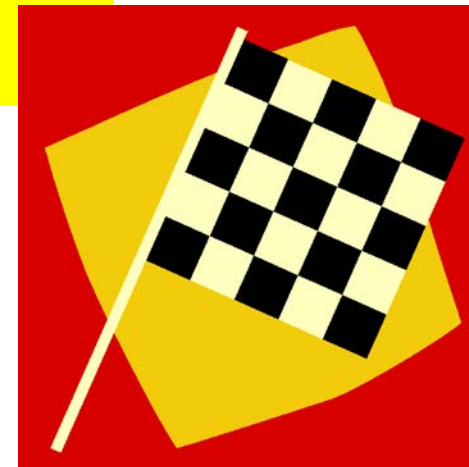
- ▶ **Roll out of our new theme.**
- ▶ **Rob Surette Artist in Residence**

# SANDOWN NORTH ELEMENTARY SCHOOL



Last year's theme was:

**RACE TO BE  
A STAR!**





Bonus question for our 5th graders...

What was the theme *two years ago*?





**FOLLOW YOUR  
YELLOW BRICK  
ROAD**



**This year our theme is:**

**PEACE**

**LEARN AND GROW**



**We are coming together to get our groove on to be STARs.**



**We have started off our  
school year**

**learning about our  
STAR  
expectations...**



**SAFE**



**TRUSTWORTHY**

**ALWAYS RESPECTFUL**

**RESPONSIBLE**



**Our ambassadors will help us  
to learn and grow.**



**teachers**

**friends**

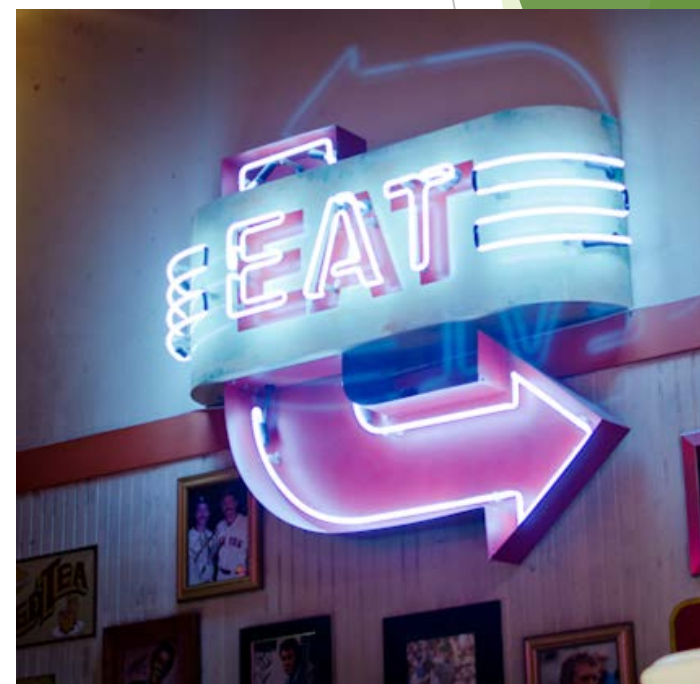
**parents**





**Coming soon...**

**the new STAR QUEST Cafe.**





# PEACE LEARN AND GROW

Imagine all the great things we can accomplish this year as we learn and grow peacefully!



**There's no place like Sandown North!**



# Concerns/Successes:

- ▶ **Student Arrival / Dismissal**
- ▶ **Staff and Visitor Parking**
- ▶ **Parking lot lighting**
- ▶ **Lunch/Recess schedule**

# Concerns/Successes:

- ▶ **Classrooms**
  - ▶ **Cubbie height/hooks**
  - ▶ **Space**
- ▶ **Refrigerator space**
- ▶ **Adult Bathrooms**
- ▶ **Staff room/mailboxes**

# Green space/Playground area

- ▶ Netting for fence area
- ▶ 4 Square has been repainted. Looking to add additional squares
- ▶ Looking at more grass area
- ▶ PE teacher researched additional activities for 4<sup>th</sup> & 5<sup>th</sup> grade. Teachers asked for student input.

# Next Steps for Transition Committee

- ▶ **Continue to communicate to staff & parents**
- ▶ **Continue to meet on an as needed basis to address successes and concerns throughout the school year.**

# Elementary Schools' Action Plan Review



October 1, 2015

# Common Elementary Goal #1

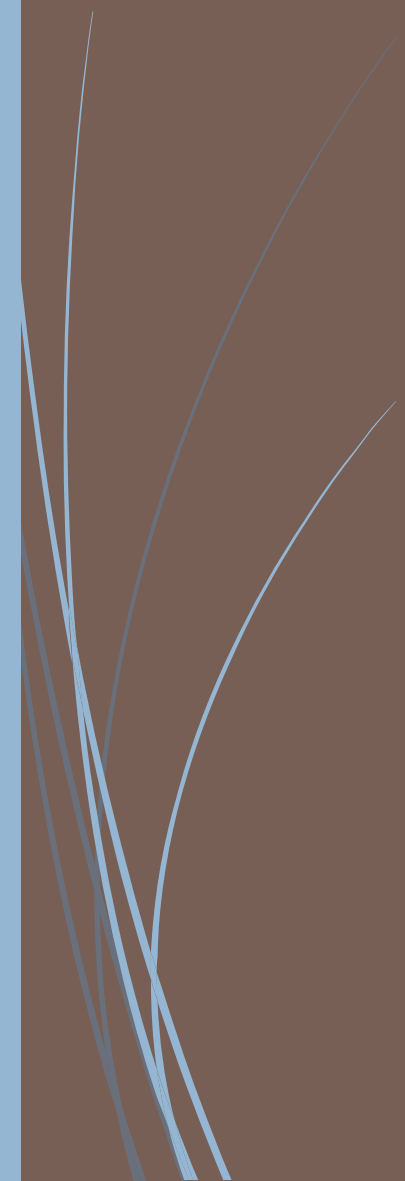
- ▶ **STAR ASSESSMENT:** *TRSD Elementary Schools will implement Renaissance Learning STAR Assessments for universal screening and progress monitoring during the 2014-15 school year. These assessments will provide actionable data related to the impact of curriculum, program, and pedagogy. In addition, STAR data will be used to monitor growth, group students for instruction and to assess the effectiveness of interventions.*

# Action Steps for Goal 1

- ❑ STAR Assessments were **administered** to all students PreK-5
- ❑ **Champions** and Professional staff **trained** in accessing report data and data analysis protocol to **support** staff in interpreting data
- ❑ Champions at each school have access to a **data coach** from Renaissance and they have been very **Supportive** to staff
- ❑ Data from STAR Assessment will be shared/discussed at PLC
- ❑ **Progress monitor** struggling students
- ❑ Mid-year Assessment given to all students PreK-5 (**January**)
- ❑ End-of-year Assessment given to all students PreK-5



# *Common Elementary Goal #2*

- ▶ **GUIDED READING:** In order to improve reading scores and increase student engagement, TRSD Elementary Schools will provide guided reading training to all classroom teachers and interventionists. Teachers will make informed instructional decisions to ensure that students are appropriately matched to engaging texts and grouped effectively according to their instructional reading levels for **support**.
- 

# Action Steps for Goal 2

- Literacy Specialists received intensive training in effective coaching practices and continue to receive training to **support** all teachers
- Teachers and administrators were provided 2 days intensive training in Guided Reading with Heinemann with follow up by literacy coaches to **support** teachers
- Teachers provided with Literacy Text "Fountas and Pinnell Guided Reading Comprehension"
- Work during early release days and PLCs



# Elementary Level **Common Goals** for 2015-16 School Year

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



# Elementary Level **Common Goals** for 2015-16 School Year

- ▶ By June 2016, the percentage of students in grades 2-5 performing at or above benchmark will increase by at least 5%, as measured by the **Reading** STAR assessment.
- ▶ By June 2016, the percentage of students in Pre-K, Kindergarten, and grade 1 performing at or above benchmark will increase by at least 10%, as measured by the **Early Literacy** STAR assessment.
- ▶ By June 2016 the percentage of students in grades 1-5 performing at or above benchmark will increase by at least 5%, as measured by the **Math** STAR assessment.



# Atkinson Academy Action Plan Review



# Goal 1

- ▶ *Atkinson Academy will have a systematic math data collection process in place by June 2015 that will provide teachers with accurate and reliable information from which instructional decisions can be made.*

# Action Steps for Goal 1 **Met**

- ✓ Determine what mathematical data will be collected throughout the school-year.
- ✓ Identify mandatory assessment timeframe/ guidelines.
- ✓ The school will determine the progress monitoring tools to be used in tier 2 for strategic groups
- ✓ Grade level teams will meet in PLCs with a focus on planning math interventions and providing continuous progress monitoring for strategic groups
- ✓ All mandatory data collection will be made available three times per year through the comprehensive STAR assessment system.



## *Goal 2*

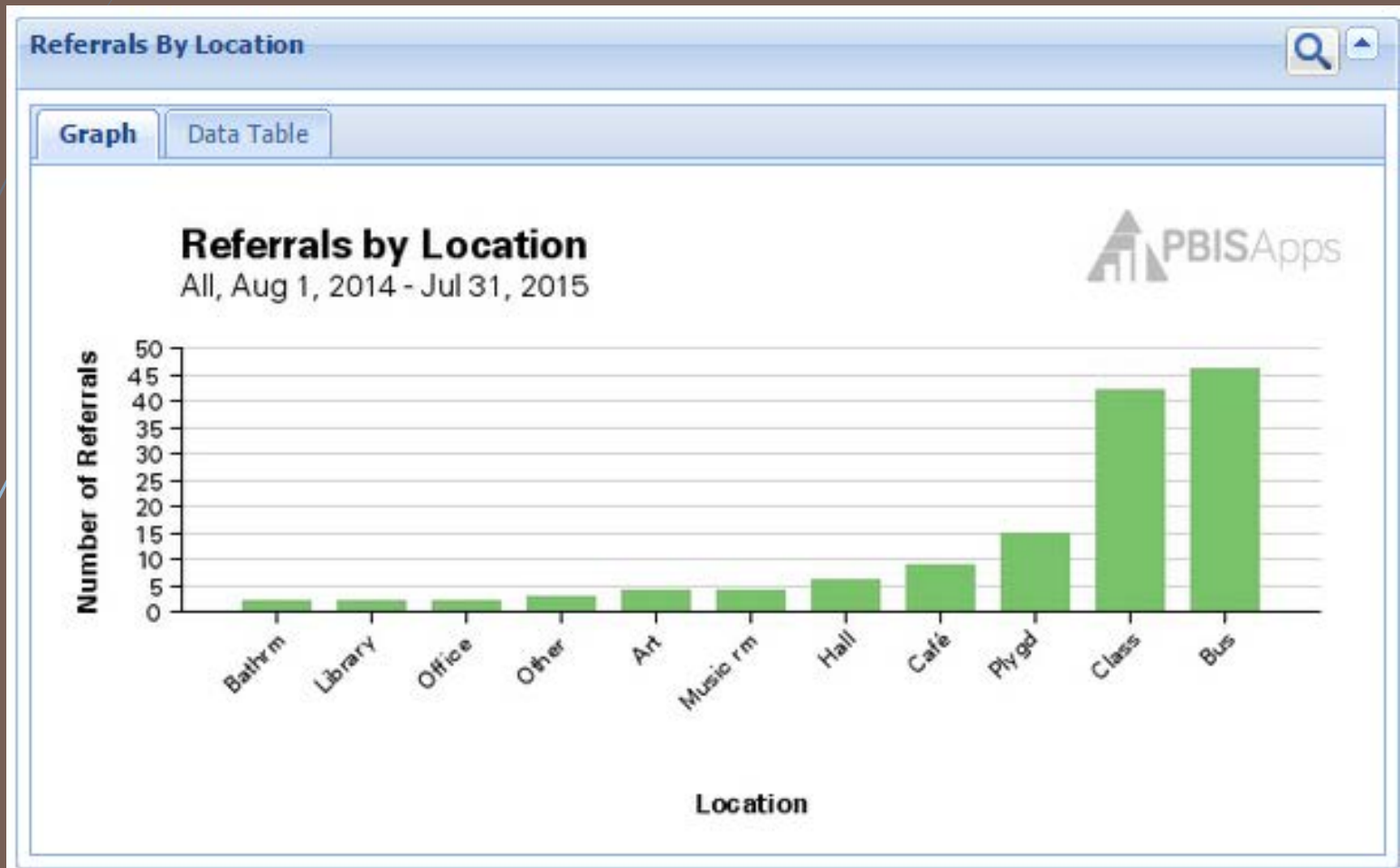
- ▶ Atkinson Academy will maintain a systematic behavior management plan designed and implemented during the 2014-2015 school year. Student behaviors will be recorded through a School-Wide Information System (SWIS).



# *Action Steps for Goal 2*

- ✓ Determine members of the team.
- ✓ Identify basic goals of the team.
- ✓ Continue to use school mascot and themes for rollouts to model behavioral expectations.
- ✓ Inform staff of common language and procedures to be used by students when accessing the hallway in school setting.
- ✓ Introduce SWIS (School Wide Information System) as a means to collect data.
- ✓ Major behaviors will be collected by staff to be entered into SWIS

# Update Goal 2: *Met*





# 2015-16 Action Plan Goal

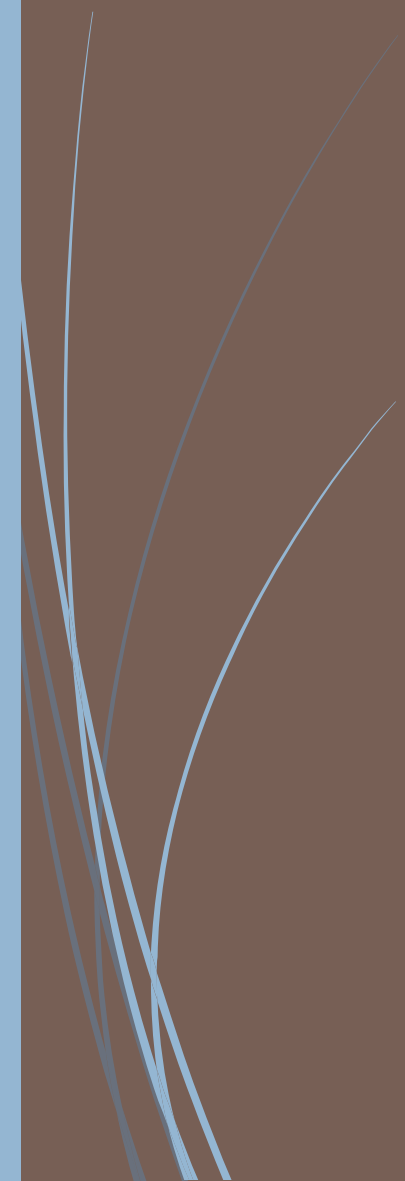
- ▶ *By June 2016, Atkinson Academy staff will record all student minor behaviors using the School Wide Information System (SWIS) and plan and implement 3 themes/roll outs that model behavior expectations of the targeted behaviors as identified through the analysis of the SWIS data.*



# Danville Elementary Action Plan Review



# Goal 1

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

# Action Steps for Goal 1

- ✓ SWIS data was analyzed by Universal Team to look for patterns of identified behaviors
- ✓ Held monthly Universal Team meetings to discuss behavioral concerns
- ✓ School wide assemblies with Danville's mascot to teach and re-teach expected behaviors
- ✓ Intermediate grade level students began to confer with teachers regarding progress and goal setting
- ✓ Professional Staff participated in a book study of Mindset, (C.S.Dweck, Ph.D. 2006)
- ✓ Build community spirit by hosting a back to school barbecue

**In Progress**



## Goal 2

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



## *Action Steps for Goal 2*

- ✓ All students participated in benchmark assessments three times during the year
- ✓ Students not meeting expectations were progress monitored often throughout the year using research based tools to best monitor specific needs
- ✓ Champions attended on-line conference calls and training sessions with assigned data coach
- ✓ Staff meetings were devoted to learning how to use various components of STAR Assessment
- ✓ Through PLC, Target, and Data Team meetings, staff worked collaboratively to plan for specific targeted instruction using data collected

# Update Goal 2: In progress

| DIBELS NEXT      |           | BENCHMARK 1     | BENCHMARK 2   | BENCHMARK 3 |
|------------------|-----------|-----------------|---------------|-------------|
| Benchmark Scores |           | Sept.-Beginning | Jan.-Middle   | May-End     |
| none for Gr. 1   | LNF       | 48              | X             |             |
| B-40 M-E-none    | PSF       | 58              | X             |             |
| B-27 M-43 E-58   | NWF-CLS   | 25              | 36            |             |
| B-1 M-8 E-13     | NWF-WWR   | 1               | 8             |             |
| M-23 E-47        | DORF      | X               | 18 (4 errors) |             |
| M-78% E-90%      | DORF-Acc. | X               | 82%           |             |
| E-15             | Retell    | X               | 1             |             |

| WTW Spelling Inventory     | September | January | May |
|----------------------------|-----------|---------|-----|
| Initial consonants (7)     | 7         | 7       |     |
| Final consonants (7)       | 7         | 6       |     |
| Short Vowels (7)           | 7         | 7       |     |
| Digraphs (7)               | 0         | 3       |     |
| Blends (7)                 | 2         | 5       |     |
| TOTAL correct words (7-12) | 5         | 6       |     |

| Phonemic Awareness in Young Children | September | January | May |
|--------------------------------------|-----------|---------|-----|
| Detect Rhyme                         | 5/5       | X       | X   |
| Count Syllables                      | 4/5       | X       | X   |
| Match Initial Sounds                 | 5/5       | X       | X   |
| Count Phonemes                       | 4/5       | X       | X   |
| Compare word length                  | 4/5       | X       | X   |
| Write sounds (out of 17)             | 17/17     | X       | X   |

| PROGRAM PLACEMENT         | September      | January                    | May |
|---------------------------|----------------|----------------------------|-----|
| PROGRAM NAME(S)           | Foundations    | Foundations                |     |
| Program Level(s) and Unit | Level 1 Unit 1 | Level 1 Unit 8             |     |
| Amount of time/week       | 30 min. x 5    | 30 min x 5                 |     |
| Group Size                | 3              | Tier II group in classroom |     |

| NOTES |  |  |   |
|-------|--|--|---|
|       |  |  | discharged from reading goals Spring 2015 |

| DIBELS NEXT       |                 | BENCHMARK 1     | BENCHMARK 2 | BENCHMARK 3 |
|-------------------|-----------------|-----------------|-------------|-------------|
| Benchmark Scores  |                 | Sept.-Beginning | Jan.-Middle | May-End     |
| B25 M122, E119    | Composite Score | 1               | 43          | 37          |
| B-10-60 M-30-60   | FSF             | 0               | 23          | X           |
| None given        | LNF             | 1               | 9           | 25          |
| M-20-81 E-40-81   | PSF             | X               | 11          | 1           |
| B-17-143 E-28-143 | NWF-CLS         | X               | 0           | 11          |

| WTW Spelling Inventory  | September | January | May |
|-------------------------|-----------|---------|-----|
| Initial consonants (7)  | x         | X       | 1   |
| Final consonants (7)    | x         | x       | 5   |
| Short Vowels (7)        | x         | X       | 0   |
| Digraphs (7)            | x         | X       | 0   |
| Blends (7)              | x         | X       | 0   |
| TOTAL correct words (5) | x         | X       | 0   |

| Phonemic Awareness in Young Children | September | January | May   |
|--------------------------------------|-----------|---------|-------|
| Detect Rhyme (4/5)                   | 1/5       | 0/5     | 0/5   |
| Count Syllables (4/5)                | 5/5       | * 3/5   | 5/5   |
| Match Initial Sounds                 | 5/5       | 5/5     | 3/5   |
| Count Phonemes (4/5)                 | 1/5       | * 3/5   | 1/5   |
| Compare word length                  | 2/5       | * 1/5   | * 1/5 |
| Write sounds (out of 17)             | 11/17     | 6/17    | 8/17  |

| PROGRAM PLACEMENT         | September      | January          | May              |
|---------------------------|----------------|------------------|------------------|
| PROGRAM NAME(S)           | Foundations K  | Foundations K    | Foundations K    |
| Program Level(s) and Unit | Level K Unit 1 | Level K Unit 2   | Level K Unit 6   |
| Amount of time/week       | 25 min. x 5    | in class support | in class support |
| Group Size                | 2              | 1                | 1                |

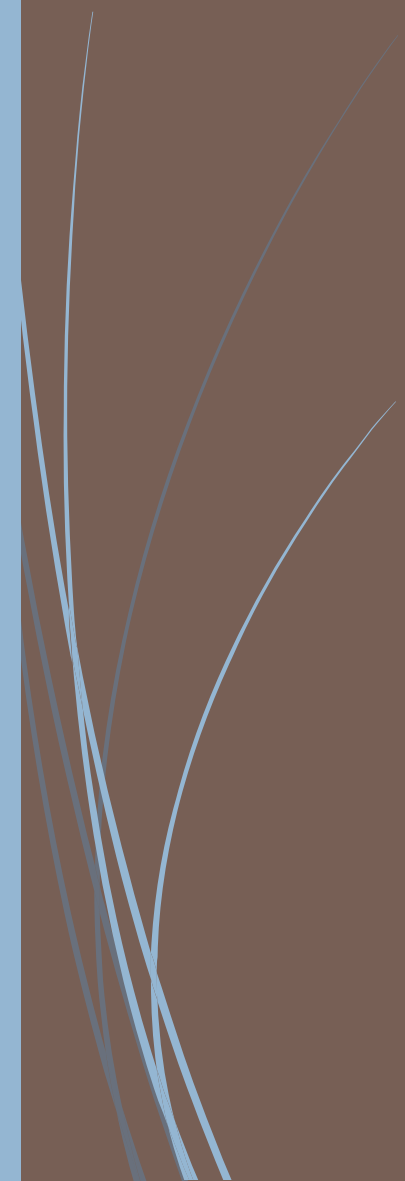
Attachments to be filed ~ placement tests (e.g., ERI, Foundations, QPS)

DIBELS Next Progress Monitoring, easyCBM math graphs

End of year assessments: e.g., Foundations test tracker, Lips chart, VV chart, MS Record-Unit Tests



# 2015-16 Action Plan Goals

- ▶ All staff will consistently implement the universal behavior system to support Danville's core values as measured by monthly School Wide Information System (SWIS) data reports during the 2015-2016 school year.
- 



# Pollard School Action Plan Review

# Goal 1

- ▶ All students will increase by 5-8% and/or achieve mastery in the acquired skills critical to literacy development by the end of the 2014-2015 school year as measured by pre- and post-assessments, including emergent literacy checklists for pre-kindergarten and grade level word lists for kindergarten through fifth grade.

*Areas of Focus of acquired skills critical to literacy development:*

- ▶ PreK/K: Emergent-Letter name-alphabetic
- ▶ Grade 1: Late emergent- Within word pattern
- ▶ Grade 2: Late letter name-Early syllable and affixes
- ▶ Grade 3: Within word pattern-Syllables and affixes
- ▶ Grade 4: Within word pattern-Syllables and affixes
- ▶ Grade 5: syllables and affixes-Derivational relations

# Action Steps for Goal 1

- All classroom teachers administered a Spelling Inventory from Words their Way as a **pre-assessment**.
- **Data** from the inventory as well as STAR Assessment Data was discussed at PLC throughout the year
- The Words Their Way Instructional philosophy was utilized as a resource during **W.I.N.** (What I Need- Tier 2 time) instruction for struggling students' Grades K-5
- Grades K-2 also utilize the Wilson **Foundations program**, (A phonological/phonemic awareness, phonics and spelling program) for instruction
- All students were **post-assess** on the Spelling Inventory

# Update Goal 1: *In Progress*

## *Literacy:*

| Grade level  | Mid-year Assessment % making SMART Goal | Post- Assessment% making SMART Goal | Met 5-8% from Beg of Year |
|--------------|---|-------------------------------------|---------------------------|
| Kindergarten | 91%                                     | 100%                                | ✓                         |
| Grade 1      | 89%                                     | 100%                                | ✓                         |
| Grade 2      | 80%                                     | 96%                                 | ✓                         |
| Grade 3      | 57%                                     | 69%                                 |                           |
| Grade 4      | 46%                                     | 65%                                 |                           |
| Grade 5      | 55%                                     | 77%                                 |                           |

## Goal 2

- *All Students will achieve mastery and/or increase mastery in the "Critical Areas of Focus" based upon the Common Core Standards listed below by 5-8% by the end of the 2014-15 school year as measured by pre- and post-assessments.*

### *Critical Areas of Focus:*

- *PreK/K: Fluency of number sense including demonstration & ability to compare whole #'s within 20.*
- *Grade 1: Fluency & understanding of addition facts.*
- *Grade 2: Fluency & understanding of subtraction facts within 20.*
- *Grade 3: Fluency & understanding of multiplication facts up to 100.*
- *Grade 4: Fluency & understanding of division facts.*
- *Grade 5: Fluency and understanding with addition and subtraction of fractions.*

## Action Steps for Goal 2

- Grade level teachers modified the **Universal screener** they used last year (increasing # of questions and focused questions on their mastery area).
- Grade levels gave universal screening to identify students that currently require intervention with the focus area skills. These students were given **W.I.N.** (What I Need- Tier 2 time) to focus on the mastery of the skill indicated in our goal
- **Data** from Grade level Universal screenings and STAR Assessments were discussed at PLC
- Teachers progress monitored struggling students to **support** their individual needs
- Post assessment was given to all students to measure growth

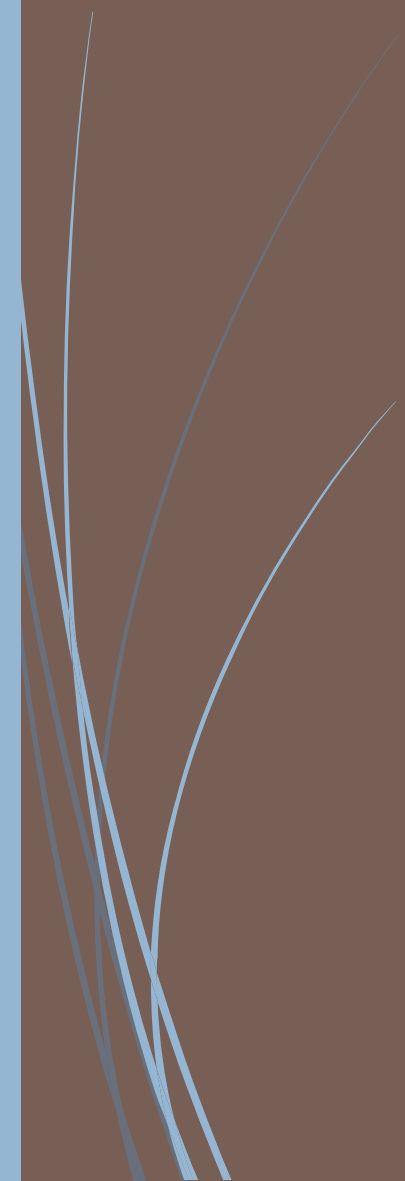
# Update Goal 2: *In Progress*

## Math:

| Grade level  | Mid-year Assessment % making SMART Goal | Post- Assessment% making SMART Goal | Met 5-8% |
|--------------|---|-------------------------------------|----------|
| Kindergarten | 94%                                     | 98%                                 | ✓        |
| Grade 1      | 100%                                    | 100%                                | ✓        |
| Grade 2      | 88%                                     | 99%                                 | ✓        |
| Grade 3      | 87%                                     | 98%                                 | ✓        |
| Grade 4      | 81%                                     | 99%                                 | ✓        |
| Grade 5      | 100%                                    | 100%                                | ✓        |



# 2015-16 Action Plan Goal

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



# Sandown North Action Plan Review



# Goal 1

- ▶ By June 2015, we will have established communication norms and procedures to optimize collaboration, as measured by 80% staff participation.

# Action Steps for Goal 1

- ✓ Adopted norms of practice
- ✓ Normalized calendar invitations and reminders
- ✓ Released common note taking form before it was adequately tested
- ✓ Field tested a 2<sup>nd</sup> template
- Considered [www.remind.com](http://www.remind.com) for sending one-way text message alerts (parent and staff communication)



# *Update Goal 1: Met*

- ▶ Need to go further with efficiency of communication so use of [www.remind.com](http://www.remind.com) being investigated



## Goal 2

- ▶ By June 2015, students will partake in daily experiences that engage multiple modes of learning, as measured by classroom visits and School-wide Information Systems Data.



# Action Steps for Goal 2

- ✓ Found in preliminary data that most instruction was visual and linguistic
- ✓ Built a model for collecting and categorizing resources for staff:  
<http://wp.timberlane.net/sn/documents/>
- ✓ Worked with our Renaissance coach to review data sets available through STAR
- ✓ Looked at data to see students reached by current mode and those needing more targeted , differentiated support



# *Update Goal 2: In Progress*

## **Need to:**

- ▶ Refine walkthrough form to focus on modes of learning
- ▶ Provide professional learning that links learning style, behavior information and academic performance
- ▶ Increase focus on teaching/learning styles at the Professional Learning Community level



# 2015-16 Action Plan Goals

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

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



# Sandown Central Action Plan Review



# Goal 1

- ▶ *In an effort to promote a captivating learning environment, We will create stimulating units of study and lessons that are varied, creative, interactive, utilize technology, and provide relevant learning response options. Success will be measured by a 10% increase in the overall results of the next Tripod Survey.*



# *Action Steps for Goal 1*

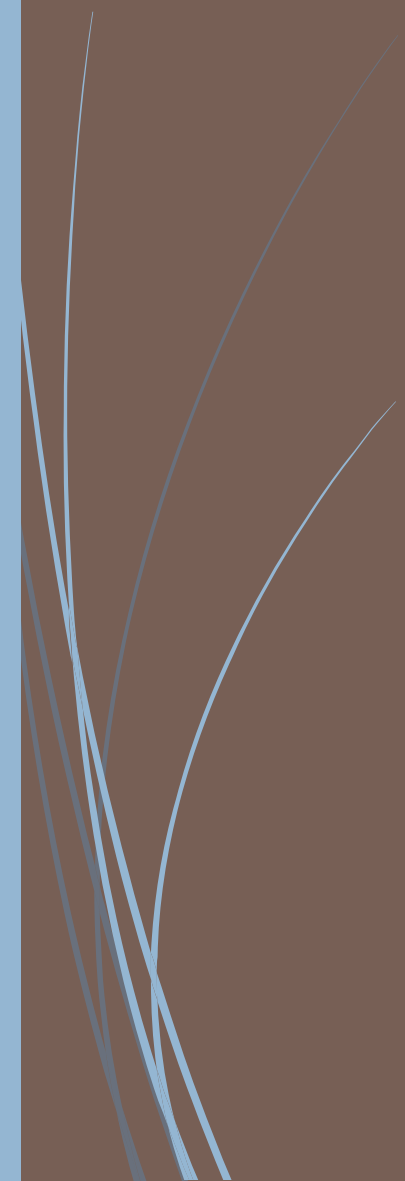
- ✓ Teachers provided **relevant** student response **options** to demonstrate learning.
- ✓ Teachers **supported** students in the development and progression of collaborative interactive work.
- ✓ Instruction and direction was provided with a variety of **technology tools** for creation and presentation.
- ✓ Teachers provided **choice** and **options** within the curriculum for learning.
- ✓ **Created** and **promoted** a growth mindset in students.
- ✓ **Teachers and staff supported** students in the development of personal learning goals.

# Update Goal 1: *In Progress*

- Students experienced different teachers & their styles
- Students presented social study facts in their own creative way. Teachers provide options as way for students to choose what they were excited about.
- Guided Reading- students were able to engage in appropriate and intriguing literature. Students challenged themselves to read new literature.
- Part of the Solar system unit, students selected a topic of interest regarding outer space. Students chose to do one or more of the following: A Google Presentation, a 3-D model , a creative poster, & a oral presentation. Evaluated by using a rubric & a minimum typed chrome book report with requirements.
- Provided an interactive & captivating "Sound in Focus" science assembly.
- Teachers modeled a growth mind set with the students. Teachers met with students to set goals connected to their progress on STAR assessments & their school work.



## Goal 2

- ▶ *Our goal is to improve student performance as measured by an increase amount of students meeting their growth percentile on STAR assessments.*
- 



## *Action Steps for Goal 2*

- ✓ Created a data team that assists in the data collection, management and response to data.
- ✓ Developed a system to collect, share, manage and respond to data.
- ✓ The leadership team supported the teachers in creating structures that encourages students to develop a “ growth mindset” .
- ✓ Formative data was collected on the progress of the students.

## *Update Goal 2: **Met***

- ▶ Leadership/data team is in place to collect & manage the school's data.
- ▶ Developed a system to collect, share, & respond to data. Utilize grade level screening reports to identify students needing interventions. STAR results & relevant data such as Dibels and Words Their Way were considered. Provided teacher training & analysis on the STAR platform at grade level PLC's & staff mtgs.
- ▶ Utilized all of STAR's features to promote student growth in reading & math. Growth proficiency feature of STAR plotted student growth percentiles. This report promoted reflection & discussion at PLC's as well as action & adjustments in instruction/programming, if necessary.
- ▶ 80% of students were proficient after winter screening assessment with a median growth per student of 83%.

# 2015-16 Action Plan Goals

- ▶ During the 2015-2016 school year, teachers will develop skills for implementing positive behavioral intervention practices and instructional practices. These skills will be designed to maximize student engagement with materials, peers and adults, and to promote family involvement, resulting in a positive culture for learning, social-emotional growth and stability. Success will be demonstrated when procedures for responding to individual children are documented and all classrooms are implementing evidence-based practices with fidelity.
- ▶ By June 2016, the percentage of Timberlane Learning Center 4 year old Pre- kindergarten and kindergarten students at or above benchmark, will increase by at least 10% as measured by STAR Early Literacy.
- ▶ By June 2016, the number of 3 year old preschool students at or above benchmark, will increase by at least 10% as measured by the Preschool Early Literacy Indicator (PELI).



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or (800) 272-0653  
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*1st Vice-President, Somersworth*

Heidi Hutchinson Chaney  
*2nd Vice-President, Shaker Regional*

## "CALL" FOR NHSBA RESOLUTIONS

To: All School Board Chairs  
All Superintendents

From: Theodore Comstock, Executive Director

Date: August 27, 2015

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 9, 2016) 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](mailto: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 23, 2015 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 23, 2015.*

The second purpose of this memorandum is to provide you with a copy of the NHSBA current set of Resolutions as adopted by the 2015 Delegate Assembly (see attached) and the 2015 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  
2016 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 23, 2015***

The \_\_\_\_\_ School Board submits the following proposed Resolution for Consideration at the 2016 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 2016 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](mailto:sklesq@aol.com)

# New Hampshire School Boards Association

## Resolutions for 2015

Adopted by the 2015 NHSBA Delegate Assembly – January 10, 2015

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### Education Funding:

1. NHSBA supports the state funding of a percentage of adequacy aid for home education students who attend public schools in New Hampshire. The funding percentage should be prorated based on the percentage of the day that home education students are attending classes in public schools. (2014)

### Local Control and School District Autonomy:

2. NHSBA supports state and federal legislation that affirms the responsibility for education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system's mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)
3. NHSBA supports legislative affirmation of the management right associated with teacher evaluation that is an integral component of the requirement that school boards adopt a teacher evaluation policy. Further, NHSBA supports involving teachers and principals by allowing a reasonable opportunity to comment on draft school board evaluation policy, understanding that the school board has the sole prerogative to adopt a local policy it deems appropriate. (2014)
4. NHSBA supports legislation amending RSA 91-A to allow school boards to consider, discuss, strategize and negotiate student tuition contracts confidentially, consistent with applicable provisions of RSA 91-A. (2015)
5. NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)

### State Board of Education:

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

**Public Pension System:**

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

*New Hampshire  
School Boards Association*

*Policies, Resolutions  
and  
Statements of Belief  
Manual*

January 2015  
By Procedure Adopted Unanimously at Delegate Assembly, November 4, 2006  
And Following Action of the January 10, 2015 Delegate Assembly

New Hampshire School Boards Association  
25 Triangle Park – Suite 101  
Concord, NH 03301  
603/228-2061 • [www.nhsba.org](http://www.nhsba.org)

## Overview of Action Taken at the 2006 Delegate Assembly

The resolutions contained herein have been adopted for three consecutive years by a vote of the Delegate Assembly. Such resolutions become a continuing commitment of the Association and part of this document, *Policies, Resolutions and Statements of Belief Manual*. This practice is based on the proposal adopted unanimously at the 2006 Delegate Assembly on November 4, 2006:

Whereas NHSBA takes consistent positions on certain issues that repeatedly come before the Delegate Assembly as re-adopted resolutions, and  
Whereas these issues deserve special recognition for their continued importance as long-standing positions,  
Be it therefore resolved that any resolution adopted for at least three continuous years be moved to the NHSBA Policies, Resolutions and Statements of Belief Manual.

**RESOLUTIONS QUALIFYING FOR INCLUSION IN THE  
POLICIES, RESOLUTIONS AND STATEMENTS OF BELIEF MANUAL**

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| II             | Education Funding                             | 1           |
| III            | Health Care Funding                           | 3           |
| IV             | Charter Schools                               | 3           |
| V              | Local Control and School District<br>Autonomy | 3           |
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# Perennial Resolutions of the New Hampshire School Boards Association

## I - School Choice

- I:A• NHSBA supports the utilization of public education funds solely for public school purposes as determined by the local school boards. (1991)
- I:B• NHSBA urges the NH Legislature and Congress to oppose any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. Rather than diverting scarce tax dollars away from our public school classrooms, NHSBA urges the NH Legislature and Congress to support improvements in our public schools and meet current funding obligations and promises, benefiting the vast majority of America's children who are educated daily in our public schools. (2005)

## II - Education Funding

- II:A• NHSBA proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)
- II:B• NHSBA supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)
- II:C• NHSBA supports the appropriation of at least \$50 million each fiscal year to fully fund, per RSA 198:15-a, IV, the state's Building Aid Program. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate education to all children. (*First Adopted in 2000 – Revised in 2014*)
- II:D• NHSBA supports a continual review of all costs associated with providing the opportunity for an adequate education, including costs associated with facilities, and increasing the state commitment to reflect actual costs incurred. Any additional revenue raised by the state to meet this obligation shall be dedicated solely for the purpose of fully funding a constitutionally adequate education for all students in the state. (*First Adopted in 2000 – Revised in 2014*)
- II:E• NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

**II:F**• NHSBA opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done.

The NHSBA opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

**II:G**• *Replaced by Resolution II:D in 2014.*

**II:H**• NHSBA supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding. (*First Adopted in 2003 – Revised in 2014*)

**II:I**• *Replaced by Resolution II:N in 2014.*

**II:J**• The NHSBA opposes any constitutional amendment that vacates the spirit and intent of the Claremont and Londonderry lawsuits and attempts in any way to limit or redirect funding in a manner that is contrary to the New Hampshire Supreme Court's ruling and present interpretation of the New Hampshire Constitution. (2008)

**II:K**• NHSBA opposes transfer of the responsibility to provide and fund a free and appropriate education (FAPE) for special education students from resident districts to attending districts when a non-resident student is placed in a district by a parent. (2008)

**II:L**• *Replaced by Resolution II:C in 2014.*

**II:M**• NHSBA opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

**II:N**• NHSBA opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

**II:O**• Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. (2009)

**II:P**• NHSBA supports amending New Hampshire's special education statute so that only the state legislature, not the state board of education via rulemaking or any other process, decides when it is appropriate for state law

to exceed federal law. (2010)

### III - Health Care Funding

III:A • NHSBA supports a statewide effort to work with legislative bodies to address the spiraling costs associated with health care benefits borne by the school districts in New Hampshire. (2005)

### IV – Charter Schools

IV:A • NHSBA proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)

IV:B • NHSBA proposes that the State Department of Education develop evaluation and accountability criteria for the state’s charter schools to ensure their financial stability as well as sound educational objectives. (2006)

### V - Local Control and School District Autonomy

V:A • NHSBA supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)

V:B • NHSBA supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)

V:C • *Deleted in 2014.*

V:D • NHSBA supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)

V:E • NHSBA supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)

V:F • The NHSBA supports the NH Legislature amending the “SB 2” process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)

- V:G• NHSBA opposes any change in statute implementing an “Evergreen Clause” in all negotiated contracts. Evergreen clauses mandate the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Any such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. *(First adopted in 2009 – Revised in 2014)*
- V:H• NHSBA opposes any mandated teacher salary schedule requiring all districts in the state to pay salaries based on a common state schedule. (2009)
- V:I• NHSBA supports local control provided in NH statutes and rules that allow local school districts the authority to make their own decisions in defining a school calendar that complies with both the spirit and the letter of the law. *(First adopted in 2009 – Revised in 2014)*
- V:J• NHSBA supports new legislation or administrative rules that impose penalties against school district employees who breach their employment contracts. (2011)
- V:K• NHSBA opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state’s rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)
- V:L• NHSBA supports legislation to allow local school districts to retain a percentage of their year-end unreserved fund balance in the same manner as local municipal governments. (2011)
- V:M NHSBA supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)

## VI - School Safety

- VI:A• NHSBA supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)
- VI:B• NHSBA supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)

**VI:C** • NHSBA supports legislative action to remove the unfunded mandated provisions of RSA 193-F, Pupil Safety and Violence Prevention. The imposition of these new mandates and their related financial costs, without additional state funding, violates the New Hampshire Constitution, Part First, Article 28-a. (2011)

## *VII - Accountability*

**VII:A** • NHSBA believes that all components of state testing (English Language Arts, Writing Prompt, Mathematics, Science, and Social Studies) should continue to be given annually at the end of the school year with appropriate and immediate steps being taken to ensure that these test results are received by school districts no later than the following July 1. Valid data to assess school performance relies on measuring individual student progress: NH should adopt gain score or value-added measures as the principal means for determining AYP. If NH does not adopt gains-score or value-added measures as the principal means for determining AYP, then annual testing should take place at the beginning of the school year so that information may be used instructionally during the year. (1998)

**VII:B** • NHSBA supports the inclusion of only students who have enrolled in a district continuously for the previous school year in the numbers calculated for AYP as defined by NCLB. (2005)

**VII:C** • NHSBA supports a review of NH's accountability and performance measures as well as standards established for the NH state assessment program. (2009)

**VII:D** • NHSBA supports legislation to amend the State Common Core Testing that will begin in the school year 2014-2015 to allow special education students be tested at their grade level ability rather than their placement of their current school grade. (2013)

## *VIII - State Board of Education*

**VIII:A** • NHSBA calls on the State Board of Education to continuously monitor all teacher training programs at New Hampshire colleges and universities to assure that such institutions are offering quality and relevant training programs preparing individuals for careers as teachers and/or administrators in New Hampshire's public schools. (*First adopted in 1998 – Revised in 2014*)

**VIII:B** • NHSBA proposes that the Department of Education develop and maintain a database of available grants and other funding mechanisms to assist local school districts in their grant writing efforts and funding of locally determined programs. (2002)

- VIII:C**• NHSBA urges the State Board of Education to conduct a statewide study of the “traditional” school calendar utilized by most public school districts in New Hampshire and to issue a summary report of its findings, conclusions and recommendations. (2003)
- VIII:D**• NHSBA urges the NH State Board of Education to adopt Standards of NH School Approval which emphasize qualitative standards rather than quantitative standards. (2003)
- VIII:E**• *Replaced by Resolution II:H in 2014.*
- VIII:F**• NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)
- VIII:G**• NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)
- VIII:H**• NHSBA opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that NHSBA can support. (2005)
- VIII:I**• NHSBA supports a compulsory attendance age of eighteen (18), along with flexibility to utilize alternative options that allow students to continue a program of study to complete their high school education. (*First adopted in 2006 – Revised in 2014*)
- VIII:J**• NHSBA supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities’ relationship to the funding formula. (2009)

## **IX - Federal Legislation**

### **IDEA**

- IX:A**• NHSBA urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

**IX:B** • Since its original enactment in 1975, the Individuals with Disabilities Education Act (IDEA) has played a pivotal role to assure that students with disabilities receive the services they need for their success. NHSBA supports and applauds the efforts and goals encompassed by IDEA's mission.

As our Congress considers the reauthorization of IDEA, NHSBA believes attention should be directed at components of the program that are moving away from the original mission of educating children to a mission that involves a wider range of functions. NHSBA believes that for special education to achieve its potential in today's environment, several areas should receive attention. NHSBA proposes that federal reauthorization of IDEA address these specific priority concerns in the following areas:

- federal funding - Congress should fully fund the federal share of IDEA as a mandatory program;
- teacher recruitment and retention - federal law should create and encourage incentives for new teachers seeking special education certification;
- administration and paperwork - federal law should ease the current complex paper trail aimed at documenting compliance as well as allowing greater flexibility in the IEP process;
- due-process hearings - federal law should provide for adequate notice of issues and good-faith mediation
- related services - federal law should identify the financial role of other governmental units rather than fix all costs for related services on the narrow portion of the tax base that just serves education;
- private placements - federal law should focus on whether a substantive deprivation of educational opportunities exists in the public setting before consideration of private placement;
- safe learning environment - federal law should allow local school district personnel the flexibility and discretion to make appropriate discipline determinations that are in the best interests of all students when it comes to disciplining children with disabilities;
- over identification - federal law should clarify the definition of those disabilities that can result in over identification. (2002)

### **No Child Left Behind**

**IX:C** • The New Hampshire School Boards Association (NHSBA) supports and applauds the stated objectives of the federal No Child Left Behind Act. While welcoming the interest of the federal government in joining school boards in the effort to improve public education, NHSBA objects to several key provisions in NCLB that are unworkable, too costly and inconsistent with effective efforts to raise student achievement. Specifically, NHSBA supports amendments to NCLB and revisions to Department of Education regulations that will provide full funding as well as flexibility in order to address the

barriers facing local educational agencies (LEAs) in the successful and effective implementation of NCLB, including:

- provide federal funding consistent with the levels authorized for education programs and the expanded information systems that are needed;
- permit alternative methodology for determining AYP targets and progress for students with disabilities, and for students with limited English proficiency;
- authorize alternative assessments for students with limited English proficiency and for students with disabilities beyond that of "significant cognitive disability", and provide flexibility to states as to the number of students whose alternative assessments may be counted for AYP purposes;
- allow students with disabilities to take tests at their actual reading level and then include their scores for calculation with the corresponding grade level;
- provide states more flexibility in measuring AYP in smaller districts with small subgroups. In calculating AYP, students identified in more than one group may be represented in the count for each group as an equal fraction totaling one student, ensuring that a small number of students are not over-represented.
- provide states flexibility to adopt gain score or value-added measures for determining AYP;
- provide for waivers and extensions for LEAs in meeting the qualification requirements for teachers and paraprofessionals;
- when public funds under Title II, Part A are provided by LEAs to private school children, teachers, and other educational personnel for educational services on an equitable basis and in a timely manner, those private schools should be held to the same accountability standards that apply to public schools;
- ensure that the current law and subsequent revisions recognize that education is primarily a state and local responsibility.

If the Congress and the Department of Education do not make the proposed revisions to NCLB and its regulations, then Congress should suspend implementation of the relevant aspects of the law until the changes are made. (2003-2009)

### *X – Public Pension System*

X:A • NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent, and fiscally sustainable. To achieve this goal, NHSBA supports legislation that will strengthen NHRS's solvency, including legislation to change how an employee's average final compensation is determined. NHSBA supports a calculation using an average of the highest five years for all employees

retiring after July 1, 2016. NHSBA further supports legislation requiring that all NHRS rate increases, above those attributable to the \$2.4 billion unfunded liability agreed to by public employers in 2007, be shared equally between employees and employers. (2011)

NOTE: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion and action. Details of this meeting may be viewed by accessing the online Vimeo at: <https://vimeo.com/album/255898/video/138333646>  
Materials presented at the board meeting may be viewed at:  
<https://public.timberlane.net/sau/trsb/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fsau%2ftrsb%2fShared%20Documents%2fSCHOOL%20BOARD%20MEETING%20AGENDA%20MATERIALS%2f2015%2d16%2f09%2003%202015&FolderCTID=&View=%7b8B0F59BE%2dD93D%2d4E49%2d9509%2dA6F7531FCCAB%7d>

**TIMBERLANE REGIONAL SCHOOL BOARD**  
**Atkinson, Danville, Plaistow, Sandown**  
**New Hampshire**

**Regular Meeting**  
**September 3, 2015**  
**7:30 PM**

**SAU 55 Office**  
**30 Greenough Road**  
**Plaistow, NH**

**Call to Order**

Madam Chair Steenson called this September 3, 2015 public meeting of the Timberlane Regional School Board to order at 7:30 PM. Roll call was taken.

**Board Members Present:** Mr. Bealo, Mr. Blair, Mr. Collins, Mrs. Green, Mr. Sapia, Mrs. Sherman, Mr. Spero, Mrs. Steenson, Mr. Ward and student representative Jordon DiTore.

**Administrators Present**

Dr. Metzler, Superintendent of Schools

Mr. Stokinger, Business Administrator

Ms. Armfield, Executive Director of Curriculum, Assessment and Professional Learning

Mrs. Michaud, Director of Data, Assessment and Accountability

**Pledge of Allegiance**

Madam Chair Steenson led the assembly in the Pledge of Allegiance.

Madam Chair Steenson informed the board that due to cable connectivity issues we will not be viewed live this evening on the cable station; however, the Vimeo will be uploaded to the District website by Tuesday, September 8, 2015. She also announced a non-meeting will be held at 9:30 pm this evening and the regular board meeting will resume after that session.

**Motion: Mr. Collins motioned to move the approval of the meeting minutes to the end of the meeting permanently. Mr. Bealo seconded.** Mr. Collins reasoned that it is inconsiderate to have the presenters wait while the minutes are approved. **With no further discussion the motion passed by a unanimous vote of 7-1-0 (Mrs. Green opposed).**

**Delegates and Individuals (00:05:51)**

Jordon DiTore reported on the positive climate at high school and noted the Student Voice is looking for members.

Dr. Kim Farah, Selectwoman from Danville and representative to the Sandown Withdrawal Feasibility Study Committee (SWFSC), believes a request to approve funds to have an independent study completed will be presented this evening and as such she asked that the board consider that the report from the SWFSC is due by the middle of November. She informed the board that the Town of Danville is not in favor of spending money for this study. She also noted that, on behalf of the Danville Board of Selectmen, she wished to inform the board that the Town of Danville no longer requires student information as requested earlier to complete their impact study. Discussion arose on how the study was completed and where the information was ascertained. Dr. Farah indicated she would provide Madam Chair Steenson that information the next day as she did not have it at hand.

**Current Business (00:15:00)**

**Surplus**

NOTE: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion and action. Details of this meeting may be viewed by accessing the online Vimeo at: <https://vimeo.com/album/255898/video/138333646>  
Materials presented at the board meeting may be viewed at:  
<https://public.timberlane.net/sau/trsb/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fsau%2ftrsb%2fShared%20Documents%2fSCHOOL%20BOARD%20MEETING%20AGENDA%20MATERIALS%2f2015%2d16%2f09%2003%202015&FolderCTID=&View=%7b8B0F59BE%2dD93D%2d4E49%2d9509%2dA6F7531FCCAB%7d>

Mr. Stokinger reviewed the larger than expected surplus and outlined three reason for using the fund balance retention:

1. Short fall in revenue
2. Off set anticipated tax increases
3. With the Department of Education approval, unexpected expenses

Discussion ensued.

**Motion: Mr. Collins motioned to approve adding an additional \$650,000 to the Fund Balance Retention. Mrs. Sherman seconded.** Mr. Stokinger outlined for the board the percentage cap of 2.5% of the local assessment. Rational by board members was presented for and against this motion.

**Motion to Amend: Mr. Sapia motion to amend the motion on the floor by changing the additional amount from \$650,000 to \$350,000. Mr. Ward seconded the motion.** Mr. Stokinger again verified amounts, processes, rules and regulations regarding surplus and Fund Balance Retention. Board members presented their reasoning for or against this amendment. **With no further discussion the motion to amend failed by a tie vote of 4-4-0 (Madam Chair Steenson, Mr. Bealo, Mr. Sapia and Mr. Collins voted in favor, Mrs. Green, Mrs. Sherman, Mr. Blair and Mr. Ward opposed).**

**Motion to Reconsider: Mr. Blair motioned to reconsider the amendment; Mr. Bealo seconded the motion.**

At 8:15 pm a recess was called to verify the process of reconsideration of an amendment within Roberts Rules. The meeting resumed at 8:30 PM.

**With no further discussion the motion for reconsideration passed by a unanimous vote of 9-0-0.**

**The motion to amend the motion to change the dollar amount from \$650,000 to \$350,000 was restated and passed by a vote of 6-2-0 (Mr. Collins and Mrs. Sherman opposed).**

Mrs. Green motioned to challenge the decision of the Chair to no longer yield the floor to Mrs. Green due to point of order. No second was received and the motion failed. At 8:32 PM the meeting recessed to verify Robert Rules on appealing a ruling by Madam Chair Steenson. The meeting resumed at 8:38 PM. Dr. Metzler reviewed Robert's Rules for appealing a ruling by the Chair.

**With no further discussion on the amended motion to approve adding an additional \$350,000 to the Fund Balance Retention passed by a vote of 6-2-0 (Mrs. Green and Mr. Blair opposed).**

#### **Superintendent's Goal (00:56:00)**

Dr. Metzler reviewed his proposed goals for the 2015-16 school year and provided the rational for each. Mr. Bealo, Mr. Blair, Mr. Collins, Mr. Sapia, Mrs. Sherman, Mr. Spero, Mrs. Steenson, and Mr. Ward provided positive feedback and commended the Superintendent on his goals. Mrs. Green opined she could support only one.

**Motion: Mr. Collins motioned to approve the Superintendent's Goals as presented. Mrs. Sherman seconded. With no further discussion the motion passed by a vote of 8-1-0 (Mrs. Green opposed).**

#### **Danville Impact Fees Waiver Request (01:23:06)**

This item was not discussed whereas Dr. Farah informed the board the Town of Danville has withdrawn their request for student information.

#### **Policies (01:23:09)**

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Materials presented at the board meeting may be viewed at:  
<https://public.timberlane.net/sau/trsb/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fsau%2ftrsb%2fShared%20Documents%2fSCHOOL%20BOARD%20MEETING%20AGENDA%20MATERIALS%2f2015%2d16%2f09%2003%202015&FolderCTID=&View=%7b8B0F59BE%2dD93D%2d4E49%2d9509%2dA6F7531FCCAB%7d>

Mr. Bealo presented the following policies for a first reading;

- BID Bid Payment for Services Rendered By The School District Officers
- BIE Board Member Insurance
- BK School Board Memberships
- CM School District Annual Report

**Motion: Mr. Collins motioned to approve the following policies for a first reading.**

- BID Bid Payment for Services Rendered By The School District Officers
- BIE Board Member Insurance
- BK School Board Memberships
- CM School District Annual Report

**Mr. Sapia seconded. With no further discussion the motion passed by a vote of 8-1-0 Mrs. Green opposed**

Mr. Bealo presented the following policies for a second reading;

- JKAA Use of Child Restraint and Seclusion
- ILBA Assessments
- GBEC Staff Gifts and Solicitations
- KHA Staff gifts and Solicitations
- ILD Educational Questionnaires, Surveys and Research

**Motion by Mrs. Green to approve sending policy ILD Educational Questionnaires, Surveys and Research back to the policy committee for review. Mr. Collins seconded the motion. With no further discussion the motion passed by a vote of 8-0-1 (Mrs. Sherman abstained).**

**Motion: Mr. Collins motioned to approve the following policies for a second reading and adoption.**

- JKAA Use of Child Restraint and Seclusion
- ILBA Assessments
- GBEC Staff Gifts and Solicitations
- KHA Staff gifts and Solicitations

**Mr. Bealo seconded. With no further discussion the motion passed by a unanimous vote of 9-0-0.**

### **NHSBA Resolutions (01:37:17)**

The board requested last year to place this item on the agenda in September to allow more time to consider drafting resolutions for the NHSBA's Delegate Assembly in January. Madam Chair Steenson asked board members to send her their ideas by September 28, 2015.

**Motion: Mr. Collins motioned to go into a non-public session under 91-A:3, Paragraph II (a) The dismissal, promotion or compensation or disciplining of any public employee. Mr. Ward seconded. With no further discussion the board was polled:**

- Mr. Bealo Yes
- Mr. Blair Yes
- Mr. Collins Yes
- Mrs. Green Yes
- Mr. Sapia Yes
- Mrs. Sherman Yes
- Mr. Spero Yes
- Mrs. Steenson Yes
- Mr. Ward Yes

**The board entered into a non-public session at 9:24 PM.**

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**The board was polled to exit the non-public session at 9:30 PM:**

- Mr. Bealo Yes
- Mr. Blair Yes
- Mr. Collins Yes
- Mrs. Green Yes
- Mr. Sapia Yes
- Mrs. Sherman Yes
- Mr. Spero Yes
- Mrs. Steenson Yes
- Mr. Ward Yes

Action taken during the non-public session was to approve the reimbursement of a staff member's service credit.

A non-meeting occurred at 9:30 PM and concluded at 9:56 pm when the public meeting resumed.

**Star Assessment Update (01:40:12)**

Mrs. Christi Michaud presented assessment benchmarks and an overview of the universal screening device.

**Committee Reports (02:51:21)**

Mrs. Sherman attended the Wellness Committee and Mr. Collins attended the Capital Improvement Plan Committee and the SWFSC. Mr. Collins reported the committee requested a third party independent resource to be hired to determine the withdrawal costs dating back to 1965 that the Town of Sandown would be responsible for if they were to withdraw from the district.

**Motion: Mr. Collins motioned to approve up to \$30,000 to hire a third party resource to assist the SWFSC in determining the buy-out figure for the committee. Mrs. Sherman seconded. Board members voiced their opinion on this motion. With no further discussion the motion passed by a vote of 7-2-0 (Mrs. Green and Mr. Blair opposed).**

**Motion: Mr. Sapia motioned to approve extending the meeting to 11:00 PM. Mrs. Sherman seconded.**

**Motion to Amend: Mr. Blair motioned to amend the motion by including "to have the meeting minutes reviewed no later than 10:50 PM." Mrs. Green seconded. With no further discussion the motion to amend failed by a vote of 3-6-0 (Mr. Bealo, Mr. Collins, Mr. Sapia, Mrs. Sherman, Mrs. Steenson and Mr. Ward opposed).**

**With no changes to the motion and no further discussion, the motion passed by a vote of 5-3-1 (Mr. Collins, Mr. Blair and Mr. Spero opposed, Mrs. Green abstained).**

Mr. Ward will attend the Safety Committee meeting next week, Mr. Bealo, Mrs. Green and Mr. Sapia attended the Policies Committee meeting. Madam Chair Steenson attended the Curriculum and Assessment Committee meeting.

**Correspondence**

None

**Vendor and Payroll**

Vendor and payroll registers were signed by the board.

**Other**

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**Mr. Collins motioned to allow Madam Chair Steenson to work with the district's attorney relative to a conflict of interest issue. Mr. Ward seconded the motion. With no further discussion the motion passed by a vote of 8-1-0 (Mrs. Green opposed).**

Mr. Sapia noted concern regarding the athletic area of the high school and the warmer weather. Mrs. Green would like to know the date of the instructional audit and when the Timberlane Teachers Association negotiations will begin. She also suggested that the board eliminate the summer hiatus and continue board meetings all summer.

**Minutes (02:40:00)**

**Mrs. Green motioned to change and add wording of the discussion held during the non-public session. Mrs. Sherman seconded the motion. With no further discussion the motion failed 1-7-1 (Mr. Bealo, Mr. Collins, Mr. Sapia, Mrs. Sherman, Mr. Spero, Mrs. Steenson, Mr. Ward opposed and Mr. Blair abstained).**

The minutes for the August 27, 2015 regular and non-public meetings were approved by general consent as written.

**Reports of the School Board**

Due to the late hour no reports of the School Board were provided.

With no further business Madam Chair Steenson adjourned the meeting at 11:06 pm.

Respectfully submitted,

Nancy Louiselle  
School Board Clerk