

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, OCTOBER 2, 2014

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*  
*Kate Delfino, Vice Chair*

## AGENDA

1. **Call to Order – Chair**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
  - a. September 18, 2014
5. **Delegations or Individuals**
6. **Current Business**
  - a. Montreal Trip Request – ACTION (10 minutes)
  - b. Elementary Action Plans\* – INFORMATIONAL (45 minutes)
  - c. Full Day Kindergarten Update\* – INFORMATIONAL/ACTION (15 minutes)
  - d. Fund Balance Retention – ACTION (15 minutes)
  - e. Policy – ACTION (10 minutes)
  - f. CTE Agreement – ACTION (10 minutes)
  - g. NHSBA Resolutions – ACTION (10 minutes)
  - h. Board/SLT Committee Goals – INFORMATIONAL (5 minutes)
7. **Administrator's Report**
  - a. Update on School Activities – INFORMATIONAL
8. **Personnel Report**
9. **Committee Report/Reports of the School Board**
10. **Correspondence Folder**
11. **Vendor and Payroll Registers**
12. **Other Business**
  - a. Non-public (if needed)
13. **Future Dates**

DATE	MEETING TYPE	LOCATION	TIME
October 8	SAU Board Meeting	SAU	7:00 PM
October 16	Regular Meeting	PAC	7:30 PM
October 22	SAU Board Meeting	SAU	7:00 PM
November 6	Regular Meeting	SAU	7:30 PM
November 12	SAU Board Meeting (PH on Budget)	SAU	7:00 PM
November 20	Regular Meeting	SAU	7:30 PM
December 4	Regular Meeting	SAU	7:30 PM
December 18	Regular Meeting	SAU	7:30 PM
January 8	Regular Meeting	SAU	7:30 PM
January 15	Public Hearing on Budget	PAC	7:00 PM
January 22	Regular Meeting	SAU	7:30 PM

\*PowerPoint Presentation

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

## **ADMINISTRATOR'S REPORT**

### *Administrator's Report for October 2, 2014 School Board Meeting*

**1-3. OPEN MEETING** *Self-explanatory.*

#### **4. APPROVAL OF MINUTES**

*One set: September 18<sup>th</sup> public session.*

#### **5. DELEGATION OR INDIVIDUALS**

#### **6. CURRENT BUSINESS**

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

*Mademoiselle Lacourse to request a student trip to Montreal as part of the Middle School French offering. Action under policy IJOA.*

##### **b. Elementary Action Plans – 45 minutes**

*Elementary principals to present a PowerPoint on each school's action plan. Informational.*

##### **c. Full Day Kindergarten Update – 15 minutes**

*Deb Armfield to present an update on the FD kindergarten program as well as FLES – informational. The Superintendent is requesting the board re-affirm the approved plan to move forward to incorporate the FLES program into grades 1-5 as necessary - Action.*

##### **d. Fund Balance Retention – 15 minutes**

*In March 2013 the voters approved a plan to retain year-end unassigned general funds in an amount not to exceed 2.5% of the current year's net assessment. George Stokinger will present anticipated year-end balances for board consideration. Action.*

##### **e. Policy – 10 minutes**

*This is second reading and adoption of policy DJG Vendor Relations. Action.*

##### **f. CTE Agreement – 10 minutes**

*Board approval is required for the continuation of the Career and Technical Education Regional Agreement for Region 17 (Salem, Pinkerton, Pelham, Windham & Timberlane). Don Woodworth will be available to answer any questions about the program. Action.*

##### **g. NHSBA Resolutions – 10 minutes**

*Peter Bealo to present his proposed resolution for board consideration. Action.*

##### **h. Board/SLT Committee Goals – 5 minutes**

*Madam Chair to ask committee co-chairs to review their respective committee's goals and provide updated goals at future board meetings.*

#### **7-9. REPORTS**

**7. Administrator's Report – Dr. Metzler to present**

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

**8. Personnel Report – Dr. Metzler to present (if needed)**

**9. Reports of the School Board**

#### **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.*

<b>October 16, 2014 PAC</b>	
Policies	<i>First reading</i>
School Board Committee Goals	<i>Goals for 2014-15 school year</i>
Secondary Action Plans	<i>Athletics &amp; Drama included</i>
Boosters/Associations Donations	<i>2013-14 (possible Admin Report)</i>
Budget Presentations	<i>By department</i>
AP Results	<i>Barry Chooljian</i>

<b>November 6, 2014</b>	
Policies	<i>Second reading</i>
Superintendent's Goals Update	<i>Assessment</i>
STAR Assessment Data Presentation	<i>Deb Armfield</i>

<b>November 20, 2014</b>	
Policies	<i>First reading</i>
American Education Week	<i>Essay contest winners</i>

### Back-Burner List

SAT scores Differentiated Instruction Competency Education Continuum	<i>Multiple year &amp; state-wide comparisons D. Armfield</i>
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September 2014

To: School Board Members  
From: Christine Lacourse  
French Teacher, TRMS

Bonjour!

My request concerns offering a field trip to eighth grade students enrolled this year in French class.

This field trip would be to Montréal, Québec, Canada. The goals of this trip are as follows:

- ❖ To give an opportunity to the students to practice what they have learned. A trip such as this offers a lot of opportunities to speak the language. Here are some examples: when reading and ordering food in a restaurant; purchasing souvenirs at a gift shop; buying tickets to ride on the subway; or while participating in a «Treasure Hunt» in Old Montréal, to name a few.
- ❖ To have a better understanding of what makes Montréal such an attraction to foreign visitors (famous tourist attractions, for example).
- ❖ To apply the information gathered during the year in other subject areas such as Social Studies and Science to answer questions asked during the Treasure Hunt and the visit to the Biodôme.
- ❖ To make connections between what they already know about French people and what they can discover by observing what's going on around them.
- ❖ To discover what people of their age, in another culture, do in their free time; how they dress, what they eat, etc.
- ❖ This is an overnight trip. The best time to go would be in May (May 15-16)
- ❖ I organized and conducted a similar trip for the past four years. I can't tell you enough about the impact on students and their personal gain after such an experience. Thank you for taking the time to read this request.

Sincerely,

Christine Lacourse

# Tentative Schedule

## Friday, May 15<sup>th</sup>, 2015

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Price: \$215 p. person

### *In the morning*

- 5:30 Departure from TRMS to the Canadian Border.
- 11:00 Lunch at McDonald's in St-Jean-sur-Richelieu, Québec

### *In the afternoon*

- 1:00—2:30 Guided tour of Maison St-Gabriel.
- 2:30—3:30 Riding the subway from Charlevoix to Lucien L'Allier Station
- 3:45-4:15 Arrival at the Auberge de Jeunesse; check-in; in front of the hotel at 4:15
- 4:45 Dinner at the Scores restaurant
- 5:45 Leave for Old Montreal; Marché Bonsecours: ride the Amphibus; Shopping in Old Montréal
- 9:00 Return to the Auberge for the night.

## Saturday, May 16<sup>th</sup>, 2015

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- 7:30—8:30: Breakfast at Eggspectations
- 8:30—9:15: Short visit to Mont Royal
- 9:15: Departure for the Olympic Park: Biodome; Envers du décor; lunch

### *In the afternoon*

- 12:30—1:15 Visit of La Ferme Guyon (Regional Specialty food)
- 1:45—4:00 Visit of Fort Chambly
- 4:00: Departure for the United States
- 6:00—7:00 In Burlington, dinner at Zachary's Pizza
- 7:00—10:30 En route for Plaistow, NH

<b>Timberlane Regional School District</b>	<b>Policy Code: IJOA</b>
<b>Adopted: 10-15-86</b> <b>Revised: 05-02-91</b> <b>Reaffirmed: 02-24-05</b>	<b>Page 1 of 2</b>

## STUDENT TRIPS

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

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

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

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

### Sanctioning Student Trips

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

<b>Timberlane Regional School District</b>	<b>Policy Code: IJOA</b>
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the school building during normal school hours shall require the prior approval of the School Board. The building Principal or Superintendent of Schools, who may consult the Board or request general Board approval for a series of field trips or general type of field trip, may approve other school-sponsored trips.

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

Financing Student Trips

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

## TRSD ELEMENTARY SCHOOLS' ACTION PLANS



2014-2015

October 2, 2014

### 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.*

### 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.*

## SANDOWN NORTH ELEMENTARY SCHOOL'S ACTION PLAN GOALS

### Goal #3

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

### Goal #4

- 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.

## SANDOWN CENTRAL SCHOOL'S ACTION PLAN GOALS

### Goal #3

- *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 captivation category score of the next Tripod Survey.*

### Goal #4

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

## DANVILLE ELEMENTARY SCHOOL'S ACTION PLAN GOALS

### Goal #3

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

### Goal #4

- 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.

## ATKINSON ACADEMY'S ACTION PLAN GOALS

### Goal #3

- *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.*

### Goal #4

- 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 Intervention System (SWIS).

## POLLARD SCHOOL'S ACTION PLAN GOALS

## Goal #3 Literacy:

- Each student's score will increase by 5-8% and/or show 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

## Goal #4 Math:

- Each student's score will increase by 5-8% and/or show mastery in the "Critical Areas of Focus" based upon the Common Core Standards 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.
- Critical Areas of Focus:
  - PreK/K: Fluency of number sense including demonstration (objects) and ability to compare whole numbers within 20.
  - Grade 1: Fluency and understanding of addition facts within 20.
  - Grade 2: Fluency and understanding of subtraction facts within 20.
  - Grade 3: Fluency and understanding of multiplication facts up to 100.
  - Grade 4: Fluency and understanding of division facts up to 100.
  - Grade 5: Fluency and understanding with addition and subtraction of fractions.

## Any Questions?



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# Renaissance Kindergarten & FLES Update

2014-2015 School Year



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## Current Enrollment



	Full Day	Half Day		Total
		AM	PM	
Atkinson Academy	21	12	16	49
Danville Elementary	16	14	8	38
Pollard	32 (2 classes)	35 (2 classes)	13	79
Sandown North	14	18	18	50

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### Danville Elementary and Sandown North FLES with **Señora Hughes**



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### Atkinson Academy and Pollard School FLES with **Señorita Jones**



+ **Stephanie Mezquita,**  
Renaissance Kindergarten Teacher,  
Danville Elementary



+ **Deb Bell**  
Renaissance Kindergarten Teacher,  
Atkinson Academy



+ **Nancy Barcelos & Kathie Dayotis...**  
Looking Ahead



## 2013 ELECTION RESULTS

<b>Article 1 - Election of Officers</b>
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Danville	School Board Member	3-Year Term	<b>Nancy Steenson 482</b>
Plaistow	School Board Member	3-Year Term	<b>Richard Blair 477</b>
Sandown	School Board Member	3-Year Term	<b>Kelly Ward 566</b>
Atkinson	Budget Committee Member	1-Year Term	<b>Raymond Fournier 5 write ins</b> (refused)
Danville	Budget Committee Member	3-Year Term	<b>Michelle O'Neil 13 write ins</b>
Plaistow	Budget Committee Member	2-Year Term	<b>Dennis Heffernan 97 write ins</b> (refused)
Plaistow	Budget Committee Member	3-Year Term	<b>Dennis Heffernan 59 write ins</b>
Sandown	Budget Committee Member	3-Year Term	<b>Cathy Gorman 57 write ins</b>

<b>Article 2 - Operating Budget</b>	<b>Yes 1952 No 1193</b>
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Shall the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **\$64,422,418**? Should this article be defeated, the operating budget shall be **\$64,418,761** which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

***Recommended by the School Board 9-0***

***Recommended by the Budget Committee 8-0***

<b>Article 3 - Capital Reserve Fund</b>	<b>Yes 1838 No 1300</b>
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Shall the Timberlane Regional School District raise and appropriate up to **\$200,000** to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from the June 30, 2013 unassigned fund balance (surplus) available for transfer on July 1 of this year? (MAJORITY VOTE REQUIRED)

*(The funds for this article come from the 2012-2013 school budget surplus, not from additional taxes.)*

***Recommended by the School Board 9-0***

***Recommended by the Budget Committee 8-0***

<b>Article 4 - Collective Bargaining Agreement (TTA)</b>	<b>Yes 1643 No 1501</b>
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Shall the Timberlane Regional School District vote to approve the cost items included in the collective bargaining agreement reached between the Timberlane Teachers' Association and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Cost Distribution	2013-14	2014-15	2015-16
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Salaries	\$494,737	\$589,674	\$561,794
FICA	37,847	45,110	42,977
NH State Retirement	70,055	83,498	79,550
Medical	(204,436)	0	0
<b>TOTAL</b>	<b>\$398,203</b>	<b>\$718,281</b>	<b>\$684,321</b>

and further to raise and appropriate the sum of **\$398,203** for the 2013-14 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

**Recommended by the School Board 8-1**

**Recommended by the Budget Committee 7-1**

**Article 5 - Authorization for Special Meeting on Cost Items**

**Yes 2073 No 997**

Shall the Timberlane Regional School District, if Article 4 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 4 cost items only? *(Without this Article the District would have to petition Superior Court for a Special School District Meeting. This saves the District the expense of attorney fees and court costs).*

**Recommended by the School Board 9-0**

**Recommended by the Budget Committee 7-1**

**Article 6 - Fund Balance Retention (Surplus)**

**Yes 1955 No 1073**

Shall the Timberlane Regional School District vote to authorize, indefinitely until rescinded, the retention of year-end unassigned general funds in an amount not to exceed, in any fiscal year, 2.5 percent of the current fiscal year's net assessment, for the purpose of having funds on hand to use as a revenue source for emergency expenditures and over-expenditures under RSA 32:11, or to be used as a revenue source to reduce the tax rate, all in accordance with RSA 198:4-b, II? (MAJORITY VOTE REQUIRED)

**Recommended by the School Board 8-1**

**Recommended by the Budget Committee 8-0**

**Article 7 - General Acceptance of Reports**

**Yes 2508 No 512**

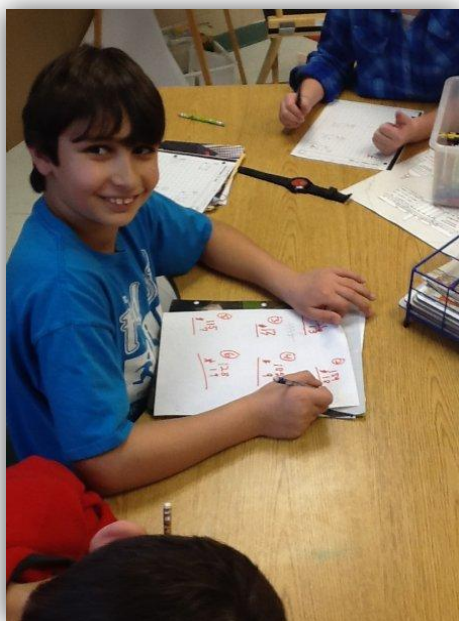
Shall the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2012 Annual Report? (MAJORITY VOTE REQUIRED)

**Recommended by the School Board 9-0**

**Article 8 - SAU Budget on Warrant Petition by Donna Green et al**

**Yes 1712 No 1165**

Shall the voters of the Timberlane Regional School District within School Administrative Unit number 55 adopt the provisions of RSA 194-C:9-b to allow for insertion of the school administrative unit budget as a separate warrant article at annual school district meetings? (MAJORITY VOTE REQUIRED)



<b>Timberlane Regional School District</b>	<b>Policy Code: DJG</b>
<b>Adopted: 05-08-14</b> <b>Revised:</b>	<b>Page 1 of 1</b>

## VENDOR RELATIONS

In all purchasing activities, the Board shall:

1. Consider first the interests of the school system and the betterment of its educational program.
2. Endeavor to obtain the greatest value for every tax dollar expended.
3. Give all responsible bidders equal consideration and assurance of unbiased judgment in determining whether their products meet specifications and the educational needs of the school system.
4. Discourage the offer of, and decline gifts which in any way might influence the purchase of school supplies and equipment.
5. Accord a prompt and courteous reception, insofar as conditions permit, to all who call on legitimate business missions.

Vendors ~~selection~~ shall be selected on the basis of:

1. Quality of goods and services offered for sale.
2. Ability to meet delivery dates.
3. Pricing.
4. Payment terms and shipping terms (e.g. FOB destination vs. FOB origin).
5. Discounts.
6. Warranty and adjustment of unsatisfactory.
7. References.
8. Credit Rating.
9. Bondability (if appropriate)

Only vendors meeting all in the best combination of the above criteria, as determined by the Board, business administrator, or Superintendent(s) will be favored with the District's business.

*Vendors with access to student information, employee information, or district financial information shall hold this information in confidence.*



# Pinkerton Academy

5 Pinkerton Street, Derry, NH 03038  
603-437-5200

*Mary A. Anderson*  
Headmaster

**Jack Grube**  
*CTE Director*

**Eileen Gioe**  
*CTE Office Manager*

**Angela Ashegh**  
*Administrative Assistant*



**Tracy Untiet**  
*CTE Assistant Director*

**Doug Cullen**  
*Career Coordinator*

August 20, 2014

Dr. Earl Metzler  
Superintendent of Schools  
30 Greenough Rd  
Plaistow, NH 03865

Dear Dr. Metzler:

The attached and updated Region 17 agreement was presented and discussed at the Region 17 spring advisory committee meeting.

Please review with your School Board and return an original copy of your signature page by October 10, 2014 in the enclosed self-addressed, stamped envelope. I will submit the completed document to DOE and provide district copies at the Region 17 fall meeting.

Sincerely,

Jack Grube  
Director, CTE  
Pinkerton Academy  
603-437-5200 x1176  
[jgrube@pinkertonacademy.org](mailto:jgrube@pinkertonacademy.org)

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STATE OF NEW HAMPSHIRE

COUNTY OF ROCKINGHAM

On this the \_\_\_\_\_ day of \_\_\_\_\_, 2014, before me, \_\_\_\_\_,  
the undersigned officer, personally appeared \_\_\_\_\_, known to me (or satisfactorily  
proven) to be the person whose name is subscribed to the within instrument and acknowledged that (s)he executed  
the same for the purposes therein contained.

IN WITNESS WHEREOF I hereunto set my hand and official seal.

\_\_\_\_\_  
Justice of the Peace/Notary Public

BY: \_\_\_\_\_  
Chairperson, Timberlane Regional School Board  
Sending District

STATE OF NEW HAMPSHIRE

COUNTY OF ROCKINGHAM

On this the \_\_\_\_\_ day of \_\_\_\_\_, 2014, before me, \_\_\_\_\_,  
the undersigned officer, personally appeared \_\_\_\_\_, known to me (or satisfactorily  
proven) to be the person whose name is subscribed to the within instrument and acknowledged that (s)he executed  
the same for the purposes therein contained.

IN WITNESS WHEREOF I hereunto set my hand and official seal.

\_\_\_\_\_  
Justice of the Peace/Notary Public

BY: \_\_\_\_\_  
Chairperson, Timberlane Regional School Board  
Sending District

Career and Technical  
Education

Regional Agreement

Region 17

August 2014

Pelham High School  
Pinkerton Academy  
Timberlane Regional High School  
Salem High School  
Windham High School

## PREAMBLE

In order to implement Career and Technical Education in Region 17, the New Hampshire Department of Education with the endorsement of the State Board of Education has designated high schools at Salem and Derry (Pinkerton Academy) as Regional Career and Technical Education Centers. Centers at Salem and Pinkerton Academy have been constructed and are operating.

This agreement identifies the Salem School District and Pinkerton Academy as Receiving Districts for Region #17 and the Pelham, Timberlane Regional and Windham School Districts as Sending Districts. Thus Salem and Pinkerton Academy will be both Receiving and Sending Districts while Pelham, Timberlane Regional and Windham School Districts will be Sending Districts.

The Agreement allows for construction payments to be made to the Receiving Districts under the provisions of N.H.R.S.A., Chapter 188:E and for the state's transportation liability to extend to all schools in Region #17 regardless of identification as "Sending" or "Receiving."

The Agreement further allows that if the Sending District, whether or not it is a Receiving District, maintains a high school which does not offer the career and technical education course, the sending district shall be responsible for a minimum of 25 percent of the total tuition charge and the state shall be liable for up to 75 percent. It is further agreed by the parties that in those cases where students whose normal school of attendance is Salem High School or Pinkerton Academy and who may attend the other school for purposes of career and technical education (henceforth referred to as "CTE") the state's liability for tuition shall be limited to 75 percent of the difference in tuition costs between the district exchanging students.

## DEFINITIONS

"Sending District" shall mean a school district where students reside, and for whom said district has tuition responsibility, who attend a regional center or regional course other than within the district itself.

"Receiving District" shall mean a school district operating a high school that is designated as a regional center or offers a designated regional CTE course.

"Construction" shall mean the actual construction of facilities and provision of initial equipment. "Initial equipment" means any equipment to be purchased by the Receiving District through its regular purchase procedures and policies which is to be paid for by the State. Such equipment may either be specified on the approved equipment list as referenced in the N.H. Code of Administrative Rules Ed 1409.01 h (1) or if built-in or non-moveable, included in the construction contract as referenced in Ed 1409.01 h (2).

## AGREEMENT

AGREEMENT made this day \_\_\_\_\_ of \_\_\_\_\_, 2014, by and between the New Hampshire Department of Education (hereinafter referred to as the "Department"), the Salem School District and Pinkerton Academy (hereinafter referred to as the "Receiving Districts") and the Pelham, Timberlane and Windham Regional School Districts (hereinafter referred to as the "Sending Districts").

WHEREAS the Sending Districts are desirous of participating in the regional career and technical programs at the facility; NOW THEREFORE, in consideration of the mutual covenants, agreements, and conditions hereinafter set forth, the Department, Receiving Districts, and Sending Districts hereby agree as follows:

1. The Receiving Districts in cooperation with the Sending Districts shall plan, develop, operate, and evaluate the educational program and facilities of the regional CTE centers. The educational program shall be broad enough to serve the reasonable needs of CTE Region #17.
2. High school students attending schools in the Sending Districts shall be entitled to attend the regional CTE center in accordance with the procedure set forth in RSA 188-E:6 and as it may be amended from time to time.
3. The Department may designate additional school districts as "Sending Districts." Such designation shall entitle the Sending Districts so designated to participate in the CTE programs at the regional centers upon such terms and conditions as the Department shall establish and subject to the provisions of RSA Chapter 188-E.
4. The formula for participation of students in the regional CTE programs shall be based annually on such method as the Receiving and Sending Districts may agree subject to the approval of the Commissioner of Education. In the event that an additional Sending District is designated by the Department, the formula for participation shall be designated by the Department.
5. The Receiving Districts and Sending Districts agree to develop mutually acceptable school calendars and class schedules annually, that permit eligible students full access to all CTE programs.
6. The Receiving Districts agree to provide equal access to all of the approved regional CTE programs to qualified residents and area CTE students within the region during the regular school day in

- accordance with the formula for participation agreed upon between the Receiving Districts and Sending Districts set forth in paragraph 4 above. Any change in formula or methodology will be agreed upon by the Receiving Districts and the Sending Districts subject to approval of the Commissioner of Education.
7. The Receiving Districts School Boards shall hold annually at least one joint meeting with the chairpersons (or their designees) of school boards of the Sending Districts to discuss the planning, development, operation, and evaluation of the educational program and facilities of the regional centers.
  8. The Receiving Districts and Sending Districts agree that the Department shall be the arbitrator of any dispute which may arise between the Receiving Districts and the Sending Districts relative to this agreement and which cannot be settled to the mutual satisfaction of each party and that all parties will be bound by the decision of the Commissioner in such cases.
  9. The Receiving Districts shall make maximum utilization of cooperative arrangements with state and local special education and vocational rehabilitation agencies in providing career and technical education for persons who are disadvantaged or who have disabilities.
  10. The Receiving Districts agree to provide appropriate facilities and programs for students with special needs including students who are disabled and disadvantaged in accordance with the identified needs of the Receiving and Sending Districts. Additional costs for students with a SPEDIS-code requiring special program modifications and/or services as a result of the IEP shall be the responsibility of the Sending District.
  11. The Receiving District shall provide appropriate guidance services at the CTE center for regional students and coordination of such activities throughout the region.
  12. CTE opportunities for adults, out of school youths, including "drop-outs" and others, will be provided by the Receiving District whenever possible. Costs will be shared by the participants and/or Sending Districts.
  13. The Receiving Districts shall establish a Region #17 CTE advisory committee which shall include representatives of each of the CTE program areas offered in the region. The advisory committee shall include a board member from the Receiving Districts and at least one representative from each of the

Sending Districts. The representatives from the Sending Districts shall be appointed by the Sending Districts. The committee should meet four (3) times annually.

14. The Receiving Districts shall consider the recommendations of the Region # 17 CTE advisory committee relative to CTE programs, facilities, and regional enrollment needs.
15. The Receiving Districts, at their own expense, shall employ a full-time director of CTE, who shall administer the CTE program within the administrative structure of the Receiving District.
16. The Sending Districts agree to permit the guidance and Career and Technical Education staff of the Receiving Districts to provide all students with information concerning CTE offerings at the centers and to encourage such students' participation in the programs.
17. Initial equipment acquired with state funds shall remain the property of the Department and may be transferred to another facility under the provisions of paragraph 19.
18. The Receiving Districts agree that the facilities and equipment provided through the funds made available from the State by this Agreement shall be utilized only for CTE purposes, unless specific prior written exception is approved by the Department. The termination of any approved CTE program(s) by the Receiving District shall become effective after one year's notice to the Region #17 CTE Advisory Committee, the Sending Districts and the Department of Education.
19. The Commissioner of Education shall have the authority to transfer initial equipment, if said equipment is not being utilized effectively or efficiently, as determined by the Commissioner to another regional center or school with an approved CTE program.
20. The liability of the State for the tuition of full or part-time students attending programs at the regional CTE center shall be as provided by RSA 188-E:7 and 9, and in N.H. Code of Administrative Rules Ed 1410 and as those provisions may hereinafter be amended. Reimbursement for tuition by the State shall be limited to those school calendar days that are mutual to both the Receiving and Sending Districts.
21. The liability of the State for the cost of transporting regional CTE students to the regional center shall be as provided by RSA 188-E:9 and in N.H. Code of Administrative Rules Ed 1410 and as those provisions may hereinafter be amended.
22. In the event that sufficient funds are not made available to the Department by the Legislature to

- compensate the Receiving District for tuition, payments will be reduced on a prorated basis and the Sending Districts shall pay the balance of the actual cost due to the Receiving District.
23. Notwithstanding anything to the contrary contained in this Agreement, it is understood and agreed by the parties hereto that all obligations of the State and Department of Education hereunder, including the continuance of payments, are contingent upon the availability and continued appropriation of State funds, and in no event shall the State or the Department of Education be liable for any payments hereunder in excess of such available or appropriated funds. In the event of a reduction or termination of such available funds or appropriations to the Department of Education, the Department shall have the right to terminate this Agreement in whole or in part immediately.
  24. The Receiving Districts and Sending Districts covenant to indemnify and hold harmless the State from and against any and all losses suffered by the State and any and all claims, liabilities, or penalties asserted against the State by or on behalf of any person on account of, based on, resulting from, arising out of (or which may be claimed to have arisen out of) the acts or omissions of the Receiving District and Sending District respectively. Notwithstanding the foregoing, nothing herein contained shall be deemed to constitute a waiver of the sovereign immunity of the State. This covenant shall survive the termination of this Agreement.
  25. The Department agrees to provide technical and consultant assistance to the Receiving Districts in the operation of the regional center through Department staff.
  26. The Receiving Districts and Sending Districts hereby covenant and agree that, in the performance of this Agreement the Receiving Districts and Sending Districts shall comply with all the applicable laws, regulations, guidelines, orders and statutes of federal, state, county or municipal authorities which shall impose any legal obligation or legal duty upon the Receiving Districts and Sending Districts with respect to this Agreement.
  27. This Agreement is controlled by the provisions of RSA 188-E and rules adopted pursuant thereto and as they may be amended from time to time. In the event of any conflict between the provisions of RSA 188-E or rules enacted pursuant thereto and the provisions of this Agreement, the provisions of the statute and rules shall govern.
  28. The Department and the School Boards of the Receiving Districts and Sending Districts and any future

- Sending Districts shall review this Agreement every three (3) years to determine whether any amendments or modifications are necessary.
29. Twenty years following the date of execution of the Agreement, this Agreement and any amendments hereto shall be reviewed by the Department, the Receiving Districts, the Sending Districts and any future Sending Districts to determine whether it should be revised, continued, or terminated upon Agreement.
30. Twenty years following the date of execution of this Agreement and until such further Agreement is reached by all of the parties involved, the Receiving Districts may not, absent annual specific permission from the Department, use the facilities and equipment provided through funds made available from the State by this Agreement:
- a. For any purpose other than Career and Technical Education, in compliance with RSA 188-E:5
  - b. Without providing equal access to qualified residents and area CTE students, in compliance with any guidelines established by the Department pursuant to and made in accordance with its general managerial and supervisory powers under RSA 186:5.
31. This Agreement shall become effective when it is approved by the Governor and Council. Any amendments or modifications to this Agreement shall be in writing and executed by the parties involved.
32. This contract includes a Preamble, Definitions and Agreement, all of which are equally binding on the parties.

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

BY: \_\_\_\_\_  
Virginia Barry, Commissioner

## Proposal:

NHSBA supports the concept of retirement plans for public employees. NHSBA specifically supports the idea of NH Legislature revamping the NH public pension system to make it a defined contribution plan instead of the current defined benefit type plan in order to ensure its long-term stability and affordability to the taxpayers.

## Rational:

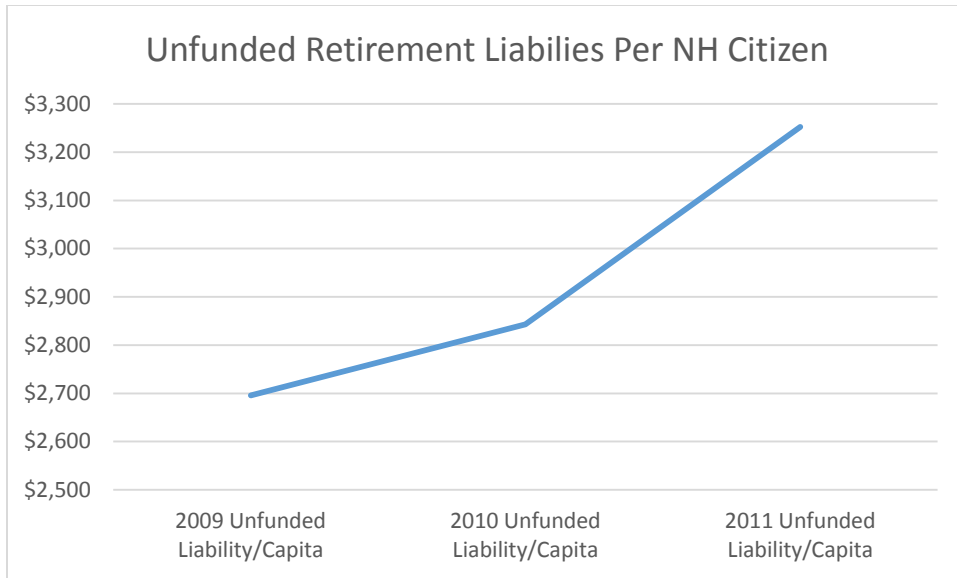
Defined benefit plans across the USA are underfunded by over \$1Trillion and increasingly are financially unsustainable by the taxpayers. In NH alone, unfunded public employee retirement liabilities have risen year-on-year to almost \$3,500 per capita in 2011. A defined contribution plan offers taxpayers some long term relief and offers public employees the ability to own their retirement funds immediately and to direct their own retirement investments to meet their own goals.

Under such a plan, the state's liabilities end once the employer contributions are deposited into the employee's accounts. Thus, there can be no unfunded liability to the system. This gives the state, counties, cities and towns budget certainty because there is a set amount that goes into the employee's accounts and that figure does not change based on what happens in the market. Such certainty is critical for local and state government to be able to hire more teachers, police officers and firefighters.

Such a system also protects the employees. Once those funds are deposited into their accounts, that money is theirs and only theirs, no legislative actions can change that.

An added benefit of a defined contribution system is that since the employees own the accounts, it travels with them when they change jobs. We live in an era where people typically do not work in the same industry for 30 years and a pension model does not fit the needs of these people as well as a defined contribution plan would.

Defined contribution plans have been adopted in several other states across the country, Michigan has had one in place since 1996 and Rhode Island since 2011. What this shows is that not only is it possible to create and implement a defined contribution plan for government employees, but that it works, and it can be done well.



**Unfunded Portion of Public  
Employee Retirement Liabilities:  
Promises Made With No Backup**

<b><u>State</u></b>	
1 Illinois	49.40%
2 Oklahoma	42.30%
3 Kentucky	41.80%
4 <b>New Hampshire</b>	<b>41.50%</b>
5 Rhode Island	41.30%
6 Alaska	38.90%
7 Connecticut	38.40%
8 Indiana	36.60%
9 West Virginia	36.40%
10 Kansas	36.30%
11 Massachusetts	36.20%
12 Hawaii	35.40%
13 Maryland	35.00%
14 New Jersey	33.40%
15 Colorado	33.00%
16 Mississippi	32.60%
17 Maine	32.10%
18 Louisiana	30.10%
19 South Carolina	29.90%
20 Vermont	28.90%

## **Gina Raimondo reins in Rhode Island pensions, propelling a bid for governor**

Rhode Island Democratic gubernatorial nominee R.I. General Treasurer Gina Raimondo. (Steven Senne/AP)

SINCE THE RECESSION, some state and local governments have come to terms with massive shortfalls in their pension obligations to retired public-sector employees. Still, the gap between available dollars and projected funds owed to retirees remains huge — more than \$1 trillion, according to the Pew Charitable Trusts. And bitter fights continue between unions representing public workers and reformers trying to fix the problem before it cripples state and local budgets.

In some instances, that battle has been waged between factions within the Democratic Party, and nowhere more bitterly than in tiny Rhode Island, which, despite its size, dug itself a gargantuan pit of pension debt over the years with lavish promises and fiscal mismanagement.

In 2010, Gina Raimondo, a young Democrat with experience as a financier but none in politics, ran for state treasurer on a promise to address the issue. She won resoundingly, then swiftly went about fulfilling her pledge. In the face of ferocious opposition from labor, she explained the plain budgetary impossibility of maintaining pensions at the levels promised by politicians in Providence.

Legislation to rein in pensions and set the state on a path to fiscal sanity passed in 2011, mainly as a result of Ms. Raimondo's tireless advocacy. And on Tuesday, Democratic voters rendered their verdict, choosing her by a wide margin in a three-way primary for the gubernatorial nomination.

Although Rhode Island is heavily Democratic, Ms. Raimondo isn't governor yet; she'll face a Republican opponent, Cranston Mayor Allan Fung, on the general election ballot in November.

Nonetheless, her primary victory is an encouraging sign that many voters, including Democrats, have woken up to the peril posed by years of reckless promises by office-

holders beholden to public-employee unions. Although she endured vicious attacks from liberals accusing her of anti-labor apostasy, the real issue, she rightly insisted, is not ideology; it's math.

In Rhode Island's case, pensions for the state's 21,000 retired public employees were soaking up 10 cents of every dollar of state tax revenue; that would have risen to 20 cents in just a few years. The state's pension fund, already underfunded by some \$7 billion, was spending more than it took in; it would have been completely broke in 25 years or less.

Many states have tried to deal with pension shortfalls by trimming benefits for the youngest and least senior workers. The legislation advanced by Ms. Raimondo went further, suspending annual cost-of-living increases for retirees and shifting workers to a hybrid system combining traditional pensions with 401(k)-style accounts.

Without those measures, she explained, the state would be forced to make deep cuts to spending on public transit, libraries, aid for the elderly, schools and roads. To do so, she said, would be immoral; the pain had to be shared.

Ms. Raimondo's primary victory should stiffen the spines of Democrats in other states where taxpayers and the services they count on have been given short shrift in favor of public-sector unions. Presented with the facts, voters can be persuaded to opt for balance and fiscal sanity.

# 2014-2015 SLT/BOARD COMMITTEE MEMBERSHIP

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## Capital Improvement Plan

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*Rob Collins – Co-Chair*

*Kate Delfino*

*Donna Green*

*Sue Sherman*

*Deb Armfield*

*Dr. Earl Metzler – Co-Chair*

*George Stokinger*

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## Community Relations & Liaison

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*Peter Bealo*

*Rob Collins – Co-Chair*

*Kate Delfino*

*Kelly Ward*

*Scott Strainge*

*Dr. Roxanne Wilson – Co-Chair*

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## Curriculum & Assessment

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*Peter Bealo*

*Rob Collins*

*Kate Delfino*

*Nancy Steenson – Co-Chair*

*Deb Armfield – Co-Chair*

*John Holland*

*Beth Rincon*

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## Energy

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*Rob Collins*

*Michael Mascola*

*Kelly Ward – Co-Chair*

*Earl Metzler – Co-Chair*

*Susan Rasicot*

*George Stokinger*

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## Facilities

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*Michael Mascola*

*Sue Sherman*

*Nancy Steenson – Co-Chair*

*Kelly Ward*

*George Stokinger – Co-Chair*

*Nancy Danahy*

*Dr. Earl Metzler*

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## Personnel

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*Rick Blair*

*Rob Collins*

*Sue Sherman*

*Nancy Steenson – Co-Chair*

*Nancy Danahy*

*Dr. Earl Metzler – Co-Chair*

*Susan Rasicot*

*Beth Rincon*

*George Stokinger*

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## Policy

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*Peter Bealo – Co-Chair  
Rob Collins  
Donna Green*

*Nancy Danahy  
John Holland  
Dr. Earl Metzler – Co-Chair  
Dr. Roxanne Wilson*

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## Safety

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***Michael Mascola** – Co-Chair  
Nancy Steenson  
Kelly Ward*

*Nancy Danahy  
Dr. Earl Metzler  
George Stokinger – Co-Chair*

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## Strategic Planning

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*Rob Collins  
Kate Delfino  
Donna Green  
Nancy Steenson*

*Deb Armfield  
John Holland  
Roxanne Wilson*

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