

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, SEPTEMBER 4, 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. None at this time.
5. **Delegations or Individuals**
6. **Current Business**
 - a. Signs of Suicide Training – INFORMATIONAL (15 minutes)
 - b. Early Graduation – INFORMATIONAL (10 minutes)
 - c. Superintendent's Goals – ACTION (10 minutes)
 - d. NHSBA Resolutions – 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
September 11	Facilities Annual Tour	MS/PAC/HS	6:00 PM
September 16	Facilities Annual Tour	DE/SC/SN	6:00 PM
September 18	Regular Meeting	SAU	7:30 PM
September 25	Facilities Annual Tour	AA/PS	6:00 PM
October 2	Regular Meeting	SAU	7:30 PM
October 16	Regular Meeting	SAU	7:30 PM
November 6	Regular Meeting	SAU	7:30 PM
November 20	Regular Meeting	SAU	7:30 PM

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

ADMINISTRATOR'S REPORT

Administrator's Report for September 4, 2014 School Board Meeting

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

4. APPROVAL OF MINUTES

None at this time. August 28th meeting minutes will be presented at Sept 18th meeting.

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. Signs of Suicide Training – 15 minutes

Tim Lena, Shana McTague and Kelley Binette to present overview of suicide training opportunity for Timberlane staff members. Informational.

b. Early Graduation – 10 minutes

Don Woodworth to present list of students approved by the principal to compete their graduation requirements by January 2015 – see policy IKFA. Informational.

c. Superintendent's Goals – 10 minutes

Dr. Metzler to present his Timberlane goals for the 2014-15 school year. Action.

d. NHSBA Resolutions – 5 minutes

Last year the board requested this process begin in early September. Included in the packet is the official "Call for Resolutions." This item will be placed on future agendas until final action is taken. Informational.

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.*

September 18, 2014	
Policies	<i>First reading</i>
Germany Trip Presentation	<i>Doug Madsen and students to present on recent trip to Germany.</i>
NHSBA Resolutions	
Exit Interviews Report	
Budget Survey Update	
Survey Request	<i>Life of an Athlete</i>
Evaluations Report	

October 2, 2014	
Policies	<i>Second reading</i>
School Board Committee Goals	<i>Goals for 2014-15 school year</i>
Montreal Trip Request	<i>Christine Lacourse</i>

Back-Burner List

Soccer Field Dedication SAT scores Differentiated Instruction Competency Education Continuum	<i>Multiple year & state-wide comparisons D. Armfield</i>
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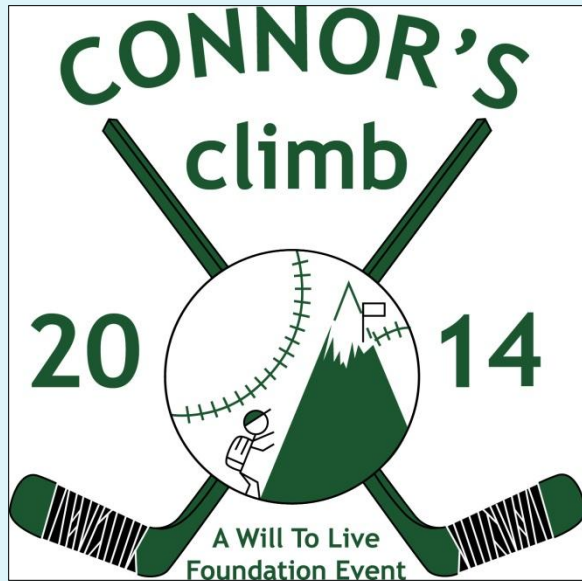


Some Secrets SHOULD be Shared...

SOS Signs of Suicide® Prevention Program

Candice Porter, MSW, LICSW
Chief Development Officer
Screening for Mental Health, Inc.

Connor's Climb & the Will to Live Foundation



Crisis Management



Part 1: Being Prepared – Before a Crisis

Part 2: Being Responsive – During a Crisis

Part 3: Being Thorough – After a Crisis

<http://crisisguide.neahin.org/crisisguide/images/SchoolCrisisGuide.pdf>



Connect: Resources for Schools and Communities in NH

NH has best practice suicide⁴ prevention and postvention protocols and training available:

- Connect Protocols and Training were developed by task forces in NH for schools and other sectors of communities to build a safety net around persons at risk.
- Connect protocols provide schools with the template and best practices for crisis response plans
- Dozens of schools, organizations and communities in NH have been trained in the Connect Program



Prevalence of Suicide Among Youth



- 3rd leading cause of death among youth ages 15-24 (CDC, 2011)
- In 2011, 4,630 people between the ages of 15 and 24 completed suicide.
 - 12.5% of total suicides that year.
- Approximately 1 out of every 15 high school students attempts suicide each year (CDC, 2010).
- But STILL....adolescent suicidal behavior is deemed underreported

By the Numbers...



- 2011 Youth Risk Behavior Survey found that:
 - 28.5% felt so sad or hopeless for 2+ weeks that they stopped doing some usual activity.
 - 15.8% seriously considered attempting suicide.
 - 12.8% made a suicide plan.
 - 7.8% attempted suicide.
 - 2.4% of those who made an attempt required medical attention
- Find the data for your city/state:
<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>
(*2013 Data will be available in June 2014)

Risk Factors



- A **risk factor** is any personal trait or environmental quality that is associated with suicide.
- Risk factors \neq causes.
- Examples:
 - **Behavioral Health** (depressive disorders, NSSI, substance abuse)
 - **Personal Characteristics** (hopelessness, \downarrow self-esteem, social isolation, poor problem-solving)
 - **Adverse Life Circumstances** (interpersonal difficulties, bullying, hx abuse, exposure to peer suicide)
 - **Family Characteristics** (family hx suicide, parental divorce, family hx mental health disorders)
 - **Environmental** (exposure to stigma, access to lethal means, limited access to mental health care, lack of acceptance)

Protective Factors



- **Protective factors** are personal traits or environmental qualities that can reduce the risk of suicidal behavior.
- Protective factors don't provide immunity, but help reduce risk.
- Examples:
 - **Individual Characteristics** (adaptable temperament, coping skills, self-esteem, spiritual faith)
 - **Family/Other Support** (connectedness, social support)
 - **School** (positive experience, connectedness, sense of respect)
 - **Mental Health and Healthcare** (access to care, support through medical and mental health relationships)
 - **Access to Means** (restricted access to firearms/medications/alcohol, safety barriers for bridges)



What Can Schools Do?



“School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.”

(Carnegie Task Force on Education)

- Barriers to the mission of education
 - Take responsibility:
minimize student alienation & despair
- Promote healthy development & protective buffers

Center for Mental Health in Schools at UCLA (<http://smhp.psych.ucla.edu>)

SOS Signs of Suicide Staff Training Goals



- **Decrease** suicide and attempts by **increasing** knowledge and adaptive attitudes about depression
- **Encourage** individual help-seeking and help-seeking on behalf of a friend
- **Reduce** stigma: mental illness, like physical illness, requires treatment
- **Engage** parents and school staff as partners in prevention through education
- **Encourage** schools to develop community-based partnerships

Common Objections & Talking Points



- Suicide is not a problem in our school
 - *No school is immune to adolescent suicide*
- Schools are not appropriate for suicide prevention programs
 - *Student problems with academics, peers, and others are more apt to be evident in school. The majority of parents are unaware of their child's suicidality.*
- The program may introduce the idea to students
 - *There has been no harm seen in screening teens for suicide risk* (Gould, M., et al, 2007)

2015 EARLY GRADUATION STUDENTS

The following **fourth year students** have completed the “early graduation appeals process” and have been deemed eligible for early graduation, pending successful completion of their high school course of studies. Each will graduate a semester early in January 2015.

1. Katelynn Adie	January 2015
2. Karissa Daigle	January 2015
3. Jacob Devine	January 2015
4. Shannon Fermoye	January 2015
5. Kayla Ferreira	January 2015
6. Samantha Labbe	January 2015
7. Jasmine Maloney	January 2015
8. Jessica McCarthy	January 2015
9. Afra Ratzkoff	January 2015
10. Tyler Smith	January 2015
11. Tiffany Twomey	January 2015

The following **third year students** have completed the “early graduation appeals process” and have been deemed eligible for early graduation, pending successful completion of their high school course of studies. They will graduate a full year early in June 2015. They will attain senior status at the beginning of the second semester.

1. Siobhan Sheehan	June 2015
2. Tessa Vrees	June 2015

Each of the students completed the following process:

- Conference with Assistant Principal of Student Services
- Submission of student letter, offering rationale for early graduation
- Submission of parent letter, offering support for decision to graduate early
- Confirmation from Guidance of student’s eligibility based on past credit history and currently scheduled course of studies
- Letters of support from two faculty members
- Parent confirmation of consent to Assistant Principal of Student Services
- All deadlines for making the appeal were adhered to.

Each early graduation candidate is a student in good standing at the high school, and, as part of the appeals process, each has offered a clear plan to pursue her/his post-secondary academic/career goals.

Brian O’Connell
Assistant Principal of Student Services

Timberlane Regional School District	Policy Code: IKFA
Adopted: 01-01-83 Reaffirmed: 05-02-91 Reaffirmed: 02-24-05 Revised: 04-03-08 Revised: 05-07-09 Revised: 12-19-13	Page 1 of 1

EARLY GRADUATION

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The building principal or designee shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request.

A high school student may complete the requirements for graduation at the end of the Junior year or mid-way through the Senior year.

Students who wish to graduate early must follow the early graduation procedures as listed in the TRHS student handbook..

The building principal or designee will carry approved applications to the Superintendent of Schools.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.27(s), Early Graduation

Early Graduation

Early graduation is defined as a student who has completed their graduation requirements in three or three and a half years and will no longer be taking courses at Timberlane Regional High School. Students who complete early graduation in three or three and a half years will be rewarded a diploma in June with the four year graduating class. Documentation will be provided to students completing their graduation requirements early which will clear students to begin post-secondary course work. Students should contact their college or university to determine if they are eligible for financial aid.

Early graduation in three or three and a half years at Timberlane Regional High School is a privilege not a right according to School Board Policy. Therefore, students who wish to graduate early must adhere strictly to the following procedures to be considered eligible for this privilege:

1. The student will meet first with the Assistant Principal of Student Services to discuss the possibility of graduating early. He/she will then complete the following procedures (#2 – #6).
2. The student will arrange a conference with his/her guidance counselor to determine his/her credit status. The student must show evidence of a plan to complete a program of studies that satisfies all graduation requirements. Then the student will need written verification from the counselor that he/she will be able to gain the required number of credits in time for early graduation.
3. The student must prepare a written composition indicating how early graduation is in his/her best interests. Strong emphasis should be placed on the student's immediate and long-term educational or career plans beyond Timberlane.
4. The student's parent or guardian must also prepare a written composition indicating support for the student's early graduation plans.
5. The student must provide letters of support from two faculty members who have taught the student in an academic course.
6. The student must then arrange a conference with the Assistant Principal of Student Services and parent(s)/guardian(s) to review the completed Early Graduation process and the required attachments.
7. Students who remain on track to graduate one full year early will achieve senior status in the second semester of their third year.
8. Students must strictly abide by the minimum attendance regulations to remain eligible for early graduation. Violation of the minimum attendance policy will nullify eligibility for early graduation.

For those planning to graduate a semester early, the procedures listed above must be completed by July 1st of the student's third year of high school. For those planning to graduate a year early, the procedures listed above must be completed by July 1st after the student's second year of high school. The Assistant Principal of Student Services will send approved applications to the Superintendent of Schools for informational purposes.



Phone: (603) 228-2061
or (800) 272-0653
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<http://www.nhsba.org>

Board of Directors

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"CALL" FOR NHSBA RESOLUTIONS

To: All School Board Chairs
All Superintendents

From: Theodore Comstock, Executive Director

Date: August 25, 2014

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 NHSBA should consider?

The 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 a major part of our Delegate Assembly (scheduled for January 10, 2015) and represents one of the most critical activities of our Association.

The purpose of this Memorandum is two-fold. First, this is 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 the 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 or others as you deem appropriate. Resolutions must be proposed by majority vote of a member school board, but not by an individual member(s) of a school board, non-member school boards, or any school district or SAU staff member.

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

Please be as clear and concise 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 present 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 24, 2014 for review by the NHSBA Board of Directors. The proposals, including the Board of Directors' recommendation for action on each proposal, will be redistributed in total 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 your 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 24, 2014.

The second purpose of this Memorandum is to provide you with a copy of the NHSBA current set of Resolutions as adopted by the 2014 Delegate Assembly (see attached) and the 2014 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 this 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.

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
2015 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 24, 2014

The _____ School Board submits the following proposed Resolution for Consideration at the 2015 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 2015 *NHSBA* Delegate Assembly. This rationale statement will be presented to the Assembly with the proposed Resolution and the recommendation of the *NHSBA* Board of Directors.)

Signature of School Board Chair

Date

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

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

New Hampshire School Boards Association

Resolutions for 2014

Adopted by the 2014 NHSBA Delegate Assembly – January 11, 2014

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 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)
4. 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)

Accountability:

5. 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)

*New Hampshire
School Boards Association*

*Policies, Resolutions
and
Statements of Belief
Manual*

January 2014

By Procedure Adopted Unanimously at Delegate Assembly, November 4, 2006
And Following Action of the January 11, 2014 Delegate Assembly

New Hampshire School Boards Association
25 Triangle Park – Suite 101
Concord, NH 03301
603/228-2061 • 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**

<u>SECTION</u>	<u>TOPIC</u>	<u>PAGE</u>
I	School Choice	1
II	Education Funding	1
III	Health Care Funding	3
IV	Charter Schools	3
V	Local Control and School District Autonomy	3
VI	School Safety	5
VII	Accountability	5
VIII	State Board of Education	6
IX	Federal Legislation	7
X	Public Pension System	9

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)

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)

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)

2014-15

SUPERINTENDENT'S GOALS FOR TIMBERLANE

1 INSTRUCTIONAL AUDIT

The Superintendent's Leadership Team will:

- a. Conduct an audit of the actual time students receive classroom instructional time.*
- b. Compare 2013-14 classroom audit data to 2014-15 audit data quarterly.*
- c. Work with building principals to improve student and teacher direct instructional time by modifying instructional practices as well as improve building management.*

2 CURRICULUM AND INSTRUCTION

- a. The Superintendent's Leadership Team will review and approve all stage 1 curricula and program recommendations, in all content areas, following approval by the District Curriculum and Assessment Committee.*
 - A timeline for curriculum writing, approval, and program selection and implementation has been developed.*
 - The SLT will review and approve all curricula to be presented to the School Board for approval.*
 - The SLT will monitor implementation and review program recommendations.*
- b. Select members of the Superintendent's Leadership Team will participate with school teams as they engage in instructional rounds to monitor the integration of learning targets, content literacy and questioning strategies at the high school, and guided reading and systematic phonics instruction at the elementary level.*
 - Instructional Rounds will be conducted quarterly.*
 - Feedback will inform goal setting, professional learning opportunities, and the work of Professional Learning Communities in all schools.*
- c. The SLT will review data from the academic Universal Screening of all students in grades Pre-K to grade 10 in order to determine the impact of instruction, curriculum, and program materials, and to inform the writing of school action plans.*
 - Universal Screening Data will be reviewed 4 times per year.*
 - The SLT will review school action plans as they relate to student growth and performance data.*
 - Data will used to inform the work of the District RTI Committee in the establishment of intervention protocols and processes.*

3 PROGRAMS

The Superintendent's Leadership Team will:

- a. Monitor the implementation of the full day Kindergarten program and integration of foreign languages in the elementary schools. Feedback will be collected from teachers, administrators and parents. Student assessment data will be reviewed to determine the impact of the full day program.*
- b. Create a program to focus on establishing business and community based partnerships to support the teaching and learning objectives and goals of the school district. This will be accomplished by creating a committee to oversee the establishment of goals and objectives as well as proper mechanisms for soliciting and sustaining these partnerships. Fifteen partnerships will be established by June of 2015.*
- c. Improve the Summer Program by designing structures, organization, and procedures to increase opportunities for students to succeed by way of credit recovery and enrichment offerings. Through an increase in for-credit as well as on-line or blended courses students will have multiple pathways to meet the credit load necessary for graduation. Five new for-credit courses will be added to the summer program for 2015.*
- d. Increase the rigor and accountability in the Evening Division Program by designing structures, organization and procedures in the areas of curriculum, assessment, and policy alignment, and increased instructional oversight. By increasing multi-leveled course offerings the program of studies and educational structure of the evening division will more readily match that of the day division program in all respects. Handbooks and procedure manuals will be created for all aspects of the Evening Division Program by June of 2015.*

4 BUDGET PREPARATION

The Superintendent will solicit the involvement of the Timberlane community in the budget preparation process by:

- a. Developing and generating a public survey to collect information on stakeholder's budget priorities.*
- b. Using this data to develop an ongoing process to solicit public involvement in the budget process.*
- c. Developing and generating a follow-up survey for which the results would directly impact the 2015-16 proposed district budget.*

5 INCREASE TRANSPARENCY

In an effort to increase the transparency of the business operations of the School District, the Superintendent will:

- a. Develop a protocol for posting district financial information on the district website that includes determining which financials shall be posted as well as a timeline for doing such.*
- b. Post School Board meeting materials as well as other district information to the District website for public viewing.*
- c. Make himself available to district shareholders relative to listening/addressing their concerns.*

6 SLT MANAGEMENT

- a. *Effectively manage and delegate authority to members of the SLT in order to meet Superintendent's evaluation recommendation to delegate more of the district work onto others. This shall be evidenced through presentations at School Board meetings.*

7 CAPITAL IMPROVEMENT PLAN

The Superintendent will:

- a. *Co-Chair a Capital Improvement Plan Committee with a goal to revisit and develop a long term capital improvement plan that includes a timeline of proposed actions to address facility deficiencies.*

SCHOOL/DEPARTMENT REPORT TO THE TRSB – SEPTEMBER 4, 2014

Atkinson Academy

- Atkinson had a quiet week with everyone settling it to the routine after a long weekend.
- Full day kindergarten is going quite well with students adjusting to the long day. They are enjoying Spanish and all the other specials that go along with a full day of school.
- The Atkinson PTA met last night to plan out activities for the school year. Very excited to have so many volunteers.

Danville Elementary

- Danville Staff used the back to school days for learning more about RTI (Response to Intervention) and taking a hard look at schedules and staff and how to best meet student needs for achievement. Our goal is to work together as a team to support all students. Grade level staff and specialists met in PLC (professional learning communities) to look at school goals and discussed where their focus would be to help achieve school goals.

Pollard School

- Becky Lightizer, Pollard School's art teacher, submits student work each season to Celebrating Art. This time 8 students, all now in 6th grade, were chosen to be published in the spring! Skylar Winter, Aryana Anthony, Josh Noonan, Arieana Cody, Kendall Santiago, Cailyn Bourque, Arianna Moschetto and Kailyn Byron.

Sandown Central

- We had a successful first few days of school.
- Teachers posed important questions to the students: What is your passion? What can the teacher do to help you be successful with your learning this year? What are you going to do to be successful with your learning this year?
- The teachers reviewed Procedures and Routines.
- Students were given a quick assessment to establish a baseline for math facts.
- Teachers reviewed reader's workshop.
- Teachers reviewed science and social studies units with the students.
- Teachers worked on "Goal" setting with the students. ABC Goals: Academic, Behavior, and free choice goals which every student develops.
- We had many students working on some team building activities. Students learned about working together, perseverance, listening to others ideas, and problem solving... that can accomplish much!

Sandown North

- Terry Kellaway (Special Educator) Diane Chauvette (Literacy Specialist) and Nancy Stafford (School Counselor) presented two workshops at SERESC on August 20th. In the first session, they discussed the importance of establishing and embedding a behavioral expectations theme into school culture and developing a classroom matrix for behavioral routines. In the second session they explored different pathways to Tier 2 for students who need additional supports. Post-screening sorting was also discussed. Our three staff members were honored

to be asked to share ideas with other New Hampshire staffs for starting the year off effectively.

- Our Open House on August 25th was fabulously well-attended. Staff estimates that 90% of our families brought their child to meet his/her teacher that evening. As a kick-off to this year's car theme, some staff members' spouses and friends surprised the children and brought their antique cars for a mini-car show. Chief Gordon was also in attendance with a new police car. Summer "car tunes" were played and families lingered to socialize and enjoy the evening. The message that we are all on a track, separate yet together, "racing" to do our best, with a pit-crew at the ready was understood by all!
- Staff members rode our five buses at the end of the first two days of school. They helped the drivers to ensure that the children got off the bus at the right stop. I certainly appreciate their willingness to do so as it helps our little ones feel more comfortable and safer those first few days.

Middle School

- Picture Day today.
- Camp Lincoln the next two weeks.

High School

- September 3 - The school wide advisory program kicked off on September 3rd to great success! All of our students had the opportunity to spend 30 minutes getting to know the students and staff in their new advisory. Both staff and students alike were happy with the first meetings and look forward to what this year in advisory will bring. We are all very excited to get this program under way and can't wait until our next meeting on September 17th.
- September 8-11 - Freshman Adventurelore Team Building Field Trips
- September 8 -11 - Star Testing
- September 8 - Evening Division for students starts this week with a full slate of classes. Adult classes are also starting on Tuesday, Sept 9 and registration is open for all adult classes.
- September 11 - Freshmen Banquet welcoming the "Class of 2018" Café 5:30pm
- September 15-16 - College Fair, Gym 9:00-11:00
- Timberlane Regional High School will be hosting their annual college fair in the TRHS gymnasium for TRHS junior and senior students. . We expect between 100-125 Colleges and Universities to participate in the program during the two day period. College admissions officers and representatives as well as branches of the United States Military will be available to meet with TRHS junior and senior students. This college fair is an opportunity for students to interact one on one with admissions representatives to discuss admissions requirements, program offerings, financial aid and scholarship opportunities. Parents of junior and senior students are invited to attend, although parking will be limited. For more information including an updated list of participants, please visit: <http://wp.timberlane.net/hs/guidance>

Athletics

- The Fall Athletic Season is underway. The teams have begun and the Football team home opener will be this Friday night vs Nashua North.
- We had a very successful Athletic Awareness Night.

Performing Arts

- ELEMENTARY INSTRUMENTAL STARTUP PROGRAM - The PAC kicked off the summer with the start of our elementary instrumental program. Students entering grades 3-5 were given the opportunity to try out various band and string instruments and then signed up to play their favorite. Instruments were delivered within a week and our beginner musicians took lessons, throughout the summer months, to prepare them for their in-school music classes in the fall.
- HS MARCHING BAND CAMP - This year's high school band camp was a great success. During the weeklong camp, students practiced their marching music and drills in preparation for our first football game. After camp hours involved several fun activities such as a pool party, pot luck dinner, and skits put on by the students.
- TRHS MARCHING BAND will be performing their halftime show during the Friday – September 5th home football game, against Nashua North,
- UPCOMING EVENTS
 - September 5 – TRHS Marching Band Football Game performance – Home vs Nashua North
 - September 12 – TRHS Marching Band Football Game performance – Away vs Londonderry
 - September 19 – TRHS Marching Band Football Game performance – Home vs Bishop Guertin
 - September 27 – TRHS Marching Band Football Game performance – Away vs Salem
 - October 3 – TRHS Marching Band Football Game performance – Home vs Nashua South
 - October 10-11 – 24 Hour Play Project
 - October 17 - TRHS Marching Band Football Game performance – Home vs Pinkerton
 - October 18 – Dover Band Show
 - October 24 – TRHS Marching Band Football Game performance – Home vs Merrimack
 - October 30-November 1 – Fall Drama “The Crucible”
- RONAN TYNANAmerica's favorite Irish Tenor.....will be at the PAC on Sunday, March 29, 2015

Fiscal Year 2015

4600 Construction & Renovations Projects		Budgeted	Quoted	Actual cost	Contractor	Status	
Atkinson Academy							
	Café roof tapered roof system with crickets	21300	22,500	22,500	Lambert Roofing	Completed	F50201
	T5 lighting gym	6000	6,000	5,675	In-House	Completed	F50202
	Siding '87, '95 wing	32000	18,000	18,000	C K landmark	Completed	F50203
Danville Elementary							
	BMS upgrade	25000	15,600		Control Tech	Completed	F51002
	A/C Café (coil & condenser)	10000	10,000		In-House	WIP	F51001
High School							
	Rooftop mounted exhaust fan Kiln room	5000	5,000		In-House	WIP	F56002
	Window film on single pain glass	25000	22,325		Advance Solar	WIP	F56003
	Carpet in main admin area	15000	16,995	16,995	Kingdom Flooring	Completed	F56001
	Carpet in library computer lab	8000	3,756	3,756	Kingdom Flooring	Completed	F56004
	2x2 granite floor tile PAC entrance	6500	2,465	2,465	Kingdom Flooring	WIP	F56005
	2x2 granite floor tile gym foyer entrance	10000	3,745	3,745	Kingdom Flooring	WIP	F56006
	Automate gym bleachers bank 2	20000	17,500		Hussey Advantage	WIP	F56007
	Repair Door #7 loading Dock	600	428		NESS	WIP	F56008
	Replace Door #10 Gym	2600	2,402		NESS	WIP	F56008
	Repair Door #12 Athletic	3000			NESS	WIP	F56008
	Replace Door #13 Mini Gym	1500	1,412		NESS	WIP	F56008
	Locker room stalls	13000	9,938	11,022	Shiftler	WIP	F56009
Middle School							
	Replace RTU Gymnasium	25000	32,000		TBD	WIP	F55007
	Move computer lab from rm1125 to rm 1119	1200	1,200		In-House	Completed	F55005
	Renovate rm1103 to Special Ed suite	20000			In-House	Completed	F55007
	Paint exterior of building	20000	15,000	15,000	C K landmark	Completed	F55007
	Paint Court yard north wall	5000	8,500	8,500	C K landmark	Completed	F55003
	Repair door # 3 room 1200	3000	2,600		NESS	WIP	F55008
	Replace door # 4	5500	5,164		NESS	WIP	F55008

4600 Construction & Renovations Projects		Budgeted	Quoted	Actual cost	Contractor	Status	
Middle School							
	Repair door # 9 Computer room	500	367		NESS	WIP	F55008
	Repair door classroom 1200 exit	500	367		NESS	WIP	F55008
	Repair door # 10 1500 Doors	500	424		NESS	WIP	F55008
	Repair door # 11 Chorus	1500	1,315		NESS	WIP	F55008
	Repair door # 12 Band	1500	1,270		NESS	WIP	F55008
	Repair door # 13 Music Corridor	1300	1,073		NESS	WIP	F55008
	Replace door # 15 Gym	3600	3,473		NESS	WIP	F55008
	Replace door # 16 Gym	4000	3,861		NESS	WIP	F55008
	Replace door # 17 Electrical room	3700	3,604		NESS	WIP	F55008
	Repair café 18	1500	1,263		NESS	WIP	F55008
	Replace door # 19 Kitchen	3000	2,651		NESS	WIP	F55008
	Replace door # 20 ASCD	3000	2,700		NESS	WIP	F55008
	Replace Doors Courtyards (west)	5000	5,110		NESS	WIP	F55008
	Replace Doors Courtyards (east)	4000	3,651		NESS	WIP	F55008
	Door installation 7th grade wing to library	4500	4,279		NESS	Completed	F55008
	Library Doors main entrance locks	1500	1,292		NESS	WIP	F55008
Performing Arts Center							
	Paint Foyer	12000	8,950	8,950	C K landmark	Completed	F56201
	Install keyed removable mullion kit door # 18	500	419		NESS	WIP	F56009
Pollard School							
	Bubbler drain repair	5000			In-House	WIP	
Sandown Central							
	Paint exterior of gym	16000	4,850	4,850	C K landmark	Completed	F51201
	Custodial Closet install floor Sink	6000			In-House	WIP	F51202
Sandown North							
District wide							
	Window replacement and upgrades	16500			In-House	WIP	
		358500	273,449				

Added Construction Projects

		Budgeted	Quoted	Actual cost	Contractor	Status
High School						
	Athletic wing Electrical		69,500		Omni Electrical	Completed
	Athletic Wing Locker replacements		72,120		Granite State	WIP
	Athletic wing Hot water system		22,160		Fitzpatrick Plumbing	Completed
	Triad wall systems		9,300		In-House	Completed
	Room 110 Ductless A/C		7,900		In-House	Completed

4200 Site Projects		Budgeted	Quoted	Actual cost	Contractor	Status
Atkinson Academy						
Danville Elementary						
High School						
	Concession Stand pathway	25000	12,700	15,500	Calloway Trucking	Completed
Performing Arts Center						
Middle School						
	Phase 2 paving (5,280 sy)	110000	107,000	107,250	Busby Construction	Completed
	soccer fields irrigation system	57500	56,900	56,900	GreensKeeper	Completed
Pollard School						
Sandown Central						
Sandown North						
	Paving side walk removal	85000	89,950	89,950	Busby Construction	Completed
	Tree & slope rip rap	33500	26,175	26,175	Calloway Trucking	Completed
		311000	292,725			

Timberlane Regional School District

Plaistow, New Hampshire

Job Description

TITLE Director of Data, Assessment and Accountability

QUALIFICATIONS

1. Master's Degree Preferred
2. Valid New Hampshire Professional Certificate
3. Certified as an administrator
4. Experience using information systems for data retrieval and reporting
5. Experience using data to guide instructional practice
6. At least five successful years of teaching
7. Knowledge of basic statistics and their application
8. Skills in displaying, interpreting and communicating data/information to a variety of audiences including teachers, parents, administrators and school board
9. Motivate and work cooperatively with educators and members of the community
10. Ability to manage fiscal responsibilities
11. Such alternatives as the school board finds appropriate

TERM OF EMPLOYMENT Administrator – 260 days

REPORTS TO Superintendent or Designee

SUPERVISES TBD

PERFORMANCE RESPONSIBILITIES

1. Direct and coordinate all aspects of the district student assessment program and serve as the district contact for questions related to assessments and data (STAR, Smarter Balanced, DIBELS, State and Federal reports etc.)
2. Collaborate with district leaders to identify innovative assessment programs, manage purchasing/ordering process at the district and school levels, and coordinate implementation
3. Assist staff in the integration of formative assessment practices in schools and classrooms. This includes assisting teachers as they develop assessment items, analyze student work, and make instructional decisions based on the results of those assessments
4. Provide training for staff in administrative procedures and protocols related to assessment administration
5. Work with school and district teams to develop and implement processes for examining student work as part of the PLC process

6. Coordinate the work of the District Data Team and support and supervise School-level Data Teams
7. Assist building and district leadership teams to analyze data
8. Collaborate with school and district leadership to implement systems for the collection of student data
9. Perform data analysis to identify trends, anomalies, and potentially useful information for instructional staff (i.e. behavior, attendance, assessment)
10. Coordinate and prepare timely and accurate school and district reports
11. Develop and implement an evaluation model for new and existing assessment programs and make recommendations for improvement
12. Coordinate and maintain school and district assessment and data review calendars
13. Serve as a district contact for RTI assessments and protocols
14. Actively participate in appropriate state-level organizations that will keep the district informed and prepared for assessment innovations as they emerge
15. Support the mission, vision, goals, expectations, and policies of the district
16. Work with the curriculum specialists in the development and revision of curriculum based on assessment data
17. Perform all other assignments that may be made by the Superintendent or Designee

TIMBERLANE REGIONAL SCHOOL DISTRICT

NOTICE OF ANNUAL FACILITIES TOUR

Dr. Earl Metzler, Superintendent
George Stokinger, Business Administrator
James Hughes, Facilities Director

*Nancy Steenson, Facilities Committee
& School Board Chair*
Diane Rothwell, Budget Committee Chair

The TRSD Facilities Committee will meet jointly with the TRSD Budget Committee and the TRSD School Board to conduct their annual tour of District schools. Tour dates, times and locations (in order of tour) are as follows:

THURSDAY, SEPTEMBER 11 AT 6:00 PM

Timberlane Regional Middle School, 44 Greenough Road, Plaistow
Timberlane Performing Arts Center, 40 Greenough Road, Plaistow
Timberlane Regional High School, 36 Greenough Road, Plaistow

TUESDAY, SEPTEMBER 16 AT 6:00 PM

Danville Elementary, 23 School Street, Danville
Sandown Central Elementary, 295 Main Street, Sandown
Sandown North Elementary, 23 Stage Coach Road, Sandown

THURSDAY, SEPTEMBER 25 AT 6:00 PM

Atkinson Academy, 17 Academy Ave, Atkinson
Pollard School, 120 Main Street, Plaistow

Members of the public are welcome to attend.

The Timberlane Regional Facilities Committee reserves the right to amend these dates, location, or times as necessary. Log on to www.timberlane.net for more information.

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.