

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, JUNE 4, 2015

Regular Meeting - 7:30 PM

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

Superintendent's Office
30 Greenough Road, Plaistow, NH
Nancy Steenson, Chair
Peter Bealo, Vice Chair

AGENDA

1. **7:30 PM** Call to Order – Chair (15 minutes)
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
 - a. May 21, 2015 public and nonpublic sessions
5. Delegations or Individuals
6. Current Business
 - a. **7:45PM** DI Team Presentation* – INFORMATIONAL (10 minutes)
 - b. **7:55PM** English Language Arts Curriculum – ACTION (15 minutes) – 2nd Read
 - c. **8:10PM** Dual Enrollment* – INFORMATIONAL (15 minutes)
 - d. **8:25PM** Teacher Evaluation Plan * - ACTION (15 minutes)
 - e. **8:40PM** Project Lead the Way* – ACTION (10 minutes)
 - f. **8:50PM** Sandown Consolidation Plan – ACTION (45 minutes)
 - g. **9:35PM** Tuition Rates – ACTION (5 minutes)
 - h. **9:40PM** Policies – ACTION (5 minutes) – 2nd Read
 - i. **9:45PM** School Board Goals – INFORMATIONAL/ACTION (5 minutes)
7. **9:50PM** Administrator's Report
 - a. Update on School Activities – INFORMATIONAL
8. Personnel Report
9. **10:00PM** Committee Reports
10. **10:05PM** Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **10:10PM** Other Business
14. Non-public (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
June 18	Regular Meeting	SAU	7:30 PM
August 27	Regular Meeting	SAU	7:30 PM
September 3	Regular Meeting	SAU	7:30 PM
September 17	Regular Meeting	SAU	7:30 PM
October 1	Regular Meeting	SAU	7:30 PM
October 7	SAU Board Meeting	SAU	7:00 PM
October 15	Regular Meeting	SAU	7:30 PM
October 21	SAU Budget Work Session	SAU	7:00 PM

*PowerPoint Presentation

anticipated times

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

REGULAR MEETING AGENDA – JUNE 4, 2015

1-3. OPEN MEETING

Self-explanatory.

4. APPROVAL OF MINUTES

Recommendation to accept two sets of minutes: 5/21/15 public and nonpublic sessions.

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. DI Team Presentation – INFORMATIONAL – 10 minutes

TRMS DI Team members to report on trip to Global Nationals in Tennessee.

b. English Language Arts Curriculum – ACTION – 15 minutes

Second read on ELA curriculum. First read was held on May 21st.

c. Dual Enrollment – INFORMATIONAL – 15 minutes

Barry Chooljian and Brian O'Connell to present on dual enrollment at the high school.

d. Teacher Evaluation Plan – ACTION – 15 minutes

Lou Broad and Michelle Auger to present teacher evaluation plan for board approval. This document has already been ratified by the TTA.

e. Project Lead the Way – ACTION – 10 minutes

Mark Pedersen and Michelle Grimm to present recommendations for signing the agreement.

f. Sandown Consolidation Plan – ACTION – 45 minutes

Continued discussion and action on recommendations in consolidation plan. Items to consider include a sprinkler system, access road and playground space.

g. Tuition Rates – ACTION – 5 minutes

Mr. Stokinger to present proposed tuition rates for 2015-16 school year. Dr. Metzler to provide tuition statistics.

h. Policies – ACTION – 5 minutes

Mr. Bealo to present three policies for second reading and adoption.

i. School Board Goals – INFORMATIONAL/ACTION – 5 minutes

Review/adoption of school board goals for the 2015-16 school year.

7-9. REPORTS

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

8. *Personnel Report – Dr. Metzler to present*

9. *Committee Reports and 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.

June 18, 2015	
Fund retention option	
FLES Update	<i>Beth Metzler</i>
Assessment Update	<i>Deb Armfield</i>
Instructional Audit	<i>Deb Armfield</i>
Summer Projects List	<i>Jim Hughes</i>
Press Box	<i>Jim Hughes/Angelo Fantasia</i>
TTA Update	<i>Lou Broad</i>

August 27, 2015	
Opening of school report/projects update	<i>Jim Hughes</i>
Ratify Summer Hiring	
PAC Event Calendar	
Update on Summer Projects	

September 3, 2015	
NHSBA Resolutions	<i>In anticipation of Jan 16 Delegate Assembly</i>
Superintendent's Goals for 2015-16	

September 17, 2015	
Action Plan Update and Goals	<i>Part I</i>
Policies	

October 1, 2015	
Action Plan Update and Goals	<i>Part II</i>
Policies	
Board/SLT Committee Goals	

October 15, 2015	
Policies	
Budget Presentations	

Back-Burner List

Differentiated Instruction Competency Education Continuum	<i>D. Armfield</i>
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Competition



Team Work



Pin Trading



Duct Tape Ball



Workshops



Culture



4 Minute Improve Demonstration

A few thoughts from the parents.

Special Thanks To...

The School Board
Gretchen Scruton
Mr. Hogan
Eric Constantineau (Milkmen)

Course Levels, Dual Credit and Awarding of Credit and GPA Weight

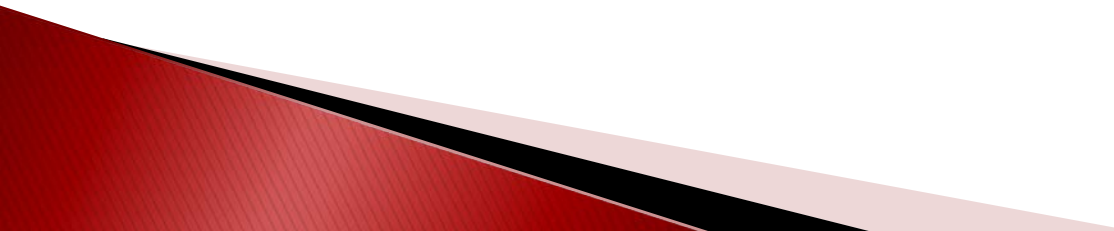
June 4, 2015



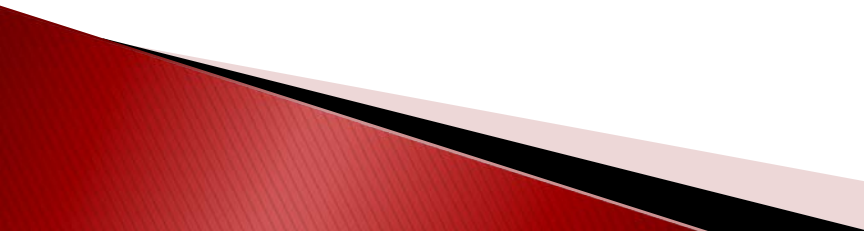
Course Levels

- ▶ CCP – College and Career Preparation
 - Grade of A = 4.0
- ▶ ACC – Accelerated
 - Grade of A = 4.333
- ▶ AP – Advanced Placement
 - Grade of A = 4.667
- ▶ Program of Studies

AP Course Level

- ▶ The AP course level is only for AP courses
 - ▶ Curriculum for AP courses must be approved by the [College Board](#)
 - ▶ AP curriculum is written to prepare students for the AP exam
 - ▶ Rigor is extremely high in AP courses due to the course preparing students to take a high stakes test
- 

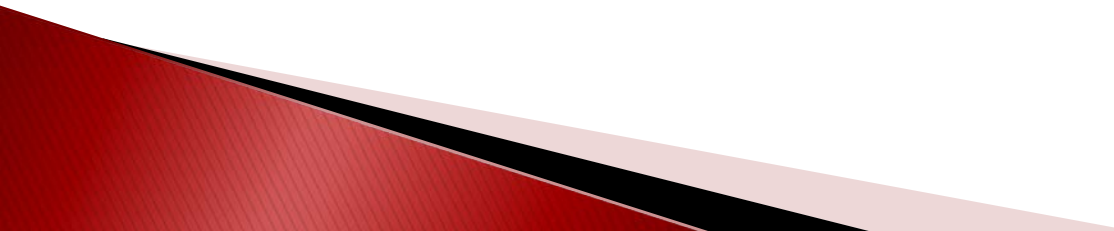
Dual Credit

- ▶ Dual credit courses are high school courses that colleges and universities, partnered with TRHS, have agreed to reward college credit for completion
 - ▶ Curriculum is written by TRHS teachers and is then accepted by the dual credit partner
 - ▶ Students completing a dual credit course receive a college transcript indicating college credits
 - ▶ Dual credit is NOT a course level; it exists independent of course levels
- 

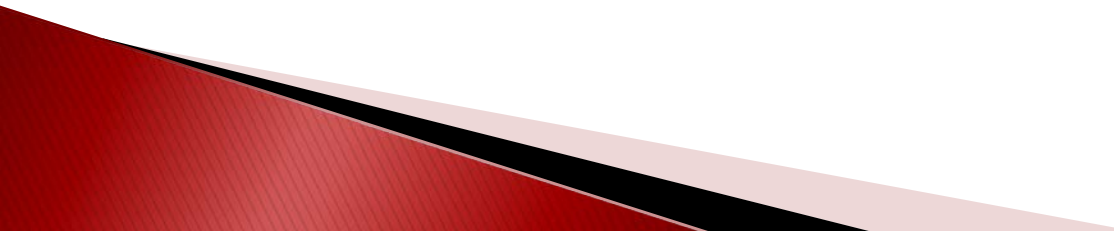
Dual Credit Example

- ▶ Discrete Mathematics is a dual credit course through Southern New Hampshire University (SNHU), students successfully completing the course receive 1 TRHS credit towards high school graduation and 3 college credits from SNHU
- ▶ Students who enroll in a college or university can apply to transfer their SNHU credit
- ▶ The receiving college or university decides whether or not to accept the credit; it is not automatically accepted

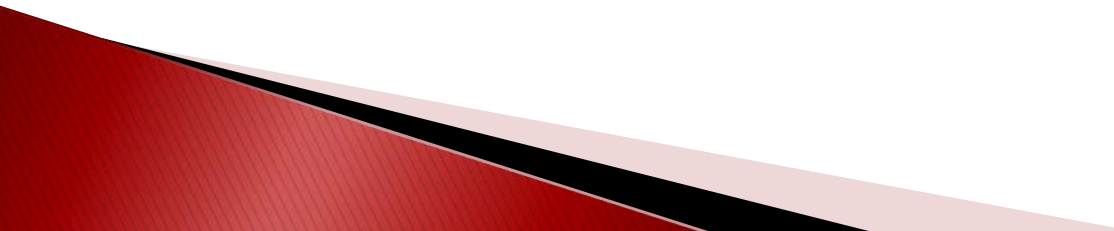
Dual Credit Courses

- ▶ Practicing Teaching – Great Bay Community College
 - ▶ Introduction to Engineering and Design I – New Hampshire Technical Institute (NHTI)
 - ▶ Principles of Engineering II – NHTI
 - ▶ Digital Electronics – NHTI
 - ▶ Computer Integrated Manufacturing – NHTI
- 

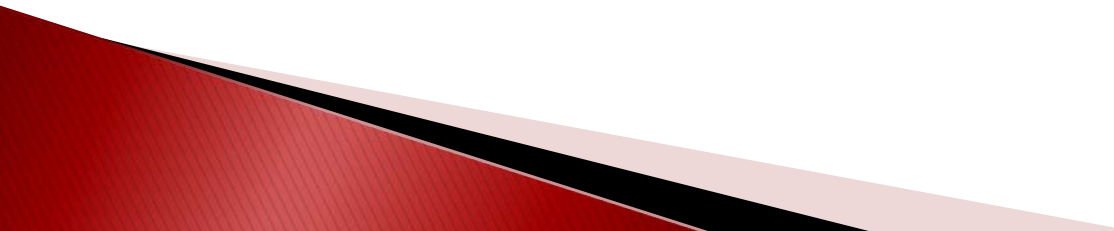
Dual Credit Courses

- ▶ College Accounting II – SNHU
 - ▶ Discrete Mathematics – SNHU
 - ▶ AP Chemistry – SNHU
 - ▶ AP Physics I and II – SNHU
 - ▶ AP Environmental Science – SNHU
- 

AP versus Dual Credit

- ▶ Awarding of college credit is the decision of the college or university
 - ▶ AP: College credit is awarded based on the AP exam score, performance throughout the school year has no bearing on the rewarding of credit
 - ▶ Dual Credit: College credit is awarded based on successful completion of course
- 

AP versus Dual Credit

- ▶ AP: Curriculum is approved by College Board and must align with AP exam
 - ▶ AP: High level of rigor due to high stakes exam
 - ▶ Dual Credit: Curriculum is written by TRHS and aligns with TRHS assessments
 - ▶ Dual Credit: Rigor can vary from course to course
- 

Transfer Credits at TRHS

- ▶ Transfer from another high school
 - Courses which align with course and level at TRHS
 - Salem High School: Algebra 2 Honors would be the equivalent to TRHS: Algebra 2 ACC
 - Courses that do not naturally align with a course and/or level at TRHS
 - Keene High School: Interactive Math III Honors
 - Review of course/curriculum needed

Review of Course/Curriculum

- ▶ Review is done by the Academic Deans
 - Contact the sending school
 - Read course descriptions and unit outlines
 - Review textbook, assessments, and other curriculum materials
 - Confer with specialists, such as college professors
- ▶ Academic Deans make course equivalency and weighting recommendation which is noted for future use

Alternative Credit Options

- ▶ Policy IMBC
- ▶ Online Course/ELO Approval Form
 - Prior approval needed before student is enrolled in course
 - Course equivalency and level/GPA weight are determined during prior approval process
 - If a review of course/curriculum/ELO is needed, it is completed during the prior approval process
- ▶ TRHS Website

VLACS

- ▶ Virtual Learning Academy Charter School (VLACS), is a public New Hampshire High School
- ▶ Students must follow Policy IMBC and get prior approval before enrolling in a VLACS course
- ▶ VLACS credits are considered transfer credits; they are credits earned at a high school other than TRHS
- ▶ [List of VLACS Courses](#)

Timberlane Regional School District

Educator Evaluation Plan Highlights

School Board Presentation

June 4, 2015

Introduction

Evaluation Committee:

- ▶ Debra Armfield Executive Director of Curriculum...
- ▶ Michelle Auger Principal, Pollard School
- ▶ Louis Broad Teacher, TRHS, TTA President
- ▶ Scott Desmond Special Education, TRMS
- ▶ Jan Gilman 4th Grade Teacher, Sandown Central
- ▶ Lorainne Mascioli Math Teacher, TRHS, TTA VP
- ▶ Jennifer Toth School Librarian, A.A, TTA Rep
- ▶ Dr. Roxanne Wilson Assistant Superintendent

- ▶ *When you see a  in the presentation, it denotes a NEW item to the Evaluation Plan*

Why Change?

- ▶ Focus on the relationship of educator preparation and evaluation to student learning
- ▶ Moving from an evaluation system based on only observations, to evidence-based systems of teacher practice and student performance
- ▶ Recognizing multiple measures in evaluation systems
- ▶ Allowing each educator to “own” student learning objectives connected to collective improvement goals in State-wide tests, Universal Assessments, or District/School goals
- ▶ Assessing teacher effectiveness



Collaborative 2 year process

2013–15:

- ▶ Reviewed the State Model recommended by the NH Task Force 2013
- ▶ Researched teacher effectiveness
- ▶ Researched other models in NH and other States for Student Learning Objectives
- ▶ Reviewed the new 2013 Charlotte Danielson Framework
- ▶ Dialogued about important components of the TRSD evaluation plan: Our vision

3 Components of the Plan





1) Danielson 4 Domains 60 %

Domain I: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain II: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain III: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain IV: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism



2) Educator goals aligned to District or School Goals: 20 %

EXAMPLES:

- ▶ 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.
- ▶ Students will demonstrate greater proficiency in meeting course competencies as demonstrated through a 2 – 5 percent increase by course in Midterm and Final assessment scores.

3) Student Learning Objectives 20 %

- ▶ SLO's are “content and grade/course-specific measurable learning objectives that can be used to document student learning over a period of time” (p. 26).
- ▶ SLO's can be for groups of students, a class, or a grade level, as long as the educator has ownership of the students.
- ▶ Clear targets are set, differentiation occurs and monitoring student progress is essential to SLOs.

Example of an SLO target

English Language Arts

- ▶ By June, at least 80% of students will demonstrate improvement in their understanding and use of vocabulary as measured by an increase of at least 5 points as measured by the students' pre/post score comparison on the Vocabulary Acquisition & Use domain of the STAR reading assessment.



Four Categories of Educator Plans

1. New Educator

Pre determined goals

2. Experienced Educator

★ No “opt out” anymore

3. Support Plan Educator

Observations/support plan

4. Improvement Plan Educator

Observations/improvement plan



Three Year Evaluation Process

Requirements differ depending on category

- ▶ Self Reflection
- ▶ Goal Setting/ Goal Review
- ▶ Observations
 - Formal/ Structured
 - Informal/Unstructured
 - ★ ◦ Unassociated
- ▶ Annual Reflections of progress
- ▶ Summary Conference: end of third year
- ▶ Summary Evaluation Report

Multiple Measures: Evidence

- ▶ Observations
 - Formal, Informal, Unassociated
- ▶ Goals
 - Contribution and Actual results
- ▶ Student Learning Objectives
 - Actual results of meeting targets
 - Low, average and High growth

Documented over 3 years

TIMBERLANE REGIONAL SCHOOL DISTRICT

Educator Evaluation Plan

2015-2020

Evaluation Committee:

Debra Armfield	Executive Director of Professional Development & Curriculum
Michelle Auger	Principal, Pollard School
Louis Broad	Teacher, Timberlane Regional High School, President TTA
Scott Desmond	Special Education, Timberlane Regional Middle School
Jan Gilman	4 th Grade Teacher, Sandown Central School
Lorraine Mascioli	Math Teacher, Timberlane Regional High School, VP TTA
Jennifer Toth	School Librarian, Atkinson Academy
Dr. Roxanne Wilson	Assistant Superintendent

This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.

—Maya Angelou

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Timberlane Regional School District Educator Evaluation Plan

I. INTRODUCTION

This evaluation plan was developed by the Timberlane Evaluation Committee with the help of other Timberlane educators. It is the result of an extensive study dedicated to redefining the *spirit* of evaluation in our district to include positive collaborative effort, reflection, trust, and shared control of a process that embodies the professional growth of educators. The dialogue that shaped the final plan was guided by:

- research from NH Task Force on Effective Teaching: the State Model System 2013,
- current research in Teacher Effectiveness and Teacher Evaluation,
- the work of other progressive school districts,
- the Mission, Beliefs, and Goals as stated in our Timberlane District Strategic Plan

Consistent with our belief in the power of reflection, the implementation of this evaluation plan is predicated on goal setting, the collection of feedback, documentation of shared experiences, reflective writing, and modification of the plan itself.

The Timberlane Regional School District recognizes that continual professional growth and a thoughtfully constructed evaluation process will have a long lasting and positive impact on the quality of education it offers its students. This plan allows educators to determine goal areas, plans for working in these areas, methods for the collection and documentation of growth, and the best way to present their performance. Continual reflection on professional practice is considered an essential aspect of this plan. It helps insure that the performance and practice of professional educators are viewed holistically; indeed the evaluation takes into account all of the ways educators interact in the school community. Essentially, this plan combines the district's commitment to support both the educators and the community by making a high standard of practice the goal of a collaborative effort.

Timberlane Philosophy of Evaluation

The Timberlane Regional School District Evaluation Program focuses on the professional enhancement of each educator so that s/he can best facilitate the education of all students, promoting high standards and continuous improvement for students while preparing them to be self-sufficient, contributing citizens.

The district believes that learning is a continual process that must be embraced by children and adults. It values and supports an evaluation plan that

- promotes a spirit of professional inquiry,
- encourages collegiality,
- ensures a connection between teacher effectiveness and student performance,
- empowers the individual to regularly reflect upon his/her expectations and practices,
- Creates a positive professional atmosphere marked by mutual respect and commonality of purpose.

Components of the Evaluation System

The components of the evaluation plan include three areas that will be formally measured.

1. The foundation of the system is built on the standards of professional practice. Timberlane uses the Framework for Effective Teaching from Charlotte Danielson's 2013 edition,
2. Individual goals collaboratively developed between the evaluator and educator that advance the District or School goals, and
3. Individual goals that document student learning which are described as Student Learning Objectives (SLO).

Enhancing Professional Practice: A Framework for Teaching

Collaboration and reflection in an educational community needs to be supported by commonly held standards of excellent teaching practices and a common language by which to describe them. After considering a variety of models that articulate good teaching practice, the Timberlane Evaluation Committee has adopted, with some adaptation, the model of teaching described in *Enhancing Professional Practice: A Framework for Teaching* written by Charlotte Danielson, 2013 edition and subsequent publications.

The framework identifies four Domains of professional practice and the components of each. The framework also provides a continuum of descriptors to delineate the way practices in each component would look in action. These Domains, components, and descriptors provide us with a common language and specific targets for pursuing excellent practice, which results in student growth. This framework was developed through substantive research. This research is described fully in *Enhancing Professional Practice: A Framework for Teaching*. For the remainder of this document we will refer to the contents of this book or a later edition, as *The Frameworks for Teaching*, or Danielson's Domains.

Educators are expected to meet the proficient level (or above) of *The Frameworks for Teaching* and show growth in their professional practice. This section will count for 60 % of the final rating of evaluation.

The four Domains of Professional Practice and their component areas are:

Domain I: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain II: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
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Domain III: Instruction

- 3a: Communicating with Students
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- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
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Domain IV: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records

- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

District and / or School Goals

It is a common practice for school districts and schools to develop actionable goals for student achievement and systemic practices. Timberlane School District has both district and school goals that are associated with professional practice and student performance. These goals are developed through a variety of data that typically include the results of state-wide, district-wide, and school-based assessments.

Performance targets are set that are based on standardized assessments, including NH's statewide assessment (presently called Smarter Balanced). Timberlane uses Universal Screening Tools (Dibels and STAR) to measure student achievement. Multiple data sources are used to develop student performance targets, and these are incorporated in the District and school goals established.

The NH Task Force (2013) recommends that districts use the use of student learning results in the evaluation model (Smarter Balanced). Educators are accountable in their contribution toward the achievement of the District and School goals that are developed, because the goals are connected to student learning. It was important to Timberlane School District that educators have some choice in developing their individual goals that will support the school goals. This ownership of the work seems to outweigh the shared attribution option of sharing State-wide Assessment results.

Educators will be evaluated on 1) The achievement results of the goals, and 2) their personal contribution towards advancing the District or School goal. Achievement results will be organized into three performance classifications of "Low growth, Average or Typical growth, and High growth. At the goal setting process, educators will need to identify the cut points of what will be considered low, average, or high growth targets. Educators will also be evaluated on the level of their personal contribution to the goal using the same three classifications: low, average, or high. Descriptors will be developed that clearly define these classifications for the goal that is chosen. This section will count towards 20% of the final evaluation.

Student Learning Objectives (SLOs)

The NH Task Force on Effective Teaching (2013) recommends having all teachers document student learning results using "Student Learning Objectives", as part of the evaluation process.

Timberlane is adding this important component to the evaluation system. This recommendation is made due to the “critical and powerful relationship between teacher quality and student achievement” (NH Department of Education, p. 8).

Student learning results can be measured using growth percentiles, if standardized tests are used as the evidence. Student learning results can also be measured using Student Learning Objectives. SLO’s are “content and grade/course-specific measurable learning objectives that can be used to document student learning over a period of time” (p. 26). SLO’s can be for groups of students, a class, or a grade level, as long as the educator has ownership of the students. Clear targets are set, differentiation occurs and monitoring student progress is essential to SLOs.

The achievement results will be organized into three performance classifications of “Low growth, Average or typical growth, and High growth (p. 26). At the goal setting process, educators will need to identify the cut points of what will be considered low, average, or high growth targets. This section will count for 20 % of the final evaluation, as recommended by the NH Task Forces of Effective Teaching (2013, p. 8).

II. OUTLINE OF EVALUATION PROCESS

Overview of the Timberlane Evaluation Plan

The primary purpose of the evaluation system is to focus on educator practice which maximizes student learning. This evaluation plan reflects specific beliefs that are based on current research in teacher effectiveness, assessment, and professional development. The beliefs include:

- aligning evaluation with goal setting that will advance the District and School goals,
- understanding effective educators consistently improve student growth and achievement,
- using multiple sources of information to evaluate performance, including student learning data,
- emphasizing self-assessment, reflection and collegial support,
- valuing the documentation and presentation by an individual of his/her accomplishments,
- allowing a varied focus in different years by using a three year cycle for assessment,
- maximizing autonomy, collaboration, and accountability,
- taking a holistic view of an educator's contribution to the district.

The evaluation process is collaboration between a designated evaluator and an educator. For this purpose an evaluator will be any district employee who is on an administrative contract and whose area of administration concerns students and school programs. This group would include, but not be limited to, principals, assistant principals, department chairs, coordinators, directors, assistant directors, associate directors, superintendent, and assistant superintendents.

Educators will be defined as all district employees who are included in the bargaining unit. Educators will fall into four categories for the purpose of this plan.

New Educator - Educators who are new to the profession and/or the Timberlane District.

1. **Experienced Educator** - Educators who are on continuing contract are in this group. The vast majority of Timberlane educators fall into this group.
2. **Support Plan Educator** - This level is used to support an educator who is, based on evidence, experiencing difficulty meeting one or more of *The Frameworks for Teaching*, or requires additional support during a transition phase or implementing district or school programs.

- 3. Improvement Plan Educator** - An educator who is, based on documented evidence, experiencing substantial difficulty meeting one or more of the district's teaching standards or has been informed by his/her evaluator that s/he is in serious danger of not being employed by the Timberlane Regional School District.

All educators will be assigned a primary evaluator to join with them in this collaborative, collegial process. Informal/unstructured observations most often will include additional evaluators. Improvement Plan educators will be assigned a second evaluator to provide additional support and another point of view in the growth process. If any other educator wishes to have a second evaluator as a part of his/her Evaluation Plan, s/he will need to make that wish known at a goal setting or goal review conference.

This Evaluation Plan is based on a three-year cycle and is intended to run concurrently with the New Hampshire re-certification cycle. Dates of hiring, or other factors may interfere with this cycle. Upon recertification, a one or two-year cycle will be fashioned, by the evaluator, to allow the educator to synchronize their evaluation plan with recertification. The first year of a new cycle is designed to begin in the fall after recertification has been received.

Evaluation will incorporate Danielson's Domains (2013), the District or school's goals, and student performance. The Evaluation plan consists of a series of processes including:

Self-Reflection

The document must be completed and shared with their evaluator, as a starting point to the goal's discussion.

Goal Setting/ Goal Review

Goal setting begins each three-year cycle. During the three-year cycle, educators will monitor their goals, work on any Domain components, reflect on their progress, and make any necessary changes with their evaluator.

Educators will develop two SMART goals that will lead to improved educator instructional practices and student performance.

- **District or School Goals:** One individual goal will be aligned to the District or School Goals. The educator will be evaluated on his/her contribution based on evidence, and the actual results of achieving the goal. The goal will be measured over three years.
- **Student Learning Objective (SLO):** One individual objective will be connected to student performance. This is referred to as the Student Learning Objective (SLO). The objective will be associated with the educator's content area and students in his/her current classes, caseloads, or groups. SLO's can be done in two ways: 1) one objective sustained

over the three year cycle with the same or different cohort of students; or 2) three objectives (a new objective each year) for three different groups of students during the three year cycle; The educator can decide what is best in his/her situation. The educator will be evaluated on the evidence and results of the objective(s) attainment at the end of the third year.

The SLO is tied to instructional practices and/or content. The purpose is to improve educator's practices with their current students. The more educators align the SLOs to District or School Goals, the more likely the school will achieve the improved results.

The Individual Professional Development Plan (IPDP)

The IPDP is not directly connected to the evaluation process, but educators should associate their IPDP with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance in the Domain rubrics will be counted in the summative evaluation.

Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and a teacher have some element of evaluation.

There are three categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and might include class visits, or 3) Unassociated observations that are not connected with direct evaluation procedures and include day to day interactions.

- New Educators will receive a Formal/Structured Observation twice each year to provide that level of feedback and support needed for successful growth and integration into the district.
- Experienced Educators will receive a Formal/Structured Observation once during each three-year cycle.
- Support Plan Educators will have observations as identified in the plan.
- Improvement Plan Educators will have observations as identified in the plan.

Annual Reflections of Progress

At the end of the first and third year, educators will complete a reflection regarding the progress they are making toward their goals and in the four Danielson Domains.

Summary Conference

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four Domains, and the individual goal, and the SLO. . At the Summary Conference, the educator will present for review the documentation and evidence which has been collected over the three year cycle.

Summary Evaluation Report

A Summary Evaluation Report will be written by the evaluator at the end of the three year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the performance in the four Danielson Domains and the results of the individual goal and the SLO. Additionally, the educator will be rated according to effectiveness using the process outlined in Section VII. This is the final step in the three year cycle.

III. NEW EDUCATOR PLAN

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The goals for New Educators are pre-determined through their first two or three years so they are successful in their first years of teaching in Timberlane.

Goal Setting

Goal setting for New Educators in the first year of the cycle consists of a discussion of four goal areas that have been predetermined by the district. All educators new to Timberlane will have the following four goal areas for the first year to enable the educator and evaluator to focus attention and support on activities that help insure a successful foundation in the District's teaching standards. The four goal areas are:

1. Plan and prepare for quality instruction, both long and short term, in each course/curriculum area taught.
2. Develop a plan for maintaining a positive learning environment including such items as rules and procedures, positive communication, student recognition systems, etc.
3. Employ a variety of instructional strategies, such as group work, skits, hands-on activities, use of technology, etc.
4. Become familiar with and fulfill all professional responsibilities.

Each educator will have to define his/her goals and activities specific to their role and position.

At the beginning of the second and third year, New Educators will reflect on their performance in these four goal areas, and revise or create new goals with their evaluator if necessary.

Starting with the third year, the Evaluator can decide to move the New Educator to the Experienced Educator Plan as described in Section IV, if the educator is meeting all the New Educator criteria in a proficient manner.

The plan for New Educators will focus on how they will achieve the four preset goals. They will have a mentor as a part of this plan. The mentor will be guided by the Timberlane *Induction with Mentoring* program. The mentor will provide support for the educator. The interactions between the mentor and the educator are confidential and not shared with the evaluator.

After the self-reflection and goal setting meeting has occurred, the educator will complete or revise the 3-Year IPDP plan as outlined in the Professional Development Master Plan. The educator will describe the activities s/he will engage in order to accomplish professional improvement. S/he will determine what other resources, personnel, expertise, or professional

development activities will support his/her growth in the four goal areas that have been predetermined by the district.

The Individual Professional Development Plan (IPDP) is not directly connected to the evaluation process, but educators should associate their IPDP with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the Domain rubric will be counted in the summative evaluation.

Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and a teacher have some component of evaluation. There are three categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and might include class visits, or 3) Unassociated observations that are not connected with direct evaluation procedures and include day to day interactions.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or included in the routine feedback of written evaluation) for clarity and documentation.

Formal/Structured Observations

New Educators will have two required Formal/Structured Observation Cycles each year. The evaluator will initiate the scheduling of the pre-observation conference.

All required Structured Observation Cycles will focus on three Domains of The Frameworks for Teaching: Planning and Preparation, Classroom Environment and Instruction or the four pre-determined goal areas. However, in certain situations, such as meetings or presentations, Domain 4 can be observed.

The required Structured Observation Cycles will be composed of

- a pre-observation conference,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.)
- a written reflection by the educator related to the observation organized around the Domains of The Frameworks for Teaching or the identified goals,

- a post-observation conference,
- written feedback by the evaluator,
- Educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

Informal/Unstructured Observations

New Educators will have a minimum of two Informal/Unstructured observations per year during the three year cycle. Unstructured observations may be initiated by the evaluator or the educator.

Informal/Unstructured observations include seeing educators in a wide variety of school settings and activities, including classrooms, playground, hallways, parent conferences, after school activities, staff meetings, committee work, etc. The unstructured observation will be based on the four domains of the Frameworks. Informal observations should result in feedback in a written form to the teacher (email, online form, memo or letter) within one week of the observation.

Unassociated Observations

Unassociated interaction that results in an evaluation (positive or negative) may include written feedback, but is not required. Written feedback is at the discretion of the Administrator/Evaluator, but must comply with the duty to inform if there is a concern.

Annual Reflections of Progress

At the end of the first and second year, educators will complete a reflection regarding the progress they are making toward their pre-determined goals, and in the four Danielson Domains.

Summary Conference (End of third year)

At the end of each three-year cycle the educator and evaluator will reflect on the performance of the educator in the four Domains, and the pre-determined goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the four Danielson Domains and the results of the individual pre-determined goals. Additionally, the educator will be rated according to effectiveness using the

process outlined in Section VII. They are only rated on the Danielson Domains and their performance on the pre-determined goals. This is the final step in the three-year cycle.

IV. EXPERIENCED EDUCATOR PLAN

Self-Assessment

The Professional Development Plan Educator completes a self-assessment survey. The self-assessment process is designed for each educator to thoughtfully consider every component in each Domain and accurately determine where on the continuum his/her practice is best described. The document must be completed and shared with their evaluator, as a starting point to the goal's discussion.

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The educator will reflect on their skills and knowledge of Danielson Four Domains (2013) using the rubric. Educators will select areas of improvement and work on these areas over the three year cycle. Components that are rated as "Unsatisfactory or Basic" need to be improved to the "Proficient" level. There are no formal goals associated with the Danielson Domains, but evidence and evaluation of the Domains will be collected during the Three Year Summary phase.

Goal Setting

The educator will develop 2 SMART Goals in collaboration with the evaluator. These goals are based on 1) District and School goals, and 2) Student performance.

SMART goals are:

- *Specific* – target a specific area for improvement. (who, what, where, when)
- *Measurable* – quantify indicators of progress. (criteria toward attainment, how will you know?)
- *Attainable* – Steps of the goal. (time frame is within reason, who has ownership?)
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) will be achieved (benchmarking)

Goal setting begins each three-year cycle. Goals will incorporate the District or school's goals, and student performance. During the three year cycle, educators will revisit their goals yearly, reflect on their progress, keep evidence, and make any necessary changes with their evaluator.

Educators will develop 2 SMART goals/objectives that will lead to improved educator instructional practices and student performance

- **District or School Goals:** One individual goal will be aligned to the District or School Goals. The educator will be evaluated on his/her contribution based on evidence and the actual results of achieving the goal. The goal(s) will be measured over three years.

- **Student Learning Objective (SLO):** One individual objective will be connected to student performance. This is referred to as the Student Learning Objective (SLO). The objective will be associated with the educator's content area and students in his/her current classes, caseloads, or groups. SLO's can be done in two ways: 1) one objective sustained over the three year cycle with the same or different cohort of students; or 2) three objectives (a new objective each year) for three different groups of students during the three year cycle; The educator can decide what is best in his/her situation. The educator will be evaluated on the evidence and results of the objective(s) attainment at the end of the third year.

While the goal setting process should represent consensus between the teacher and the evaluator, there may be instances where there is significant disagreement to the final goal or objective. In this case, the evaluator may determine a goal area that is necessary for an individual, a group, or the faculty to pursue.

In a case where the past performance of an otherwise solid educator has not met a proficient level of performance in a specific component area, based on evidence; a specific focus goal for improvement of that area can be set by the evaluator. This focus goal will replace the District and School goal for the individual educator.

Goal Action Forms will be completed using District forms, and submitted using the District online process.

After the self-reflection and goal setting meeting has occurred, the educator will complete or revise the three year IPDP as outlined in the Professional Development Master Plan. The educator will describe the activities s/he will engage in order to accomplish professional improvement. S/he will determine what other resources, personnel, expertise, or professional development activities will support his/her growth in the Domain areas and in goal areas identified under District/School goals or SLO's.

The Individual Professional Development Plan (IPDP) is not directly connected to the evaluation process, but educators should associate their IPDP with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the Domain rubric will be counted in the summative evaluation.

Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and a teacher have some component of evaluation. There are three categories of observations: 1) Formal observations that have structured procedures, 2)

Informal observations that are unstructured and might include class visits, or 3) Unassociated observations that are not connected with direct evaluation procedures and include day to day interactions.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or included in the routine feedback of written evaluation) for clarity and documentation.

Formal/Structured Observations

Experienced Educators will have a minimum of one Formal/Structured observation during the three year cycle. The evaluator will initiate the scheduling of the pre-observation conference.

All required Structured Observation Cycles will focus on three Domains of The Frameworks for Teaching: Planning and Preparation, Classroom Environment and Instruction or the four pre-determined goal areas. However, in certain situations, such as meetings or presentations, Domain 4 can be observed.

The required Structured Observation Cycles will be composed of

- a pre-observation conference,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.)
- a written reflection by the educator related to the observation organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- Educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

Informal/Unstructured Observations

Experienced Educators will have a minimum of two Informal/Unstructured observations per year during the three year cycle. Unstructured observations may be initiated by the evaluator or the educator.

Informal/Unstructured observations include seeing educators in a wide variety of school settings and activities, including classrooms, playground, hallways, parent conferences, after school activities, staff meetings, committee work, etc. The unstructured observation will be

based on the four domains of the Frameworks. Informal observations should result in feedback in a written form to the teacher (email, online form, memo or letter) within one week of the observation.

Unassociated Observations

Unassociated interaction that results in an evaluation (positive or negative) may include written feedback, but is not required. Written feedback is at the discretion of the Administrator/Evaluator, but must comply with the duty to inform if there is a concern.

Annual Reflections of Progress

At the end of the first and second year, educators will complete a reflection regarding the progress they are making toward their goals and in the four Danielson Domains.

Summary Conference (End of third year)

At the end of each three-year cycle the educator and evaluator will reflect on the performance of the educator in the four Domains, and the two individual goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the four Danielson Domains and the results of the individual goal, and SLO. Additionally, the educator will be rated according to effectiveness using the process outlined in Section VII. This is the final step in the three-year cycle.

V. SUPPORT PLAN EDUCATOR

This level is used to support an educator who is, based on documented evidence, experiencing difficulty meeting one or more of Danielson's *Frameworks for Teaching* or requires additional support during a transition phase or implementing district or school programs. Support plans are to be used with Continuing Contract teachers only. Educators may include a third party, to listen and ask clarifying questions, in all meetings. The third party may be a union representative or officer.

Notification

An educator being placed on a support plan is notified by the evaluator or principal. The educator will be provided a letter explaining the specific concerns in performance within the framework of the specific Danielson Domains and components that need to be improved, as well as, the details of associated evidence.

Support Plan Goals

Goals for the areas of concern will be clear and measurable. They will delineate specific outcomes with reasonable time lines. The Support Plan is intended to result in the educator's support, improvement, and retention.

Educators who are on a Support Plan will have specific plans for their support and improvement made jointly with their evaluator. The need for reflection and documentation will be outlined in their individual plan. These plans will include details of the areas of concern, specific time lines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the support plan prior to implementation. There will be clear, measurable goals set by educator and evaluator to show acceptable performance in all components being addressed.

The Support Plan may involve a second evaluator, who is a specialist in an area of instruction or content to act in an advisory capacity for either the evaluator or educator, if the educator and evaluator both agree. **The educator's individual goal towards the District and School Goals and the SLO is put on hold until the successful completion of the Support Plan.**

The evaluator and educator will mutually agree on an observation schedule including any Formal/Structured observations and the expected frequency or schedule of these observations. Amounts and approximate timelines for Informal/Unstructured observations will also be specified in the Support Plan. Written observations feedback from the evaluator will be given to the educator within 1 week of either observation. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The Support Plan will be monitored. The evaluator and educator will mutually agree on a schedule of meetings to review progress of the plan and any mutually agreed modifications that may be needed.

The evaluator will provide to the educator at least two written progress reports, of which one should be at the midpoint in the time line and the other is at the conclusion of the Support Plan. The educator may request a written progress report from the evaluator at any time.

The support plan time-line should be of sufficient length to allow for all aspects to be successfully implemented but will not exceed 36 weeks. It is recommended that if possible a support plan should not carry over a summer break into the following school year. However, the plan must address specifics of implementation, if the time-line carries over through a summer break to the following school year.

Summary Conference

The educator will prepare any documentation required by their individual plan for the Summary Conference. At the Summary Conference the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Support Plan Summary Report.

Support Plan Summary Report

The Support Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. A Support Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the Evaluator after this report has been received.

After the educator has been deemed as meeting the outcomes in the Support Plan, the educator is returned to the Experienced Educator Plan and Support Plan documentation does not become a part of the personnel file.

If the educator has been deemed as not meeting the outcomes in the Support Plan, there could be three options: 1) continue the support plan for a longer time, 2) revise the support plan in content, or 3) advance to an Improvement Plan, as outline in Section VI.

VI. IMPROVEMENT PLAN EDUCATOR

The District's commitment to the professional growth of our educators demands that evaluators and administrators; offer clarity in describing and identifying areas of concern in writing, provide support for improvement in the areas of concern, furnish fair documentation of progress, inform the educator in accordance with the legal time-line, if the evaluator does not see improvement and does not intend to offer a contract for the next year. It is the responsibility of the district to provide an explicit Improvement Plan that has the intention and potential to result in the support, improvement, and retention of the educator.

When an evaluator's or administrator's concern for the actions or performance of an Experienced Educator becomes too serious to be effectively addressed by the normal evaluation and administrative procedures, or a Support Level Plan, it would indicate that *improvement in the area(s) of concern is imperative* to the continued employment of the educator.

In this instance, which occurs very rarely, several factors must be considered equally including the District's commitment to the students, parents, community, and our profession that demands action be taken if it is determined that employing the educator is not in the best interest of the students. An Improvement Plan would be required due to the serious nature of these circumstances. **The educator's individual goal toward the District and School Goals and Student Learning Objectives is put on hold until the successful completion of the Improvement Plan.**

An educator who is experiencing substantial difficulty will be placed on an Improvement Plan. This difficulty is based on evidence that the educator is not meeting one or more of the district's teaching standards, or has been informed by his/her evaluator that s/he is in serious danger of not being employed by the Timberlane Regional School District. If the difficulty has been known over a period of time, there should be previously documented attempts to address the concern through the normal evaluation and administrative procedures. Improvement Plans are to be used with Experienced Educators, unless there are substantive reasons to assign it for a New Educator.

Notification

Any educator who needs to be on an Improvement Plan would be clearly informed, in writing that s/he is on probation, the nature of his/her deficiency, and that s/he is going to be put on an Improvement Plan.

Establishing the Improvement Plan Goals

Once the educator is notified, a second evaluator would be assigned by the superintendent (or his/her designee) to offer support and an additional point of view. If the educator would like a third party to attend the conferences and participate in the Improvement Plan, s/he should make that known to the evaluator before the goals are written. A third party at this stage of the process would be differentiated from an advocate, or representative, as in the case of a grievance. In this setting, the role of a third party would be to add clarity, act as another set of ears, support, and another point of view to assist the educator in processing the information and participating in the activities that are designed to produce improvement.

Within two weeks of notification a Goal Setting Conference (GSC) will result in written statement of specific areas of concern and clear measurable goals set by the evaluator to demonstrate needed improvement in all area(s) of concern. All parties will be present.

Within two weeks of the GSC, the Improvement Plan is written by the evaluator to include specific steps to be taken by educator, evaluator or others with time-lines and outcomes specified. The Improvement plans will include details of the areas of concern, specific time lines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the Improvement plan prior to implementation.

The improvement plan time-line should be of sufficient length (recommendation is a minimum of 12 weeks) to allow for all aspects to be successfully implemented but will not exceed 36 weeks. The Improvement plan must address specifics of implementation if the time-line carries over through a summer break to the following school year.

An Improvement Plan must include:

- Clarity in describing and identifying areas of concern in writing
- Goals – clearly stated and related directly to area(s) of concern
- Expected outcomes necessary to the successful completion of improvement
- Strategies for measuring and documenting the improvement
- Resources to increase the likelihood of the desired outcomes
- Frequency of observations, structured and unstructured

An Improvement Plan may include:

- Structured reflections
- Regular conferencing
- Peer mentor or coach
- Required workshops or other professional development activities
- Professional reading
- Professional visitation
- Monitoring of professional responsibilities

The evaluator(s) in consultation with the educator will establish a schedule of regular meetings to review progress of the plan.

The evaluator(s) in consultation with the educator will establish an observation schedule including any Formal/Structured observations and expected frequency of Informal/Unstructured observations. Written feedback from any evaluator will be given to the educator within one week after any observation. The educator may request a third party present at Formal/Structured observations. Additional Formal or Informal observations may be initiated by the evaluator or educator. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The evaluator(s) will provide to the educator at least two written progress reports, of which one should be at the midpoint in the time-line, and the other at the conclusion of the Improvement Plan. The educator may request a written progress report from the evaluator(s) at any time.

Summary Conference

The educator will prepare any documentation required by their individual Improvement Plan for the Summary Conference. At the Summary Conference the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Improvement Plan Summary Report. Evaluators who have played a part in the Improvement Plan may attend. The educator can ask to have a union representative during this meeting.

Improvement Plan Summary Report

The Improvement Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the evaluators involved in the meeting, and the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. An Improvement Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the Evaluator after this report has been received. The educator can also submit a written response to the Summary Report within one week of receipt of it.

After the educator has been deemed as meeting the outcomes in the Improvement Plan, the educator is returned to the Experienced Educator Plan, and Improvement Plan documentation becomes a part of the educator's personnel file.

If the educator has been deemed as not meeting the outcomes in the Improvement Plan, there could be two options: 1) revise the Improvement Plan in content, or 2) be recommended for non-renewal or termination.

VII. FINAL DETERMINATION OF EFFECTIVENESS

Scoring the Elements

At the conclusion of the third year summative conference, the evaluator will make a final determination of effectiveness using:

- Four Danielson Domains- **60%** of the final rating
- Personal contribution towards advancing the district or school goal- **20%** of the final rating
 - 10 % will be based on the educator’s evidence of the contribution he/she made toward the identified school goal.
 - 10 % will be based on the educator’s evidence of the actual results of achieving the goal that he/she picked.
- Achievement of the Student Learning Objective (SLO)- **20%** of the final rating

EXAMPLE	Not Effective/ Needs improvement		Effective		Score
	Unsatisfactory	Basic	Proficient	Distinguished	
Danielson Domains = 60 %					
1. 15 % Planning and Preparation	1	2	3	4	
2. 15 % Classroom Environment	1	2	3	4	
3. 15 % Instruction	1	2	3	4	
4. 15 % Professional Responsibilities	1	2	3	4	
Subtotal = 60 %	Range 4-6	Range 7-9	Range 10-14	Range 14-16	
Local School Goal: = 20 %					
5. 10 %: Contribution evidence toward the goal	1	2	3	4	
	Low growth		Average Growth	High Growth	
6. 10 %: Actual results toward the goals	1		2	3	

Achievement results of the Student Learning Objective (SLO) will be organized into three performance classifications: Low Growth, Average/Typical Growth, or High Growth.

Achievement of the SLO = 20 %	Low Growth	Average Growth	High Growth	Score
7. 20 % Actual Student Achievement Results	1	2	3	

Overall Effectiveness Determinations

The evaluator will give an overall rating using the Effectiveness Ratings: Ineffective, Needs Improvement, Effective or Highly Effective. This final determination of effectiveness is made using all seven elements as outlined above. Using a scale, this rating of overall effectiveness may be done by combining the cells of the separate elements. This final determination, however, may also include subjective information from observations, conversations, and other evidence.

The formula for working all seven elements into a final determination of effectiveness will be determined this summer with the Teacher Evaluation Committee, and added to the final document.

New Educators who are working on Danielson Domains will be rated according to their performance on their Danielson Domains and their performance of meeting their associated pre- determined goals.

Scale for Overall Effectiveness

Not Effective	Needs Improvement	Effective	Highly Effective
Range	Range	Range	Range
To Be Determined By 8/30/15	To Be Determined By 8/30/15	To Be Determined By 8/30/15	To Be Determined By 8/30/15

The educator will be given a rating of effectiveness in their final three-year summative report. If requested by the Department of Education, numbers of staff who are deemed effective will be reported to them.

VIII. TRANSITION

The Teacher Evaluation Committee will address the transition of educators to this new plan. They will present the educators with a plan of how this transition will occur for people in their 1) first year, 2) second year or 3) third or last year of the re-certification cycle.

Recertification Cycle 2015: This is a suggested transition plan.

- Staff starting their first year of their recertification cycle will automatically follow this new plan.
- Staff in their second year will complete their previously set goals and add an SLO for the remainder of 2015-2016 and 2016-2017 years. They do not have to set a goal associated with a District or School Goal. They will still be rated on Danielson Domains. Staff can realign their previously set goals to correspond to this new plan, if approved by their Supervisors.
- Staff in their third year, will complete their goals as set previously and add a goal to support a District or School Goal for 2015-16. They do not have to set a goal associated with an SLO during this last year. They will still be rated on Danielson Domains.

Staff who are in year two or three will not be penalized in their effectiveness rating for those elements they are not completing.



Project Lead The Way

2015 Update and information

-Mark Pedersen June 4th 2015



Highlights of the 2014/2015 school year

- ▶ Grew the partnerships
 - ▶ Added: Schneider Electric, New Balance, Society of Women Engineers
- ▶ Trained Steve Rugoletti in Principles of Engineering
- ▶ Hired Michelle Grimm
 - ▶ Trained in Introduction to Engineering Design



Continued NHTI Dual Enrollment

- ▶ ## of students enrolled in IED and POE are taking the course for New Hampshire Technical Institute credit.
- ▶ NHTI was named America's #1 Value-added 2 year college with a score of 100 out of 100
 - ▶ Brookings Institution Report, based upon Curriculum Value, Alumni skills, STEM orientation, Completion rates, & Student Aid, was used to accurately predict alumni economic outcomes.
 - ▶ Comparisons: UNH 58/100; Dartmouth 83/100; BC 82/100; BU 53/100; MIT 100/100;

New Partnership between PLTW and the College Board (AP)

- ▶ “The organizations will develop college and career pathways built around PLTW's existing program pathways - by combining AP courses with PLTW courses.”
- ▶ “The partnership creates an opportunity for students to earn credentials that signify their readiness for college and careers, and participate in career-focused opportunities such as internships and scholarships.”
- ▶ “Through rigorous K–12 curriculum, quality teacher professional development, and widely accepted postsecondary credit opportunities, students and schools will set themselves apart as vital assets to postsecondary institutions and employers across the world.”
- ▶ “The College Board is also in the process of exploring the development of new AP courses to support the [PLTW] pathways.”



PLTW AGREEMENT

3939 Priority Way South Drive, Suite 400
Indianapolis, IN 46240

PLTW Agreement

AGREEMENT by and between Timberlane Regional School District (the "Entity"), located in Plaistow, NH and **PROJECT LEAD THE WAY, INC.**, a New York charitable not-for-profit corporation having an address at 3939 Priority Way South Drive, Suite 400, Indianapolis, IN 46240 ("PLTW, INC." and, collectively with the Entity, the "parties").

WITNESSETH:

WHEREAS, PLTW, INC. has established a comprehensive program and curricula for STEM education (the "**PLTW Program**") and supports a network of school districts, colleges, universities, private sector collaborators, and other organizations (the "**PLTW Network**"); and

WHEREAS, the Entity desires to implement the **PLTW Program**, which consists of various curricular programs (the "**PLTW Curricular Program(s)**"); and

WHEREAS, the Entity shall have access to all **PLTW Program** curricula and annual updates as well as access to the **PLTW** electronic communication network, online systematic assessment and evaluation, online on-going training, online program support and additional benefits; and

WHEREAS, the parties desire to work together to maximize the benefit of the **PLTW Program** to students by maintaining the quality standards and practices necessary to ensure the efficient and effective delivery of the **PLTW Program**.

NOW, THEREFORE, the parties agree as follows:

1. Registration and Information.

The Entity has registered online with PLTW, INC. on May 27, 2004 for one or more schools or sites, and identified which **PLTW Curricular Program** it wishes to implement. The Entity represents that the information contained in the registration remains accurate as of the date of this Agreement. In the event that the Entity elects to have additional schools or sites added, or elects to make other material changes such as additional **PLTW Curricular Programs**, the Entity must first complete the necessary data entry and/or information reasonably required by PLTW, INC. The registration or site add-on data/information may be amended by PLTW, INC. from time to time in its discretion.

2. PLTW Requirements for Implementation.

The Entity agrees to implement the **PLTW Program** according to the program and implementation requirements established by PLTW, INC. ("**PLTW Program Requirements**" or "**Program Requirements**," which are expressly incorporated herein and made an integral part of this Agreement), which shall include, but not be limited to, Program Requirements governing participation fees, sequencing, courses, training, certification or maintenance of program standards, and other aspects of a successful implementation of the **PLTW Program** and **PLTW** courses by participating entities, as well as the Terms of Service and Privacy Policy located on www.pltw.org. Program Requirements, the Terms of Service and the Privacy Policy are available on the PLTW, INC. website, and may be modified from time to time by PLTW, INC. in its reasonable discretion.

PLTW Curricular Programs.

The Entity agrees to follow the **PLTW** curricula and to meet **PLTW** quality standards and practices including any concurrent student course requirements as reasonably established by **PLTW, INC.** for students to be successful in the **PLTW** Program. Curricula, including concepts and objectives, must be taught in their entirety without interruption or any unauthorized modification. Additional information is found in the Program Requirements.

3. PLTW Software.

The **PLTW** curricula are supported by certain software programs that align with the **PLTW** curricula to provide students with rigorous and relevant application of skills. The Entity must obtain or purchase annual or other available rights to the software programs which are integrated into the **PLTW** Program courses in that academic year. These rights may be subject to limitations established by the owner of the software, which may include school or site restrictions, as outlined in the Program Requirements. If the right to use the software is on an annual basis, then the term for the rights is the then-current academic year of this Agreement, after which the Entity must cease the use of the software unless this Agreement is renewed for additional terms. All software shall be subject to the standard end-user license agreement from the software vendor, a copy of which is included with the software, and copyright for each software package remains with its owner and is protected by applicable copyright law. The Entity agrees to maintain reasonable security measures to protect the software, and to prohibit its unlawful use. When not in actual use, the Entity agrees to secure the software. Additional information is found in the Program Requirements.

4. PLTW Curricular Program Participation Fee.

PLTW provides world class curricular programs and professional development at nominal fees as part of its charitable mission. For other **PLTW** Program benefits, the Entity will be assessed an annual participation fee for each school or site participating in the **PLTW** Program. The participation fee(s) shall be due and payable no later than August 31 of each year this Agreement is in effect. Current participation fees are set forth in the Program Requirements. The participation fee covers required software rights, program support features to the curriculum for which a school has trained teachers, as well as the associated support systems such as end of course assessments and teacher online on-demand professional development offered by **PLTW, INC.** A full list can be found in the Program Requirements. **PLTW, INC.** may adjust any participation fees on an annual basis in the sole discretion of **PLTW, INC.**, provided, however, that **PLTW, INC.** shall provide notice no later than March 1 of each year of any such increases or decreases for the following academic year. Additional information is found in the Program Requirements.

5. PLTW Partnership Team.

The objective of the **PLTW** Partnership Team is to provide optimal support and to facilitate the operation of the entire **PLTW** Program, while building community support and advocacy. By the end of the second year, the Entity shall establish and operate a **PLTW** Partnership Team and shall be responsible for selecting all members. Additional information is found in the Program Requirements.

6. Required Training.

- A. PLTW Teacher Training. Teachers are required to successfully complete course specific **PLTW** Teacher Training for each **PLTW** course they will instruct. The Entity will select each teacher for participation in the **PLTW** Teacher Training program. It is the sole responsibility of the Entity to ensure that every teacher meets all Federal, State and local requirements to teach each respective **PLTW** course. The Entity shall register each teacher being selected for training with PLTW, INC. by the date required under the Program Requirements. PLTW, INC. reserves the right to accept or reject any training candidate. Additional information is found in the Program Requirements.
- B. PLTW Counselor Training. Counselors/Advisors are required to successfully complete **PLTW** Counselor Training. Additional information is found in the Program Requirements.

7. Equipment Used in the PLTW Program.

- A. Equipment. To assure that the Entity's school or site facilities properly support the **PLTW** Program, and to provide special purchase or license agreements and other costs savings practices negotiated by PLTW, INC., the **PLTW** Purchasing Manual includes details on equipment, supplies and other items (collectively referred to as "equipment" in this Agreement) that are required to implement the **PLTW** Program. In some instances it is required that specific equipment (including software) be used due to curricular requirements. Unless specific equipment is required by PLTW, INC., the Entity may implement the **PLTW** Program using equipment purchased from vendors not listed in the **PLTW** Purchasing Manual, provided such equipment meets or exceeds program specifications and adequately supports the **PLTW** Program. The Entity shall be responsible for ensuring that equipment will meet or exceed Program Requirements and adequately support the **PLTW** Program. Additional information is found in the Program Requirements.
- B. Safety. The Entity is solely responsible for the safe and proper implementation of the **PLTW** Program at its sites and schools. The Entity hereby covenants and agrees that any facility used to teach the **PLTW** Program shall be adequately equipped to operate the equipment safely and properly and that such facility and any equipment used therein shall at all times comply with applicable standards and/or customary practices relating to safety and reasonable use. The Entity shall be solely responsible for providing its faculty with appropriate safety training relating to the implementation of the **PLTW** Program.

8. Assessment and Evaluation of Results.

PLTW, INC. assists and supports participating entities and the quality of the **PLTW** Program through studying and evaluating the effectiveness of the **PLTW** Program on an ongoing basis in order to update instructional, curricular and assessment materials and otherwise improve the instruction that **PLTW** participating entities provide to students. These efforts include the development, validation, and administration of assessments, examinations, surveys and/or other measurement tools on behalf of entities during their participation in the **PLTW** Program. PLTW, INC.'s ongoing studies review longitudinal student achievement data. PLTW, INC. retains data for six academic years subject to legal and or regulatory record retention requirements after a student's estimated matriculation date, after which time the data is destroyed; at the request of the

Entity, a copy of the data will be returned to the Entity prior to destruction. In support of these efforts, the Entity acknowledges its participation annually in the **PLTW** systematic assessment and evaluation process. PLTW, INC. will provide, and the Entity will annually participate in, the **PLTW** online systematic assessment and evaluation process conducted by PLTW, INC. and/or its designated representatives, which includes online teacher registration, online student rostering/registration, and full participation in various assessments, examinations, surveys and/or other measurement tools using technology and other support services provided by PLTW, INC. The Entity and PLTW, INC. acknowledge and agree that the personally identifiable data is confidential, and shall be used, shared and maintained for the purposes set forth above and only in accordance with reasonable privacy/security measures, proper professional practices, student confidentiality and applicable laws, including FERPA. Use or access to any protected data obtained as a result of these studies will be limited to representatives with a legitimate interest in accessing this data and re-disclosure of any personally identifiable information will be done in limited instances only, and only as allowed by, and consistent with, applicable laws. The Entity shall be responsible for implementing annual notifications, record-keeping and other such privacy requirements relating to these services.

9. Delivery of Materials and Communication.

In order to facilitate the delivery of the **PLTW** curricula and other **PLTW** Program materials to the Entity, and to facilitate communication for the **PLTW** Network, PLTW, INC. will use various internet applications and systems. PLTW, INC. shall determine which systems and applications will be used, in its sole discretion, and will implement reasonable security measures to safeguard sensitive data. Schools will implement appropriate measures to facilitate communication with these applications and systems. Additional information is found in the Program Requirements.

10. License.

A. Scope. The Entity acknowledges that PLTW, INC. retains all rights and title to its marks, curricula, framework, methodologies, processes, information, materials and other intellectual property (collectively referred to in this Agreement as “materials”). PLTW, INC. grants to the Entity a non-exclusive, non-transferable license to reproduce and use, to the extent authorized herein, printed or electronic materials developed and/or used in connection with the **PLTW** Program, for the sole purpose of instruction to students at registered schools or sites that are actively providing **PLTW** instruction, and appropriate training for authorized faculty. Any other use, reproduction, disclosure or distribution of such materials, including but not limited to commercial use, shall be strictly prohibited.

B.

Program Identification. **Project Lead The Way, PLTW, the PLTW “atom” logos, Gateway To Technology, Innovation Portal** and other marks used in the **PLTW** Program are service/trademarks of PLTW, INC. During the term of this Agreement, the Entity shall use the appropriate logos, marks and other identifying materials on all **PLTW** Program materials and communications with faculty, students, officials and community constituents. PLTW, INC. will supply the Entity with appropriate instructions and labels relating to such identifying material to facilitate the proper promotion of the **PLTW** Program. Upon termination of this Agreement, the Entity shall cease using any such identifying material and shall make no representations linking any of its own educational programs to the **PLTW** Program without the prior written consent of PLTW, INC. All press releases and other public pronouncements involving the **PLTW** Program

shall be subject to the advance approval of PLTW, INC. through PLTW, INC.'s designated representative. The Entity agrees to reasonably promote and publicize the **PLTW** Program in order to encourage student participation, and to retain its distinct character. No other right or license is granted, either express or implied, for any other intellectual property right owned, possessed, or licensed by or to PLTW. All rights not expressly granted herein are expressly reserved by PLTW. All use of PLTW's marks under this license, and all goodwill existing, acquired or developed in the marks shall inure solely to the benefit of PLTW. The Entity acknowledges that PLTW has established certain standards of quality and character for the marks and hereby agrees to maintain PLTW's trademark use standards. The Entity shall not alter, modify or edit the marks without prior written consent from PLTW. The Entity will not contest the validity or ownership of the marks by PLTW.

C. Termination. The license granted hereunder shall cease upon the earliest to occur of: (i) the termination of this Agreement; or (ii) PLTW, INC. providing sixty (60) days written notice to the Entity of its election to revoke the license. Upon termination of the license all material shall cease to be used and, at the election of PLTW, INC., all materials, including any reproductions thereof, shall be immediately returned to PLTW, INC., and in no event later than fifteen (15) days after the effective date of termination.

11. Representations and Warranties of the Entity.

The Entity hereby makes the following representations and warranties: (a) This Agreement has been duly approved by the governing authority of the Entity, and the person executing this Agreement on behalf of the Entity has been duly authorized to so act by such Entity; (b) This Agreement is a legally binding agreement whose rights and obligations run only between the Entity and PLTW, INC. and the Entity's execution of this Agreement does not create rights in any other party; (c) The terms of this Agreement do not violate or conflict with the Entity's charter or any other of its rules of governance, the laws of the Entity's State or any subdivision thereof, or any other agreement to which the Entity is a party; and (d) the Entity has implemented and will update annual notifications, record-keeping and other such privacy requirements and verifications relating to the PLTW Program, to the extent of the Family Educational Rights and Privacy Act (FERPA), the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA) or other applicable laws, including, without limitation, obtaining verifiable consent from the parents/guardians of all students to the collection and use of personal information provided through and on the PLTW website(s) and/or related applications and software and use of school internet resources; and any required filtering software or mechanisms to protect students from harmful or objectionable materials.

12. Default.

A. Material Breach and Cure Period. Upon a material breach of this Agreement by either party which is not cured within fifteen (15) days after written notice is mailed to the defaulting party, this Agreement shall terminate effective upon the completion of the then-current academic year.

- B. Non-payment or Failure to Implement Program. If the Entity fails to make prompt payment of the participation fee in accordance with the terms of this Agreement or to implement the **PLTW** Program for the academic year immediately following the date of this Agreement, then this Agreement may immediately terminate, at the option of PLTW, INC. In the event that Entity implements one or more courses, but fails to timely and properly implement the courses required for the Entity's **PLTW** Curricular Program(s), then, this Agreement may immediately terminate, at the option of PLTW, INC.
- C. Other Remedies. In addition to the right to terminate the Agreement upon a breach thereof, the parties shall also have the right to exercise all of their respective remedies, both legal and equitable, as a result of the breach.

13. Term: Annual Renewal of Agreement.

The initial term of this Agreement shall begin as of the date of signing and shall end on June 30 of the following year; this Agreement shall be automatically renewed for additional contract years (July 1 – June 30) unless a party terminates the Agreement by notice to the other party in writing no later than April 1 preceding the commencement of the next Contract Year.

14. Protection of Intellectual Property.

The Entity agrees to adhere to any and all restrictions in connection with equipment, software and other intellectual property use agreements between PLTW, INC. and software producers, vendors or other such entities, and to take proactive measures to protect intellectual property used or available under such agreements, as shall be requested by PLTW, INC. or the owner of the intellectual property. Upon a termination of this Agreement, the Entity shall discontinue use of all software or other intellectual property provided to the Entity pursuant to this Agreement or through special agreements relating to the Entity's participation in the **PLTW** Program. PLTW, INC. assumes no liability for the non-performance of the software or other intellectual property but will provide reasonable assistance to resolve non-performance issues with the owner of the software or other intellectual property. The Entity agrees that if it materially breaches these restrictions, its right to use such software or other intellectual property will be terminated and all software or other intellectual property shall be immediately returned to PLTW, INC. or the owner. The Entity shall solely be responsible for any remedies sought by the owner relating to the Entity's breach of these provisions, and PLTW, INC. shall not be liable in any way for such breach.

15. Responsibility of Parties.

To the extent permitted by law, the Entity hereby agrees to indemnify, defend and hold harmless PLTW, INC. from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that PLTW, INC. may incur as a result of any negligent or willful act of the Entity or any of its agents or employees or the failure by such Entity to perform any of its representations, warranties, commitments, or covenants under this Agreement.

To the extent permitted by law, PLTW, INC. hereby agrees to indemnify, defend and hold harmless the Entity from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that the Entity may incur as a result of any negligent or willful act of PLTW, INC. or

any of its agents or employees or the failure by PLTW, INC. to perform any of its representations, warranties, commitments, or covenants under this Agreement.

16. Miscellaneous Provisions.

- A. Assignment. The Entity is prohibited from assigning to or in any other way enabling any of its rights under this Agreement to inure to any third party without the prior written consent of PLTW, INC. This prohibition on assignment shall be a material term of this Agreement and any violation of this Section shall be a material breach of this Agreement, which shall allow PLTW, INC. to terminate this Agreement.
- B. Notices. Legal notices or communications required under this Agreement shall be in writing and shall be sent by registered or certified mail, return receipt requested, or by overnight delivery, as follows:

If to the Entity:

Timberlane Regional School District
36 Greenough Road
Plaistow, NH, 03865

If to PLTW, INC.:

Project Lead The Way, Inc.
Attn: **PLTW** Agreements
3939 Priority Way South Drive, Suite 400
Indianapolis, IN 46240
ph: 877-335-7589

Other notices or communications permitted under this agreement shall be sent via the PLTW electronic communication network.

- C. Benefit. This Agreement shall be binding upon, and shall inure to the benefit of, the parties and their respective successors and permitted assigns.
- D. Entire Agreement. This Agreement, including any instruments of agreements attached hereto as exhibits or incorporated herein by reference, contains the entire understanding of the parties with respect to the subject matter hereof. This Agreement supersedes all prior agreements and understandings between the parties with respect to such subject matter.

IN WITNESS WHEREOF, the parties have each executed this Agreement on the dates indicated below.

Timberlane Regional School District

Date: _____

By: _____
Entity Superintendent or School Board
President/Chairperson, or their legally authorized
designee

Name: _____

Title: _____

Project Lead The Way, Inc.

Date: _____

By: _____
Andrea E. Croslyn, Ph.D.
Executive VP, Chief Operating Officer



Sandown Elementary Schools Consolidation Report and Recommendations

Submitted May 19th, 2015

Document History

<i>Version</i>	<i>Date</i>	<i>Author(s)</i>	<i>Comments</i>
.9	4/5/2015	D. Armfield	Initial Draft
.91	4/14/2015	Breakout Committee Teams	Consolidation of individual team contributions
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.94	4/23/2015	B. Rincon Edits	Grammar and formatting edits
.95	5/15/2015	S. Freligh	Document Assembly
.96	5/17/2015	Committee Reviewed	Final Draft Review
1.0	5/19/2015	Committee	Final Submission to Superintendent

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Sandown Consolidation Report
TIMBERLANE REGIONAL SCHOOL DISTRICT

Respectfully Submitted by the Sandown Consolidation Committee

Committee Membership

Co-chair: **Shawn Freligh**, Sandown Resident
Co-chair: **Debra Armfield**, Executive Director of Curriculum, Assessment and Professional Learning PK-12

Members:

Dr. Roxanne Wilson, Assistant Superintendent of Schools
George Stokinger, Business Administrator SAU 55
Erich Beyrent, Sandown Resident
Lou Broad, Teacher, TTA President
Kelly Ward, School Board Member and Sandown Resident
Lee Dube, Budget Committee Member
Jon Goldman, Sandown Selectman
Susan Rasicot, Director of Student Services
Beth Rincon, Director of Special Education
Scott Strainge, Director of Alternative/Continuing Education, and
Enrichment
Nancy Danahy, Director of Human Resources
Deb Lytle, Sandown Parent
Sheila Lowes, Sandown Parent
John Holland, Director of Technology
Doug Rolph, Principal, Sandown Central
Mary Youngblood, Literacy Specialist, Sandown Central
Jo-Ann Georgian, Principal, Sandown North
Patrice Liff, Assistant Principal/ Curriculum Coordinator, Sandown North

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Executive Summary

The Sandown Consolidation Committee was convened on March 18, 2015 for the purpose of studying the impact of consolidating the Sandown North and Sandown Central Elementary Schools. The group was charged with making recommendations to Superintendent of Schools Dr. Earl Metzler, regarding the logistics of the consolidation. This document, developed by the Committee, offers several recommendations on how to consolidate Sandown North and Sandown Central. Serving the best interests of the students and families in Sandown, as well as meeting the ongoing needs of the District and all of its stakeholders were two key forces driving the recommendations made in this document.

One of the most important recommendations made in this document, directly deals with the repurposing of Sandown Central in a way that aligns with the District's goals and addresses the current population needs of the District. As such, the Committee will recommend that the Sandown Central School remain open in a new capacity as the site for the Timberlane Learning Center (TLC) District Special Education Preschool, and the Sandown Kindergarten program. Special education preschool programs are currently operating at the Pollard, Danville, Atkinson and Sandown North Elementary schools and are approved by the State of New Hampshire.

The Committee also within this document explores openly the need to make facilities adjustments in order to better suit the needs of the students in Sandown. The two facilities in their current capacity serve very different grades and need to have certain adjustments made to meet a wider span of the grades and ages that will be consolidated. As such, issues such as outdoor-field space, classroom sizes, and transportation are all addressed with recommendations to deliver a quality and modern education to the residents of Sandown.

The Committee has completed its work, and hereby issues this consolidation study report, along with all of its discussion, recommendations and suggestions to the Superintendent of Schools.

Respectfully Submitted by the Sandown Consolidation Committee.

Charge of the Committee

The Committee is charged with offering recommendations to the Superintendent to support and facilitate the effective consolidation of the two Sandown schools, with a focus on what is in the best interest of students, communities, the district, and special education programs.

It is not the charge of this Committee to make specific staff recommendations or prepare a fiscal analysis of the options. That responsibility will fall to the Superintendent.

The Committee's report and recommendations will be delivered to the Superintendent by May 20th, 2015.

Mission of the Committee

Mission Statement of the Superintendent's Sandown Consolidation Committee

To create a blueprint for consolidating Sandown's two elementary schools into a unified facility while providing an exceptional education for the enrichment of Sandown's PK-5th grade students. The framework of the report will focus on the following goals and objectives:

- Inform the transition of current 4th grade Sandown Central School students to Sandown North School with minimal disruption.
- Review long-term impacts and provide recommendations for future needs to the Superintendent in order to plan appropriately.
- Create recommendations that consider the health, safety, education, development and success of Sandown elementary students, educators, administrators and parents, while considering the impact on all District stakeholders.
- Recommend options for the utilization of the Sandown Central School facility that are fiscally responsible and meet the current and future needs of the District.

Summary of Recommendations

Classrooms and Programs

- Relocate and consolidate the district-wide Timberlane Learning Center Preschool Program and Early Learning Environments to Sandown Central School
- Relocate all Sandown North Kindergarten classes to Sandown Central School
- House Grades 1-5 at Sandown North Elementary School
- Create a Transition Team to Support Consolidation

Future Facilities Considerations

- Evaluate Infrastructure at Sandown North/Central
- Capital Improvement Committee reviews long term plans for both schools
- Install a fire sprinkler system at Sandown North

Playground and Green space at Sandown North

- Construct additional playing fields at Sandown North with the location determined by Director of Facilities and Superintendent
- Minimum of one acre
- Install appropriate fencing around portions of the field

Bus Transportation for Students

- District Transportation Coordinator and Administration will explore most efficient routes in order to reduce travel time for students
- Review traffic flow on Greenough and Danville Rds. to ensure timely arrival of busses to Sandown from TRHS and TRMS.

Traffic and Parking

- District and Town Officials collaborate on opening emergency access road from Sandown North, for busses only
- Evaluate traffic flow patterns to reduce congestion at drop-off and pick-up times

Technology Readiness

- None at this time

Impact on Professional Staff

- The administration and TTA (Timberlane Teachers' Association) should work to ensure, where possible, continuity in building representation from the TTA as well as actively encourage increase in dialog
- TTA Leadership should increase interaction and assistance with building representatives to ensure smooth transition and dialog
- TTA Leadership will consider a temporary special appointment of one additional representative per building to increase representation during transition
- To promote respect and support of the faculty and staff at both schools, full disclosure of this plan should be given to them at the absolute earliest opportunity

Committee Discussion and Recommendations

Current Facilities and Program Structures

Classrooms and Programs

The Committee determined that the most important considerations involved the appropriate utilization of District facilities and the preservation of current programs, while fostering the most age appropriate learning environments. With that focus, the Committee's mission statement drove each discussion, and all stakeholders had a voice in the development of the recommendations. The committee recognizes that not everyone will agree with the recommendations presented here; however careful consideration was given to all factors before finalizing these recommendations.

The full Committee toured both the Sandown North and Sandown Central schools to gain a better sense of the available space, possible classroom configurations and program requirements. It was determined that maintaining dedicated classrooms for the unified arts (art, music, enrichment and technology) was critical, as they are an important part of developing students into well-rounded and productive members of the community. The Committee felt that these educational opportunities were an integral component of a Timberlane education.

The Committee also focused on ensuring that the current Sandown North facilities, such as the cafeteria, were sufficient for the increased enrollment. Currently, cafeteria space is designed to accommodate up to 144 students at a time. This allows for the efficient management of three lunches, with the option to add a fourth lunch period if necessary. The Committee determined that Sandown North's library has adequate space to house all of the literacy materials from both schools and to serve as an instructional space. Technology programs would also continue to be fluid and operational, meeting the needs of the combined school. The Committee believed it critical to maintain a professional learning center, extended library space, small group meeting space, and conference rooms in addition to as many as seventeen classrooms. This included technology, music, art and special education classrooms.

It became evident during the tour that, although the space exists to consolidate the schools and create a PK-5 elementary, there would be inherent challenges. The Committee considered creating multi-age classrooms, moving therapy areas, replacing staff professional learning spaces with classrooms and possibly moving special education district programs to other

schools. It was determined that these measures would not meet the objectives of a 21st century education, and would further disrupt other schools in the district.

The Committee took special care to ensure that some of our youngest and most vulnerable students were not being negatively impacted in this consolidation. It was important to provide adequate space for the delivery of special education, specialized instruction, and related services. Currently, 78% of students enrolled in the District's preschool program are identified for special education. New Hampshire and federal law govern the provision that special education services are provided for identified students by the age of three. Families of the remaining "typical" preschool students pay tuition to attend the program, which provides revenue to the district.

The opportunity to expand the District preschool program, while gaining efficiencies of resources, made a District-wide consolidated preschool at Sandown Central School seems well worth exploring.

With due consideration, the Committee makes the following recommendations:

RECOMMENDATION:

Relocate and consolidate the district-wide Timberlane Learning Center Preschool Program and Early Learning Environments to Sandown Central School

The Committee recommends consolidating all current Timberlane Learning Center (TLC) preschool district programs into the Sandown Central School. This will maximize our current preschool resources, allow for more efficient use of staff, and result in a model preschool program that is dedicated to meeting the unique needs of our youngest citizens while providing both special education programs and early learning environments, as required by state and federal law.

The Committee recognizes that this recommendation may not be viewed favorably among the other towns in the District. However, after weighing all factors the Committee believes the District could leverage significant cost savings and efficiencies by operating one preschool program that serves the entire district, versus individual programs at each elementary school. Currently the TLC preschool has early learning environments at Sandown North, Danville, and Atkinson, with the District special education preschool programs for Autism, Intensive Needs and Emotional Disturbance at the Pollard School. Preschool enrollments by town fluctuate widely from year to year, and it has become more difficult to operate a cohesive preschool program with appropriate professional development, communication, and the sharing of

resources in separate locations. The preschool coordinator currently travels to each school in order to meet with preschool staff and ensure that they are meeting all reporting requirements as mandated by law.

The TLC preschool program at Pollard School has reached maximum capacity and is taxing the School's resources. There is ample space at Sandown Central to accommodate current enrollments and to expand as enrollments increase. The additional space will increase room for tuition-based typical students, thereby alleviating some of the costs associated with keeping the Sandown Central building open.

Because preschool enrollments typically double during the school year, as a result of three-year old referrals and identification via Early Intervention Services, providing appropriate services, such as speech, occupational therapy and physical therapy is challenging during the last quarter of the year. Past practice has been to contract with outside vendors at additional cost in order to provide services while critical staff complete mandatory evaluations. Having staff commute between schools to provide services creates inefficiency and disrupts students in other schools.

Looking to the future, there would be an opportunity for the high school to develop an Early Childhood Education Program in conjunction with the TLC Program at Sandown Central. Students seeking to pursue a major in this field at the college level and currently attending the Salem Vocational Center, would have an opportunity to gain experience in their own district. Proximity to the town library and town offices would allow these young students opportunities to explore the community with out the need of bussing.

Preschool programs are half day, in either the morning or afternoon, with no lunch service. This would eliminate the need for a kitchen renovation at Sandown Central School.

The Committee recommends that the preschool program have more than one administrator on site to help manage the program, oversee and evaluate staff, and attend the large number of team meetings and screenings required.

Advantages

Students:

- Ability to host family transition meetings for children turning three years old as required by the Memorandum of Agreement between the district and Early Support Services
- Provide a range of learning environments to give students access to a least restrictive environment with less dependency on private preschool /community placements
- Program consistency district-wide

Staff:

- Maximize the use of resources to meet the needs of all children
- Increased ability to utilize all staff to meet the needs of students as enrollment increases during the school year
- Shared ownership for case management and therapeutic services
- Ongoing professional development/targeted trainings for all staff to meet the needs of the diverse population of young learners
- Opportunity for professional dialogues regarding classroom instruction, therapy services and intervention strategies

Increase Parent Involvement Opportunities:

- Room to house a district-wide parent resource center
- Parent volunteers to engage students in language based learning activities (building postal system, library use, etc.)
- Parent trainings to support therapies and development of academic skills at home
- Partnership with CLM (Center for Life Management) to provide additional parent trainings
- A targeted parent support group
- Opportunity to develop partnership with the Parent Information Center and the Department of Education
- PTA – Timberlane Early Learning Center will work with parents to establish a PTA that is specific to this school

Facility/Campus:

- School/District recognition as a SEE-Change¹ State implementation and demonstration site for early learners

¹ ***SEE-Change:** Through an application and selection process, the TLC/Pollard Preschool site was recently chosen to participate in the SEE-Change state initiative for early childhood. SEE-Change is a NH initiative in partnership with the Early Childhood Technical Assistance Center (ECTA) dedicated to improving the outcomes for young children with or at risk for delays or disabilities and their families through wide spread use of evidence based

- Community partnerships with police, fire, library, and local businesses (field trip opportunities)
- Room to expand district Pre-K and Kindergarten programs
- Space to offer site-based Professional Learning to all district early childhood educators
- Demonstration site with feedback loop between Pre-K and Kindergarten teachers
- Space allows for expansion of tuition-based program for students from all district towns

Collaborative Opportunities:

- To enhance positive behavior management system from preschool to systems existing in other buildings
- To establish or enhance integrated teams (target, intensive and universal) for the purpose the providing interventions or referrals to special education
- To establish a community and culture that mirrors positive behavior philosophy.
- To share leadership between Principal and Preschool Coordinator

Challenges

- Increasing “typical” enrollments from within district and from surrounding towns.
- Establishing before and after school care through private providers
- Helping the public to understand the benefit of an early learning center
- Addressing parents’ concerns about sending their child to a preschool outside of their home town

RECOMMENDATION:

Relocate all Sandown North Kindergarten classes to Sandown Central School

The Committee recommends relocating all Sandown North kindergarten classes, both full and half day, to Sandown Central. This will alleviate any potential overcrowding at Sandown North while also allowing the kindergarten full day program to expand. This is another potential revenue generating option to help offset costs associated with Sandown Central. This move also allows the flexibility to add additional classes at Sandown Central in the event that kindergarten programs in other district towns become overenrolled. Currently the District provides a free half day kindergarten program and a full day, tuition based kindergarten class in each of the towns. The Committee believes that more parents may take advantage of the full day program in the future, and this could be an opportunity for the District to offer a

practices. The ECTA is a program out of the [Frank Porter Graham Child Development Institute](#) at the [University of North Carolina at Chapel Hill](#), funded through cooperative agreement number H326P120002 from the [Office of Special Education Programs](#), U.S. Department of Education. It is a systems-change effort to plan and sustain high-fidelity implementation of evidence-based recommended practices for young children and their families.

reasonably priced option to parents. It would be expected that students participating in these classes would be well poised to excel in first grade, where the curriculum, instruction and programs are aligned. Housing the TLC preschool and Sandown kindergarten under the same roof makes educational sense. Again, special education services could be coordinated more efficiently, and there would be plenty of opportunity for collaboration and cooperative learning.

This configuration would support the consolidation of District programs for students with emotional disabilities that currently operate in both Sandown North and Sandown Central Schools, where they have been successfully hosted for a number of years. The model of positive behavioral supports and interventions, which are so critical to maintaining the emotional health and well being of these students, is a mainstay at both locations. Moving the preschool program and kindergarten classes to Sandown Central will create space for the emotional disabilities program and ensure that other district special education programs are not disrupted.

Advantages

- All advantages previously identified in addition to the elimination of disruption to District elementary programs (Autism, Intensive Needs, Emotional Disabilities)
- Ability for vertical and grade-level professional learning communities to create a developmentally appropriate learning environment across settings and grade levels for students aged three through six

Challenges

- Providing lunch to full day kindergarten students (approx. 20)
- Establishing procedures to support students' transitions to Kindergarten and first grade
- Ensuring that Kindergarten students have a connection to the elementary program
- Coordinating bus transportation between Sandown North and Sandown Central Schools
- Coordinating and connecting teachers from the two campuses

RECOMMENDATIONS:

- } ***House Grades 1-5 at Sandown North Elementary School***
- } ***Create a Transition Team to Support Consolidation***

The Committee recommends consolidating Sandown Central and Sandown North Schools to create an elementary school for grades 1-5. Enrollment is projected to decline until 2023/24, making this a more efficient plan for educating Sandown's elementary-aged students.

With this plan, current grade five students will move to Timberlane Regional Middle School as scheduled, current grade four students will return to Sandown North for their grade five year, and current grade three students will remain at Sandown North for the grade four year. This elementary model will be largely consistent with elementary schools across the District and allows for increased staff collaboration in grades 1-5. Class sizes will be consistent with those in other schools in the District, with enrollments projected to decline over the next five years. This grade configuration will enhance opportunities for upper elementary students to mentor those in younger grades, while engaging in a variety of collaborative activities, such as reading buddy experiences. Increasing the time that siblings are housed on the same campus will serve families during parent conferences, open houses, school plays and other events.

Although, a transition team has already been formed, due to time constraints of the upcoming school year, the Committee supports the creation of this transition to support the consolidation of the Sandown North and Sandown Central Schools. The Committee also recommends the transition team should include a cross section of stakeholders including, but not limited to parents, staff, students and administration.

A major objective of this team would be to engage the community to look at how to best blend the children, staff and families into a unified school consisting of grades 1-5.

It should be noted, that a separate team or a sub-team may be formed to deal with specific preschool transitions, as this should consist of a wider cross-section of stakeholders from the District, given its affect on the wider District population.

The Committee also recommends that the transition team explore the following questions and needs of the community to develop plans and answers as appropriate.

- A Separate “Open House” for incoming fifth graders transitioning back to Sandown North
- Conduct a welcome back reception for Sandown North and Sandown Central teachers
- Determine how and when changes will be presented to the incoming 5th grade students
- Setup time for the transition team and principals to meet with all students through a forum type setting
- Consider current programs, such as “Monday Morning Meetings” to ensure they are appropriate for all age levels
- Discuss and provide recommendations on 4th and 5th grade traditions, such as student council, school store, lip sync competition, DARE, wacky-water day, ski club, field days, freedom trail, and bridges.

Advantages

- Adequate space in the immediate future
- Increased opportunities for collaboration
- Consistency of elementary model throughout the District
- No mid-elementary transition
- Staff knowledge of students over time
- A transition team would help ensure the smooth transition of staff, students and programs
- Stakeholders would have input into transition issues
- Consistency of class sizes district-wide
- Staffing levels can be adjusted modestly, in line with best educational practice and school board policy
- Projections show adequate classroom space well into future

Challenges

- Grade four students returning to Sandown North will require support during transition
- Grade four students will have an additional transition (back to Sandown North, then to TRMS)
- Larger class sizes, however in line with other district elementary schools
- Teachers must adjust to larger class sizes

Enrollment and Staffing Levels in Supporting Consolidation

Enrollments and Class Size for Preschool through Grade 5

Although the recommendations have been made in the previous section on how to best consolidate Sandown Central and Sandown North, the Committee thought it appropriate to share additional information that was reviewed as part of the considerations and how the Committee arrived at its recommendations. This section shares some of that information and further expands on the consolidation recommendations made in the previous section.

The Committee has reviewed current class sizes and projected enrollments to the year 2025. Current trends show decreasing enrollment until 2019, followed by an increase in enrollments through 2024. NESDEC reports are reasonably valid for 3-5 years. Based on these projections, Sandown North has the physical space to accommodate students for the foreseeable future. The following chart illustrates expected student enrollments for the town of Sandown in grades one through five. The chart excludes Sandown's Kindergarten population, assuming Kindergarten is moved to Sandown Central along with the District's preschool program.

Enrollment figures for this demographic are less predictable due to factors such as full day Kindergarten, private preschool placements, referrals from Early Intervention Services, and parent need for extended day program or daycare.

Three important points should be considered when reviewing this chart. First, the number of teaching staff required for each grade is only considered for the 2015/2016 school year. Teacher assignments beyond the first year of consolidation will be determined by District administration. However, for the purpose of this chart the staff levels were maintained without adjustment for comparison purposes.

Additionally, enrollment does not increase to current levels until 2023/2024, and it should be noted that school enrollment projections are less reliable beyond four years. The District will need to monitor student and staffing levels appropriately and in accordance with District policies.

School Year	Grade Level (Classes/Class Size)															
	G1 Staff Ratio 1:N			G2 Staff Ratio 1:N			G3 Staff Ratio 1:N			G4 Staff Ratio 1:N			G5 Staff Ratio 1:N			Total Students
2015-16	56	3	19	62	3	21	72	4	18	73	3	24	75	4	19	338
2016-17	56	3	19	55	3	18	61	4	15	70	3	23	72	4	18	314
2017-18	58	3	19	57	3	19	55	4	14	60	3	20	69	4	17	299
2018-19	60	3	20	59	3	20	57	4	14	54	3	18	59	4	15	289
2019-20	63	3	21	61	3	20	59	4	15	56	3	19	53	4	13	292
2020-21	65	3	22	64	3	21	61	4	15	58	3	19	55	4	14	303
2021-22	67	3	22	66	3	22	64	4	16	60	3	20	57	4	14	314
2022-23	70	3	23	68	3	23	66	4	17	63	3	21	59	4	15	326
2023-24	72	3	24	71	3	24	68	4	17	65	3	22	62	4	16	338
2024-25	74	3	25	73	3	24	71	4	18	67	3	22	64	4	16	349

2014-15 Class Sizes and Classroom Teacher Staff Levels

Grade 1: 62 students 4 classes	15.5 students per class
Grade 2: 62 students 4 classes	15.5 students per class
Grade 3: 74 students 4 classes	18.5 students per class
Grade 4: 73 students 4 classes	18.3 students per class
Grade 5: 75 students 4 classes	18.7 students per class

Total Sandown Students= 346
Total Classes= 20
Total Classroom Teachers= 20

2015-16 Consolidation Class Sizes and Classroom Teacher Staff Levels

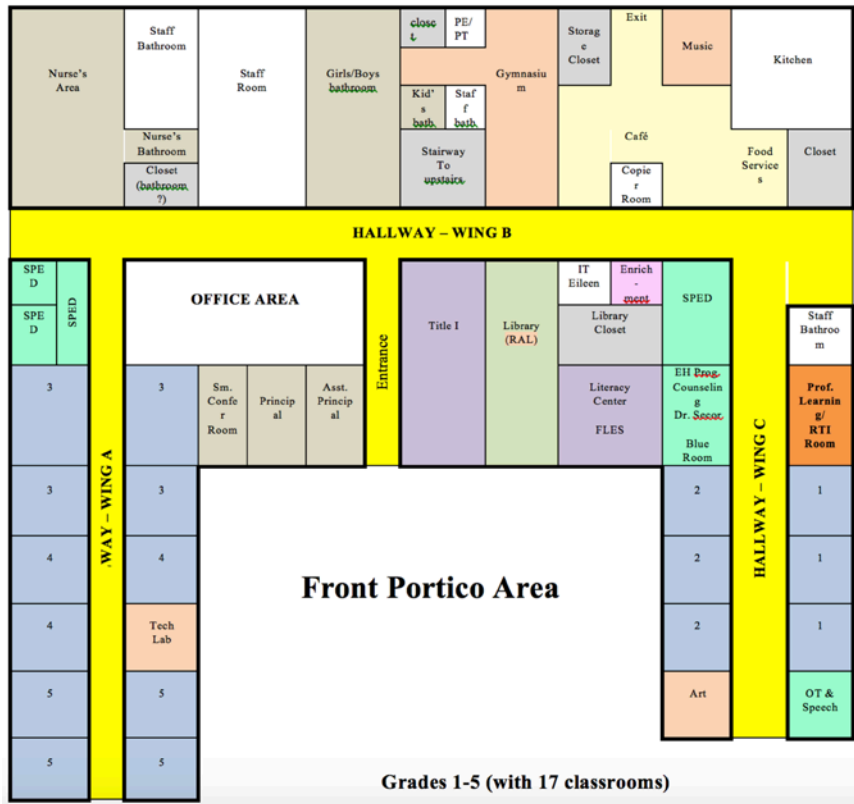
Grade 1: 56 students 3 classes 18.6 students per class
Grade 2: 62 students 3 classes 20.7 students per class
Grade 3: 72 students 4 classes 18 students per class
Grade 4: 73 students 3 classes 24.3 students per class
Grade 5: 75 students 4 classes 18.7 students per class

Total Students= 338 grades 1-5
Total Classes= 17
Total Classroom Teachers= 17

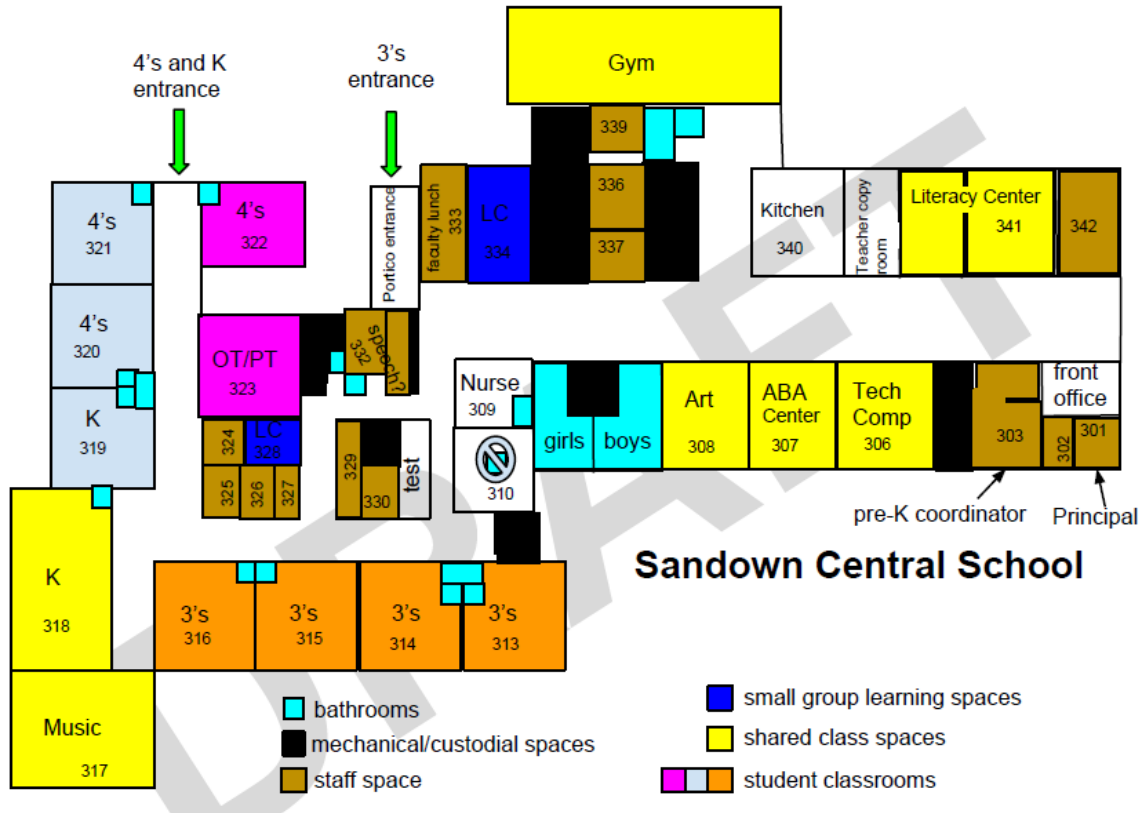
District Enrollment 2015-16

Grade	<u>Atkinson Academy</u>		<u>Pollard School</u>		<u>Danville Elementary</u>		<u>Sandown North</u>	
	<i>Per policy</i>		<i>Per policy</i>		<i>Per policy</i>		<i>Per policy</i>	
1	54	3=18	86	5=17.2	43	3=14.3	56	3=18.6
2	56	3=18.6	84	4=21	50	3=16.6	62	3=20.7
3	61	3=20.3	80	4=20	52	3=17.3	72	4=18
4	46	2=23	73	3=24.3	54	3=18	73	3=24.3
5	82	4=20.5	77	4=19.3	28	2=14	75	4=18.7
Total	299	15 classes	400	20 classes	227	14 classes	338	17 classes
Average Gr 1-5	19.9 students per class		20 students per class		16.2 students per class		19.8 students per class	

Proposed Classroom Configuration for Sandown North Elementary School



Proposed Classroom Configuration for Sandown Central Timberlane Learning Center Preschool



Future Facility Considerations

RECOMMENDATIONS:

- } ***Evaluate Infrastructure at Sandown North/Central***
- } ***Capital Improvement Committee reviews long-term plans for both schools***
- } ***Install a fire sprinkler system at Sandown North***

While not a critical need, adding adult bathrooms at Sandown North should be considered and explored, along with expansion of the faculty lounge. The nurse's office in Sandown Central should be evaluated to determine if it meets the needs of the preschool population or will require expansion.

In addition, the District should consider installing one-way glass outside of two preschool classrooms at Sandown Central, for the purpose of allowing parents of prospective enrollees to

observe the programs with minimal disruption to instruction. This would also support staff in the conducting of student observations as part of the special education evaluation process. Should the TRSD High School develop an Early Childhood Education program, the observation windows would prove very useful.

A process for serving lunch to full day Kindergarten students should be developed.

The Committee recommends that the Capital Improvement Committee (CIP) study enrollment projections to inform long-range facility planning. This Committee identified and discussed current space restrictions and challenges, but given that long-term projections lack accuracy, the Committee did not offer a specific recommendation in this area.

The Committee **strongly** recommends that a fire suppression and sprinkler system be installed at Sandown North. Currently, the building does not have a fire suppression system, which the Committee sees as a significant safety factor in the event of a fire. This deficiency needs to be addressed immediately.

Advantages

- Minimal facility upgrades to accommodate consolidated programs
- Observation windows would be beneficial on many counts
- All district facilities will be reviewed for long-term objectives and strategies
- Advance notice for district towns to put money into the capital reserve fund
- Less impact on the tax rate for towns
- Sprinkler system provides increased protection for students, staff, and fire department in case of fire
- Increased likelihood of saving the building in case of fire

Challenges

- As with any facilities changes and upgrades, there are associated costs
- Mobilizing the CIP to look at future needs
- Obtaining public support for future large projects
- Prioritizing the needs of each town and school

Consideration of Options for the Use of Sandown Central Facility

The Committee considered a number of options for the utilization of Sandown Central School, including leasing of the space to a K-8 charter school, which had expressed interest in such an

agreement. In addition, the Committee considered retiring the facility, while maintaining minimal utility service so as not to compromise structure and value.

It was determined that leasing Sandown Central School to a charter school would increase traffic in the center of Sandown considerably, as the charter school would not offer bus transportation options for students. Further, there were not sufficient classrooms to accommodate the charter school student enrollments, which may have led to requests to structurally alter the building. Lastly, this option would have prevented the District from using the building to meet future educational needs. After considerable discussion, the Committee determined that leasing the building was not in the best interest of the District due to a lack of acceptable revenue, a possible multi-year lease commitment, and questions about the District's responsibility to continue maintaining the facility

The final option considered by the Committee was to close Sandown Central and maintain minimum utility services to prevent rapid deterioration. It was determined that better options were available.

Specifically, the recommendation to locate the Timberlane Learning Center at Sandown Central would add efficiencies through better utilization of facilities, staff, space, equipment and resources, which would have a positive instructional impact.

Playground and Green Space at Sandown North

RECOMMENDATIONS:

- } Construct additional playing fields at Sandown North with the location determined by Director of Facilities and Superintendent**
- } Minimum of one acre**
- } Install appropriate fencing around portions of the field**

The Committee membership toured the playground at Sandown North School with the Director of Facilities, Jim Hughes, to assess capacity for accommodating students in grades four and five. The playground equipment appeared adequate for younger students. The lack of open field space was evident. Currently, Sandown North School does not have outdoor playing fields for students to use during recess and physical education classes. Sandown Central Principal Doug Rolph, along with parent representatives, agreed that older students prefer field space as opposed to playground equipment for running and organized play. A small playground with equipment is located in the back of the facility but is insufficient for field games. The Committee felt that this area is not adequate for the current student population, would not

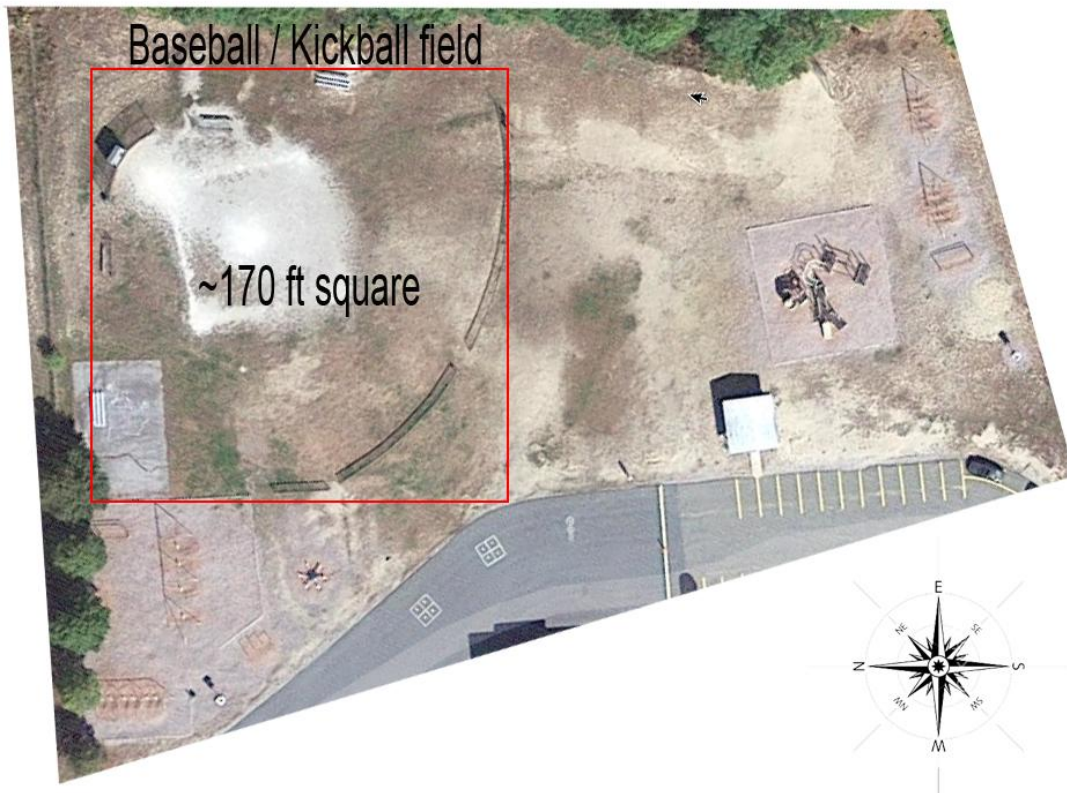
meet the needs of the older students soon to be housed there, and is deficient when compared to other district elementary schools.

According to a study performed by Lavallee Brensinger Architects in December 2008, the upper terrace, a fairly flat section of gravel based clearing in front of the school, has the potential for small athletic field development. The Committee rejected this suggestion after considering the logistical and safety complications of locating the field so far away from existing playground space. Jim Hughes directed the group's attention to an area of the campus near the existing playground that could, in his opinion, be used to create additional fields.

As part of the research, Committee members measured the existing outdoor play area at Sandown Central and determined that the total area measures approximately 94,000 square feet, or just over two-acres. The space consists of five distinct areas: swings, gymnastic bars, monkey bars, a slide and a play structure resembling an octopus.

The northeast corner contains a Little League baseball field, which doubles as a kickball and whiffle ball field during recess. This field measures approximately 28,900 square feet, or just over two thirds of an acre. An open area in the middle of the field functions as a space for games such as tag, soccer, and tag football. This area is approximately a quarter of an acre. The south-end of the play area consists of a small baseball field, play structure, swings, and monkey bars.

The following image shows Sandown Central's current playing field layout as described to provide visual comparison.



Sandown Central Field Measurements

Advantages

- Quality of playground equipment at Sandown North is appropriate for current students
- Expand physical education curriculum to include outdoor activities
- Students would not have to travel off site for field day
- Preschool program does not require immediate renovation of Sandown Central playground
- Opportunity for expanded community use for fields
- Adequate outdoor space for physical activity promotes a healthier lifestyle

Challenges

- Installing general purpose field of at least one acre
- Topography constraints at Sandown North location
- Lack of playground equipment in sufficient quantity to support preferred student activities
- Insufficient number of swings at correct height for older students

Student Playground Activities Survey and Results

4th and 5th grade students at Sandown Central elementary participated in an anonymous survey on April 9th – 10th, 2015 which was designed to gather information regarding the types of preferred activities during recess, as well as usage of the existing playground equipment.

A sample survey may be found in Appendix A

Unsolicited maps of a potential multi-use outdoor play areas created by Sandown Central students, can be seen in Appendix B

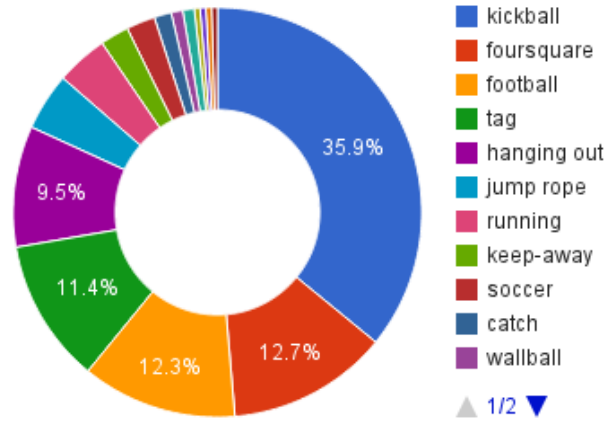
The results of the survey show a clear preference for field-type activities that require open space. Three of the top four activities that do not involve playground equipment require open field space of a minimum size, as well as permissive rules that allow running.

The survey found that nearly three-quarters of the students who participated in the survey do use some of the existing playground equipment at Sandown Central Elementary. Those surveyed indicated a strong preference for the swings, zip lines, monkey bars, octopus, and slides.

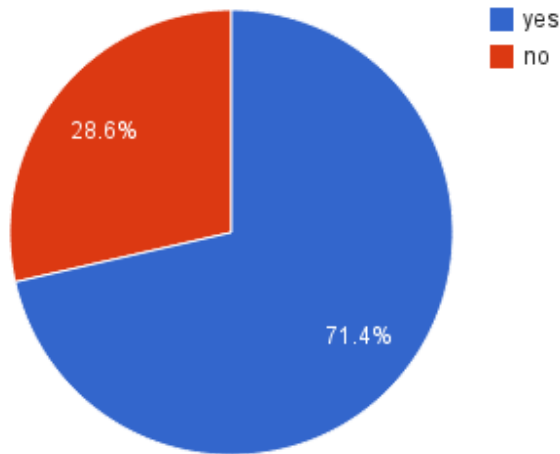
Of those students who indicated that they do not use the existing playground equipment, the large majority cited a preference for field activities as the primary reason for not using the playground equipment.

The following charts summarize the results of the student survey:

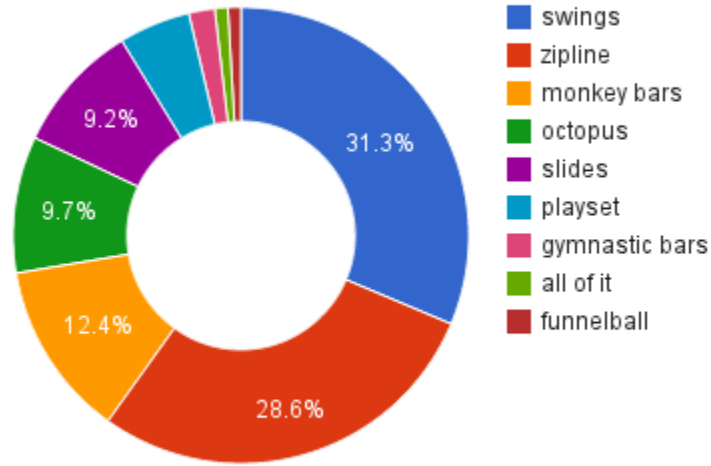
Non-Equipment Activities



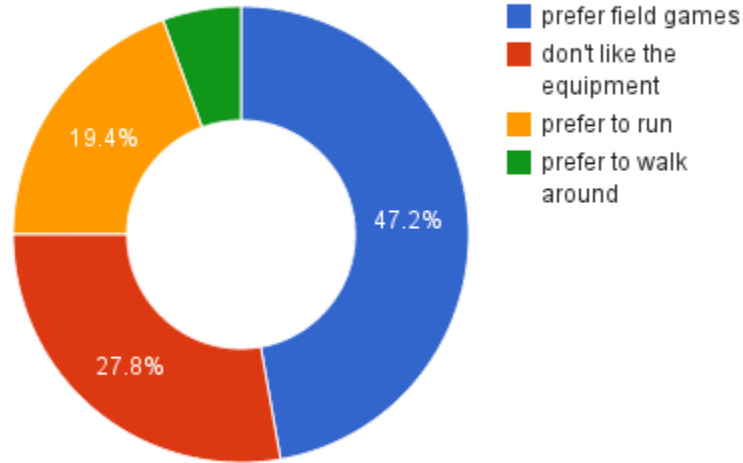
Students Who Use the Playground Equipment



Preferred Playground Equipment



Reasons to Not Use Playground Equipment



Parking at Sandown North

The Committee reviewed the parking capacity at Sandown North Elementary School and examined the parking lots during the facility tour. Currently there are a total of 89 regular parking spaces and four handicapped parking spaces. There are 31 parking spaces in the front of the building and 58 parking spaces in the rear of the building. The Committee has determined, based on the recommendations made within this document, that the current number of spaces is adequate to meet the parking needs of staff and a moderate number of visitors to the school.

Traffic at Sandown North

The Committee discussed the concerns of the community regarding the drop off and pick up of students. The following was noted:

- Daily drop-off and pick-up has historically been difficult due to high number of parents opting to drive their children instead of utilizing bus transportation
- Possible increase in traffic, as kindergarten and preschool parents will be replaced by grades four and five parents
- It was suggested that representatives from the District should explore the possibility of utilizing the access road that is currently only open for emergencies

Advantages

- Access road ensures safety of students and staff in case of emergency
- Easier access for fire, police and ambulance in case of emergency
- More efficient traffic flow and faster drop-off and pick-up

Challenges

- Sandown town officials have been hesitant to open access road in the past
- Abutting property owners would be affected by increased traffic
- Playground could interfere with parking and traffic flow
- Opening access road will be a multi-step process involving various town agencies

For Sandown North the consolidation of grades one through five will be the merging of two separate and distinct groups. In many respects Sandown Central is being designed as a new school. For staff being reassigned to new buildings, some aspects will resemble a first year teaching situation, as they learn to work in a new building and under new supervision.

The two buildings in transition will likely have elevated levels of professional and administrative concerns. Representations of building personnel or professional concerns are usually brought forward with assistance by TTA building representatives.

Advantages:

- The restructuring of staff and schools could allow a reexamination of and reassessment of Administration/building practices and communications that can allow for greater levels of effectiveness.
- The opportunity exists to establish stronger collaboration with professional building representation.

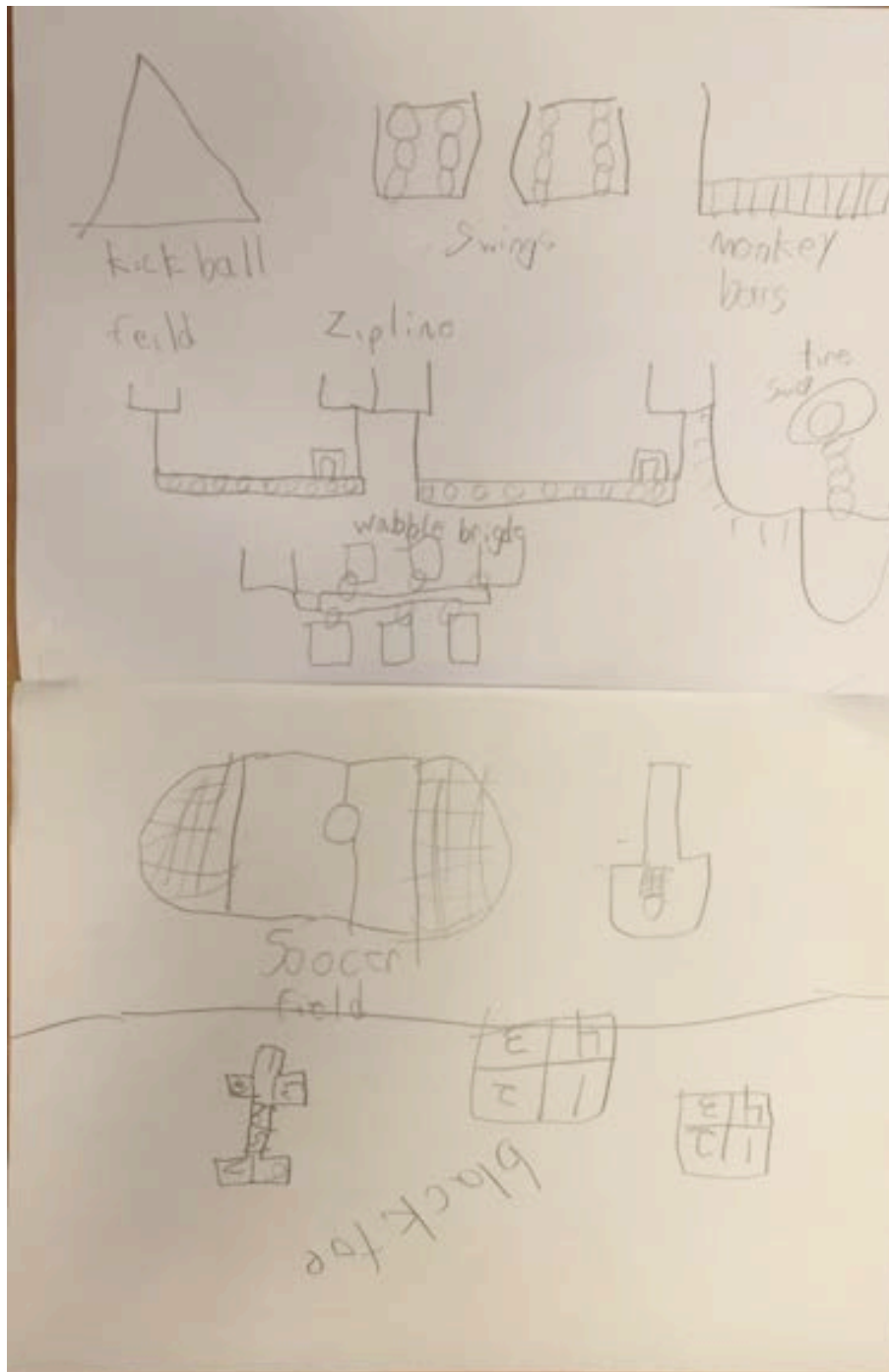
Challenges:

- As two distinct staffs come together, opportunities for team-building and intentional collaboration will need to be designed to ensure that the transition is seamless for all.

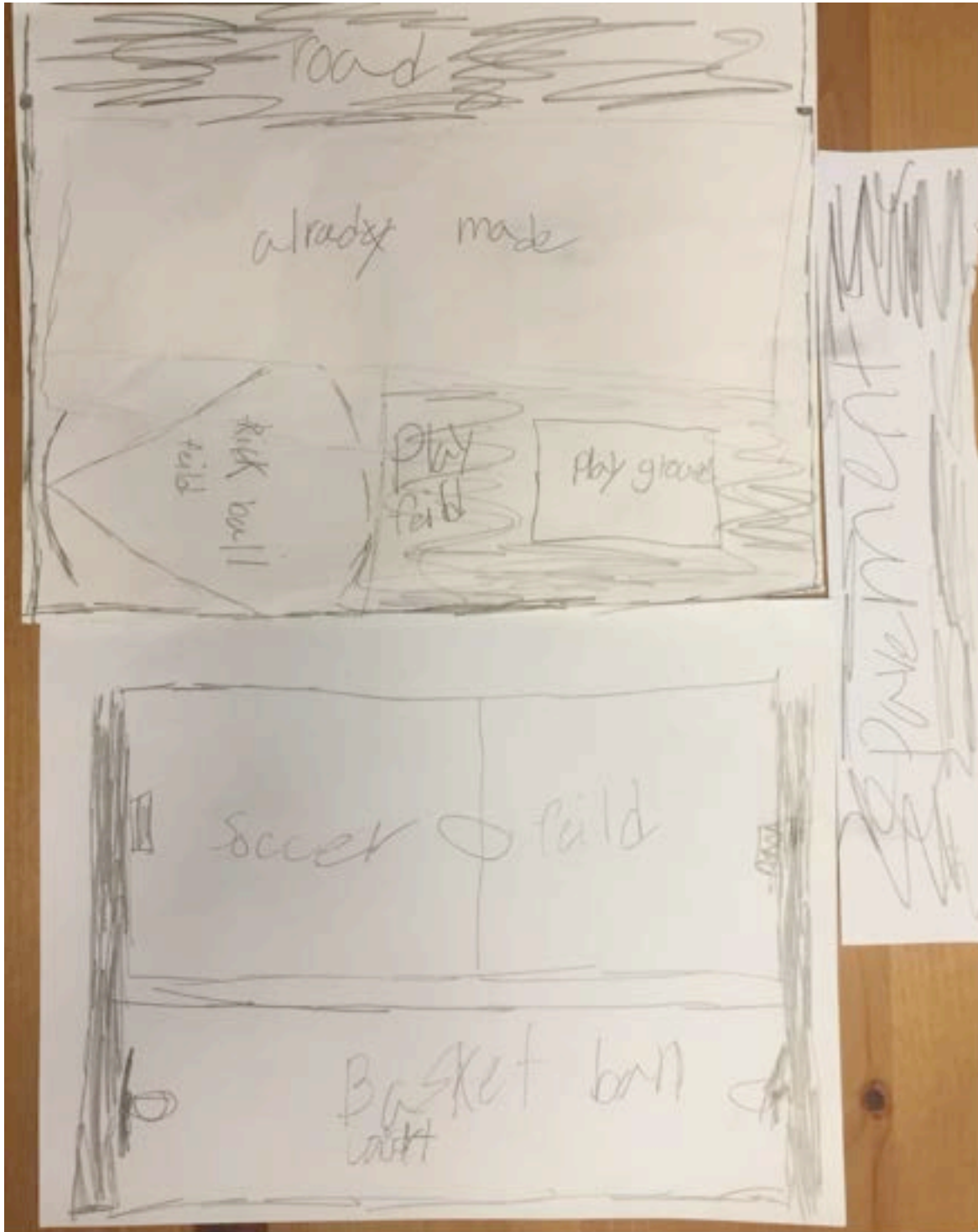
**THIS IS THE END OF THE CONSOLIDATION COMMITTEES
RECOMMENDATIONS**

Appendix B – Student Suggested Maps for Multi-Purpose Play Area

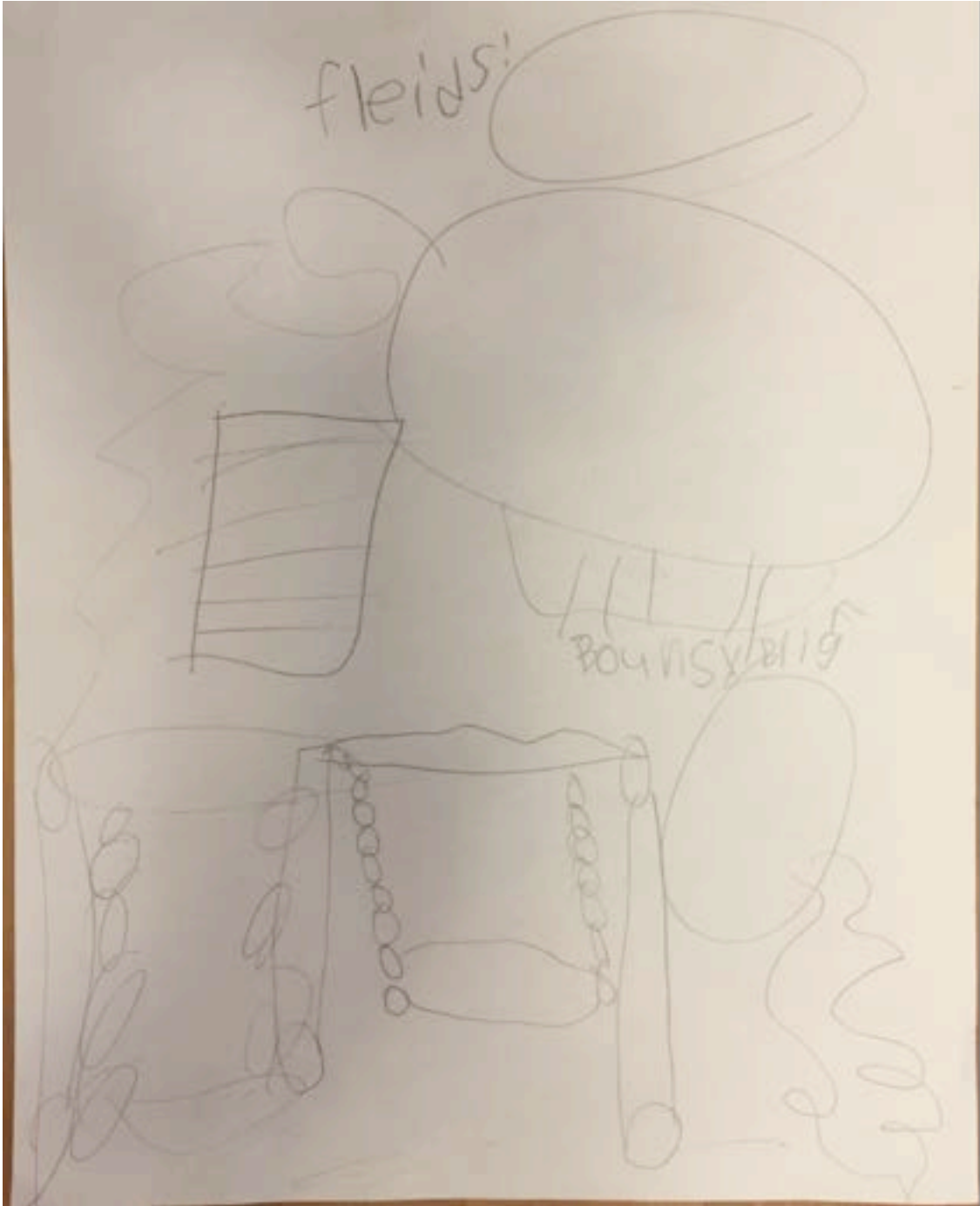
Student Suggested Map 1




Student Suggested Map 2



Student Suggested Map 3



Memo

To: Dr. Metzler
From: George Stokinger 
CC:
Date: May 26, 2015
Re: Timberlane Tuition Rates

Listed below are the proposed 2015-2016 tuition rates. Please have the Board review and approve these rates at their next meeting.

I have calculated the following rates:

Kindergarten	\$ 7,800
Elementary	\$15,600
Middle School	\$15,300
High School	\$14,800
Special Education	\$30,500

Previous Tuition Rates

	<u>2014-2015</u>	<u>2013-2014</u>
Kindergarten	\$ 7,250	\$ 6,950
Elementary	\$ 14,500	\$ 13,900
Middle School	\$ 14,700	\$ 13,600
High School	\$ 13,700	\$ 12,800
Special Education	\$ 28,500	\$ 26,800

TUITIONED STUDENTS STATS FOR 2015-16

School Breakdown:

- 7 High School (3 SPED placements from Hampstead)
 - 1 Middle School
 - 6 Elementary (includes 2 kindergarteners) (1 new request)
 - 2 Preschool (1 new request)
-

10 Staff Member Requests

- 2 under grandfathered 10% rate
- 8 under new policy of tuition less \$10,000/or prorated

6 Non-Staff/Non-Resident Requests

- 2 full tuition
- 3 paid by resident school district (SPED placements)
- 1 even swap for Hampstead request to attend TRHS (pending)

Timberlane Regional School District	Policy Code: JFAB
Adopted: 05-21-87 Reaffirmed: 06-06-91 Revised: 05-02-96, 02-24-05 11-03-05, 02-16-07, 06-04-09, 10-21-10, 06-05-14	Page 1 of 3

ADMISSION OF TUITION AND NON-RESIDENT STUDENTS

I. Residency

Residency for the purpose of enrollment in the Timberlane Regional School District (hereafter referred to as the District) shall be defined by RSA 193:12. Any student who meets the RSA 193:12 definition of legal resident of this District is entitled to attend school in this District. A student who is not a legal resident of the District may attend school in the District only with the consent of the Superintendent. Disputes regarding residency shall be determined by the relevant laws in effect at the time.

II. Admission of Non-Resident Students

Individual non-resident students may be considered for admission to the District and only under the following conditions:

1. A resident student who moves from the District during the school year may continue as a non-resident student through the end of the school year. The District of Residence must agree to pay the tuition rate (as calculated in Section III), prorated for the time that they are not legal residents of the District. However, if the resident student moves from the District after March 31, the tuition will be waived.
2. Students from other countries, who are the guests of District residents and participating in a federally recognized education exchange program, may be admitted if space is available. Admitted students will not be charged tuition.
3. Students from other countries not participating in federally recognized education exchange program may be admitted if space is available. Admitted students shall be charged full tuition. The Timberlane Regional School District will follow Homeland Security guidelines of the federal government standards with regard to all foreign exchange students. Students must meet all of the required standards of the State of New Hampshire and the federal government in order to be accepted into the school district. ESOL instruction shall be the responsibility of the parent or guardian.
4. Children of non-resident parents, who will be moving into the District during the school year, may be admitted prior to actual establishment of residency, provided a written request and verification of the anticipated date of residency are submitted to and approved by the Superintendent. There must also be an agreement between the District and the student's school district of residence and/or parents or legal guardian regarding payment of tuition (as calculated in Section III), prorated, and special education costs for the period of time that the student is not a resident of the District. Such request shall be supported by appropriate documentation such as a bona fide lease or purchase and sales agreement, properly executed. If the lease or purchase and sales agreement indicate that residency will be established within 60

Timberlane Regional School District	Policy Code: JFAB
Adopted: 05-21-87 Reaffirmed: 06-06-91 Revised: 05-02-96, 02-24-05 11-03-05, 02-16-07, 06-04-09, 10-21-10, 06-05-14	Page 2 of 3

school days of the date the student is enrolled, the need for an agreement with District of Residence will be waived. Tuition will also be waived for the 60 days.

5. A student who has been identified homeless by the District Homeless Liaison shall be allowed to attend a District school pursuant to Policy JFABD (Admission of Homeless Students).
6. Children of non-resident faculty and staff members, who are employed for at least 181 days annually, may be accepted on a space-available basis with a reduction in tuition of \$10,000. Applications may be made in writing to the Superintendent of Schools; the date of receipt of the application will determine eligibility in instances where space is restricted.

In the above six circumstances, admission may be denied to any non-resident student who has been suspended or expelled, or involved in suspension or expulsion proceedings, in another district or whose behavior while a student in the District has had, in the sole judgment of the Superintendent, a negative impact on the resident students of the District. The decision to admit each non-resident student shall be made annually by the Superintendent and the decision of the Superintendent shall be final.

III. Tuition of Non-Resident Students

The tuition rate, will be approved by the School Board. A signed tuition confirmation letter, approved by the Superintendent, shall be on file in the SAU 55 office prior to attendance. Tuition, where applicable, shall be prepaid in monthly or quarterly payments, or if appropriate, through payroll deduction. Tuition shall not be reimbursed if the student leaves the District, voluntarily or involuntarily, during the period for which payment has already been made. Failure to pay tuition as due shall be grounds for revoking the admission of non-resident tuition students. Section IV below outlines limited special circumstances under which tuition may be waived.

IV. Responsibility for Services not Included in the Calculation of Tuition Rate

The District will not provide transportation to any non-resident student. NH State Law guides the District's view of the responsibility for the provisions of special education services as provided in RSA 186-C. The District's decision on whether to enroll a non-resident student will not be based, in whole or in part, on whether that student is a student with a disability, as defined by applicable state or federal law. Section V and VI below outline limited special circumstances under which this Section IV requirement for an agreement with the district of residence may be waived.

V. Tuition Agreements with other School Districts

The District may enter into one or more agreements with other school districts or agencies for the admission of non-resident students with payment of tuition by the sending district

Timberlane Regional School District	Policy Code: JFAB
Adopted: 05-21-87 Reaffirmed: 06-06-91 Revised: 05-02-96, 02-24-05 11-03-05, 02-16-07, 06-04-09, 10-21-10, 06-05-14	Page 3 of 3

or agency. The admission of such students under these circumstances shall be governed by the terms of said agreements.

VI. Other Situations

Families who are enrolled as non-resident students at the time of the adoption of this policy will be “grandfathered” and allowed to continue attendance until they have completed their education in this District. However, the Superintendent may discontinue a student’s attendance based upon the existence of disciplinary issues.

It is not possible to anticipate all situations that may arise, thus, notwithstanding any provisions of this policy, the Timberlane Regional School District reserves the right to charge tuition or to deny admission to any non-resident student. The Timberlane Regional School District also reserves the right to admit non-resident students and waive tuition in situations not discussed in this policy.

Legal References:

- RSA 193:12 Legal Residence Required*
- RSA 186-C:7 Individual Education Plans*
- RSA 186-C:13 Liability for Expenses*
- Individuals with Disabilities Education Act*
- Section 504 of the Rehabilitation Act of 1973*
- Americans with Disabilities Act*

TIMBERLANE POLICY COMMITTEE

SECOND READING / ADOPTION

1. **BCA ETHICS POLICY STATEMENT**
 - this policy has not been updated since 2001
 - board ethics are outlined in BCA-R
 - recommend re-affirming

2. **BEDH PARTICIPATION AT SCHOOL BOARD MEETINGS (and BEDH-X Form)**
 - Last updated in 2001
 - NHSBA language proposed with some additional modifications by the policy committee

3. **FB FACILITIES PLANNING**
 - Recommended changes by policy committee to add CIP committee reference

Timberlane Regional School Board	Policy Code: BCA
Adopted: 04-21-83 Reaffirmed: 11-01-90 Revised: 09-20-01 Reaffirmed:	Page 1 of 1

ETHICS POLICY STATEMENT

The Board will adopt a member code of ethics statement and annually each member will read, review and sign a copy of the statement to indicate agreement with the statement.

Appendix BCA-R

<p>Timberlane Regional School Board</p>	<p>Policy Code: BEDH</p>
<p>Revised: 09-17-92 Revised: 12-03-98 Revised: 09-20-01 Revised:</p>	<p>Page 1 of 2</p>

PARTICIPATION AT SCHOOL BOARD MEETINGS

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, it may conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings:

- 1. During the "Delegations and Individuals" section of each Board meeting residents may comment for up to three minutes (unless waived by the Board) by completing a comment card and submitting it to the recording secretary at the beginning of the meeting.*
- 2. Consistent with RSA 91-A:3, Policy BEDB, and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public agenda that is to be properly discussed in a non-public session. Complaints regarding individual employees, personnel or students will be directed to the Superintendent in accord with Policies KE and KEB.*
- 3. All speakers are to conduct themselves in a civil manner. Obscene, libelous, defamatory or violent statements will be considered out of order and will not be tolerated. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow this rule of order.*

Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, questions may be directed to individual Board members, but answers must be deferred pending consideration by the full Board. Therefore, Board members will take comments and presentations from the public under advisement only. Persons appearing before the board are also reminded that School Board meetings are meetings held in public; not meetings held for the public.

Legal Reference:

*RSA 91-A:2, Meetings Open to Public
RSA 91-A:3, Non-Public Sessions*

Appendix BEDH-X

<p>Timberlane Regional School Board</p>	<p>Policy Code: BEDH</p>
<p>Revised: 09-17-92 Revised: 12-03-98 Revised: 09-20-01 Revised:</p>	<p>Page 2 of 2</p>

~~The Timberlane Regional School Board encourages citizens to attend its meetings and welcomes their views on pertinent subjects. Anyone may comment for up to five minutes (unless waived by the Board) during the "Delegations and Individuals" section of each Board meeting by visually notifying the chairperson of your intent to comment WITHOUT completing a comment card. Anyone may also comment during any agenda item for up to three minutes (unless waived by the Board) by completing a comment card, and submitting it to the School Board secretary PRIOR to that agenda item being discussed by the Board.~~

~~**Conduct at Board Meetings** – Board meetings are conducted by Robert’s Rules of Order, Modern Edition. Abusive or defamatory remarks, demonstrations, disorderly conduct or interruptions are unnecessary and unproductive; will not be tolerated; will be ruled out of order; and the person(s) will forfeit their remaining comment time.~~

~~**Written Material** – Anyone wishing to distribute written materials to Board members may do so by distributing during their comment time, or may submit them to the Superintendent at least 8 days prior to the Board meeting.~~

I wish to comment on agenda item(s) no. _____ when it comes up on the agenda.

Name (Printed) _____

Address _____ Town _____

[Statutory Reference](#)
 RSA 91 A:3

<p>Timberlane Regional School District</p>	<p>Policy Code: FB</p>
<p>Revised 03-07-91 Revised: 12-03-98 Revised: 02-16-12 Revised:</p>	<p>Page 1 of 1</p>

FACILITIES PLANNING

It is the policy of the School Board that the administration prepare a ~~six~~10-year *or more* Capital Improvement Plan and update and extend it ~~every two years~~annually, *unless a Capital Improvement Committee is established by the Board, which in that case, it shall be the responsibility of the committee.*

SCHOOL BOARD GOALS

2015-2016

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

1. Academic Excellence

Support the Superintendent's Leadership Team and instructional staff in their pursuit of academic excellence and continuous improvement.

2. Community Engagement and Public Relations

The Board will continue to dedicate district resources towards a centralized, consistent and professional public relations and community relations effort.

3. Capital Improvement Plan

The Board will review, adjust and implement the Capital Improvement Plan by June 30, 2016.

4. Working with the Budget Committee

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

5. Sandown Consolidation

The Board will oversee a fiscally responsible and educationally robust consolidation effort, as measured by assessments and an overall cost savings to the district of \$600,000.

Nancy Steenson, Chair

Peter Bealo, Vice Chair

Timberlane Regional School Board

Adopted _____