

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, MARCH 19, 2015

Re-organizational Meeting - 7:30 PM

Superintendent's Office
30 Greenough Road , Plaistow, NH

Dr. Earl Metzler, II, Superintendent

Dr. Roxanne Wilson, Asst. Superintendent

AGENDA

1. **Call to Order – Dr. Metzler**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Election of Officers**
 - a. Chair
 - b. Vice Chair
 - c. School District Clerk
 - d. School Board Recording Secretary
 - e. Treasurer
 - f. Assistant Treasurer
 - g. School Counsel
 - h. Bonding
 - i. Bank Depository
 - j. Review of Investment Policy DFA (to be reviewed annually per RSA and Auditor)
 - k. School Board Ethics Statement
 - l. School Board Meeting Rules
5. **Meeting Dates, Time and Place**

Regular meeting to immediately follow organizational session.

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.

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, MARCH 19, 2015

Regular Meeting - 8:00 PM
Immediately following re-organizational meeting

Superintendent's Office
30 Greenough Road, Plaistow, NH

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

AGENDA

1. **8:00 PM** Call to Order – Chair (10 minutes)
2. **Approval of Minutes**
 - a. February 26, 2015
 - b. March 5, 2015
3. **Delegations or Individuals**
4. **Current Business**
 - a. **8:10PM** Election Results – INFORMATIONAL (10 minutes)
 - b. **8:20PM** NYC Student Trip* – ACTION (10 minutes)
 - c. **8:30PM** TRMS Transformers – INFORMATIONAL (10 minutes)
 - d. **8:40PM** 2016-17 School Calendar – ACTION (5 minutes)
 - e. **8:45PM** Science Curriculum – INFORMATIONAL (5 minutes)
 - f. **8:50PM** Math Program – ACTION (30 minutes)
 - g. **9:20PM** Math Curriculum – ACTION (5 minutes)
 - h. **9:25PM** Sandown Consolidation – ACTION (20 minutes)
 - i. **9:45PM** Strategic Plan – INFORMATIONAL (5 minutes)
 - j. **9:50PM** Wellness Committee – INFORMATIONAL (5 minutes)
 - k. **9:55PM** School Board Self Evaluation – INFORMATIONAL (10 minutes)
5. **10:05PM** **Administrator's Report**
 - a. Update on School Activities – INFORMATIONAL
6. **Personnel Report**
7. **10:15PM** **Committee Reports**
8. **10:20PM** **Reports of the School Board**
9. **Correspondence Folder**
10. **Vendor and Payroll Registers**
11. **10:25PM** **Other Business**
12. **Non-public** (if needed)
13. **Future Dates**

DATE	MEETING TYPE	LOCATION	TIME
April 2	Regular Meeting	SAU	7:30 PM
April 16	Regular Meeting	SAU	7:30 PM
April 22	SAU Board Meeting	SAU	7:00 PM
May 7	Regular Meeting	SAU	7:30 PM
May 21	Regular Meeting	SAU	7:30 PM
June 4	Regular Meeting	SAU	7:30 PM
June 18	Regular Meeting	SAU	7:30 PM

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

ADMINISTRATOR'S REPORT

REORGANIZATIONAL MEETING – March 19, 2015

The organizational meeting will be opened by the Superintendent per TRSD policy BDA.

1. Call to Order

2. Pledge of Allegiance

3. Election of Officers

Dr. Metzler will call for nominations from the floor for the chair and vice chair offices. In the event more than one person is nominated for an office, he will initiate the voting by show of hands process.

- a. Chair – nominations from the floor*
- b. Vice Chair – nominations from the floor*

Newly appointed chairman to call for nominations of the following:

- c. School District Clerk – Lorna Walker will no longer serve as district clerk. She actually gave her notice last year after the recount but agreed to fill the spot until a replacement was found. We have been advertising for a candidate for over a year now with no interest. She no longer wishes to serve this district in this capacity. The position is vacant.*
- d. School Board Recording Secretary – Nancy Danahy is seeking re-appointment*
- e. Treasurer – Paul Sullivan is seeking re-appointment*
- f. Assistant Treasurer – Lori Parrillo is seeking re-appointment*
- g. School Counsel – recommendation to allow Superintendent to seek legal counsel when necessary and with firm most appropriate.*
- h. Bonding – recommendation to bond the treasurer and assistant treasurer in the amount \$100,000.*
- i. Bank Depository – recommendation to appoint BankNorth as the District bank.*
- j. This policy to be reviewed on an annual basis per district auditors and RSA's. The policy will be presented to the PC first should there be any proposed changes, otherwise, it will be considered for general review by the board at the re-organizational meeting. Mr. Stoking can clarify if further explanation is needed.*
- k. School Board Ethics Statement – to be reviewed and signed by all members on annual basis in accordance with Board policy BCA.*
- l. School Board Rules – outlines protocol as a board member. To be reviewed and adopted by board.*

4. Meeting dates and times

Recommendation to hold school board meetings on the first and third Thursdays of the month at 7:30 pm at the Superintendent's office, waive the July meetings and the first meeting in August (unless needed) and hold the meeting scheduled for the third week in August on the 27th when school is back in session, and finally, to reserve the right to amend the meeting schedule as needed.

5. Adjournment

REGULAR MEETING AGENDA

1-3. OPEN MEETING

Self-explanatory.

4. APPROVAL OF MINUTES

Recommendation to accept three sets of minutes: 02/26/15 public hearing and 03/05/2014 public and nonpublic meetings.

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. Review of Election Results – INFORMATIONAL – 10 minutes

Review March 10th voting results. Action on SC to be taken later in meeting. See agenda item g.

b. NYC Student Trip – ACTION – 10 minutes

Meaghan Guanci to request permission for students to travel to NYC on May 30th. Itinerary in packet. See policy IJOA.

c. TRMS Transformers – INFORMATIONAL – 10 minutes

Jim Hughes to provide an update on the plan to replace the transformers at the middle school.

d. 2016-17 School Calendar – ACTION – 5 minutes

Deb Armfield to present proposed 2016-17 school calendar.

e. Science Curriculum – INFORMATIONAL – 5 minutes

Mark Pedersen, Kristen Pereira and Deb Armfield to present first reading of proposed science curriculum.

f. Math Program – ACTION – 30 minutes

Math team (Mark Pedersen, Rebecca Carlson, Deb Armfield, Kristen Pereira and Nancy Barcelos) to present math program. Action to purchase required by the board.

g. Math Curriculum – ACTION – 5 minutes

Deb Armfield and Kristen Pereira to field questions on second reading and adoption of the proposed math curriculum that was presented back in February.

h. Sandown Consolidation – ACTION – 20 minutes

Board to discuss voting results of Sandown Central and take action on consolidation plan.

i. Strategic Plan – INFORMATIONAL/ACTION – 5 minutes

The 2009 Strategic Plan expires in 2015. The Strategic Planning Committee should consist of administrators, teachers, school board members, budget committee members, parents. The last plan was written with the assistance of a consultant. How does the board wish to proceed?

j. Wellness Committee – INFORMATIONAL – 5 minutes

The requirements of the NHDOE Bureau of Nutrition Programs & Services as it relates to the food service program requires there be a district-wide wellness committee. There are building specific wellness committees but not a district-wide. The district-wide committee must have representation that includes board members, parents, students, administrators, and teachers. How does the board wish to move forward with this?

k. School Board Evaluation – INFORMATIONAL – 10 minutes

Review of self and 360 evaluation results; consideration of incorporating results into board goals for 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.*

April 2, 2015	
Science Curriculum	<i>Second read/adoption</i>
Renominations	
Committee Assignments	
School Board Training	
Athletic Boosters Update	<i>Financials</i>
Graduation Date	
Football Boosters Fundraiser	<i>Heather David (8pm)</i>
Business Partnerships Update	<i>Scott Strainge</i>
Protecting Student Information	<i>J Holland/D Woodworth</i>
Golf Program	<i>Peter Doherty</i>

April 16, 2015	
Policies	<i>First reading</i>
Summer Hours	
Athletic Contract Review	
TTA Update	<i>Lou Broad (20)</i>
School Board Goals for 2015-16	

May 7, 2015	
Policies	<i>Second reading</i>
Social Studies Curriculum	<i>First read</i>
Annual Food Service Contract Review	
School Board Goals	<i>If needed</i>

May 7, 2015

--	--

May 21, 2015

Federal Funding Authorization	
Suspension Authorization	
Tuition Rates/Requests	
Social Studies Curriculum	<i>Second read/adoption</i>
English Language Arts Curriculum	<i>First read</i>
Information Technology & Communication Curriculum	<i>First read</i>
Policies	<i>First Read</i>

June 4, 2015

Policies	<i>Second read/adoption</i>
English Language Arts Curriculum	<i>Second read/adoption</i>
Information Technology & Communication Curriculum	<i>Second read/adoption</i>

June 18, 2015

Fund retention option	

Back-Burner List

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

<p>Timberlane Regional School District</p>	<p>Policy Code: DFA</p>
<p>Adopted: 10-07-99 Revised: 10-16-08 Revised: 05-02-13 Revised: 05-08-14</p>	<p>Page 1 of 2</p>

INVESTMENT

The School Board authorizes the School District Treasurer working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a to invest the funds of the District subject to the following objectives and standards of care.

OBJECTIVES

The three objectives of investment activities shall be safety, liquidity, and yield.

1. Safety of principal is the foremost objective in this policy. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital by mitigating credit and interest rate risk. This will be accomplished by limiting the type of the investments and institutions to those stipulated by statute and fully covered by FDIC insurance or collateral approved pursuant to applicable law.
2. Liquidity of the investment portfolio shall remain sufficient to meet all operating requirements that may be reasonably anticipated.
3. Yield. The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

STANDARDS OF CARE

1. Prudence. The standard of prudence to be used by the School District Treasurer and Superintendent or his/her designee involved in the investment process shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. They are directed to use the Government Finance Officials Association's Recommended Practices and Policy Statements Related to Cash Management as a guide to the prudent investment of public funds.
2. Ethics and conflicts of interest. The School District Treasurer and Superintendent or his/her designee involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. Employees and Investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial institutions with which they conduct business. They shall also disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall

Timberlane Regional School District	Policy Code: DFA
Adopted: 10-07-99 Revised: 10-16-08 Revised: 05-02-03	Page 2 of 2

subordinate their personal investment transactions to those of the School District particularly with regard to the timing of purchases and sales.

3. Internal Controls. The School District Treasurer and Superintendent or his/her designee shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed periodically by the School Board and an independent auditor.

The Board will review the investment policy annually.

Statutory Reference:

RSA 197:23-a

RSA 383:22

Timberlane Regional School Board	Procedure Code: BCA-X
Adopted: 04-02-09 Revised: 09-05-13	Page 1 of 1

SCHOOL BOARD MEMBER ETHICS/EXPECTATIONS

AS A MEMBER OF MY LOCAL BOARD OF EDUCATION, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION, AND, TO THAT END, I WILL STRIVE TO:

Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning the issues to be considered at those meetings.

Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings.

Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups.

Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.

Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent of Schools.

Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.

Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school board associations.

Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.

Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain.

Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law or is received in confidence or executive session.

Take no private action that will compromise the Board's actions or decisions, and respect and support such actions and decisions as made by the majority vote or consensus of the Board.

Not accept things of material value for personal use or gain from companies or organizations doing business with the school district. Exceptions to this policy are the acceptance of minor items (typically items valued less than \$25) which are generally distributed by the companies through public relations programs.

Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

School Board Member Signature

Date

SCHOOL BOARD RULES

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. Board members are expected to treat each other with respect and professionalism.

2. All discussion will be germane to a specific agenda item.

3. A Board member, once recognized by the Board chair, may not hold the floor for longer than 3 minutes. That Board member may retain the floor for an additional 3 minutes if approved by the Board.

4. A Board member wanting to add items to an agenda will contact the Board chair. The Board chair and Superintendent will decide whether or not to add those items to the agenda for the next meeting. If they decide not to then any Board member may ask the Board to approve an agenda item for the next scheduled meeting, during “New Business” of the current meeting.

5. All email addressed to the TRSB@timberlane.net will be sent to the Board chair only to which the Board chair will respond to the email with copies of said response made part of the correspondence record and provided to all Board members at their next board meeting.

6. All communication to anyone within Timberlane (excluding subject matter related to your child’s education at Timberlane) must move through Board chair. If the subject matter is related to a specific committee then it may move through the committee chair. Committee chairs may utilize their co-chair (SLT member) to relay or obtain information.

7. The Board recognizes that all its decisions may not be supported by all Board members. While it is hoped that, those decisions will be supported by all Board members regardless of how a Board member voted, a Board member is under no obligation to publicly support a Board decision and is not restricted from publicly criticizing or expressing opposition to a Board decision.

8. All communication to the press will be provided by the Board chair. Board members contacted by the press seeking the School Board’s position on a matter are encouraged to direct the press to contact the chair for the Board’s position on the matter. However, nothing in this rule shall prohibit a Board member from expressing his or her opinion concerning School Board policies and decisions as an individual member of the Board. In such situations, Board members when speaking to the press are encouraged to indicate to the press that they are speaking as an individual member of the Board and not for the Board as a whole.

Nancy Steenson, Chair

Kate Delfino, Vice Chair

Timberlane Regional School Board

Adopted March 20, 2014 and Revised April 3, 2014 and April 17, 2014



TIMBERLANE REGIONAL SCHOOL BOARD MEETING DATES FOR 2015-16

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

AUGUST 27	SEPTEMBER 3 17	OCTOBER 1 15	NOVEMBER 5 19
DECEMBER 3 17	JANUARY 7 21	FEBRUARY 4 18	MARCH 3 17
APRIL 7 21	MAY 5 19	JUNE 6 16	

Meetings will convene at 7:30 pm at the Superintendent's Office, 30 Greenough Road, Plaistow, NH (unless otherwise indicated in individual meeting postings).

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

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

Approved _____

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

Public Hearing on Articles of Agreement
February 26, 2015
7:00 PM

Performing Arts Center
40 Greenough Road
Plaistow, NH

Call to Order

Madam Chair Steenson called this February 26, 2015 public hearing on the Articles of Agreement to order at 7:00 PM. Roll call was taken.

Board Members Present

Mr. Bealo, Mr. Blair, Mrs. Delfino, Mrs. Green, Mr. Sapia, Mrs. Sherman and Mrs. Steenson. Absent: Mr. Collins and Mr. Ward

Pledge of Allegiance

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

Opening presentation

Madam Chair Steenson presented information to the public on the proposed amendment to the Timberlane Regional School District Articles of Agreement. She outlined the timing of this public hearing and what the Articles of Agreement for the cooperative school district outline. She reviewed the history of the agreement from its adoption in 1964 through the four amendments that resulted in the current language. Madam Chair then presented side-by-side the current language and the proposed language.

Public Presentations (00:04:55)

As the author of the petition to amend the articles of agreement, Shawn O'Neil of Danville presented a PowerPoint presentation outlining his philosophy regarding the funding formulas for the four towns that comprise the cooperative district. He reviewed the language he was proposing to replace for articles five and six of the agreement and how the cost ratios to each town are determined.

Mr. Bealo of Plaistow presented additional data regarding how the proposed new formula would affect the current tax rates.

Mr. Consentino of Atkinson provided his personal opinion and asked how much more would Atkinson residents have to pay versus Danville residents from the current amounts if these articles were amended. Shawn O'Neill from Danville responded \$12.00 per thousand.

Mr. Springer of Danville noted that all four towns work together to support the growth and development that is available to them geographically as well as the road system supporting the aspects of each town.

Mr. Sherman of Plaistow and Vice Chair of the Plaistow Board of Selectmen read a statement on behalf of the Selectmen. "The Plaistow Selectmen by consensus are opposed to the change proposed under warrant article 10 of the Annual Timberlane Regional School District election ballot of 2015. We are unanimously not supporting the change to the articles of agreement based on equalized tax assessment. The Selectmen of Plaistow would consider an "average daily membership" funding method."

Mr. Kerns of Plaistow articulated that the current tax method has been agreeable for the past 50 years and asked why the current method is unfair now?

Mr. Horns of Danville noted that in the mid 1990's another proposed change was presented but not approved. Mr. Beyrent of Sandown asked if the selectman and committee from the four towns' were included in any discussions regarding this matter. Mr. O'Neil noted Mr. Collins presented to the school board the idea to change

the funding, he believed it was negatively received and at that time decided to move forward with a citizen's petition to put this option on the ballot.

Mr. Grosky of Atkinson expressed the importance of this warrant article and opined he would like to see all four towns working cooperatively on this type of consideration.

Mr. Springer of Danville believes attracting students from other towns is a viable funding source for the district.

Mr. Artus of Atkinson expressed his opinion on the student enrollment method of funding.

Having no further business before the board Madam Chair Steenson adjourned the meeting at 8:38 PM.

Respectfully submitted,

*Nancy Danahy
School Board Clerk*

DRAFT

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

Regular Meeting
March 5, 2015
7:30 PM

SAU 55 Office
30 Greenough Road
Plaistow, NH

Call to Order

Madam Chair Steenson called this March 5, 2015 public meeting of the Timberlane Regional School Board to order at 7:30 PM. Roll call was taken.

Board Members Present

Mr. Bealo, Mr. Blair, Mr. Collins (7:45 PM), Mrs. Delfino, Mrs. Green, Mr. Sapia (9:10 PM), Mrs. Sherman, Mrs. Steenson, Mr. Ward and student representative Lucas Appleton

Administrators Present

*Dr. Metzler, Superintendent of Schools
Mr. Stokinger, Business Administrator
Ms. Michelle Auger, Principal of Pollard School
Mrs. Nancy Barcelos, Principal of Danville Elementary
Mrs. Kathie Dayotis, Principal of Atkinson Academy
Mrs. Joann Georgian, Principal of Sandown North Elementary
Mr. Hughes, Director of Facilities
Mrs. Patrice Liff, Assistant Principal of Sandown North Elementary
Mr. Douglas Rolph, Principal of Sandown Central
Ms. Mary Widman, Assistant Principal of Academics at TRHS
Mr. Woodworth, Principal of TRHS*

Pledge of Allegiance

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

Minutes (00:01:35)

Motion: *Mrs. Green motioned to add additional detail information to the summary in Delegates and Individuals. Mrs. Sherman seconded. A discussion ensued regarding the meeting minutes. Mr. Bealo called the question. With no further discussion the motion failed by a vote of 2-5-0. (Mrs. Green and Mrs. Sherman voted in favor.) The minutes for the February 19, 2015 regular meeting were approved with changes by general consent.*

Delegates and Individuals (00:09:37)

Madam Chair Steenson notified the board Mr. Sapia experienced a flight delay and he is hoping to arrive late this evening.

Mr. Luc Appleton asked for a brief summary of the two budgets presented on the ballot for consideration. Mr. Stokinger provided an outline of the default budget and the proposed budget. Mr. Appleton reported the HOPE dance-a-thon is scheduled for Friday, March 6, 2015.

Dr. Kim Farah and Mrs. Jennifer Caruso of Danville presented their concerns relative to accessing student essays with personal information on line as well as their concerns of possible violations to FERPA and COPPA. Dr. Metzler responded there are no FERPA or COPPA violations as the issue has been vetted by district counsel. He noted we are working on best practices in the interest of the students and expect some additional information in late April or early May. He further noted he is not comfortable with use of blogs in the classroom and then clarified that blog use is a separate issue from Turnitin.

Motion: Mrs. Green motioned to have a board level discussion on the Turnitin program and Blogs at the next board meeting. Mr. Ward seconded. Discussion ensued on academic integrity and the use of Turnitin as a teaching and accountability tool. Mr. Bealo suggested the blog issue be sent to the Policy Committee for consideration. **Motion to Amend: Mr. Blair motioned to separate the motion into two motions, one addressing Turnitin and the second one addressing blogs. Mr. Bealo seconded. With no further discussion the amendment to the motion failed by a vote of 4-4-0 (Mr. Collins, Mrs. Delfino, Mrs. Sherman and Mr. Ward opposed). With no further discussion the original motion failed by a vote of 1-7-0 (Mrs. Green voted in favor).**

Current Business (00:37:04)

Sandown School Consolidation

Mr. and Mrs. Joseph Lytle of Sandown presented their concerns relative to the possibility of consolidating the two Sandown schools.

Mr. Collins arrived to the meeting at this time.

Mr. Dube of Sandown asked that the board listen to the voters on this matter.

Mr. Collins responded that he is confident the district has enough information, space, and technology to consolidate the Sandown schools.

Motion: Mr. Collins motioned to consolidate Sandown Central into the Sandown North School. Mr. Bealo seconded. Mr. Blair and Mrs. Delfino noted they would like to hear from the voters and the new board should make this decision. Mrs. Green asked why the board wants to close a high ranking school; she will respect the view of the voters.

Mr. Bealo indicated he wished to withdraw his second on the motion to consolidate. Madam Chair called it to a vote. With no further discussion the withdrawal of the second on the motion on the floor was granted by board vote of 7-1-0 (Mr. Collins opposed). No additional second was received to Mr. Collins' original motion, thus the motion failed.

2016-2017 School Calendar (01:20:04)

Dr. Metzler reported the 2016-17 school year calendar is currently under review with the Timberlane Teachers Association and the Timberlane Support Staff Union and he is hoping to present a calendar to the board by April.

Mrs. Green was excused from the meeting at this time.

School Board Self Evaluation (01:22:25)

The board will receive an online link for the annual school board self-evaluation. Madam Chair Steenson requested board members to complete the evaluation promptly.

Administrators Report (01:23:44)

Dr. Metzler updated the board on snow and ice concerns throughout the district. Mr. Hughes updated the board on the Atkinson Academy roof leak. Dr. Metzler then outlined the curriculum adoption schedule.

Mr. Sapia arrived at the meeting.

Dr. Metzler reported the food service program financials are much improved over last year and that they will look closely at aligning labor costs. He reported the Sandown summer recreation program will be allowed to use the Sandown Central site this summer. He also reported receipt of an interest in leasing Sandown Central.

Personnel Report (01:41:20)

Dr. Metzler recommended accepting the intent to retire from:

- Elizabeth Wohler-Berry TRSD School Psychologist (11 years with the district)
- Paula Parziale Sandown Central SPED Paraeducator (24 years with the district)
- Mary Plourde Sandown central SPED Paraeducator (23 years with the district)

Motion: Mrs. Sherman motioned to accept with great regret and appreciation the retirement of:

- Elizabeth Wohler-Berry TRSD School Psychologist (11 years with the district)
- Paula Parziale Sandown Central SPED Paraeducator (24 years with the district)
- Mary Plourde Sandown central SPED Paraeducator (23 years with the district)

Mr. Blair seconded. With no further discussion the motion passed by a vote of 8-0-0.

Committee Reports (01:43:30)

None

Reports of the School Board (01:43:55)

Mrs. Sherman informed the public of a senior citizens prom sponsored by the Honor Society on March 21, 2015 from 1PM to 3PM.

Correspondence (01:45:25)

All board members were presented the correspondence received since the last board meeting.

Vendor and Payroll (01:45:25)

Vendor and payroll registers were signed by the board.

Other Business (01:35:05)

Dr. Metzler requested a non-public session under RSA 91-A:3 paragraph II (e) Consideration or negotiation of pending claims or litigation.

The board was polled at 9:18 PM

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

The board entered into a non-public session at 9:18 PM

The board was polled to exit the non-public session at 9:41 PM

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

The board exited the non-public session at 9:41 PM

Having no further business before the board Madam Chair Steenson adjourned the meeting at 9:46 PM.

Respectfully submitted,

Nancy Danahy

DRAFT

TIMBERLANE REGIONAL SCHOOL DISTRICT 2015 ANNUAL VOTING RESULTS

<i>#1: Election of Officers</i>		<u>Atkinson</u>	<u>Danville</u>	<u>Plaistow</u>	<u>Sandown</u>
<i>School Board (3 yr term)</i>		Gregory Spero -1249		Peter Bealo- 1108	Donna Green -541
<i>School Board (2 yr term)</i>		Jack Sapia -760			
<i>Budget Committee (3 yr term)</i>		Kate Delfino-796		Anthony Cantone-1103	Lee Dube - 786
<i>Budget Committee (2 yr term)</i>			Joshua Horns - 533	Thomas Geary-1075	
<i>District Moderator (3 yr term)</i>					

		<u>Atkinson</u>	<u>Danville</u>	<u>Plaistow</u>	<u>Sandown</u>	Total	Pass/Fail
<i># 2: Operating Budget</i>	YES	1214	477	1067	681	3439	Passed
	NO	377	281	435	289	1382	
<i>#3: Capital Reserve Fund</i>	YES	1034	326	926	520	2806	Passed
	NO	544	430	552	472	1998	
<i>#4: Sandown Central Elementary School Kitchen Renovation and Operational Costs</i>	YES	316	155	286	409	1166	Failed
	NO	1269	602	1186	580	3637	
<i>#5: Sandown North Elementary School Playground</i>	YES	399	142	402	344	1287	Failed
	NO	1193	616	1073	656	3538	
<i>#6: Two Year Collective Bargaining Agreement (TRSD Support Staff)</i>	YES	1113	406	985	559	3063	Passed
	NO	484	350	514	427	1775	
<i>#7: Authorization for Special Meeting on Costs items</i>	YES	1150	484	1031	652	3317	Passed
	NO	433	262	436	325	1456	
<i>#8: General Acceptance of Reports</i>	YES	1342	524	1112	781	3759	Passed
	NO	199	199	305	184	887	
<i>#9: Expand Kindergarten to Non-Tuition, Full Day Program on Warrant Petition by Brian Stack et al</i>	YES	454	188	487	264	1393	Failed
	NO	1135	561	1001	714	3411	
<i>#10: Amend Articles of Agreement on Warrant Petition by Shawn O'Neil et al</i>	YES	169	407	256	497	1329	Failed
	NO	1415	330	1177	438	3360	
<i>#11: Continue Operation of Sandown Central on Warrant Petition by Shawn Freligh et al</i>	YES	262	150	229	558	1199	Failed
	NO	1305	589	1217	411	3522	
<i>#12: Conduct Impact and Consolidation Plan on Warrant Petition by Shawn Freligh et al</i>	YES	399	281	378	718	1776	Failed
	NO	1158	445	1065	264	2932	

2015 MARCH VOTING RESULTS

NYC Agenda: Saturday, May 30th
Student to Chaperone Ratio- 10:1

Depart TRHS @ 4:00 am

Arrive in NYC @ 8:30 am

ALL GROUPS:

8:30-9:00: Board Ferry to Liberty Island

9:00-10:00: Liberty Island

- Statue of Liberty- Bear right off of the ferry and convene as whole group at the first large tree on hill to the right; Explore the grounds and go up to the pedestal with designated chaperone; One chaperone needs to stay behind to watch bags

10:00-11:20: Ellis Island

- Explore Ellis Island with designated chaperone

11:20-12:20: Walk from ferry to lunch (17 minute walk) and then eat

- Hudson Eats Food Court located at 250 Vessey Street (sits up to 600 people)

12:20-12:30: Walk from lunch to 9/11 Memorial (9 minutes)

12:30-1:15 pm: 9/11 Memorial

- Walk around the memorial

BREAKOUT GROUPS from 1:15 pm -6:45 pm

Group 1: 9/11 Museum, Wall Street, Brooklyn Bridge, Grand Central, Times Square Itinerary
Be prepared to WALK!

\$15 9/11 Museum (will get discounted rate once we have number of students)

1:15- 2:45: 9/11 Museum Tour

- Explore the 9/11 Museum with your group

2:45-3:05: Walk to Trinity Church- 75 Broadway, New York, NY 10006 (8-10 min walk) and take pictures

3:05-3:15: Walk Wall Street and see the Charging Bull- Broadway & Morris St, New York, NY (3 mins from Trinity Church)

3:15-4:00: Walk to the middle of the Brooklyn Bridge, take pictures, etc. (20 min walk from Charging Bull to middle of the bridge)

4:00-4:20- Walk to Chambers Street J-Z Subway Station and Ride to Grand Central Station

4:20-4:35- Explore Grand Central Station; pictures

4:35-4:50- Walk to Times Square (10 minute walk)

4:50-5:40- Dinner in Times Square

5:40-6:30- Shopping in Times Square

6:35- 6:40- Walk to NYC Public Library

6:50: Whole group picture at NYC Public Library

7:00: Board busses and return home

Group 2: *Wicked*, Times Square

Cost per ticket \$101.25 for rear mezzanine

1:00-1:45- Take blue line WTC Memorial to 51st Street

2:00-4:55- Watch *Wicked* at the Gershwin Theater 222 West 51st Street (run time= 2 hours and 45 minutes)

5:40-6:30- Shopping in Times Square

6:35- 6:40- Walk to NYC Public Library

6:50: Whole group picture at NYC Public Library

7:00: Board busses and return home

Group 3: 9/11 Museum, Empire State Building, Rockefeller Center, Times Square

Cost for 9/11 Museum and Empire combined at most will be- \$47 per person

\$15 9/11 Museum (will get discounted rate once we have number of students)

Empire= \$32 (discounted rate if we have 2 groups go here)

1:15- 2:45: 9/11 Museum Tour

- Explore the 9/11 Museum with your group

2:45- 3:20- Take the 2-3 Redline from Park Place to 34 Street Penn Station, walk down West 33rd Street to the Empire State building (25 minutes) map available at:

<https://www.google.com/maps/dir/World+Trade+Center,+New+York,+NY/Empire+State+Building,+350+5th+Ave,+New+York,+NY+10118/@40.7289741,-74.0181534,14z/data=!4m14!4m13!1m5!1m1!1s0x89c25a19881b83fb:0x979b0a4fe0492ce6!2m2!1d-74.0135!2d40.712778!1m5!1m1!1s0x89c259a9b3117469:0xd134e199a405a163!2m2!1d-73.985664!2d40.74844!3e3>

3:30-4:45- Explore the Empire State Building's Main Deck/take photos etc.

4:45-5:00- Walk from Empire State Building to Rockefeller Center

5:00-5:30- Eat at Rockefeller Center

5:30-6:30- Shop in Rockefeller Center/Times Square

6:30- 6:40- Walk to NYC Public Library (8 minutes from Rockefeller Center)

6:50: Whole group picture at NYC Public Library

7:00: Board busses and return home

Group 4: 9/11 Museum, Top of Rock, Times Square- \$29 for Top of Rock
Top of Rock Discounted for groups of 20+- once we have numbers, will pursue this

1:15- 2:45: 9/11 Museum Tour

- Explore the 9/11 Museum with your group

2:45- 3:15: Take Red Line #1 to Rockefeller Center (map-

<https://www.google.com/maps/dir/9%2F11+Memorial+Museum,+Greenwich+Street,+New+York,+NY/Rockefeller+Center,+45+Rockefeller+Plaza,+New+York,+NY+10111/@40.7356724,-74.029376,13z/data=!3m1!4b1!4m14!4m13!1m5!1m1!1s0x89c25a1900381b53:0x4d0f11283f2c61ca!2m2!1d-74.013282!2d40.711493!1m5!1m1!1s0x89c258fecf664df5:0x33d224a0d5dacca2!2m2!1d-73.978674!2d40.75874!3e3>)

3:30-4:30- Top of the Rock Experience

4:30- 5:30- Explore shops and food at Rockefeller Center

5:30-5:40- Walk to Times Square (7 minutes)

5:40-6:25- Shopping in Times Square

6:25- 6:40- Walk to NYC Public Library (10 minute walk)

6:50: Whole group picture at NYC Public Library

7:00: Board busses and return home

Group 5: Central Park Zoo, Carnegie Deli, Times Square, Rockefeller Center- \$5 for Zoo

Be prepared to do A LOT of walking

1:15-2:00- Take the Red Line #1 to 59 Columbus St Circle, then walk to Central Park (29 minutes)

<https://www.google.com/maps/dir/9%2F11+Memorial+Museum,+Greenwich+Street,+New+York,+NY/Central+Park+S,+New+York,+NY/@40.7379502,-74.0284982,13z/data=!3m1!4b1!4m14!4m13!1m5!1m1!1s0x89c25a1900381b53:0x4d0f11283f2c61ca!2m2!1d-74.013282!2d40.711493!1m5!1m1!1s0x89c258f72e9171bb:0x3adf1f82b9f2dc62!2m2!1d-73.9770582!2d40.766029!3e3>

2:00- 4:00- Central Park Zoo Exploration \$5 per student; \$10.50 chaperone

4:00-4:20- Dinner @ Carnegie Deli (16 minutes)

4:20- 4:30- Walk to Times Square (7 minutes)

4:30- 5:45- Shopping in Times Square

5:45- 5:55- Walk to Rockefeller Center (7 minutes)

5:55-6:25- Shopping around Rockefeller Center and/or visit St. Patrick's Cathedral

6:25-6:40- Walk to NYC Library (12 minutes)

6:50: Whole group picture at NYC Public Library

7:00: Board busses and return home

Expected Arrival to TRHS by 11:30 pm

Safety/Organizational Measures

Prior to leaving for the trip:

- Groups will consist of a 1:10 staff to student ratio-> if possible, we will try to make this smaller
- Chaperones will meet as group to discuss any potential concerns, review itinerary, etc.
- Chaperones will meet with their student group prior to the trip to ensure that the students and staff all know each other
- Each chaperone and student will have a list of all staff and student names and numbers within their group, along with Mrs. Guanci's phone number
- Each chaperone, will be provided with a specific folder containing:
 - Student medical information (Specific notes on their students, as well as a whole group list)
 - Student's parent/guardian information
 - Group contacts
 - Chaperone contacts
 - Map and directions to every spot in their itinerary
- Students will be allowed to pick their groups; however, once the final deadline to pick a group has come, no students will be able to switch groups
- Bus lists will be created based upon groups and these lists will not change
- Students prone to motion sickness should meet with Mrs. Guanci prior to going on trip to determine if this is the best option for them and what can be done to help alleviate these problems

Day of the trip:

- There will be a designated staff member without an assigned group to take care of any student(s) who experience sickness/problems
- If possible, a school nurse will be in attendance to help with any medical issues that arise

- Chaperones will take attendance throughout the day to ensure all students are with the group
- Every student must have a partner/buddy that they are with at all times (groups will always be together, but this is an additional precaution)
- Emergency Meet-Up Spots- Throughout the day, as groups move about the city, chaperones will indicate spots to meet should a student get separated from the group.

The following are *potential* emergency meet-up spots.

- Morning emergency meet-ups:
 - Liberty Island: Tree to the right of the ferry landing where we will start off
 - Ellis Island: Entrance to the building
 - Battery Park area: Stay where you are and call your chaperone!
 - 9/11 Memorial: In front of the 9/11 Museum Entrance
- Afternoon emergency meet-ups:
 - Charging Bull
 - Beginning of the Brooklyn Bridge
 - Gershwin Theater
 - ESPN Zone in Times Square
 - Planet Hollywood in Times Square
 - Entrance to the Central Park Zoo
 - NYC Public Library

American Studies NYC Trip Saturday, May 30th

DEPART FROM TRHS @ 4:00 AM

ARRIVE BACK TO TRHS BY 11:30 PM



Purpose

Direct connection with course content

- Unit 3- America meets the 20th Century: Industrialization, Immigration, and the Gilded Age
- Unit 10- What it means to be American in times of tragedy (9/11 and modern day America)

Awaken a sense of exploration/travel

New perspectives, diversity

Exploring one's roots and pivotal historical landmarks

Proposed Agenda

Whole Group- 8:30 am - 1:15 pm

- Statue of Liberty
- Ellis Island
- Lunch @ Hudson Eats Food Court
- 9/11 Memorial



Proposed Agenda

Afternoon Breakout Groups- 1:15 pm – 6:45 pm

- **Option 1:** 9/11 Museum, Wall Street, Brooklyn Bridge, Grand Central, Times Square
- **Option 2:** *Wicked*, Times Square
- **Option 3:** 9/11 Museum, Empire State Building, Rockefeller Center, Times Square
- **Option 4:** 9/11 Museum, Top of the Rock, Times Square
- **Option 5:** Central Park Zoo, Carnegie Deli, Times Square, Rockefeller Center

Safety/Organizational Measures: Before May 31st

Groups will consist of at least 1:10 staff to student ratio

Minute by Minute Timeline Agendas

Chaperone meeting

Chaperone-student meeting

Chaperones and students will have a list of all staff and student names/numbers, along with Meg Guanci's phone number

Safety/Organizational Measures: Before May 31st

All chaperones will be provided with:

- Student medical information
- Student's parent/guardian contact info
- Group contacts
- Chaperone contacts
- Timeline, map and directions to every spot on their itinerary

Bus lists and groups will be selected and formalized by May 1st

Safety/Organizational Measures: Day of the Trip

Designated staff member without an assigned group to take care of any student(s) who experience sickness/problems

A school nurse will be asked to attend

Chaperones will take attendance throughout the day

Every student will have a partner that they are with at all times

Emergency Meet-Up Spots

- Chaperones will indicate meet-up spots at each location in the city in case of separation

Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2016 – 2017 School Calendar

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

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

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

Student Year = 180 days Teacher Year = 187 days
 Quarters: November 2, January 18, March 31, and Last Day of School
 Trimesters: December 2, March 15, and Last Day of School

August 25	New Teacher Orientation	Dec 26-Jan 1	Holiday Break
August 29-30	Professional Development	January 16	Martin Luther King Jr. Civil Rights Day
August 31	First Day of School	January 27	Professional Development
September 5	Labor Day	Feb 27-Mar 3	Winter Break
October 10	Columbus Day	March 14	Professional Development
October 11	Professional Development	April 24-28	Spring Break
November 8	Presidential Election	May 29	■ Memorial Day Observed
November 11	■ Veterans Day Observed	June 15	Last Day of School **
November 23-25	Thanksgiving Break	June 16-22	Make Up Days

■ Required day out of school per RSA 288:4 ** Subject to change due to school closures
 Early Release days: September 26, November 7, May 26 and last day of school.

Math Program Proposal

March 19, 2013

Why Now?

- Full articulation of curriculum
- K-12 alignment
- Secondary Needs
- Evolution of Programs

Elementary Program

- Envision 2.0 recommended
- Rational
- Strengths
 - ✓ Student
 - ✓ Teacher
 - ✓ Parents

Secondary

- Digits
- Algebra 1
- Geometry
- Algebra 2

Fiscal Considerations

Envision 2.0 for grades K-6

4 Year Option \$198,966.80

✓ No Annual Cost for 4 years

1 Year Option \$104,644.73

✓ Annual Consumable Cost of \$25 per pupil (approximately \$45,475 each year, \$136,425 for 3 years)

Savings over 4 years, with 4 year option: \$42,102.93: average of \$14,034.31 per year in years 2-4

Fiscal Considerations

Envision 2.0 for grades 7-8

- ✓ Released for sale in 2016
- ✓ Provided to Timberlane at no cost in year 1
- ✓ Annual cost of \$25 per pupil: \$15,000 annually
- ✓ Fee-based professional development

Fiscal Considerations Cont.

Everyday Math K-6

Total Cost to Update: \$53,684.03

Annual Cost: \$49,263.40

Fiscal Considerations

Pearson High School Math: \$98,915.01

Algebra 1, Geometry, Algebra 2

Annual Cost: None (digital license for 6 years)

Adoption Options

Full district implementation with Envision 2.0

4 year option:

✓ \$297,881.81

Full district implementation with Envision 2.0

1 year option:

✓ \$203,559.74

Everyday Math upgrade with Pearson Math (secondary):

✓ \$152,599.04

SANDOWN SCHOOLS CONSOLIDATION COMMITTEE

OBJECTIVE

To make recommendation to the Superintendent in the undertaking of consolidating the two Sandown schools with a focus on what is in best interest of the students, district needs as a whole and special program considerations. Recommendations to the Superintendent by May 6, 2015.

MEMBERSHIP

Deb Armfield , Co- chair	Executive Director of CAPL K-12	Debra.armfield@timberlane.net 382-6119 x 2228
Erich Beyrent	Parent	Erich.beyrent@gmail.com 674-9714
Lou Broad	Teacher, TTA President	Louis.broad@timberlane.net 382-6541 x 3128
Nancy Danahy	Director of Human Resources	Nancy.danahy@timberlane.net 382-6119 x 2218
Lee Dube	Budget Committee Member	Leedube@comcast.net 489-7736
Shawn Freligh , Co-chair	Parent	shawn@zivoice.com 553-3458
Jo-Ann Georgian	Principal, Sandown North	joann.georgian@timberlane.net 887-8505 x 300
Jon Goldman	Selectman	jongoldman1@gmail.com 770-6920
John Holland	Director of Technology	John.holland@timberlane.net 382-6119 x 2219
Patrice Liff	Asst. Principal/Curriculum Coord., SN	Patrice.liff@timberlane.net 887-8505 x 302
Sheila Lowes	Parent	inthestkx@gsinet.net 475-1815
Deb Lytle	Parent	mrsjl@comcast.net 974-0076
Dr. Earl Metzler	Superintendent of Schools	Earl.metzler@timberlane.net 382-6119 x 2217
Susan Rasicot	Director of Student Services	Susan.rasicot@timberlane.net 382-6119 x 2224
Beth Rincon	Director of Special Education	Elizabeth.rincon@timberlane.net 382-6119 x 2211
Doug Rolph	Principal, Sandown Central	Doug.rolph@timberlane.net 887-3648 x 300
George Stokinger	Business Administrator	George.stokinger@timberlane.net 382-6119 x 2221
Scott Strainge	Director of Alt/Cont Ed & Enrichment	Scott.strainge@timberlane.net 382-6541 x 3907
Kelly Ward	School Board Member	Kellyward9700@gmail.com 382-9700
Dr. Roxanne Wilson	Assistant Superintendent	Roxanne.wilson@timberlane.net 382-6119 x 2222
Mary Youngblood	Literacy Specialist, SC	Mary.youngblood@timberlane.net 887-3648 x 336

2009-2015

Timberlane Regional School District
STRATEGIC PLAN



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.

TIMBERLANE REGIONAL SCHOOL DISTRICT

Serving the communities of Atkinson, Danville, Plaistow and Sandown, New Hampshire

30 Greenough Road

Plaistow, NH 03865

(603) 382-6119

www.timberlane.net

DISTRICT ADMINISTRATORS

Richard A. La Salle, Superintendent of Schools

Winfried Feneberg, Assistant Superintendent

George Stokinger, Business Administrator

Kathleen Smith, Assistant Business Administrator

Edwina Lovett, Director of Pupil Personnel Services

Elizabeth Rincon, Assistant Director of Pupil Personnel Services

Kelli Killen, Director of Elementary Education

Charles Coker, Director of Secondary Education

John Holland, Director of Technology

Nancy Danahy, Human Resource Director

Sandra Hodgkins, Director of Transportation

James Hughes, Director of Facilities

DISTRICT SCHOOLS

Atkinson Academy, Atkinson, NH (Grades K-5)

Danville Elementary, Danville, NH (Grades K-5)

Pollard School, Plaistow, NH (Grades P-5)

Sandown North Elementary, Sandown, NH (Grades K-3)

Sandown Central School, Sandown, NH (Grades 4-5)

Timberlane Regional Middle School, Plaistow, NH (Grades 6-8)

Timberlane Regional High School, Plaistow, NH (Grades 9-12)

TIMBERLANE REGIONAL SCHOOL BOARD

Lori Aubrey

Robert Collins

Michael Mascola

William Baldwin

Louis Porcelli

John Paone

Arlene Champey

Elizabeth Kosta

Lisa Withee

Adopted by the Timberlane Regional School Board April 2, 2009.

TABLE OF CONTENTS

INTRODUCTION	1
THE CHALLENGE	1
AWARD-WINNING SCHOOLS	1
COMMUNITY SUPPORT AND COMMITMENT TO IMPROVEMENT.....	2
STRATEGIC PLANNING PROCESS	2
BENEFITS OF STRATEGIC PLANNING	2
KEY QUESTIONS	3
ORGANIZATION OF THE REPORT	4
TRENDS AND FORCES IMPLICATIONS FOR TRSD.....	4
FAMILIES and ECONOMY	4
NATURE and NATURAL RESOURCES	5
HEALTH and MEDICINE	5
TECHNOLOGY	5
EDUCATION and COMPETITION.....	6
MISSION, BELIEFS AND VISION.....	7
HIGH EXPECTATIONS FOR ALL STUDENTS.....	8
PROFESSIONAL LEARNING COMMUNITIES:	9
TECHNOLOGY	9
SCHOOL FACILITIES	9
STUDENT COMPETENCIES FOR THE 21ST CENTURY	9
PRIORITY GOALS AND STRATEGY	12
GOAL #1: APPLY MISSION, BELIEFS AND STUDENT COMPETENCIES FOR THE 21 ST CENTURY TO ALL STUDENTS.	12
GOAL #2: ACCELERATE ACHIEVEMENT FOR ALL STUDENTS, ACROSS ALL COMPETENCIES, AND REDUCE ACHIEVEMENT DISPARITIES AMONG ALL GROUPS OF STUDENTS.	13
GOAL #3: CREATE SCHEDULED, SUFFICIENT, AND SUSTAINED TIME FOR STAFF MEMBERS TO CARRY OUT THE WORK OF THE SCHOOL IN COLLABORATIVE PROFESSIONAL LEARNING COMMUNITIES.	14
GOAL #4: ALL STUDENTS AND STAFF BECOME PROFICIENT USERS OF TECHNOLOGY.	15
GOAL #5: USE TECHNOLOGY TO ENHANCE COMMUNICATION BETWEEN EDUCATORS AND PARENTS.....	15
GOAL #6: DETERMINE THE TOTAL COST FOR PROCUREMENT, UTILIZATION, AND DISPOSAL OF TECHNOLOGY TO CARRY OUT DISTRICT- WIDE AND SCHOOL TECHNOLOGY PLANS.	16
GOAL #7: DEVELOP CAPITAL IMPROVEMENT PLAN AND IMPLEMENTATION SEQUENCE AND TIMETABLE FOR THE TRSD THAT ADDRESSES THE CONCERNS CITED IN SEVERAL RECENT EVALUATION REPORTS.	17
NEXT STEPS: IMPLEMENTING THE STRATEGIC PLAN	18
REFERENCES	19
RESOURCES	20
STRATEGIC PLANNING COMMITTEE OF THE TIMBERLANE REGIONAL SCHOOL DISTRICT	21

The Timberlane Regional School District will achieve the best outcome for every student.

INTRODUCTION

The Challenge

In *School and Society*, published more than a century ago, John Dewey set a common sense aim for schools, stating, “What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy”¹. The Timberlane Regional School District embraces the ideal that *all children have equal access to equally good instruction and is dedicated to achieving the best outcome for every student.*

This strategic plan identifies what must be done, pre-school through grade 12, over the next three to five years to achieve significantly higher levels of school effectiveness and student achievement in a safe, comfortable and secure environment.

Award-Winning Schools

Citizens of Atkinson, Danville, Plaistow and Sandown have reasons to be pleased with their schools’ accomplishments and awards over the years. A sampling follows. The elementary schools consistently receive the *Blue Ribbon Award for Volunteerism*, Danville Elementary for 20 consecutive years, Sandown Central for the last 19 years, and Pollard Elementary for 18 years. Pollard has also received the Gold Circle Partnership Award for two years that recognizes community partnerships. Individual student inventors receive awards in state-wide *Invention Convention* contests. Teams of elementary, middle and high school students compete successfully in *Destination Imagination* (a creative problem-solving competition) at the state level; some teams advancing to the national finals. Elementary and middle school students place well in competitions as varied as *Spelling Bees*, *Geography Bees*, and *PTA Reflections Photograph*. Atkinson students have won the Fidelity Stock Market Award two years running, while, in recent years, three teachers (Pollard School and TRMS) were recognized as *Wal-Mart Teacher of the Year*.

The Timberlane Regional High School music program is highly acclaimed throughout the state as evidenced by the extraordinarily high number of TRHS students that participate annually in the *All-State Music Festival*. Timberlane musicals and theater productions, including student-written plays, draw appreciative audiences. Each year, more students take the *College Board AP (Advanced Placement) Exam*, and more scholarship funds are awarded to seniors to continue their education. Over 400 students are chosen to represent all *Honor Societies*. In each of the last three years over 1000 student-athletes participated on *sports teams* and more

than 350 students joined *school clubs*. TRHS student-athletes have won numerous individual *and team championships at the league, state and New England level*. Several teachers have received commendations by outside organizations for their contributions to teaching and administration. Twenty percent of the graduating class of 2008 took at least one Evening Division course during their years at TRHS, and this program has been cited by the NH Department of Education as one of sixteen programs in *Public School Choice*.

Community Support and Commitment to Improvement

The Timberlane Regional School District (TRSD) would not have award-winning schools were it not for the support of the four communities comprising the district, and a school administration and staff committed to continuous improvement. Many community organizations support and have partnerships with our schools such as the police and fire departments, and libraries. Parents of each town serve on school and district committees and provide numerous hours of volunteer time.

The Atkinson Academy, Danville Elementary, Pollard School, Sandown Central and North, and the regional Middle School and High School are good, but they need to be much better if our students are to have a chance for success in the highly competitive, high skills work place in which their adult lives will play out. The rate of change is accelerating; incremental improvement in an exponential world will no longer work. Our high school graduates will possess high skills for heightened opportunities, or face the stark reality of low skills and limited prospects.

STRATEGIC PLANNING PROCESS

Benefits of Strategic Planning

The strategic planning process takes into account our changing environment and identifies what needs to be done to keep the TRSD locked on mission and effective over the long term. This includes improving the TRSD's standing among public and private schools on such measures as student academic achievement, graduation rates, and graduate success in the workplace and in higher education.

Including key constituent groups in the process --- parents, students, educators, government officials, local business owners, and senior citizens --- increases the likelihood that the right priorities for improvement are identified. Putting these improvement initiatives in the spotlight adds urgency, concerted effort, and transparency to the work. Case in point: TRSD schools and the communities have indeed achieved the goals of the strategic plan adopted a decade ago.

An important side benefit of the strategic planning process is having hundreds of pages of key documents compiled, catalogued and available in a central location for future reference.

Key Questions

The TRSD strategic planning process began in the fall of 2007 by asking several *key questions*, the answers to which would later form the content of the strategic plan. These key questions, found below, drove the planning process, had no obvious right answers, encouraged serious thought, and allowed the plan to reflect the personality and promise of the TRSD.

The Steering Committee divided the key questions among three teams of educators and community members and charged each team to come up with their best answers:

WHERE WE ARE TODAY? – WHAT IS THE CURRENT STATE OF OUR SCHOOLS?

“What are the current key strengths and areas needing improvement in each school, and in the district as a whole?”

“What social, cultural, environmental, technological, economic, and political trends and forces present opportunities, or obstacles, for our schools?”

“Are all our students sufficiently prepared to meet the academic and social challenges they face as they “graduate” from one school to another and from high school to the workforce or college? And for those who are not, what can be done to improve their chances for success?”

WHERE DO WE WANT TO BE TOMORROW? – WHAT IS OUR STRATEGY GOING FORWARD?

“What are the top things today’s TRHS graduates should know, be able to do, and be like, and what 21st Century trends and developments support these choices?”

“What kind of learning community does our school need to become in order to more fully achieve our mission, beliefs and vision?”

“What do we want the schools comprising the TRSD schools to be widely and well known for? “

Team 1 examined several studies and reports to better understand and appreciate the school district’s needs and recent improvement efforts. In addition, teams conducted surveys of students, parents and educators, and held a well-attended focus group to more fully answer the questions posed in the strategic planning process. The strategic actions recommended in the pages that follow were derived from the studies, reports and surveys listed in the Endnotes section of this report. These source documents will be invaluable to decision-makers going forward.

Organization of the Report

The wealth of information and recommendations generated by the teams in response to guiding questions was discussed and debated, summarized and prioritized by the steering committee into the following categories:

Trends and Forces.....Implications for TRSD

Mission, Beliefs and Vision

Student Competencies for the 21st Century

Goals and Strategy

- High Expectations for All Students
- Professional Learning Community
- Technology
- School Facilities

Next Steps in Strategic Planning Process

References

Resources

Strategic Planning Committee and Team Members

TRENDS and FORCES IMPLICATIONS for TRSD

“What social, cultural, environmental, technological, economic, and political trends and forces present opportunities, or obstacles, for our schools?”

The TRSD, is nestled in southern New Hampshire, yet inextricably linked to the larger world. Schools need to get in step with the future. The trends, forces and influences which follow describe the environment in which this strategic plan was developed. Some are beyond the school’s ability to influence or control, some present opportunities for TRSD schools to take advantage of, while others present obstacles to overcome. Looking ahead, the next several years seem to be all about the economy, energy, environment and education:

FAMILIES and ECONOMY

An increasing number of families, including many senior citizens on fixed income, face growing financial hardship. The income gap is growing between the rich and the poor, both within and between nations. Currently in 2009, credit markets are tightening. Job layoffs, unemployment, bankruptcies, mortgage foreclosures, and credit card debt are increasing. Inflation and the declining value of pensions and investments cut into available income. Adding to the stress are rising college tuitions, escalating health care costs, and cutbacks in services as governments

confront declining revenues. The timeline for economic recovery is uncertain, but could take two to three years.

Implications for TRSD: There is the potential for little or no increase in town and school budgets. State aid to municipalities and school districts continues to decline. Town and school services are scaled back. Churches, civic and social organizations step up efforts to help families in need. Students are more likely to attend post secondary schools closer to home, or postpone plans. More families have both parents working to make ends meet, assuming work can be found, leaving less time to spend with their children. Public school enrollment increases as strained family budgets can no longer afford private school tuition for their children.

NATURE and NATURAL RESOURCES

Stress on the global environment increases as demand for resources by developed countries, and developing countries (especially China and India), grows at an alarming rate, unsustainable in the long run. Climate change portends a potentially calamitous crisis in this century.

Implications for TRSD: Schools, town government, businesses, civic organizations, and the community at large expand conservation efforts (“reduce, reuse, and recycle”) to save money and the environment. Local businesses join in the national effort to invent and manufacture alternative energy sources (geothermal, wind, solar, clean coal technology, etc) to lessen demand on fossil fuels.

HEALTH and MEDICINE

Medical advances continue to improve life quality and longevity. The cost of medical care continues to rise faster than the rate of inflation. An increasing number of children are diagnosed with health and handicapping conditions, for example, diabetes, obesity, asthma, and autism.

Implications for TRSD: Schools face an increase in the number of children determined to need special education services, putting added pressure on school budgets. Programs to reduce obesity focus on increasing physical exercise and improving the nutrition of school lunch menus.

TECHNOLOGY

Technological innovation is occurring at an ever-increasing rate. The way we “connect” with information and people is changing dramatically: In the not distant future, computers will be as common in households as toothbrushes. Anyone, of any age, who is not “technology smart”, will be at a distinct disadvantage.

Implications for TRSD: The decreasing per unit cost of technology is offset by the increasing number of units needed to provide every student with sufficient access to technology. Schools become “computer literacy centers” for the entire community.

EDUCATION and COMPETITION

Competition between nations’ economic systems, first and foremost, is competition between nations’ education systems, and America’s public schools are lagging behind. Pressure will grow for alternatives to public schools (charter schools, home schooling, vouchers, on-line education programs, for-profit schools, etc), world class K-12 standards, competency-based high school diplomas, apprenticeship programs connecting school to the world of work, and the development of knowledge, skills, attitudes, and work habits essential for success in a more demanding work and higher education environment. The 21st century graduate will need to work collaboratively in high performance teams, demonstrate creativity, ingenuity, and problem-solving skills, speak and write well (preferably in two languages), be computer savvy, and embrace ethnic and cultural diversity. Growing research and recognition of the importance of pre-school years in a child’s development will lend support for quality pre-school programs and family services.

Implications for TRSD: TRSD schools are labeled “failing” as the nearly impossible NCLB requirement that each and every student perform at or above the proficiency level on standardized tests by the year 2014 is unmet. NCLB and high stakes testing concentrate teaching time and resources on a narrow band of curriculum and assessment content, leaving less to prepare students for the full breadth of challenges of life and work in the 21st century. Proposals to change the school schedule, school day or school year are met with voter skepticism, especially if they cost more money. The shortage of teachers and administrators (already a serious problem in many school districts) increases as baby boomers retire and others leave the profession, adding to financial and programmatic strain on school budgets.

Schools are expected to be more productive, to accomplish more with less. Unfunded and partially funded mandates (IDEA, NCLB, Compulsory school attendance to age 18 in NH) add to budget pressures while funding questions continue in New Hampshire years after the NH Supreme Court’s landmark Claremont school funding ruling. School funding challenges intensify as school needs compete at all levels of government (local, state, national) against a growing list of priorities including, but not limited to, national security, natural disasters, global warming, prevention of disease pandemics, escalating health care costs, rising fuel costs, nation-wide repair of deteriorating infrastructure, and underwriting the development of alternative energy sources.

MISSION, BELIEFS and VISION

*“We cannot always build the future for our youth,
but we can build our youth for the future.”*

...Franklin D. Roosevelt

The mission statement answers the question, “What is the purpose of the TRSD Schools? Team 3 examined current trends and looming forces, studied the responses of more than one hundred focus group participants, reviewed existing statements of mission and beliefs and updated them to reflect 21st century demands and expectations.

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.

The statement of TRSD **BELIEFS** answers the question, “What are our deeply held convictions?”

We believe that education for the 21st century includes rigorous and relevant academic, technical and problem-solving skills that prepare students for the next level of education.

We believe that strong instructional leadership and highly qualified personnel work as colleagues to deepen knowledge and improve instructional practice, creating a rich academic environment.

We believe that a learning organization practices the sharing of knowledge, the adoption of new principles, and continuous growth.

We believe effective communication connects parents, teachers, students and the community, fostering trust and interdependence.

We believe that all members of the learning community must promote respect for self, respect for others, and respect for community.

We believe creative expression and the appreciation of the arts are essential to quality of life.

We believe all students can achieve high standards and are entitled to demonstrate their knowledge and skills in ways which recognize their individual abilities, talents, and learning styles.

We believe in modeling democracy by giving voice to all who are directly affected by the school, including students, and addressing all forms of unfairness and injustice.

We believe quality facilities matter.

“Soon after the completion of Disney World, someone said, ‘Isn’t it too bad Walt Disney didn’t live to see this.’ I replied, ‘He did see it.

That’s why it’s here’”

...Mike Vance, Creative Director, Walt Disney Studios

VISION answers the question, “What will the desired TRSD schools look like? What will be our sources of pride? The best way a school system can attract and retain students, remain the preferred choice among parents, and build community support, is to *distinguish itself in the eyes of students, parents, the community, employers, and higher education.*

The **VISION** of the Timberlane Regional School District states that the Timberlane Regional School District in partnership with the communities of Atkinson, Danville, Plaistow and Sandown will provide resources and programs designed to support students' diverse academic, social, and emotional needs. Effective and dedicated professional educators, administrators and support staff will challenge students with a rigorous curriculum that considers individual learning styles. We will be a school district of excellence that exemplifies best practices in academics, student services, facilities, safety and security. Timberlane graduates will be prepared to assume leadership roles as students in colleges and universities, as professionals in their chosen careers and as citizens in this rapidly changing world.

HIGH EXPECTATIONS FOR ALL STUDENTS

TRSD schools will consistently provide rigorous, relevant, flexible, and engaging learning experiences for all students that are aligned with the mission, beliefs, and essential student competencies.

TRSD schools will lead in environmental education and energy conservation.

All students will achieve the academic standards set forth by the TRSD and the State of New Hampshire.

Student test scores will rank among the top 10 percent in the state.

Students will consistently receive individual and team awards in athletics, academics, and the fine and performing arts.

An increasing percentage of students will participate in sports, clubs, and other school activities.

All students will identify personal interests and pursue them actively and independently.

All students will volunteer service to the school and community.

All students will graduate with high aspirations, skills, and a plan to succeed at the next level.

A steadily increasing percentage of students will qualify for, and attend, post secondary education.

PROFESSIONAL LEARNING COMMUNITIES:

TRSD schools will be staffed by well qualified, talented and committed staff.

TRSD staff members will be recognized as leaders in the development of Professional Learning Communities in their schools.

TRSD will be known for significantly reducing the time it takes to move an innovative idea to full-scale and successful implementation.

All schools continue to be recognized for effective parent-school-community partnerships.

TECHNOLOGY

TRSD staff and students will be recognized for integrating technology throughout curriculum and offering 24/7/365 access to virtual learning opportunities.

SCHOOL FACILITIES

TRSD facilities will adequately support the curriculum, current class size policy, and student enrollment; moreover, facilities will be well-maintained, safe, and comply with all fire, health and safety regulations.

*“There are two educations.
One should teach us how to make a living and the other how to live.”
... John Truslow Adam*

STUDENT COMPETENCIES FOR THE 21ST CENTURY

Global economic, political, social and environmental challenges mount. Knowledge expands exponentially. What 21st century world do we imagine our graduates will be living and working in, and have we *wisely chosen* the most essential learning outcomes to prepare them for that world?

Team 2 was tasked to identify essential high school graduation competencies. Team members examined or created several documents including mission, beliefs and vision statements, the Scholastic Aptitude Test report, the New England Competencies Assessment Program report, advanced placement test results, the Youth Risk Behavior survey, the My Voice Survey,

community surveys, attendance and discipline data, and the high school's NEASC self-study. Interviews of college admissions officers at each New Hampshire State college provided insight into the qualities and competencies post-secondary schools expect in incoming freshmen classes.

On October 7, 2008, more than 100 citizens from Atkinson, Danville, Plaistow and Sandown met at the high school and weighed in on the question: *"What will our children need to know to be successful in the 21st century?"*

The emerging profile of what the 21st century learner should strive to become --- and our schools must focus on --- follows:

1. ACADEMICS

- 1.1 Students demonstrate proficiency in academic and applied subject areas.
- 1.2 Students apply what they already know, and can do, to acquire new knowledge and develop new skills.
- 1.3 Students discuss and debate issues and events which have local and global significance.
- 1.4 Students connect knowledge and experiences from different subject areas and apply multidisciplinary thinking to solve problems (simulated and real) and complete tasks.

2. LIFE-LONG LEARNING

- 2.1 Students take responsibility for their own learning and challenge their comfortable limits of thought and performance.
- 2.2 Students seek deeper understanding of topics, issues, problems, and questions that interest them. They enjoy learning.
- 2.3 Students approach unfamiliar situations with reasoning, adaptability and determination.
- 2.4 Students approach learning with an understanding of strategies that work well for them.
- 2.5 Students explore career options and pursue post high school plans with an understanding of requirements, confidence, and a strong work ethic.

3. COMMUNICATION

- 3.1 Students are proficient readers, writers, researchers, speakers, and listeners.

- 3.2 Students express ideas, opinions and information with confidence and clarity, using a variety of communication tools and techniques. Distinguish fact from opinion.
- 3.3 Students are proficient in more than one language.
4. THINKING AND REASONING
 - 4.1 Students use methods of inquiry and engage in real or simulated investigation characteristic of the academic area or professional discipline; for example, the scientific method.
 - 4.2 Students seek and evaluate various points of view and potential consequences of alternative solutions in debate, discussion, and decision-making.
 - 4.3 Students creatively connect ideas in unconventional ways to construct new insights, solutions, and inventions.
5. TEAMWORK
 - 5.1 Students work effectively and willingly with others in a variety of situations to complete tasks and achieve goals.
 - 5.2 Students manage and evaluate their behavior as group members, recognizing the impact the individual has on the group, and the group on the individual.
6. TECHNOLOGY
 - 6.1 Students use technology tools and software to expedite and enhance information acquisition, quantitative and qualitative analysis, document preparation and presentation.
7. PERSONAL ETHICS
 - 7.1 Students act with honesty, integrity, and a strong sense of fair play.
 - 7.2. Students are courteous and respectful toward others.
 - 7.3. Students take responsibility for their own actions and consequences.
8. LOCAL and GLOBAL CITIZENSHIP
 - 8.1 Students understand and appreciate their own culture and seek to understand the perspectives, values and traditions of other cultures.
 - 8.2 Students recognize mankind's interdependence with nature and seek to make a positive contribution to the lives of others and to protection of the environment.
 - 8.3 Students enhance quality of life by volunteering in their school and community.

9. FINE and PERFORMING ARTS

9.1 Students enhance quality of life by engaging in cultural and artistic activities as a spectator and participant.

10. PERSONAL WELLNESS

10.1 Students make healthy food choices and engage in physical exercise.

10.2 Students recognize and avoid dangerous involvement with drugs and alcohol.

10.3 Students access medical and emotional support for themselves and others.

PRIORITY GOALS AND STRATEGY

“There is nothing with so much worth as a mind well educated.”

... Ecclesiasticus

HIGH EXPECTATIONS FOR ALL STUDENTS focuses on raising the achievement bar *and* closing the achievement gap of all TRSD students. Faced with unprecedented challenges, the 21st century will require the mobilization of every ounce of human intelligence. Perhaps for the first time in history, Wagner observes, “many of the competencies required for work are congruent with some of the more traditional goals of an outstanding liberal arts education: a broad understanding of mathematical and scientific concepts, cultures and peoples; the ability to reason, think critically, and solve problems”². A high school diploma is no longer sufficient. We must prepare our students for college level work.

We are challenged by the May, 2008 Report of the NEASC Visiting Committee for Timberlane Regional High School which states, “There was a recurring theme throughout the visit that there is more tracking of students within the school than is noted in the schedule and in the self-study. Learning opportunities that group students together homogenously do not provide high expectations for all students and thus, actually inhibit student learning for some.”³ In light of the NEASC Report concern about a lack of high expectations for some students, the District should examine ways to improve high expectations for each student.

GOAL #1: Apply Mission, Beliefs and Student Competencies for the 21st Century to all students.

Strategy:

1.1 By June 2010, create greater school and community awareness of the TRSD mission, beliefs, vision, and 21st century student competencies, and the conditions by which these become “front and center” criteria when adopting and implementing district, school, and classroom policies, procedures and practices.

1.2 By June 2010, Professional Learning Communities (Strategic Goal # 3) review state, local, and district curriculum documents (including the strategic plan) on a district-wide basis, reach consensus on the most *essential* competencies, and downsize/compact the curriculum accordingly.

1.3 By June 2010, align individual school statements with TRSD statements of mission, beliefs, vision, and 21st century student competencies. The goal is a unified, district-wide focus and direction. Individual schools are allowed to supplement, but not supplant, TRSD statements; for example “Owl” at the high school, “Respect, Responsibility, and Right Choices” at the middle school and “STARS” at the Sandown North elementary school.

GOAL #2: Accelerate achievement for all students, across all competencies, and reduce achievement disparities among all groups of students.

Strategy:

2.1 By June 2012, develop and implement programs across all grades and in all classrooms to enrich and accelerate the academic growth and aspirations of all students.

2.2 By June, 2012, evaluate and ensure that all policies and procedures create equal opportunity, high aspirations, high achievement and rigor for all students, K-12.

2.3 By June 2012, provide intensive reading, writing, or math instruction across all grade levels for students in need. Increase instructional time the further a student is away from proficiency.

2.4 By June 2009, convene a representative group of K-12 teachers and administrators to: examine NEASC Visiting Committee Reports for TRHS and TRMS and comparable elementary schools’ reports, agree on issues and needs elementary, middle and high have in common, and develop appropriate improvement plans (e.g., Six Traits of Writing, Understanding by Design).

2.5 By June 2014, implement the appropriate recommendations of the May, 2008 Report of the NEASC Visiting Committee for Timberlane Regional High School.

2.6 By June 2014, implement the appropriate recommendations of the forthcoming Report of the NEASC Visiting Committee for Timberlane Regional Middle School.

*“Raise hell, constantly question ‘the way things are done around here’,
and never, ever rest on your laurels.”*

...Tom Peters

PROFESSIONAL LEARNING COMMUNITY focuses on staff members collaborating on a sufficient and sustained basis to improve teaching and learning. Ample research shows that “when teachers engage regularly in authentic ‘joint work’, focused on explicit, common learning goals, their collaboration pays off richly in the form of higher quality solutions to instructional problems, increased teacher confidence, and, not surprisingly, remarkable gains in achievement”⁴.

TRSD staff members universally lament the lack of time to do what they know needs to be done to improve their subject area, their department, their school, and their students’ achievement. Best practices cannot spread without peer collaboration in what the TRSD staff calls a “Professional Learning Community”. In *The Six Secrets of Change*, Fullan states that “positive, purposeful peer interaction works effectively under three conditions: (1) when the larger values of the organization and those of the individuals and groups mesh; (2) when information and knowledge about effective practices are widely and openly shared; and (3) when monitoring mechanisms are in place to detect and address ineffective actions while also identifying and consolidating effective practices”⁵.

GOAL #3: Create scheduled, sufficient, and sustained time for staff members to carry out the work of the school in collaborative Professional Learning Communities.

Strategy:

3.1 By June 2010, all schools will agree on the adoption of a Professional Learning Community model. The Dufour PLC model is recommended. If chosen, schools will be supported in attaining the following milestones: By June 2011, all schools reach the initiation stage, or higher, on all twelve components of a Professional Learning Community; and by June 2013, all schools operate at the sustaining (highest) stage of implementation. Note: Should another PLC model be chosen, other implementation milestones will apply.

3.2 By June 2011, provide training in areas that enhance Professional Learning Community success. This includes training in *people skills* (e.g., leadership, team building, communication, discussion skills, running meetings, resolving conflicts, managing time....) and *technical skills* (e.g., project planning, collection and analysis of data, exploring solutions, taking action, monitoring and evaluating results....)⁶.

“Computers aren’t intelligent, they just think they are.”

... Anonymous

TECHNOLOGY focuses on the use of technology and telecommunication services to advance learning, improve productivity, and enhance communication between home and school. We are in the midst of a communications revolution. Newer, faster, cheaper, simpler, and smarter technologies come to market every day. Employers and higher education institutions expect their employees and students, respectively, to effectively use computers and related communication devices. Computer technology presents the opportunity to go outside the walls of the school and offer virtual learning experiences to virtually any one, at any time, anywhere, for any purpose, and at any pace.

GOAL #4: All students and staff become proficient users of technology.

Strategy:

4.1 By June 2011, implement K-12 student-use-of-technology outcomes, teaching strategies, and common assessment measures, with the requirement that the entire staff fully participate.

4.2 By June 2011, provide teachers personalized, sufficient, ongoing instruction, and time, to incorporate technology “best practices” into classroom subjects and support student efforts using technology.

4.3 By June 2010, offer and/or expand options for students wishing to access distance learning for remediation, enrichment or acceleration, for high school or college credit; as examples, NovaNet⁷, the Virtual (On-Line) Learning Academy Charter School⁸ in Exeter, NH., and the Renzulli Learning System/Learning Differentiation Engine⁹, based on the School-wide Enrichment Model. Also offer and/or expand project-based experiences for students that are academically rigorous, relevant, and build relationships with adults in the community¹⁰.

4.4 By June 2011, adopt an Information and Communications Technology (ICT) literacy program¹¹ in grades K – 12 that provides students the opportunity to become proficient in the use of technology within the context of the core subject areas, and to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of student digital portfolios.

GOAL #5: Use technology to enhance communication between educators and parents.

Strategy:

5.1: By June 2009, discuss and decide on new and/or improved school on-line resources/services that could be accessed from home.

5.2: By June 2010, offer adult education courses in technology.

GOAL #6: Determine the total cost for procurement, utilization, and disposal of technology to carry out district-wide and school technology plans.

Strategy:

6.1 By June 2010, establish hardware and software standards for delivering technology and telecommunications service to satisfy academic (classroom) and administrative (office) computing and communication requirements.

6.2 By June 2009, develop a three-year technology and telecommunications plan, and budget, to meet the above-stated strategic goals. Identify and apply for external funding sources.

“Form ever follows function.”

...Louis Henry Sullivan

SCHOOL FACILITIES focuses on providing classroom and other spaces that are safe, secure, comfortable, and have sufficient capacity to house staff, students, curriculum, programs and services.

Four recent reports provide ample evidence of the need to seriously consider repairs, renovations and additions to the TRHS and TRMS, or new school construction. These reports include: (1) The November, 2008 Long-Range School Facilities Planning Report for the Timberlane Regional School District prepared by the New England School Development Council (NESDEC); (2) The October, 2008 Assessment of Existing Conditions at TRHS and TRMS prepared by LaVallee/ Brensinger, Architects (L/BPA); (3) The May, 2008 Report of the NEASC Visiting Committee for TRHS; and (4) The November, 2008 Self-Study Report prepared by TRMS staff and community as part of the NEASC school accreditation process.

These independent studies, cited above, conclude that the high school and middle school are overcrowded, need major structural upgrades, and are unable to fully meet 21st Century instructional needs.

The NESDEC Team prepared demography and enrollment projections, visited the schools, consulted with school and community leaders, identified near-term and long-term needs and suggested three alternative solutions and criteria for evaluation¹².

NEAR-TERM NEEDS

The need to develop a long range plan for PK-12 facilities and educational program planning.

The need to consider purchase of additional land at the middle school/high school site to expand field space and provide for a second avenue of egress from the school campus.

The need to continue efforts to improve building security.

LONG-TERM NEEDS

The need to rehabilitate/replace school spaces which do not support 21st Century educational programs.

The need to increase high school, middle school, and elementary schools' capacities and address current inadequate instructional spaces.

The LaVallee/Brensinger Architects Team evaluated the condition of the middle school building and concludes that many of the deficiencies are not addressable at reasonable cost via a renovation of, or addition to, the building. The Team finds a high school building in need of significant improvements and additions to be supportive of the student population and a 21st Century high school curriculum¹³.

The NEASC Visiting Committee Report on the high school¹⁴, and the NEASC Self-Evaluation Report¹⁵ prepared by middle school staff and community members, reinforces building inadequacies and concerns identified by NESDEC and L/BPA .

GOAL #7: Develop capital improvement plan and implementation sequence and timetable for the TRSD that addresses the concerns cited in several recent evaluation reports.

Strategy:

7.1 By June 2009, present to the school board viable options to address the identified educational and space needs.

7.2 By June 2009, develop a long-term capital improvement plan for the TRSD and identify a sequence/timetable of priorities to be addressed by the plan.

7.3 By June 2009, identify appropriate architectural design options.

7.4 By June 2010, create necessary public support for the implementation of the capital improvement plan, including funding of identified priorities.

7.5 By June 2013, demonstrate consistent adherence to the implementation schedule of the capital improvement plan.

“What gets measured gets done, what gets measured and fed back gets done well, what gets rewarded gets repeated”

... John E. Jones

NEXT STEPS: IMPLEMENTING the STRATEGIC PLAN

(Based on *Planning for Change: A Source Book for Strategic Planning*, LEADership Center, University of New Hampshire, Durham, NH, 1993).

1. Steering Committee presents Strategic Plan to school board, staff and community for review and comment.
2. Steering Committee considers staff and community comments and approves Strategic Plan.
3. Steering Committee submits final Strategic Plan to the school board for approval.
4. School Board, following approval, authorizes wide distribution of the Strategic Plan to the community and schools.
5. Steering Committee and school administration establish “Actions Teams” to accomplish the work outlined in the Strategic Plan for each priority area.
6. Teams present action plans for review and approval. Decide which action plans require school board approval before being implemented.
7. Action Teams are provided financial support and resources appropriate to the task of implementing approved action plans, in coordination with the budget cycle.
8. Superintendent’s office keeps school board, staff and community informed on progress in implementing the Strategic Plan.
9. Issue an **Annual Report on the State of TRSD Schools** to document and record over time progress, or lack of progress, in achievement of the vision, beliefs and vision statements, and strategic plan priority goals.

REFERENCES

1. John Dewey, *School and Society* (University of Chicago, 1898).
2. Tony Wagner, *Improving High Schools: The Case for New Goals and Strategies* (Draft copy. Article scheduled to appear in Fall, 1992 Phi Delta Kappan).
3. *Report of the NEASC Visiting Committee for Timberlane Regional High School* (Commission on Public Secondary Schools of the NEASC, Bedford, MA., 2008) p. 21.
4. Mike Schmoker, *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*, p.178.
5. Michael Fullan, *The Six Secrets of Change* (Jossey-Bass, San Francisco, CA, 2008) p.45.
6. Peter Scholtes, *The Team Handbook: How to Use Teams to Improve Quality* (Joiner Associates, Inc., Madison, WI., 1992).
7. *NovaNet*: A Comprehensive on-line courseware system for grades 6-12. <http://www.pearsonschool.com>
8. *Virtual Learning Academy Charter School*, Exeter, NH: Offers on-line courses using Internet technologies. <http://www.vlac.org>.
9. *Renzulli Learning System*. www.RenzulliLearning.com.
10. Adria Steinberg, *Real Learning, Real Work: School-To-Work as High School Reform* (NY, Routledge, 1998). Note: Six A's of Designing Projects featuring authenticity, academic rigor, applied learning, active exploration, adult connections and assessment practices. Visit Jobs for the Future website (www.jff.org), focused on dual agenda of high achievement and high student graduation rate.
11. *New Hampshire ICT literacy Standards for K – 12 Students*. NHDOE Office of Education Technology, October 2005.
12. *NESDEC, Long-Range Facilities Planning: Timberlane Regional School District* (NESDEC, Marlborough, MA., November, 2008).
13. *L/BPA, Existing Conditions Assessments: Timberlane High School and Middle School* (L/BPA, Manchester, NH, November, 2008).
14. *Report of the NEASC Visiting Committee for Timberlane Regional High School*, pp. 48-51.
15. *TRMS Staff and Community NEASC Self-Evaluation Study* (Plaistow, NH, 2008).

RESOURCES

Between December 2007 and December 2008, three teams, under the direction of the Strategic Planning Committee, collected a large amount of quantitative and qualitative data through surveys, archival achievement data, documents, observations, and a focus group. This information is on file in the Superintendent's Office.

Sample Goal/Strategy Implementation Worksheet

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: Solution Tree (formerly National Educational Service).

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., Norford, J., Paynter, D., Pickering, D., & Gaddy, B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

National Association of Secondary School Principals. (1996). *Breaking ranks: Changing an American institution*. Reston, VA: Author.

National Association of Secondary School Principals. (2004). *Breaking ranks II: Strategies for leading high school reform*. Reston, VA: Author.

National Association of Secondary School Principals. (2006). *Breaking ranks in the middle: Strategies for leading middle school reform*. Reston, VA: Author.

State of New Hampshire Department of Education. (2007). *New Hampshire's vision for redesign: Moving from high schools to learning communities*. Concord, NH: Author.

STRATEGIC PLANNING COMMITTEE of the TIMBERLANE REGIONAL SCHOOL DISTRICT

Michelle Auger	Principal of Pollard Elementary
William Baldwin	School Board Chair, Atkinson
Charles Coker	Director of Secondary Education
Amy Dailey	Teacher at Pollard
Kristen Dalphond	Para-educator at Pollard
Kathie Dayotis	Principal of Atkinson Academy
Kate Delfino	Parent
Christine Dube	Para-educator at Danville Elementary
Angelo Fantasia	Athletic Director
Winfried Feneberg	Assistant Superintendent
Jo-Ann Georgian	Principal of Sandown North Elementary
Nancy Hart	Principal of Danville Elementary
Michael Hogan	Principal of Timberlane Regional Middle School
John Holland	Technology Director
Anne Isenberg	Parent
Krista Johnson	Teacher at Atkinson
Kelli Killen	Director of Elementary Education
Elizabeth Kosta	School Board Member, Plaistow
Richard Lalley	Consultant
Richard La Salle	Superintendent
Laura Lipfert	Parent
Doug Rolph	Principal at Sandown Central School
Nancy Stafford	Guidance Counselor at Sandown North Elementary
Jennifer Suech	Budget Committee, Atkinson
Dennis Tardif	Consultant
Donald Woodworth	Principal of Timberlane Regional High School