

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, NOVEMBER 7, 2013

Regular Meeting - 7:30 PM

Superintendent's Office
30 Greenough Road, Plaistow, NH

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

Robert Collins, Chair
Nancy Steenson, Vice Chair

AGENDA

1. **Call to Order – Chair**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
 - a. October 17, 2013 meeting
 - b. October 23, 2013 special meeting
5. **Delegations or Individuals**
6. **Current Business**
 - a. Honor Society Update – INFORMATIONAL (5 minutes)
 - b. SAT Scores – INFORMATIONAL (15 minutes)
 - c. Blizzard Bags – INFORMATIONAL (10 minutes)
 - d. SLT/Board Committee Goals Part III- INFORMATIONAL (10 minutes)
 - e. School Board Goals Review – INFORMATIONAL/ACTION (30 minutes)
7. **Administrator's Report**
 - a. Update on School Activities – INFORMATIONAL
8. **Personnel Report**
9. **Reports of the School Board**
10. **Correspondence Folder**
11. **Vendor and Payroll Registers**
12. **Other Business**
 - a. Non-public (if needed)
13. **Future Dates**

DATE	MEETING TYPE	LOCATION	TIME
November 13	SAU Public Hearing on Budget	SAU	7:00 PM
November 21	Regular Meeting	SAU	7:30 PM
December 5	Regular Meeting	Danville Elem	7:30 PM
December 19	Regular Meeting	SAU	7:30 PM
January 2	Regular Meeting	SAU	7:30 PM
January 14	Deadline for Citizen's Petition/CBA		
January 16*	Public Hearing on Budget	PAC	7:00 PM
January 22	First Day of Filing for Vacancies	SAU	
January 31	Last Day to File for Vacancies	SAU	5:00 PM
February 6*	Deliberative Session	PAC	7:00 PM
February 20	Regular Meeting	SAU	7:30 PM
March 6	Regular Meeting	Sand. Central	7:30 PM
March 11	District Voting	Polls	

*These required hearings/sessions are in place of regularly scheduled board meetings.

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

ADMINISTRATOR'S REPORT

Administrator's Report for November 7, 2013 School Board Meeting

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

Two sets: October 17th public and October 23rd special meeting meetings.

4. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. Honor Society Update – 5 minutes

Don Woodworth to report on improvements made to the honor society program.
INFORMATIONAL

b. SAT Scores – 15 minutes

Scott Strainge, Mary Widman and Academic Deans to present class of 2013 SAT scores.
INFORMATIONAL

c. Blizzard Bags – 10 minutes

Dr. Wilson, Scott Strainge and Kelli Killen to present on the Blizzard Bag/online program update.
INFORMATIONAL

d. SLT/Board Committee Goals Part III – 10 minutes

Chairman Collins to present Personnel Committee mission and goals for 2013-14.
INFORMATIONAL

e. School Board Goals Review – 30 minutes

Chairman Collins to conduct a review of the 2013-14 School Board goals.
INFORMATIONAL/ACTION

7-9. REPORTS

7. Administrator's Report – Dr. Wilson to present

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

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

9. Reports of the School Board

10. CORRESPONDENCE

11. VENDOR AND PAYROLL REGISTERS

12. OTHER BUSINESS

Non-public (if needed)

13. FUTURE DATES

UPCOMING REGULAR MEETING AGENDAS

This information is provided for informational purposes only. Agenda items are subject to change.

The official agenda will be distributed one week prior to its scheduled meeting.

NOVEMBER 21, 2013	
Community of Practice Award	<i>Peer Outreach</i>
Policies	<i>1st reading</i>
Essay Contest Winners	<i>Winners from grades 2, 5, 7, & 10</i>
District Action Plan	
Science NECAP (Assessment)	
Professional Development Update	<i>Deb Armfield</i>

December 5, 2013 AT DANVILLE ELEMENTARY	
Policies	<i>2nd Reading/Adoption</i>

December 19, 2013	

Back-Burner List

SERESC Update	<i>Beth Rincon</i>
NHSBA Resolutions	<i>September</i>
Soccer Field Dedication	

TIMBERLANE REGIONAL SCHOOL BOARD

Atkinson, Danville, Plaistow, Sandown
New Hampshire

Regular Meeting
October 17, 2013
7:30 PM

SAU No 55
30 Greenough Road
Plaistow, NH

Call to Order

Madam Vice Chair Steenson called this October 17, 2013 meeting of the Timberlane Regional School Board to order at 7:30pm.

Board Members Present

Mr. Barczak, Mr. Bealo, Mrs. Delfino, Mr. Mascola, Mrs. Sherman, Mrs. Steenson and Mr. Ward.

Not in attendance:

Mr. Blair, Chairman Collins and Student Liaison Ben Militello.

Administrators Present

Dr. Metzler, Superintendent of Schools
Mr. Stokinger, Business Administrator
Mrs. Danahy, Director of Human Resources and TRSB Recording Clerk

Madam Vice Chair Steenson asked for a moment of silence in a show of respect for Atkinson Selectman Todd Barbera, who recently passed away.

Pledge of Allegiance

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

Minutes (00:02:25)

The board reviewed and approved by consensus the October 3, 2013 and October 10, 2013 public and non-public meeting minutes of the Timberlane Regional School Board.

Delegations and Individuals (00:03:13)

Sandown resident Joseph McKinnon requested the school board put an end to allowing students to purchase lunches when they have a negative lunch account balance. He believes students should not be allowed to make the decision to run up a negative balance and then expect parents to pay the overage. He also requested that letters or emails to parents regarding negative balances be stopped and a phone call should be placed instead. He believes this would also save money for the district.

CURRENT BUSINESS (00:13:53)

Public Hearing on Donation

On behalf of the Timberlane Football Boosters, Dr. Metzler presented a donation in the amount of \$12,000 for the purpose of installing the new scoreboard that was recently donated by the Football Boosters. Board members noted the incredible hard work of Mrs. Heather David to raise these funds in addition to the money she raised for the scoreboard.

Motion: Mr. Barczak motioned to accept on behalf of the school district the donation of \$12,000 for the purpose of installing the new scoreboard. Mr. Bealo seconded. With no further discussion the motion passed by a unanimous vote of 6-0-1 (Mr. Ward abstained).

SLT/Board Committee Goals Part II (00:16:36)

Madam Vice Chair Steenson explained the SLT/Board Committees were asked to develop a mission statement and goals for each of the committees. Mrs. Delfino presented the Community Relations Committee Goals mission and smart goals for the 2013-2014 school year.

Superintendent's Goals (00:20:43)

Dr. Metzler noted his goals were presented at the recent SAU board meeting and then asked the board if they had any questions about them. Mr. Ward asked when the goals were written to which Dr. Metzler explained that the goals are a living document and most of the goals were developed at the school board retreat. Mr. Barczak read aloud the mission, beliefs and vision statement in the strategic plan which state "Student test scores will rank among the top ten percent in the state." Noting the Strategic Plan is a guide for the district he asked what Dr. Metzler's plan is to achieve this goal. Mr. Mascola asked for a definition or clarification of what the top ten percent refers to. Dr. Metzler explained there is no magic wand to move a district to such a 10% status as the infrastructure of the district needs to be aligned to achieve such a goal.

Improving the infrastructure is exactly what Dr. Metzler has been and is currently doing throughout the district. Installment of academic dean, conducting instructional rounds and administrator evaluations are just a few of those initiatives.

Motion: Mrs. Delfino motioned to approve the Superintendent's goals as presented, seconded by Mrs. Sherman. With no further discussion the motion passed by a unanimous vote 7-0-0.

New Hampshire School Board Association (00:30:45)

Mr. Barczak distributed a handout to the board regarding his proposed NHSBA resolution. He read aloud the first few paragraphs of the document and stated the objective to this resolution is to abolish the United States Department of Education. He presented information that he gathered and his opinion on the matter. A discussion ensued.

Motion: Mr. Barczak motioned to recommend the Timberlane Regional School Board supports forwarding the resolution to the NHSBA that urges the US congress to abolish the US Department of Education, seconded by Mr. Mascola. With no further discussion the motion passed by a vote of 4-3-0 (Mrs. Delfino, Mrs. Sherman and Mrs. Steenson opposed).

Motion: Mr. Bealo motioned to authorize the TRSB Chair or Vice Chair to send a letter to NHSBA requesting an earlier notification on their "Call" for annual resolutions, seconded by Mr. Mascola. With no further discussion the motion passed by a vote of 6-1-0 (Mrs. Sherman opposed).

School Board Goals Review (00:52:20)

In the absence of the School Board Chair, the board decided to move this agenda item to the next meeting.

Administrator's Report (00:53:15)

Dr. Metzler noted that the Sandown PTA has donated \$600 towards the purchase of a water bubbler for Sandown Central which is scheduled to be installed in the fourth grade wing of the school.

Motion: Mrs. Delfino motioned to approve the acceptance of the \$600 donation from the Sandown PTA, seconded by Mrs. Sherman. With no further discussion the motion passed by a unanimous vote of 7-0-0.

Dr. Metzler updated the board on the Blizzard Bags action plan, the Becky Motivates information and the midterms and finals process which he noted is almost complete. He asked the board to consider holding two policy committee meetings per month to address the number of complex policies that need review. He congratulated Michael Blache, sophomore who has achieved the rank of Eagle Scout. He updated the board on the SLT instructional rounds, and complemented Mrs. Armfield for all her work on organizing and preparing the team for the rounds, as well as her work on the Tripod Survey.

Personnel (01:11:07)

None

Reports of the School Board (01:11:12)

Mrs. Sherman noted the new awnings and flowers planted at Pollard School. Mrs. Steenson noted the French exchange students have arrived in the district.

Correspondence (01:14:05)

Done

Vendor and Payroll Check Registers (01:14:20)

Vendor and payroll registers have been signed by the board.

Other Business (01:14:53)

Mr. Bealo requested the TRSD "What's Happening?" newsletter be distributed to the entire school district including parents.

Having no further business before the board Madam Vice Chair Steenson adjourned the meeting at 8:45 pm.

Respectfully submitted,

Nancy Danahy
School Board Clerk

TIMBERLANE REGIONAL SCHOOL BOARD

Atkinson, Danville, Plaistow, Sandown
New Hampshire

Special Meeting
October 23, 2013
8:07 PM (Immediately following SAU Board meeting)

SAU No 55
30 Greenough Road
Plaistow, NH

Call to Order

Chairman Collins called this October 23, 2013 special meeting of the Timberlane Regional School Board to order at 8:07 pm.

Board Members Present

Mr. Barczak, Mr. Bealo, Mr. Blair, Mr. Collins, Mrs. Delfino, Mr. Mascola, Mrs. Sherman, and Mrs. Steenson.

Not in attendance:

Mr. Ward and Student Liaison Ben Militello.

Administrators Present

Dr. Metzler, Superintendent of Schools
Mr. Stokinger, Business Administrator
Mrs. Danahy, Director of Human Resources and TRSB Recording Clerk

CURRENT BUSINESS (00:00:00)

Substitute Nurse Daily Rate

Dr. Metzler asked the board to approve a daily rate of \$175.00 for substitute nurses from this day forward. Chairman Collins recapped the discussion made at the SAU Board meeting held just prior to this special meeting. **Motion: Mr. Bealo motioned to approve a daily rate of \$175.00 for substitute nurses, seconded by Mrs. Steenson. With no further discussion the motion passed by a vote of 7-0-1 (Chairman Collins abstained).**

NHSBA Resolutions (00:16:36)

Chairman Collins was not able to attend the school board meeting held on October 17, 2013 whereby the Board voted to forward proposed resolution language to the NHSBA relative to eliminating the Federal Department of Education, however, he did watch the meeting via Vimeo. He thought it important to call this meeting and present new and clarifying information regarding the New Hampshire School Board Association (NHSBA) resolution that was approved by the board.

Mr. Barczak expressed concern and questioned the process of this special meeting explaining the vote at the October 17th meeting was a consensus of the board.

Chairman Collins highlighted the NHSBA's requirement for rationale of any resolution submitted for consideration. The rationale presented during the October 17th meeting was not formatted for the space provided by the form. He stated he also reviewed the data presented and found inconsistencies throughout it; he thought it important that a clear understanding of the facts be presented to the board so they could make an informed decision. He explained there is nothing that prevents the presentation of additional information and another motion. He then presented examples of the data that was originally presented and noted that only information regarding 17 year old students was reported; it has been noted that without a consequence 17 year old students do not take the testing seriously. This is the only group presented in the original presentation even though the other age groups showed improvement. He noted the graph showing the spending per pupil escalated in 2007 to 2010 but adjusted in later years.

Motion: Mr. Collins motioned to not move forward with this resolution from last week, seconded by Mr. Delfino.

A discussion ensued. Mr. Barczak addressed each point made in the Chairman's presentation. Board members presented their views on the matter.

With no further discussion the motion passed by a vote of 4-3-1 (Mr. Bealo, Mr. Barczak and Mr. Mascola opposed, Mr. Blair abstained).

Having no further business before the board Chairman Collins adjourned the meeting at 8:40 pm.

Respectfully submitted,

Nancy Danahy
School Board Clerk

Honor Society Protocol Improvement Plan: Update

In the spring of 2013, we presented a series of goals to help provide more consistency to our current Honor Society program. Below is an outline of those goals and an update on the status of their progress.

Goal 1: Consistency in membership qualifications in academic honor societies.

All honor society criteria for membership and chapter requirements will be aligned to the standards for the national chapter of that society.

All applications will be available online under the clubs and activities tab beginning in February.

Goal 2: Adherence to organizational protocols in honor societies that are affiliated with national organizations (such as National Honor Society).

For the 2014-15 school year, all honor societies will hold membership in their national chapter.

Goal 3: Consistency and quality of formal honor society ceremonies.

All honor societies will have a formalized induction ceremony where all parents, board members, department members and administrators will be invited.

We are looking at separating our senior cording ceremony into academic cording and non-academic cording.

Goal 4: Consistent and reasonable expectations of student time commitments, fund raising responsibilities and community service expectations.

Regular meetings will be put into an online calendar accessible through the TRHS website. (THIS IS IN PROGRESS)

Meeting minutes and records of all meetings will be kept in a file with the advisor.

We are continuing to look at ways to reduce excessive time commitments while still maintaining fidelity to the national regulations.

Goal 5: Consistent responsibilities, expectations and compensation for honor society advisors.

A document of expectations will be developed and disseminated to all honor society advisors.

Stipends are evaluated yearly by our AP of student services.

Class of 2013 SAT Scores

Seniors Results based on:

- 246 Timberlane Seniors tested.
- If students tested more than once, most recent score was used.

Year	2013
Critical Reading	485
Math	508
Writing	483

SAT Summary / 5 Years Timberlane Seniors

Year	2009	2010	2011	2012	2013
# of Students	222	211	223	212	246
Critical Reading	507	484	504	489	485
Math	518	505	507	489	508
Writing	485	485	500	480	483

2013 SAT Comparison Scores - NE States / Public HS Scores

STATE	NH	VT	MASS	CT	RI	ME
Critical Reading	515	515	506	499	478	457
Math	518	514	521	503	479	462
Writing	504	502	500	504	473	446

Class of 2013 SAT Scores

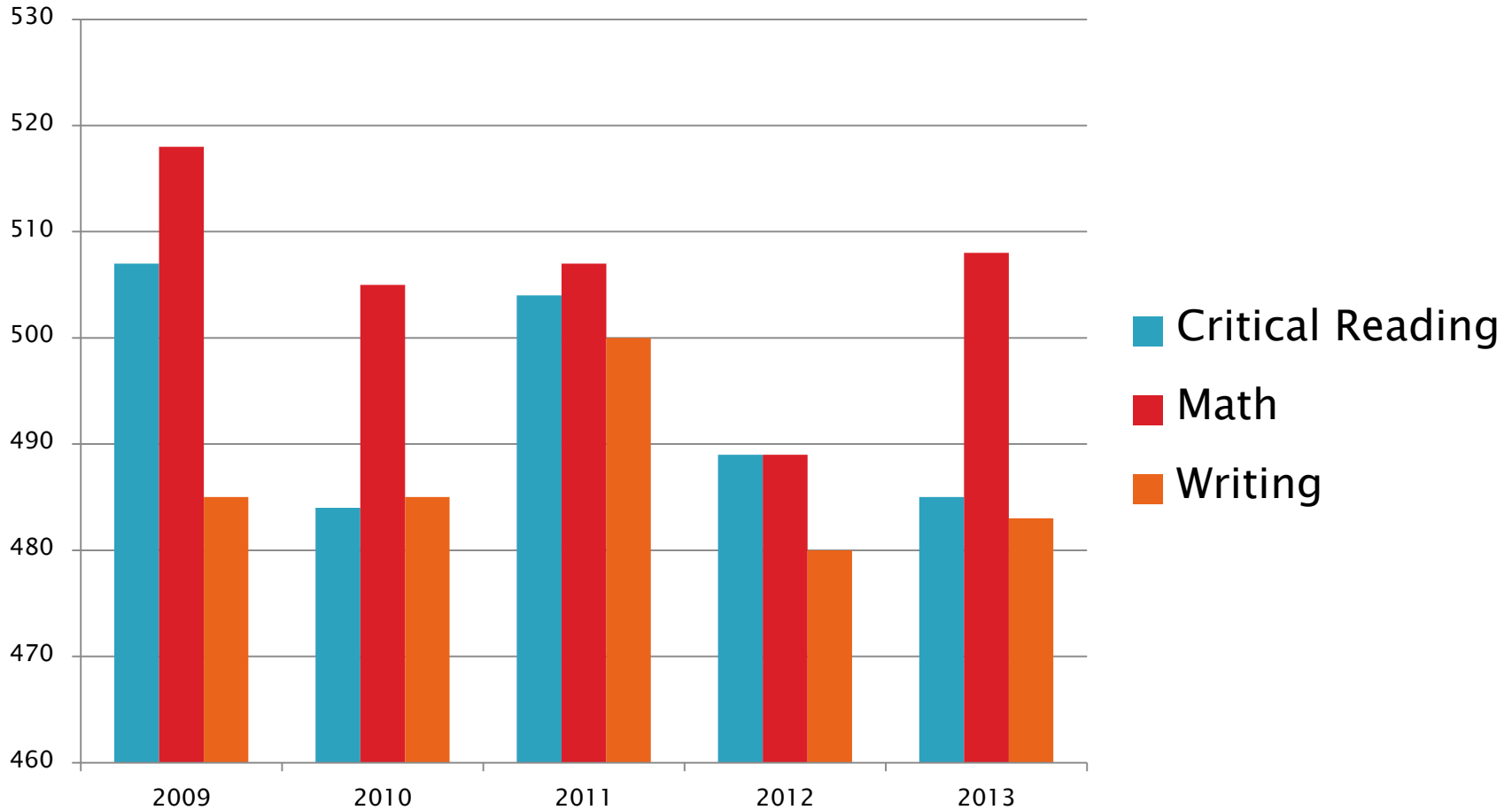
School Board Meeting
November 7, 2013

Seniors Results based on:

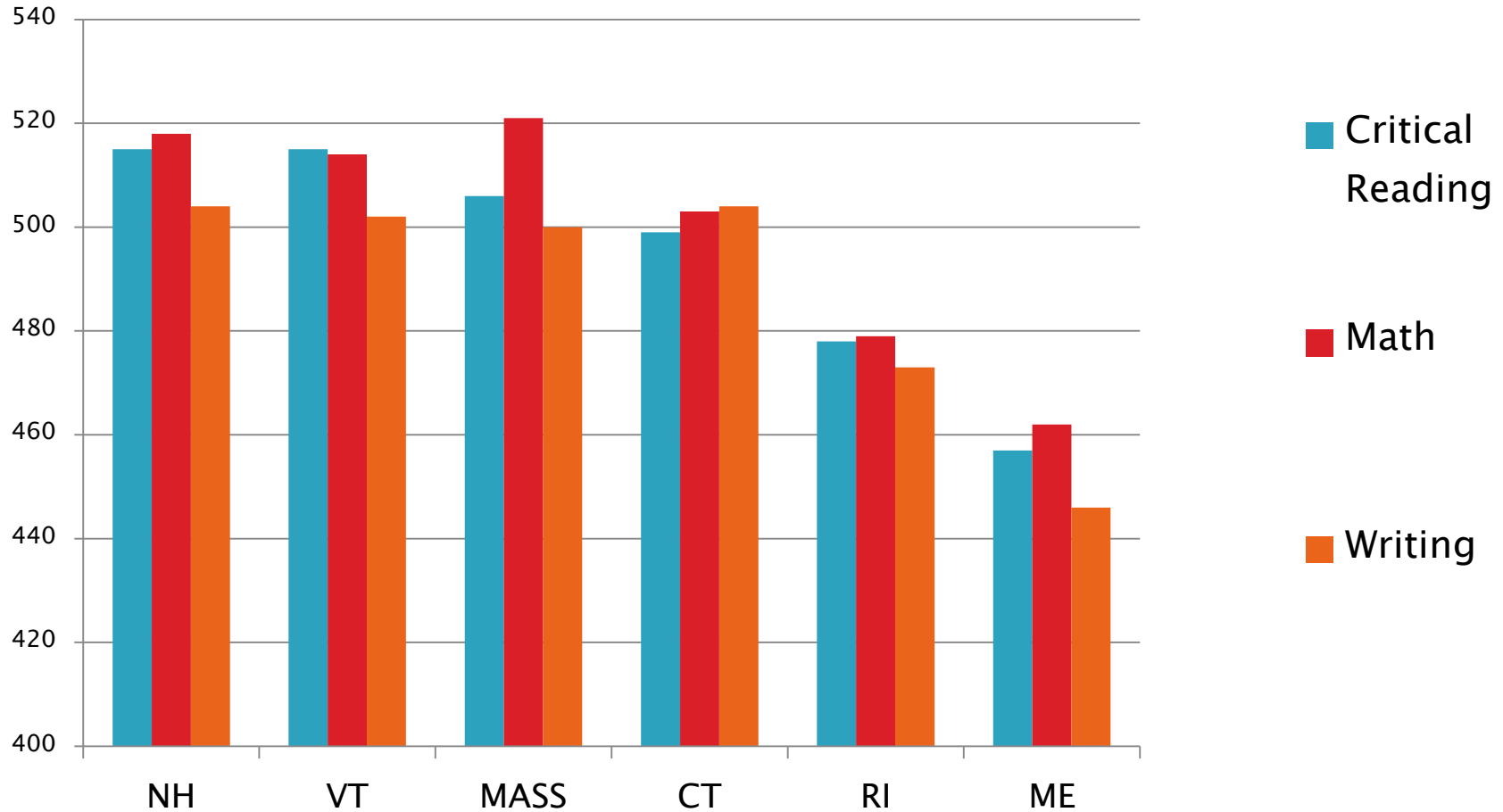
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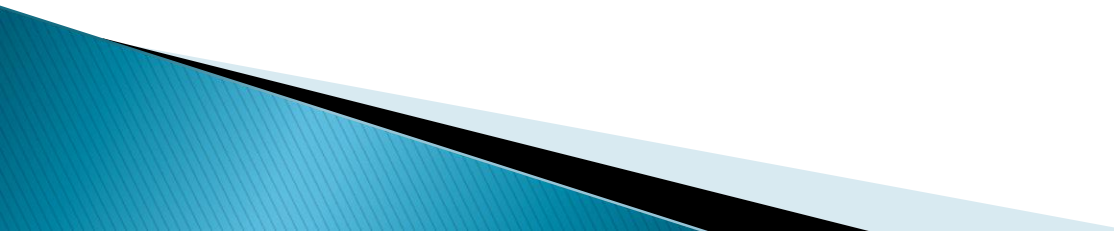
SAT Summary / 5 Years Timberlane Seniors



2013 SAT Comparison Scores – NE States / Public HS Scores



Plan for Support – Reading/Writing

- ▶ Professional Development
 - Literacy
 - Vocabulary
 - Modeling Questions
 - ▶ SAT Prep Opportunities
 - English prep class, practice sessions after school
 - ▶ New Course
 - Latin
- 

Plan for Support – Mathematics

- ▶ Professional Development
 - Mathematical Literacy (CCSS 8 Mathematical Practices)
 - Vocabulary
 - Modeling Questions
- ▶ SAT Prep Opportunities
 - Math prep class
- ▶ New Course
 - Discrete Mathematics

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
30 Greenough Rd. • Plaistow, NH 03865 603/382-6119
Fax 603/382-3334

Serving The
Timberlane Regional School District
Hampstead School District

October 31, 2013

Dr. Virginia Barry, Commissioner
Department of Education
101 Pleasant Street
Concord, NH 03301

REFERENCE: ONLINE LEARNING/BLIZZARD BAGS - TIMBERLANE

Dear Dr. Barry,

This fall, SAU 55 researched the use of "Online Learning/Blizzard Bags." We talked to many school districts that have implemented plans and have received the support of our community and school boards. SAU 55 serves both the Timberlane and Hampstead School Districts. The Timberlane District is comprised of the towns of Atkinson, Plaistow, Danville, and Sandown. The Hampstead School District has an elementary school and a middle school and tuitions its high school students to Pinkerton Academy.

The applications for Online Learning/Blizzard Bags are sent to you through PDF as an email, and a hard copy is sent US Mail. If approved, we plan to call only a few days as Blizzard Bag days and evaluate the implementation and results in the Spring. Our goal is to maintain the rigor of the work as we would see in the classroom; yet, we realize that many students will be doing this work independently. Lessons used for Blizzard Bag instruction will not contain new material, but will be used to reinforce concepts and skills. Many of the lessons will be at the application level of Blooms taxonomy.

Both districts are currently reviewing their policy JH "Student Attendance and Truancy" which consists of several steps before final approval. Both policies will have the changes for implementation of the Online Learning/Blizzard Bag program as required by the Department of Education. Hampstead will have their second reading of the policy in mid-November and Timberlane's policy should be approved by early January.

Thank you for considering our applications. We are hoping to have everything in place to implement this new procedure starting in January. Should you have further questions, please contact me at 382-6119 or at Roxanne.wilson@timberlane.net.

Sincerely,


Roxanne Wilson, Ed. D
Assistant Superintendent

Blizzard Bag Proposal – Timberlane Regional School District

A. Introduction to the Plan

The Timberlane Regional School District is planning on implementing an Online/Digital/Blizzard Bag Day. The purpose of this initiative will be to allow students to complete up to five emergency days through interactive lesson plans. Blizzard Bag assignments are designed to cover current curricula and/or provide enrichment. If at least 80% of students participate and complete their assignments, the day will count as a school day per the Department of Education Technical Advisory. Blizzard Bag assignments will be equivalent to the effort and rigor of typical classroom work. This plan will also provide hardcopy assignments to students who do not have internet access.

B. Explanation of the process to notify staff and students (families) that it will be a “Blizzard Bag” day.

- a. Superintendent’s Office will make PowerAnnouncement, the district’s notification system.
 - i. Will also notify students/families of teachers designated hours for on-line communication
 - ii. Will also remind students/families 80% is required for day to count as school day
- b. Principal’s Office will post on Website
 - i. Will also notify students/families of teachers designated hours for on-line communication
 - ii. Will also remind students/families 80% is required for day to count as school day
- c. Principal’s Office will Tweet
 - i. Will also notify students/families of teachers designated hours for on-line communication
 - ii. Will also remind students/families 80% is required for day to count as school day
- d. If there is no power, or it is anticipated that power will be lost, the Superintendent’s Office will make a PowerAnnouncement that it is a regular snow day and no school day credit will be given.

C. Explanation of the evaluation process

- a. Each student is responsible for completing and submitting (online or hard copy) the assignment within 48 hours upon return to school.
- b. Assignments will be assessed by teachers.
- c. If student does not complete the assignment, credit will not be given and student will be marked absent for the day, which will factor into the school’s attendance policy.

- d. Teachers will follow up with the students following a “blizzard bag” event and mark absent those who did not complete the assignment within the 72 hours of returning to school.
- e. Blizzard Bag assignments will be graded and count toward student’s final grade.

D. Survey Results

- a. Families 540 results
 - i. Internet access for online work 97%
 - ii. Support of Blizzard Bag days 84%
- b. Staff 257 results
 - i. Internet access to be able to conduct lessons online 97%
 - ii. Support of Blizzard Bag days 74%

E. The process through which student and staff participation will be monitored

- a. Students – 80% participation required
 - i. Students will be expected to turn in complete work to their teachers the next school day. Teachers will grade the assignment in the same manner that school work is normally assessed.
- b. Professional Staff – 80% participation required
 - i. Professional Staff must be available for online communication with their students from 10:00am – 2:00pm.
 - ii. Teachers will grade and follow up with students in regards to Blizzard Bag assignment.
 - iii. Staff participation will be monitored through logs from the platforms used, such as the district Google apps and EasyTech, and a log of students who completed hardcopy assignments will be kept.

F. Sample Lesson

- a. Internet Access
 - i. Attached Sample for Elementary—This lesson shows an example of a lesson through EasyTech, which is our technology education program. Students access the assignment through the EasyTech site. They complete the lesson online and submit all parts of the assignment through the platform. Teachers are able to make comments and check on student progress through the platform.
- b. No Internet Access
 - i. Attached Sample for Elementary—We are able to provide a hard copy of the same lesson from EasyTech so that all of our students are involved in the same and consistent learning.

G. Updated District Attendance Policy

- a. Timberlane’s policy JH “Student Absence and Excuses” has been in the process of being revised since last Spring, 2013. We added the statement “If a day of instruction has been called per the Superintendent as part of the Online Learning/Blizzard Bag option,

and a student fails to complete the work, the student will be marked as absent for that day.”

- b. This policy is included in the addendum and is going through the policy review routing required by Timberlane. It is on the agenda for the Superintendent’s Leadership Team for Nov 6, 2013 and will then go to the Policy Review Committee on Dec 5th. After approval, it will be put on the next School Board agenda, for December 19th for the first reading. The second reading will be planned for January 2, 2014. The Timberlane School Board has been made aware of the submittal of this application.
- H. The internet address where the online lessons are to be provided
- a. <https://www.google.com/a/timberlane.net>
 - i. Timberlane Regional School District Google Apps login to access Blizzard Bag assignments that will be emailed to them directly or shared with the class. For Prek to 1st, and all secondary students
 - b. <https://www.learning.com>
 - i. Site for Easytech log in for students and teachers at grades 2 to 5.
- I. Plan and time-line for teacher training in conducting class via the internet
- a. Secondary
 - i. Professional Staff will be trained on how to share and email their students via Google Apps for Education accounts during their Department Meetings.
 - ii. Professional Staff will be allotted time to practice during their Department Meetings.
 - iii. Training sessions will be conducted by Academic Deans during PD time.
 - b. Elementary
 - i. Professional Staff will be trained on how to access lessons on EasyTech and how to provide assistance and comments to students using that platform.

Addendum

Sample Lessons

&

Attendance Policy

Timberlane Blizzard Bag Lesson Examples

Grade 5 Panther Population

Standard:

CCSS: RI.5.3 Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS: RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS: Math Practice #4 Model with mathematics

Links:

www.learning.com

Lesson:

See attached for EasyTech lesson and hard copy version for students without Internet access.

Assessment:

Teachers will assess the work submitted; journal entries and graphs, through the EasyTech platform and will assess hardcopies by hand.

- Follow these steps**
1. Complete the **Get Involved! Trend Definition** section in your online journal.
 2. Learn about the Florida panther. The Florida panther is one of the most endangered animals in the United States. To see a panther in the wild, watch this four-minute video "Panther Project: How We Collar a Florida Panther" which is available on YouTube at <http://www.youtube.com/watch?v=EvNphm7vQn4>
 3. Now that you have learned a little about the Florida panther, do you think the state is succeeding in its efforts to help the panther? One way to answer this question is to look at the number of Florida panthers over the years.

Assignment Not Started
You can save your work and return to it later, or turn in your assignment.

Comments

Post Comment

The Population of Florida Panthers

In 1992 the number of panthers was at 26 which was already less than the 29 sighted in 1990, that was not a good start to the decade. The number of Florida panthers in the 1990's ranged from as few as 25 in both 1991 and 1995 to as many as 52 in 1999. From 1996-1998 the amount of panthers increased from 31 to 42 with 39 panthers being sighted in 1997. There was a brief spike in the population of panthers in 1993 when 33 panthers were found, this was up 7 from the previous year. A year later the population decreased to 27.

With the exception of 2003 to 2004, where the number of panthers decreased, the number of panthers actually increased each year. Starting in 2000 when there were 65 panthers, the number of panthers increase by 4 the next year then 3 the next and then by a staggering 10 more panthers in 2003. It was that next year, 2004 that the number of panthers began to decrease by nine. From 2004 there was a slight increase in the population (5 more) in the next year, but a huge gain in 2006 when the population increased to 91 panthers. There was just one less panther in 2007 and then for some reason there would be only 77 panthers sighted in 2008.

The numbers were steadier in the 1980's. From 1982 to 1986 the number of panthers stayed around 20 with both 1982 and 1984 finding 20 panthers, in 1985 the number decreased to 19 and stayed that way for the next year. The highest amount in that span of time was 21 and that was in the year of 1983. The least amount of panthers recorded was in 1981 when only 13 panthers were found. The bad news was that to end the 1980's, after 1986 the number of panthers dropped one less panther per year starting in 1987 with 27 panthers.

4. Using just these paragraphs would make it difficult to answer our question. A better way to see trends in data is to make a graph. You will make three different kinds of graphs—a bar graph, a pie chart and a line graph. You will look at these graphs to see which graph is best for understanding the data about Florida panthers.
5. Record your data in a table then use this data to make three graphs, a bar graph, pie chart and line graph.
6. After you have created your graphs, answer the questions on **Get Involved! Noticing Trends in Data** form.
7. You will attach the graphs to your journal assignment

Your Response

Get Involved! Trend Definition

1. Use an online dictionary, such as www.dictionary.com or www.merriam-webster.com to look up the word trend. Copy the main definition and paste it into the text box.

2. What kinds of trends have you heard about before?

Panther Population

5th Grade

Follow these steps

1. Complete the **Get Involved! Trend Definition** section in your journal form.
2. Learn about the Florida panther. The Florida panther is one of the most endangered animals in the United States. Read the transcript of the video "Panther Project: How We Collar a Florida Panther" .

Transcript from the video "Panther Project How We Collar a Florida Panther"

Looking for tracks in the dirt at sunrise is only the beginning of the process to collar a Florida panther. Using ATVs or buggies, dogs with tracking devices, short wave radio communication and determination, the panther team divides and sets out in conditions ranging from a wee bit chilly to mostly scorching with a one hundred percent chance of insects. Sometimes this process can take a few days ... but ...if it's a lucky day, the dogs will find and tree an un-collared panther.

The team gathers nearby as the tranquilizer gun is prepared and the veterinarian loads the dart. Radio communication is maintained with the hounds men as the panther is darted. "Now that the dart is in the panther and it's been a couple minutes, the drugs have started to take effect, we bring the crash bag in, we also have a large cargo net that we stretch out over top that crash bag assuming it falls out of that tree. The other thing that can happen is the panther will fall asleep in the tree and actually be stuck up there. And that' s the point where the tree climber, which is myself, I'll put the climbing spikes on and the safety harness and I'll climb up the tree ..."

Narrator: With the panther's eye view of the waiting net Mark has to decide whether to tie a rope and lower the cat down or ...

Mark: "Ready ...?"

The FWC veterinarian and biologists quickly assess the panther, attaching a collar, inserting a transponder and tattoo each ear for identification purposes. While the animal is sleeping they are given IV fluids vaccinated against a host of diseases and given an overall health check. When the workup and cleanup is complete, most of the panther team dissolve back into the wild leaving the panther to wake as the vet watches from a distance, making sure the animal wakes normally.

Occasionally a panther has a need for rehabilitation due to a vehicle collision or other injury. In these cases the FWC releases them back into the home range

from where they came. Once a panther is collared they are tracked three times a week from a fixed-wing airplane and the information is saved in a database used to plot home ranges and location. If a female panther is found in one area for at least three flights, it is an indication that she is denning ...hopefully producing a litter of kittens. Biologists then triangulate her position on the ground and set up a remote monitoring station. It's dubbed "biologist in a box"...a device that includes a telemetry receiver, cell phone and antennas which helps tell the biologists if the mother panther is in residence. Once kittens are located... sex is determined, they are weighed, de-wormed and photographed. A tissue sample is taken from the ear for genetic analysis and a transponder chip is inserted for identification. It's the same type commonly used for house pets. By the way, there is no evidence that a panther mother will reject her kittens due to the touch of human hands.

Intense conservation efforts working with public and private partners have reversed the downward spiral toward extinction of this critically endangered species. We must continue to conserve and protect this symbol of Florida's strength and resilience. That means funding critical services. If you want to help, do something good. **Put your money where your heart is and buy a panther plate.** Don't let this little one be one of the last ones.

3. Now that you have learned a little about the Florida panther, **do you think the state is succeeding in its efforts to help the panther?** One way to answer this question is to look at the number of Florida panthers over the years.

The Population of Florida Panthers

In 1992 the number of panthers was at 26 which was already less than the 29 sighted in 1990, that was not a good start to the decade. The number of Florida panthers in the 1990's ranged from as few as 25 in both 1991 and 1995 to as many as 52 in 1999. From 1996-1998 the amount of panthers increased from 31 to 48 with 39 panthers being sighted in 1997. There was a brief spike in the population of panthers in 1993 when 33 panthers were found, this was up 7 from the previous year. A year later the population decreased to 27.

With the exception of 2003 to 2004, where the number of panthers decreased, the number of panthers actually increased each year. Starting in 2000 when there were 65 panthers, the number of panthers increase by 4 the next year then 3 the next and then by a staggering 10 more panthers in 2003. It was that next year, 2004 that the number of panthers began to decrease by nine. From 2004 there was a slight increase in the population (6 more) in the next year, but a huge gain in 2006 when

the population increased to 91 panthers. There was just one less panther in 2007 and then for some reason there would be only 77 panthers sighted in 2008.

The numbers were steadier in the 1980's. From 1982 to 1986 the number of panthers stayed around 20 with both 1982 and 1984 finding 20 panthers, in 1985 the number decreased to 19 and stayed that way for the next year. The highest amount in that span of time was 21 and that was in the year of 1983. The least amount of panthers recorded was in 1981 when only 13 panthers were found. The bad news was that to end the 1980's, after 1986 the number of panthers dropped one less panther per year starting in 1987 with 27 panthers.

4. Using just these paragraphs would make it difficult to answer our question. A better way to see trends in data is to make a graph. You will make three different kinds of graphs—a bar graph, a pie chart and a line graph. You will look at these graphs to see which graph is best for understanding the data about Florida panthers.
5. Record your data in a table that you draw on the graph paper. Then use this data to make three graphs, a bar graph, pie chart and line graph on the supplied graph paper.
6. After you have created your graphs, answer the questions on **Get Involved! Noticing Trends in Data** form.
7. You will attach the graphs to your journal forms to turn in when you return to school.

Get Involved! Trend Definition

1. Use an online dictionary, such as www.dictionary.com or www.merriam-webster.com to look up the word trend. Copy the main definition into the text box.

2. What kinds of trends have you heard about before?

3. What trends are you aware of in the past?

4. Write a definition of trend in your own words.

Get Involved! Noticing Trends in Data

Which graph type, bar, pie or line, best shows you the trends over time? Explain.

When looking at the data on the best graph, what do you notice about the number of Florida panthers over the years? What trend do you notice?

What did you discover in the information about the Florida panther that can explain the trend?

What other hypothesis do you have that might explain the data?

The graph ends in 2008. Based on the trends in the graph, predict what you think the numbers are for the years 2009-2012. Justify your prediction based on the data.

Timberlane High School French 5 ACC – Madame Allaire

Blizzard Bag Assignment 1

Unit 3 : Immigration, Social Class, and Ethnicity

Competencies addressed:

Students will know:

1. how to read and comprehend course texts and materials in French
2. how to write at the appropriate level of accuracy in French
3. about the diverse cultures as they relate to the study of French

Enregistrez-vous au blog de la classe: <http://madameallaire5acc.blogspot.com/>

1. Suivez le lien au blog de Mathieu Kassovitz et lisez le débat entre Mathieu Kassovitz et Nicolas Sarkozy à propos des émeutes à Paris en 2005.
2. Après avoir lu ce débat, écrivez :
 - une page comme réponse au point de vue de Sarkozy ou de Kassovitz.
 - soyez certain de citer des exemples spécifiques pour soutenir votre argument.
3. Vous serez noté avec la rubrique d'écriture du département des langues

Assessment: See the attached rubric

Written Assessment Rubric – assumes task is complete

	Comprehensibility	Fluency	Quality of Content	Correctness of Language Used	Risk-Taking
A	Native reader easily understands message On-topic Completely in TL	Complete sentences that flow easily, with purpose Use of transition words Use of substitute expressions or paraphrasing	Logical, thoughtful, well-developed Quality details that go beyond the obvious Holds the reader's attention	Vocabulary is used correctly No spelling/punctuation errors Structures are accurate: word order, subj/verb agreement, adj agreement, tense consistency, use of infinitives	Student is very willing to venture into unmastered language structures, vocab & points of view Shows substantial creativity in written expression
B	Mostly easy for native reader to understand Mostly on-topic Written in TL	Most sentences are complete, flow easily & with purpose Moderate use of transition words Some use of substitute expressions/paraphrasing	Mostly logical, thoughtful, well-developed Details meet the obvious Mostly holds reader's attention	Vocabulary is mostly used correctly Few spelling/punctuation errors. Most structures are accurate: word order, subj/verb agreement, adj agreement, tense consistency, use of infinitives	Student is willing to venture into unmastered language structures, vocab & points of view Shows creativity in written expression
C	Fairly easy for native reader to understand Fairly relevant to topic Written in TL; some anglicisms present	Some sentences are complete, flow easily & with purpose Some use of transition words Minimal substitute expressions, paraphrasing	Moderately logical, thoughtful, well-developed Fewer details meet the obvious Moderately holds the reader's attention	Moderate use of correct vocab. Some spelling/punctuation errors. Some structures are accurate: word order, subj/verb agreement, adj agreement, tense consistency, use of infinitives	Student is somewhat willing to venture into unmastered language structures, vocab & points of view Shows some creativity in written expression
D	Difficult for native reader to understand Vague relevance to topic Message partially written in English; anglicisms present	Most sentences are incomplete, lack flow & purpose Few to no transition words Lacks substitute expressions and/or paraphrasing	Minimally logical, thoughtful, well-developed Few to no details Does not hold reader's attention	Little vocab is used correctly Poor spelling/punctuation Few structures are accurate: word order, subj/verb agreement, adj agreement, tense consistency, use of infinitives.	Student is reluctant to venture into unmastered language structures, vocab & points of view Little creativity shown in written expression
F	Very difficult for native reader to understand Not relevant to topic Mostly written in English	Choppy, incomplete sentences No transition words No substitute expressions or paraphrasing	Lacking in logic, thoughtfulness, development No details Reader unable to grasp message from content	Vocabulary is mostly incorrect Dramatic spelling/punctuation errors Most structures are inaccurate: word order, subj/verb agreement, adj agreement, tense consistency, use of infinitives	Student is unwilling to venture into unmastered language structures, vocab & points of view No creativity shown in written expression

Written Assessment Rubric – assumes task is complete

	Comprehensibility	Fluency	Quality of Content	Correctness of Language Used	Risk-Taking
A	Native reader easily understands message On-topic Completely in TL	Complete sentences that flow easily, with purpose Use of transition words Use of substitute expressions or paraphrasing	Logical, thoughtful, well-developed Quality details that go beyond the obvious Holds the reader's attention	Vocabulary is used correctly No spelling/punctuation errors Structures are accurate: word order, subj/verb agreement, adj agreement, tense consistency, use of infinitives	Student is very willing to venture into unmastered language structures, vocab & points of view Shows substantial creativity in written expression
B	Mostly easy for native reader to understand Mostly on-topic Written in TL	Most sentences are complete, flow easily & with purpose Moderate use of transition words Some use of substitute expressions/paraphrasing	Mostly logical, thoughtful, well-developed Details meet the obvious Mostly holds reader's attention	Vocabulary is mostly used correctly Few spelling/punctuation errors. Most structures are accurate: word order, subj/verb agreement, adj agreement, tense consistency, use of infinitives	Student is willing to venture into unmastered language structures, vocab & points of view Shows creativity in written expression
C	Fairly easy for native reader to understand Fairly relevant to topic Written in TL; some anglicisms present	Some sentences are complete, flow easily & with purpose Some use of transition words Minimal substitute expressions, paraphrasing	Moderately logical, thoughtful, well-developed Fewer details meet the obvious Moderately holds the reader's attention	Moderate use of correct vocab. Some spelling/punctuation errors. Some structures are accurate: word order, subj/verb agreement, adj agreement, tense consistency, use of infinitives	Student is somewhat willing to venture into unmastered language structures, vocab & points of view Shows some creativity in written expression
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STUDENT ABSENCES AND EXCUSES

Students between the ages stated in RSA 193:1 are required to maintain regular and punctual patterns of attendance. Each building principal is responsible for overseeing attendance procedures and for ensuring that:

1. Attendance is accurately checked, recorded, and reported to the school office each day for each class.
2. All student absences are recorded.
3. All permanent records of student attendance are maintained at either the school district or SAU central office.
- 3.4. [Students experiencing multiple absences will be referred to the appropriate school team for resolution.](#)

An unauthorized absence (as defined in RSA 189:35-a) is considered truancy and will be treated as such. Truant students may be subject to school disciplinary measures in line with applicable Board policies and school procedures.

Students identified as being truant will be contacted by either a school official or truant officer and brought to school. The school administration will send a letter to parents/guardian of the truant student. If the truancy problem continues, the school administrator will send by registered mail, a letter to the parents of the truant student, indicating the nature and seriousness of the problem and enclose a copy of RSA 193:1.

[Parents are required to notify the school either by note the day before or by phone on the morning of the absence.](#)

[Absences of more than five \(5\) consecutive days require a note from a doctor.](#)

[After 3 days tardy, parents may receive a phone call from the guidance counselor.](#)

[After 6 absences or days tardy in a marking period, parents will receive a letter from the principal.](#)

[After nine \(9\) absences or days tardy, parents will be required to have a meeting with the principal.](#)

[After 12 absences or days tardy, a letter will be placed in the student's file.](#)

[Appropriate authorities will be contacted after fifteen \(15\) days absent or tardy.](#)

[Frequent early dismissals may be treated as tardies and 5 tardies will equal one \(1\) absence.](#)

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If a child is absent or dismissed for illness, he/she may not attend a school function and the day/evening of the absence.

High school students who are absent beyond 10% of a course will lose credit for that course and may be referred to the Academic Dean for consideration of an appeal from this policy.

If a day of instruction has been called per the Superintendent as part of the Online Learning/Blizzard Bag option, and a student fails to complete the work, the student will be marked as absent for that day.

Legal References:

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:7 Penalty

RSA 193:8 Notice Requirements

RSA 193:16 Bylaws of Nonattendance

RSA 189:35-a Truancy Defined

NH Code of Administrative Rules, Section ED 306.04(a)(1) Attendance and Absenteeism

NH Code of Administrative Rules, Section ED 306.04(c) Policy Relative to Attendance and Absenteeism

Personnel Committee Goals 2013-2014

*Rob Collins, Committee Co-Chair
Dr. Earl Metzler, Committee Co-Chair*

MISSION

The Timberlane Regional School Board/SLT Personnel Committee will work collaboratively with the established staff unions of Timberlane. The priorities of this work will reflect:

- the mission and goals of Timberlane;
- academic excellence; and
- respect for the investment of the local tax payer.

SMART GOALS

1. Create a comprehensive evaluation plan with the Timberlane Teachers' Association that is fair and establishes great respect, improvement and support of both teaching and learning. The target for this work to be accomplished is December 2014 or sooner.
2. Negotiate and bring forward to the Timberlane ballot in March 2014 a contract with the newly formed support staff union (Timberlane Support Staff Union).

SCHOOL BOARD GOALS

2013-2014

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

1. Academic Excellence

- 1.1. School Board member site visits to other school districts in an effort to learn how they have been successful in elevating or maintaining a high level of student achievement.
- 1.2. Annual, data driven report to determine if programs and departments are meeting their objectives.
- 1.3. Annual, data driven report of student achievement and growth based on previously established targets
- 1.4. Establish a new teacher evaluation process that supports teachers' growth and student achievement.

2. Assessment Understanding

- 2.1. Assessments are to be presented to the Board at least once every calendar month for at least 20 minutes beginning September 2013.

3. Community Involvement and Engagement

- 3.1. The Board will work with the Superintendent and other appropriate stakeholders to develop a plan to integrate family, school, and community engagement into the district wide strategy for student success.

4. Capital Improvement Plan

- 4.1. The Board will review, adjust and implement the Capital Improvement Plan in the next six months.

5. Public Relations

- 5.1. The Board will work with appropriate stakeholders to create and implement a "Communication Plan" for the District in the next six months.
- 5.2. The Board will work with appropriate stakeholders to publish an annual "District Report Card."

6. Retreat

- 6.1. The Board and Superintendent will attend two retreats by the end of June 2014 to discuss improvement of our School District.