

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, OCTOBER 17, 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 3, 2013 meeting
5. **Delegations or Individuals**
6. **Current Business**
 - a. Public Hearing on Donation – ACTION (10 minutes)
 - b. SLT/Board Committee Goals Part II– INFORMATIONAL (10 minutes)
 - c. Superintendent's Goals – ACTION (30 minutes)
 - d. NHSBA Resolutions – INFORMATIONAL (10 minutes)
 - e. School Board Goals Review – INFORMATIONAL (10 minutes)
7. **Administrator's Report**
 - a. Update on School Activities – INFORMATIONAL
8. **Personnel Report**
9. **Committee Report/Reports of the School Board**
10. **Correspondence Folder**
11. **Vendor and Payroll Registers**
12. **Other Business**
 - a. Non-public (if needed)
13. **Future Dates**

DATE	MEETING TYPE	LOCATION	TIME
October 23	SAU Board Meeting	SAU	7:00 PM
November 7	Regular Meeting	SAU	7:30 PM
November 13	SAU Public Hearing on Budget	PAC	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 October 17, 2013 School Board Meeting

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

Two sets: October 3rd public and October 10th joint board meetings.

4. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. Public Hearing on Donation – 10 minutes

Heather David to present on the donation of \$12,000 (check already rec'd at SAU) for the purpose of installing the new scoreboard that was recently donated by the Football Boosters. See policy KCD. ACTION

b. SLT/Board Committee Goals Part II – 10 minutes

Kate Delfino to present Community Relations goals and mission statement. INFORMATIONAL

c. Superintendent's Goals – 30 minutes

Dr. Metzler to present 2013-14 goals. ACTION

d. NHSBA Resolutions – 10 minutes

The NHSBA is requesting input from NH school boards in the drafting of proposed resolutions. The deadline to submit one is October 25th. INFORMATIONAL

e. School Board Goals Review – 10 minutes

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

7-9. REPORTS

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

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

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

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.

NOVEMBER 7, 2013	
Community of Practice Award	<i>Peer Outreach</i>
Honor Society Update	<i>Don Woodworth</i>
Soccer Field Dedication	<i>(tentative)</i>
Blizzard Bags	

November 21, 2013	
Policies	<i>1st reading</i>
Essay Contest Winners	<i>Winners from grades 2, 5, 7, & 10</i>

December 5, 2013	

Back-Burner List

SERESC Update	<i>Beth Rincon</i>
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Timberlane Regional School District	Policy Code: KCD
Adopted: 10-16-08	Page 1 of 1

PUBLIC GIFTS AND DONATIONS

Gifts from organizations, community groups and/or individuals, which will benefit the District, shall be encouraged. A gift shall be defined as money, real or personal property and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the district shall be encouraged to discuss in advance with the Building Principal or the Superintendent what gifts are appropriate and needed.

The Board reserves the right to refuse any gift that does not contribute to the achievement of the district's goals, or in which the ownership of the gift would tend to deplete the resources of the district. In determining whether a gift will be accepted, consideration shall be given to district policies, school district goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation that accompanies this policy.

The Superintendent may accept gifts in the amount of \$500 or less. Gifts in excess of \$500 may only be accepted by the Board. Additionally, pursuant to RSA 198:200-b, gifts in the amount of \$5000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$5000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the district. The Board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the district. The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the district. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to update inventory and to notify the donor of acceptance or rejection of a gift.

2013-14

SUPERINTENDENT'S GOALS FOR TIMBERLANE

1 SUPERINTENDENT'S LEADERSHIP TEAM

A. Teaching and Learning

A.1 The Superintendent's Leadership Team will participate in district initiatives in order to identify and establish the role of the SLT and its members and to gain a full understanding of the desired outcomes of each of the following initiatives.

- *Instructional Rounds*
- *Understanding By Design*
- *Danielson's Observation and Evaluation System*
- *Data Driven Dialogue and Decision Making*
- *The Tripod Survey*
- *Standards of Professional Learning*
- *School Net*

A.2 The Superintendent's Leadership Team will establish a district-wide consensus of what constitutes 21st Century learning and instruction and aggressively educate the school leadership to include key concepts, practices, and resources that promote and support this framework within the curriculum.

A.3 The Superintendent's Leadership Team will create the necessary support to solidify the restructuring of the secondary level administrative team and to support the grades 6-12 alignment efforts by facilitating meetings of key administrators, creating paths of communication among the various grade levels, and fostering collaboration and communication among staff and administration from grades 6-12.

A.4 The Superintendent's Leadership Team will oversee and monitor the work of fully aligning the PreK – 12 Curriculums With The Common Core.

B. Communication

B.1 The SLT will establish a clearly articulated process for communicating important information to administrators, and other groups in a consistent manner. This will be evidenced by the establishment of common messages, a consistent application of SharePoint for meetings, protocols for use of Power Announcement, strategies for improving communication between schools, and the effective use of technology.

C. Evaluation

C.1 The SLT will establish a clearly articulated process for providing feedback and approving recommendations from committees, administrators, and other groups. This will include the establishment of criteria and protocols.

D. Systems Improvement

D.1 In order to support system improvements, the SLT membership will articulate the Data Team structures for schools and the district, and ensure that all members understand the processes and protocols for the analysis, use, and reporting of data. Data will be effectively used for prioritizing

needs and directing professional learning, budgeting, CIA and overall operations. Evidence of goal attainment will be reflected in efficient and productive Data Team meetings and in the improved utilization and communication of data inputs and outputs.

D.2 *In order to support system improvements and eliminate duplication, the SLT membership will review and improve processes and forms related to professional development, teacher evaluation, technology, transportation, business, and human resources. Evidence of goal attainment will be reflected in efficient operations and positive feedback from the SAU staff and district employees.*

D.3 *The SLT members will work as a team utilizing agendas, minutes, norms and reflect on the accomplishments of the group. Improved ratings of team work and work products will be the evidence of goal attainment.*

2 EVALUATION/SUPPORT OF INSTRUCTIONAL STAFF

A. Professional Development Calendar

The Superintendent will provide professional development opportunities for instructional staff in an effort to improve performance and support teaching strategies.

B. Instructional Rounds

The Superintendent will implement an Instructional Rounds process as a mechanism for supporting schools as they work toward addressing the goals that have been articulated in their action plans.

C. Administrators (Goals and Evaluations)

The Superintendent will implement a goals and evaluation process for all administrators which will be used in the upcoming contract process.

3 ASSESSMENT

A. Action Plan Presentations

The Superintendent will establish school action plans for each of the district schools and make presentation to the School Board by the fall of 2013.

B. Tripod Project (student voice)

The Superintendent will implement the Tripod Project in an effort to connect content knowledge, pedagogical skills, and relationship building skills for district educators. This tool will measure student perception and perspective in order to induce and inform strategic planning and priority setting in our schools.

4 CAPITAL IMPROVEMENT

A. Portables

The Superintendent will install updated portable classrooms at the Timberlane Regional High School to be ready for use beginning the 2013-14 school year.

B. Schedule Retreat

The Superintendent will participate in a retreat with the School Board for the purpose of updating the Capital Improvement Plan.

C. Work with School Board and Selectmen to Plan for Future Facilities Needs

The Superintendent will meet with Boards of Selectmen in each District town in the fall of 2013 to

discuss ongoing district initiatives and future facilities goals.

5 PROGRAM REVIEW

A. Explore Full Day Kindergarten and Early Childhood Programs

During the 2014-15 budget process, the Superintendent will explore the feasibility of implementing full day kindergarten throughout the district.

B. Improve Mentoring Program by Including Retired Teachers

The Superintendent will implement a plan whereby the district will seek to continually engage Timberlane retired educators through the Timberlane Mentoring and Induction Program.

C. Establish Vertical Teams 6-12

In an effort to build the structure for consistent and coordinated effort to establish a 6-12 academic and operational continuum in the District, the Superintendent will established a new administrative structure at the High School focused on Curriculum creation and alignment, student issues, and operations. Each of these areas will be working and coordinating with the Middle School and its administrative team to ensure alignment and continuity from grades 6-12.

D. Establish Booster Scholarship/Academic Excellence Plan for Athletes

The Superintendent will implement a plan for student athletes for the purpose of improving both personal and team GPA's.

E. Increase Instructional Support for Instructional Creativity for All Levels

The Superintendent will meet with district principals to ensure that action plans and goals reflect increased flexibility for instructional staff to be more creative.

6 MEETING MANAGEMENT

A. Review Meeting Time Statistics

The Superintendent will review School Board meeting statistics for the purpose of improving board meetings.

B. Improve Meeting Efficiency

In an effort to improve School Board meeting efficiency, the Superintendent will make every effort to average board meeting times to two hours or less each meeting and reduce the number of nonpublic sessions.



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

Board of Directors

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"CALL" FOR NHSBA RESOLUTIONS

To: All School Board Chairs
All Superintendents

From: Theodore Comstock, Executive Director

Date: September 25, 2013

Note: This mailing is being distributed to Superintendents and School Board Chairs only. It is also available via the NHSBA web site <http://www.nhsba.org>. Please duplicate and disseminate to other members of the school board.

Does your school board have a resolution NHSBA should consider?

Any successes that we realize in the Legislature are due to the participation of our membership throughout the year. It begins with the collection of proposed resolutions in the fall for eventual consideration at our annual Delegate Assembly in January. Proposed resolutions are submitted to the NHSBA Board of Directors for review and recommendations. These suggestions then go to the Delegate Assembly for final action.

NHSBA's positions on major education legislative and regulatory matters are directed by the Official Resolutions adopted by our Delegate Assembly each year. The process of adopting Resolutions is always a major part of our Delegate Assembly (scheduled for January 11, 2014) and represents one of the most important activities of our Association for the entire year.

The purpose of this memorandum is two-fold. First, this is to be considered the "official call" for Resolution proposals from our member School Boards. All member Boards are encouraged to submit proposals for consideration by the Delegate Assembly. Resolution proposals can cover any education topic viewed as appropriate by the School Board and are generally stated as:

NHSBA supports ... or NHSBA opposes...

The Resolution can be directed toward the State Legislature, Congress, the State Board of Education, the State Department of Education, the Association itself, or others as you deem appropriate. Resolutions may be proposed by majority vote of a member School Board, but not by an individual member(s) of a School Board, non-member School Boards, or any School District or SAU staff member

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

Please be as clear and concise as possible with the wording of your resolution so the intent, as well as the requested action, is understandable. The attached form, using appropriate format, should be used to provide the resolution as well as a brief rationale or explanation of the purpose of the resolution.

All proposed Resolutions must be returned to NHSBA by October 25, 2013 for review by the NHSBA Board of Directors. The proposals, including the Board of Directors' recommendation for action on each proposal, will be redistributed in total to all member districts for review at least 30 days prior to the Delegate Assembly. This will allow ample time for Boards to discuss all proposed Resolutions and give direction to the Board's Delegate to the Delegate Assembly on how to vote on a given proposal.

Remember, proposed resolutions must be received in the NHSBA office no later than October 25, 2013.

The second purpose of this memorandum is to provide you with a copy of the NHSBA current set of Resolutions as adopted by the 2013 Delegate Assembly (see attached) and the 2013 NHSBA Policies, Resolutions and Statements of Belief Manual. We encourage you to review the enclosed materials to see whether the subject matter of a resolution that you contemplate submitting is already covered by existing resolutions. This will save you time, and you can then be assured that your idea for a new resolution has already been addressed by actions of previous delegate assemblies. The subject matter (e.g. funding, governance, etc.) of the enclosed resolutions is categorized for your easy reference.

Feel free to call me if you have any questions about the Resolution's adoption process or on any proposed Resolution you may be considering. NHSBA staff is always ready to help your board get the issues of importance to you on NHSBA's agenda. Don't hesitate to call us.

I cannot over-emphasize the importance of this activity to the direction of NHSBA in the year ahead. I hope you consider this a very high priority. It really is important!

Thank you in advance for your consideration.

New Hampshire School Boards Association



N H S B A
NEW HAMPSHIRE
SCHOOL BOARDS
ASSOCIATION
Incorporated 1946

Proposed
Resolution
for Consideration
by the
2014 NHSBA
Delegate Assembly

Please duplicate this form to allow for submission of each proposed Resolution on a separate form.

Deadline for Submission to NHSBA: October 25, 2013

The _____ School Board submits the following proposed Resolution for Consideration at the 2013 NHSBA Delegate Assembly:

RATIONALE: (Please limit your rationale statement to the space provided, single-spaced, typewritten. This is a required part of the process of submitting a Resolution for consideration by the 2014 NHSBA Delegate Assembly. This rationale statement will be presented to the Assembly with the proposed Resolution and the recommendation of the NHSBA Board of Directors.)

Signature of School Board Chair

Date

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

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

New Hampshire School Boards Association

Resolutions for 2013

Adopted by the 2013 NHSBA Delegate Assembly – January 12, 2013

Education Funding:

1. NHSBA opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

Local Control and School District Autonomy:

2. NHSBA supports new legislation or administrative rules that impose penalties against school district employees who breach their employment contracts. (2011)
3. NHSBA opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state's rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)
4. The NHSBA supports legislation to allow local school districts to retain a percentage of their year-end unreserved fund balance in the same manner as local municipal governments. (2011)
5. NHSBA supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)

School Safety:

6. NHSBA supports legislative action to remove the unfunded mandated provisions of RSA 193-F, Pupil Safety and Violence Prevention. The imposition of these new mandates and their related financial costs, without additional state funding, violates the New Hampshire Constitution, Part First, Article 28-a. (2011)

Public Pension System:

7. NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent, and fiscally sustainable. To achieve this goal, NHSBA supports legislation that will strengthen NHRS's solvency, including legislation to change how an employee's average final compensation is determined. NHSBA supports a calculation using an average of the highest five years for all employees retiring after July 1, 2016. NHSBA further supports legislation requiring that all NHRS rate increases, above those attributable to the \$2.4 billion unfunded liability agreed to by public employers in 2007, be shared equally between employees and employers. (2011)

Accountability:

8. NHSBA supports legislation to amend the State Common Core Testing that will begin in the school year 2014-2015 to allow special education students be tested at their grade level ability rather than their placement of their current school grade. (2013)

*New Hampshire
School Boards Association*

*Policies, Resolutions
and
Statements of Belief
Manual*

January 2013

By Procedure Adopted Unanimously at Delegate Assembly, November 4, 2006
And Following Action of the January 12, 2013 Delegate Assembly

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

Overview of Action Taken at the 2006 Delegate Assembly

The resolutions contained herein have been adopted for three consecutive years by a vote of the Delegate Assembly. Such resolutions become a continuing commitment of the Association and part of this document, *Policies, Resolutions and Statements of Belief Manual*. This practice is based on the proposal adopted unanimously at the 2006 Delegate Assembly on November 4, 2006:

Whereas **NHSBA** takes consistent positions on certain issues that repeatedly come before the Delegate Assembly as re-adopted resolutions, and

Whereas these issues deserve special recognition for their continued importance as long-standing positions,

Be it therefore resolved that any resolution adopted for at least three continuous years be moved to the **NHSBA** Policies, Resolutions and Statements of Belief Manual.

**RESOLUTIONS QUALIFYING FOR INCLUSION IN THE
POLICIES, RESOLUTIONS AND STATEMENTS OF BELIEF MANUAL**

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

Perennial Resolutions of the New Hampshire School Boards Association

I - School Choice

- I:A• NHSBA supports the utilization of public education funds solely for public school purposes as determined by the local school boards. (1991)

- I:B• NHSBA urges the NH Legislature and Congress to oppose any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. Rather than diverting scarce tax dollars away from our public school classrooms, NHSBA urges the NH Legislature and Congress to support improvements in our public schools and meet current funding obligations and promises, benefiting the vast majority of America's children who are educated daily in our public schools. (2005)

II - Education Funding

- II:A• NHSBA proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)

- II:B• NHSBA supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)

- II:C• NHSBA supports Building Aid at a level of no less than 55% for all School Districts in the State for bonds. (2000)

- II:D• NHSBA resolves that the New Hampshire Legislature solve the educational funding crisis in a fair and equitable manner throughout the state and that all education monies so raised be distributed to school districts for the purpose of educational funding. (2001)

- II:E• NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

II:F• NHSBA opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done.

The **NHSBA** opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

II:G• NHSBA urges the Legislature to utilize the resources of the NH Department of Education, including the Department’s statistical data, to define a curriculum that comprises an “adequate education” in the State of NH, and further to calculate the actual cost of an “adequate education,” and to develop an Adequate Educational Funding distribution formula which is consistent with the spirit of the Claremont decisions. (2005)

II:H• NHSBA urges the State to fully fund any minimum standards which require districts to offer kindergarten. (2005)

II:I• NHSBA opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts. (2006)

II:J• The **NHSBA** opposes any constitutional amendment that vacates the spirit and intent of the Claremont and Londonderry lawsuits and attempts in any way to limit or redirect funding in a manner that is contrary to the New Hampshire Supreme Court’s ruling and present interpretation of the New Hampshire Constitution. (2008)

II:K• NHSBA opposes transfer of the responsibility to provide and fund a free and appropriate education (FAPE) for special education students from resident districts to attending districts when a non-resident student is placed in a district by a parent. (2008)

II:L• The **NHSBA** supports the full and traditional funding, by the NH Legislature and the Governor, of State Building Aid, a program that has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State’s Constitutional duty to provide an adequate education to all children. (2010)

II:M• NHSBA opposes the recent change in statute that decreases the state share of local employer retirement costs. **NHSBA** calls for the immediate return of

the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

III - Health Care Funding

III:A • NHSBA supports a statewide effort to work with legislative bodies to address the spiraling costs associated with health care benefits borne by the school districts in New Hampshire. (2005)

IV – Charter Schools

IV:A • NHSBA proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)

IV:B • NHSBA proposes that the State Department of Education develop evaluation and accountability criteria for the state's charter schools to ensure their financial stability as well as sound educational objectives. (2006)

V - Local Control and School District Autonomy

V:A • NHSBA supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)

V:B • NHSBA supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)

V:C • NHSBA urges the Legislature to review the practices, decisions, and potential bias against public employers by the PELRB. (2000).

V:D • NHSBA supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)

V:E• NHSBA supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)

V:F• The NHSBA supports the NH Legislature amending the “SB 2” process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)

V:G• NHSBA opposes the 2008 change in statute implementing an “Evergreen Clause” in all negotiated contracts. This new requirement mandates the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. NHSBA calls for the repeal of this new requirement, RSA 273-A:12, VII. (2009)

V:H• NHSBA opposes any mandated teacher salary schedule requiring all districts in the state to pay salaries based on a common state schedule. (2009)

V:I• NHSBA urges the NH Legislature to make changes in the language of NH RSA 189:1 and NH RSA 189:24 that will allow local school districts the authority to make their own decisions in defining a school calendar that complies with both the spirit and the letter of the law. The recommended changes are as stated below:

189:1 Days of School. – The school board of every district shall provide standard schools for at least 180 days in each year, or the equivalent number of hours ~~if approved by the commissioner of the department of education~~ as required by the New Hampshire Department of Education Regulations, at such places in the district as will best serve the interests of education and give to all the pupils within the district as nearly equal advantages as are practicable.

189:24 Standard School. – A standard school is one approved by the state board of education, and maintained for at least 180 days in each year, or the equivalent number of hours ~~if approved by the commissioner of the department of education~~ as required by the New Hampshire Department of Education Regulations, in a suitable and sanitary building, equipped with approved furniture, books, maps and other necessary appliances, taught by teachers, directed and supervised by a principal and a superintendent, each of whom shall hold valid educational credentials issued by the state board of education, with suitable provision for the care of the health and physical

welfare of all pupils. A standard school shall provide instruction in all subjects prescribed by statute or by the state board of education for the grade level of pupils in attendance. (2009)

VI - School Safety

- VI:A • NHSBA** supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)
- VI:B • NHSBA** supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)

VII - Accountability

- VII:A • NHSBA** believes that all components of state testing (English Language Arts, Writing Prompt, Mathematics, Science, and Social Studies) should continue to be given annually at the end of the school year with appropriate and immediate steps being taken to ensure that these test results are received by school districts no later than the following July 1. Valid data to assess school performance relies on measuring individual student progress: NH should adopt gain score or value-added measures as the principal means for determining AYP. If NH does not adopt gains-score or value-added measures as the principal means for determining AYP, then annual testing should take place at the beginning of the school year so that information may be used instructionally during the year. (1998)
- VII:B • NHSBA** supports the inclusion of only students who have enrolled in a district continuously for the previous school year in the numbers calculated for AYP as defined by NCLB. (2005)
- VII:C • NHSBA** supports a review of NH's accountability and performance measures as well as standards established for the NH state assessment program. (2009)

VIII - State Board of Education

- VIII:A** • NHSBA supports the State Board of Education's focus on Attracting and Retaining Quality Educators in New Hampshire, as highlighted in its recommendations reported May 2001. NHSBA urges the State Board to continue this effort as well as monitoring all New Hampshire teacher-training programs to ensure that an adequate supply of new and highly qualified educators is available in New Hampshire. (1998)
- VIII:B** • NHSBA proposes that the Department of Education develop and maintain a database of available grants and other funding mechanisms to assist local school districts in their grant writing efforts and funding of locally determined programs. (2002)
- VIII:C** • NHSBA urges the State Board of Education to conduct a statewide study of the "traditional" school calendar utilized by most public school districts in New Hampshire and to issue a summary report of its findings, conclusions and recommendations. (2003)
- VIII:D** • NHSBA urges the NH State Board of Education to adopt Standards of NH School Approval which emphasize qualitative standards rather than quantitative standards. (2003)
- VIII:E** • NHSBA proposes that the New Hampshire State Board of Education require that kindergarten be established as a minimum standard for New Hampshire public schools. (2003)
- VIII:F** • NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)
- VIII:G** • NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)

VIII:H • NHSBA opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that NHSBA can support. (2005)

VIII:I • NHSBA supports legislation raising the age of compulsory attendance in school for children who have not graduated from age 16 to age 18. Such change in statute shall also require the establishment, and funding, per NH Constitution, Part Two, Article 28-a, of programs to support students at risk, including dropout prevention programs and other alternative options that allow students to continue a program of study to complete their high school education. (2006)

VIII:J • NHSBA supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities' relationship to the funding formula. (2009)

IX - Federal Legislation:

IDEA

IX:A • NHSBA urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

IX:B • Since its original enactment in 1975, the Individuals with Disabilities Education Act (IDEA) has played a pivotal role to assure that students with disabilities receive the services they need for their success. NHSBA supports and applauds the efforts and goals encompassed by IDEA's mission.

As our Congress considers the reauthorization of IDEA, NHSBA believes attention should be directed at components of the program that are moving away from the original mission of educating children to a mission that involves a wider range of functions. NHSBA believes that for special education to achieve its potential in today's environment, several areas should receive attention. NHSBA proposes that federal reauthorization of IDEA address these specific priority concerns in the following areas:

- federal funding - Congress should fully fund the federal share of IDEA as a mandatory program;

- teacher recruitment and retention - federal law should create and encourage incentives for new teachers seeking special education certification;
- administration and paperwork - federal law should ease the current complex paper trail aimed at documenting compliance as well as allowing greater flexibility in the IEP process;
- due-process hearings - federal law should provide for adequate notice of issues and good-faith mediation
- related services - federal law should identify the financial role of other governmental units rather than fix all costs for related services on the narrow portion of the tax base that just serves education;
- private placements - federal law should focus on whether a substantive deprivation of educational opportunities exists in the public setting before consideration of private placement;
- safe learning environment - federal law should allow local school district personnel the flexibility and discretion to make appropriate discipline determinations that are in the best interests of all students when it comes to disciplining children with disabilities;
- over identification - federal law should clarify the definition of those disabilities that can result in over identification. (2002)

IX:C • Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. (2009)

IX:D • NHSBA supports amending New Hampshire's special education statute so that only the state legislature, not the state board of education via rulemaking or any other process, decides when it is appropriate for state law to exceed federal law. (2010)

No Child Left Behind

IX:D • The New Hampshire School Boards Association (NHSBA) supports and applauds the stated objectives of the federal No Child Left Behind Act. While welcoming the interest of the federal government in joining school boards in the effort to improve public education, NHSBA objects to several key provisions in NCLB that are unworkable, too costly and inconsistent with effective efforts to raise student achievement. Specifically, NHSBA supports amendments to NCLB and revisions to Department of Education regulations that will provide full funding as well as flexibility in order to address the barriers facing local educational agencies (LEAs) in the successful and effective implementation of NCLB, including:

- provide federal funding consistent with the levels authorized for education programs and the expanded information systems that are needed;
- permit alternative methodology for determining AYP targets and progress for students with disabilities, and for students with limited English proficiency;
- authorize alternative assessments for students with limited English proficiency and for students with disabilities beyond that of “significant cognitive disability”, and provide flexibility to states as to the number of students whose alternative assessments may be counted for AYP purposes;
- allow students with disabilities to take tests at their actual reading level and then include their scores for calculation with the corresponding grade level;
- provide states more flexibility in measuring AYP in smaller districts with small subgroups. In calculating AYP, students identified in more than one group may be represented in the count for each group as an equal fraction totaling one student, ensuring that a small number of students are not over-represented.
- provide states flexibility to adopt gain score or value-added measures for determining AYP;
- provide for waivers and extensions for LEAs in meeting the qualification requirements for teachers and paraprofessionals;
- when public funds under Title II, Part A are provided by LEAs to private school children, teachers, and other educational personnel for educational services on an equitable basis and in a timely manner, those private schools should be held to the same accountability standards that apply to public schools;
- ensure that the current law and subsequent revisions recognize that education is primarily a state and local responsibility.

If the Congress and the Department of Education do not make the proposed revisions to NCLB and its regulations, then Congress should suspend implementation of the relevant aspects of the law until the changes are made. (2003-2009)

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.