

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, MARCH 6, 2014

Regular Meeting - 7:30 PM

Sandown Central School
295 Main Street, Sandown, 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. February 20th Meeting
5. Delegations or Individuals
6. Current Business
 - a. Learning Targets – INFORMATIONAL (15 minutes)
 - b. Project Lead the Way – INFORMATIONAL (30 minutes)
 - c. Policies – ACTION (20 minutes)
 - d. School Board Self Evaluation – ACTION (10 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
March 11	District Voting	Polls	
March 20	Regular Meeting	SAU	7:30 PM
April 3	Regular Meeting	SAU	7:30 PM
April 16	SAU Board Meeting	SAU	7:00 PM
April 17	Regular Meeting	SAU	7:30 PM
May 8	Regular Meeting	SAU	7:30 PM
May 22	Regular Meeting	SAU	7:30 PM

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

ADMINISTRATOR'S REPORT

Administrator's Report for March 6, 2014 School Board Meeting

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

4. APPROVAL OF MINUTES

One set: *February 20th regular meeting.*

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. Learning Targets – 15 minutes

Kristen Perriera to present on learning targets and how to achieve high levels of student achievement by design. INFORMATIONAL

b. Project Lead the Way – 30 minutes

Mark Pedersen to present on the district's use and benefits of the Project Lead the Way Program. INFORMATIONAL

c. Policies – 20 minutes

Michael Mascola to present 19 policies for second reading and adoption. ACTION

d. School Board Self-Evaluation – 10 minutes

Chairman Collins to present proposed self-evaluation questions and process for this year's annual self-review. ACTION

7-9. REPORTS

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

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

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

9. Reports of the School Board

10. CORRESPONDENCE

11. VENDOR AND PAYROLL REGISTERS

12. OTHER BUSINESS

Non-public (if needed)

13. FUTURE DATES

UPCOMING REGULAR MEETING AGENDAS

*This information is provided for informational purposes only. Agenda items are subject to change.
The official agenda will be distributed one week prior to its scheduled meeting.*

March 20, 2014	
Re-organizational Meeting	
Policies	<i>First reading</i>
School Board self evaluation	<i>Annual review</i>
School Board Training Options	
Committee Assignments	
Review of Election Results	
NECAP (tentative)	
CAC Presentation/Survey	

April 3, 2014	
Freshman Academy Update	
Policies	<i>Second reading/adoption</i>
Renominations	
Committee Assignments	
School Board Goals	
Set Graduation Date	
Safe Routes to School (tentative)	<i>Sean Fitzgerald/M. Gaydos</i>
HOBY Leadership Award	<i>Recognize 2 seniors, 2 juniors, 2 sophomores</i>

Back-Burner List

SERESC Update	<i>Beth Rincon</i>
NHSBA Resolutions	<i>September</i>
Soccer Field Dedication	
SAT scores	<i>Multiple year & state-wide comparisons</i>
Differentiated Instruction	<i>D. Armfield</i>

Essential Question: How do we achieve high levels of student achievement by design and not just good fortune?



Timberlane School Board Members identify well-written learning targets by identifying the “skill, strategy, or concept” and “how the S-S-C is accomplished” in the learning objective.

- WARM UP
- WORD WORK

trans·par·ent [trans-**pair**-uh nt, -**par**-] Show IPA **adjective**

1. having the property of transmitting rays of light through its substance so that bodies situated beyond or behind can be distinctly seen.
2. easily seen through, recognized, or detected: *transparent excuses*.
3. manifest; obvious: *a story with a transparent plot*.

- LEARNING TARGETS are...
 - written in student-friendly language and include observable behaviors.
 - **are transparent and describe exactly what learners do to apply a skill or strategy.**
 - posted in the instructional area for easy reference by the teacher and student.
 - referred to often during a focus lesson.
 - the most important part of lesson planning.
- CLOSE

LEARNING TARGETS: What Does the Research Say?

Students can hit any target that they can see and that holds still for them.

– Rick Stiggins, 2004

Students who can identify what they are learning significantly outscore those who cannot.

– Robert Marzano, 2005

“In order for the learning intention to be shared effectively, it needs to be **clear and unambiguous**, so that the teacher can explain it in a way that makes sense to her children.” Shirley Clarke, 2010

Students who don't know the intention of a lesson expend precious time and energy trying to figure out what their teachers expect them to learn. And many students, exhausted by the process, wonder why they should even care.

– Connie Moss, 2011

Teachers who truly understand what they want their students to accomplish will almost surely be more instructionally successful than teachers whose understanding of hoped-for student accomplishments are murky. – W. James Popham, 2003

Teachers and students should both have clarity about the instructional target and what achievement looks like before the instruction even begins.

– Douglas Reeves, 2002

Eliminate the mystery.

– Stiggins, 2011

CLEAR LEARNING TARGETS

Impact on Students:

- More focused (especially underachieving students)
- Begin to expect learning objectives
- More likely to express learning needs – specifically
- Develops a learning culture
- Quality of work improves
- Behavior improves
- Persevere longer
- Greater ownership of learning as responsibility shifts from teacher to student
- Automatically self-evaluative
- More enthusiastic about learning








Impact on Teachers:

- More focused
- Sharpens teacher understanding of learning objectives
- Expectations rise
- Focus on quality rather than getting everything done
- More critical examination of activities
Reinforces relevant vocabulary
- Assists in reflection of lesson and learning that occurred
- Strengthen connections with parents related to child's strengths and weaknesses

-- from Rick Stiggins
(<http://www.bullittschools.org/tis/Deconstructing%20standards>)

Learning Progression: Writing Learning Targets	one word or phrase to label the skill/strategy	complete sentence; directly from the curriculum guide or standard	complete sentence; student friendly language	complete sentence and transparent: describes exactly what the learner does when using the skill/strategy
	main idea	The student will use main idea and supporting details to expand understanding of a variety of texts.	Readers identify main ideas to understand the text.	Readers determine the main idea by asking themselves, <i>“What is this story mostly about?”</i> I can ask myself, <i>“What are the supporting details?”</i> and <i>“How are they connected?”</i> to determine the main idea . Readers find words or phrases that are repeated to figure out what the story is mostly about .

TEST YOUR KNOWLEDGE: *Are these learning targets transparent?*

	Artists divide space by creating a shape that tessellates. (yes)
	I can measure the perimeter of a triangle. (no)
	Scientists compare DNA sequence comparisons help to clarify whether two species are closely or distantly related. (yes)
	To figure out if a statement is fact or opinion I ask myself, “Can this statement be proven true or false?” (yes)
	Math students can find the solution to a system of linear equations with 3 variables by combining two pairs of equation to eliminate a common variable, repeating that process, and then solving for the unknowns. (yes)
	We will use variables with a variety of math skills and explore division concepts while we play the game “First to 100”. (no)
	Readers look for statements that sound like rules. These statements help them to make generalizations about their reading. (yes)



PLTW AGREEMENT

3939 Priority Way South Drive, Suite 200
Indianapolis, IN 46240

PLTW Agreement

AGREEMENT by and between Timberlane Regional School District (the "Entity"), located in Plaistow, NH and **PROJECT LEAD THE WAY, INC.**, a New York charitable not-for-profit corporation having an address at 3939 Priority Way South Drive, Suite 200, Indianapolis, IN 46240 ("PLTW, INC." and, collectively with the Entity, the "parties").

WITNESSETH:

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

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

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

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

NOW, THEREFORE, the parties agree as follows:

1. Registration and Information.

The Entity has registered online with PLTW, INC. on December 19, 2013 for one or more schools or sites, and identified which PLTW Curricular Program it wishes to implement. The Entity represents that the information contained in the registration remains accurate as of the date of this Agreement. In the event that Entity elects to have additional schools or sites added, or elects to make other material changes such as additional PLTW Curricular Programs, the Entity must first complete the necessary data entry and/or information reasonably required by PLTW, INC. The registration or site add-on data/information may be amended by PLTW, INC. from time to time in its discretion.

2. PLTW Requirements for Implementation.

The Entity agrees to implement the PLTW Program according to the program and implementation requirements established by PLTW, INC. ("PLTW Program Requirements" or "Program Requirements"), which shall include, but not be limited to, Program Requirements governing, participation fees, sequencing, courses, training, certification or maintenance of program standards, and other aspects of a successful implementation of the PLTW Program and PLTW courses by participating entities. Program Requirements are available on the PLTW, INC. website and may be modified from time to time by PLTW, INC. in its reasonable discretion.

3. PLTW Curricular Programs.

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

4. PLTW Software.

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

5. PLTW Curricular Program Participation Fee.

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

6. PLTW Partnership Team.

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

7. Required Training.

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

B. PLTW Counselor Training. Counselors/Advisors are required to successfully complete PLTW Counselor Training. Additional information is found in the Program Requirements.

8. Equipment Used in the PLTW Program.

A. Equipment. To assure that the Entity's school or site facilities properly support the PLTW Program, and to provide special purchase or license agreements and other costs savings practices negotiated by PLTW, INC., the PLTW Purchasing Manual includes details on equipment, supplies and other items (collectively referred to as "equipment" in this Agreement) that are required to implement the PLTW Program. In some instances, it is required that specific equipment (including software), be used due to curricular requirements. Unless specific equipment is required by PLTW, INC., the Entity may implement the PLTW Program using equipment purchased from vendors not listed in the PLTW Purchasing Manual, provided such equipment meets or exceeds program specifications and adequately supports the PLTW Program. The Entity shall be responsible for ensuring that equipment will meet or exceed Program Requirements and adequately support the PLTW Program. Additional information is found in the Program Requirements.

B. Safety. The Entity is solely responsible for the safe and proper implementation of the PLTW Program at its sites and schools. The Entity hereby covenants and agrees that any facility used to teach the PLTW Program shall be adequately equipped to operate the equipment safely and properly and that such facility and any equipment used thereon shall at all times comply with applicable standards and/or customary practices relating to safety and reasonable use. The Entity shall be solely responsible for providing its faculty with appropriate safety training relating to the implementation of the PLTW Program.

9. Assessment and Evaluation of Results.

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

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

10. Delivery of Materials and Communication.

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

11. License.

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

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

its distinct character.

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

12. Representations and Warranties of the Entity.

The Entity hereby makes the following representations and warranties: (a) This Agreement has been duly approved by the governing authority of the Entity, and the person executing this Agreement on behalf of the Entity has been duly authorized to so act by such Entity; (b) This Agreement is a legally binding agreement whose rights and obligations run only between the Entity and PLTW, INC. and the Entity's execution of this Agreement does not create rights in any other party; and (c) The terms of this Agreement do not violate or conflict with the Entity's charter or any other of its rules of governance, the laws of the Entity's State or any subdivision thereof, or any other agreement to which the Entity is a party.

13. Default.

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

B. Non-payment or Failure to Implement Program. If the Entity fails to make prompt payment of the participation fee in accordance with the terms of this Agreement or to implement the PLTW Program for the academic year immediately following the date of this Agreement, then this Agreement may immediately terminate, at the option of PLTW, INC. In the event that Entity implements one or more courses, but fails to timely and properly implement the courses required for the Entity's PLTW Curricular Program(s), then, this Agreement may immediately terminate, at the option of PLTW, INC.

C. Other Remedies. In addition to the right to terminate the Agreement upon a breach thereof, the parties shall also have the right to exercise all of their respective remedies, both legal and equitable, as a result of the breach.

14. Term: Annual Renewal of Agreement.

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

15. Protection of Intellectual Property.

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

16. Responsibility of Parties.

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

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

17. Miscellaneous Provisions.

A. Assignment. The Entity is prohibited from assigning to or in any other way enabling any of its rights under this Agreement to inure to any third party without the prior written consent of PLTW, INC. This prohibition on assignment shall be a material term of this Agreement and any violation of this Section shall be a material breach of this Agreement, which shall allow PLTW, INC. to terminate this Agreement.

B. Notices. Legal notices or communications required under this Agreement shall be in writing and shall be sent by registered or certified mail, return receipt requested, or by overnight delivery, as follows:

If to the Entity:

Timberlane Regional School District
36 Greenough Road
Plaistow, NH
03865

If to PLTW, INC.:

Project Lead The Way, Inc.
Attn: PLTW Agreements
3939 Priority Way South Dr, Ste 200
Indianapolis, IN 46240
ph: 877-335-7589

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

C. Benefit. This Agreement shall be binding upon, and shall inure to the benefit of, the parties and their respective successors and permitted assigns.

D. Entire Agreement. This Agreement, including any instruments of agreements attached hereto as exhibits or incorporated herein by reference, contains the entire understanding of the parties with respect to the subject matter hereof. This Agreement supersedes all prior agreements and understandings between the parties with respect to such subject matter.

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

Timberlane Regional School District

Date: _____

By: _____

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

Name: _____

Title: _____

Project Lead The Way, Inc.

Date: _____

By: _____

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

PLTW AGREEMENT PROGRAM REQUIREMENTS

*This document and the **PLTW** Agreement each contain legally binding obligations for participating entities. In order for a full understanding of the **PLTW** Program Requirements, the two documents must be reviewed together.*

Entities are required to consult with their State Education Departments and **PLTW** state teams to ensure that they understand and follow important factors and implications in their states, which include funding requirements and opportunities, and state department of education guidelines.

I. DEFINITIONS

Entity: There are various types of organizations that implement the **PLTW** Program. In order to encompass all of these various types, we are using the term “Entity or entity,” which includes districts, participating schools, or other organizations that are authorized to enter into the **PLTW** Agreement with PLTW, INC.

Requirement: A Requirement must be followed when implementing the **PLTW** Program. Unless an entity is provided with a waiver from a Requirement, the Entity is responsible for implementing the Requirement into its **PLTW** Program.

PLTW Curricular Programs:

- Pathway To Engineering
- Biomedical Sciences
- Gateway To Technology
- **PLTW Launch**

II. PLTW CURRICULAR PROGRAM – PATHWAY TO ENGINEERING

The **PLTW** engineering curricular program, **Pathway To Engineering** (PTE), is a high school program of study including courses that prepare students for college majors in engineering and engineering technology fields, or other post-secondary experiences related to engineering. The following are the minimum implementation requirements:

The Entity must offer its students a minimum of three **PLTW** Pathway To Engineering courses within a period of three academic years from the date that it commences the curricular program. During the first year of implementation, schools are required to offer at least one of the two foundation courses. In subsequent years, schools should develop a plan to offer both foundation courses and one or more of the specialization courses. These courses are:

Foundation Courses:

- Introduction to Engineering Design (IED) (for New York State – Design and Drawing for Production following **PLTW** IED curriculum)
- Principles of Engineering (POE)

Specialization Courses:

- Digital Electronics (DE)
- Computer Integrated Manufacturing (CIM)
- Aerospace Engineering (AE)
- Biotechnical Engineering (BE)
 - Note: Biotechnical Engineering (BE) will sunset after 2016-17 and will be replaced by a new course, Biological Engineering (BioE).
- Civil Engineering and Architecture (CEA)
- Engineering Design and Development (EDD)

*Among other factors, it is particularly important that Entities check with their state education departments and **PLTW** state teams to determine state-level minimum course requirements which may be higher.*

All **PLTW Pathway To Engineering** courses require concurrent enrollment in (or satisfactory prior completion of) appropriate grade level math and science courses. Grade level courses should be those that support a student's requirements towards matriculation.

The most recent version of the curricula for each **PLTW** course must be used.

All **PLTW Pathway To Engineering** courses are designed as year-long courses on a standard 45-50 minute schedule. For schools using alternative scheduling formats, for example, double period or block scheduling, these courses can be completed in a semester (or, for example, a trimester) as long as the course is completed in its entirety.

The Entity will determine the sequence of **PLTW** courses for implementation.

III. PLTW CURRICULAR PROGRAM – BIOMEDICAL SCIENCES

Biomedical Sciences (BMS), a high school biomedical sciences curricular program, is a sequence of courses, with each course building on the skills and knowledge students gained in the preceding courses. The following are the minimum implementation requirements:

The Entity must offer its students a minimum of three **PLTW** Biomedical Sciences courses within a period of three academic years from the date that it commences the curricular program. These three courses are:

- Principles of the Biomedical Sciences (PBS)
- Human Body Systems (HBS)
- Medical Interventions (MI)

Additional Biomedical Sciences courses include Biomedical Innovation (BI).

*Among other factors, it is particularly important that Entities check with their state education departments and **PLTW** state teams to determine state-level minimum course requirements which may be higher.*

Schools must offer the **PLTW** courses in sequence. Although the curricular program is designed to be a sequence with students taking one course each year of high school, this does not mean that students cannot take two courses simultaneously.

The most recent version of the curricula for each **PLTW** course must be used.

All **PLTW Biomedical Sciences** courses require concurrent enrollment in (or satisfactory prior completion of) appropriate grade level math and science courses. Grade level courses should be those that support a student's requirements towards matriculation.

All **PLTW Biomedical Sciences** courses are designed as year-long courses on a standard 45-50 minute schedule. For schools using alternative scheduling formats, for example, double period or block scheduling, these courses can be completed in a semester (or, for example, a trimester) as long as the course is completed in its entirety.

IV. PLTW CURRICULAR PROGRAM – GATEWAY TO TECHNOLOGY

The **PLTW** middle school engineering curricular program, **Gateway To Technology**, is designed to challenge and engage the natural curiosity of students and provide a connection to the PTE and BMS programs.

There are eight **PLTW Gateway To Technology** units. The units are designed for 45 class periods (each approximately 45 minutes long).

Schools implementing the **PLTW Gateway To Technology** Curricular Program are required to offer at least the two foundation units, Design and Modeling (DM) and Automation and Robotics (AR). Both foundation units must be implemented within two years.

Additional **PLTW Gateway To Technology** specialization units that may be offered include the following:

- Energy and the Environment (EE)
- Flight and Space (FS)
- Green Architecture (GA)
- Magic of Electrons (ME)
- Science of Technology (ST)
- Medical Detectives (MD)

PLTW Gateway To Technology units shall be offered in a manner consistent with the Entity's existing scheduling format. However, each unit must be taught in its entirety without interruption.

The most recent version of the curricula for each **PLTW** unit must be used.

V. PLTW CURRICULAR PROGRAM – PLTW Launch

The **PLTW Launch** elementary curricular program is designed to provide primary school students (grades K-5) with the foundations in STEM that will encourage collaboration, analysis, problem solving, and computational thinking and provide a cohesive introduction to the **PLTW** middle and high school programs.

There are 24 elementary modules, with four (4) modules aligned to each grade level which are mapped to Common Core State Standards (CCSS) for math and English and Next Generation Science Standards (NGSS). Each module provides 10 hours of instruction and is designed for flexibility. These modules can be implemented at the grade level chosen by the Entity, provided that the students have the appropriate background in math and science fundamentals to successfully engage in the program.

Modules are designed in pairs so that they can be taught in succession for an extended experience if desired.

PLTW Launch modules that may be offered include the following (subject to modification):

Section	Title	Aligned to Standards
K.1	Structure and Function	Kindergarten
K.2	Structure and Function: Pushes and Pulls	Kindergarten
1.1	Light and Sound	1 st Grade
1.2	Light: Observing Earth, Sun, Moon, and Stars	1 st Grade
2.1	Materials Science: Properties of Matter	2 nd Grade
2.2	Materials Science: Form and Function	2 nd Grade
3.1	Motion and Stability: Science of Flight	3 rd Grade
3.2	Motion and Stability: Forces and Interactions	3 rd Grade
4.1	Energy: Collisions	4 th Grade
4.2	Energy: Conversion	4 th Grade
5.1	Robotics: Power of Automation	5 th Grade
5.2	Robotics: Challenge	5 th Grade

The most recent version of the curricula for each **PLTW Launch** module must be used.

VI. PLTW CERTIFICATION

PLTW Program Certification can be attained by a school or site for a program that has demonstrated fidelity of implementation and a high level of program quality. The Entity must complete the **PLTW** Program Certification process individually for each high school curricular program. To achieve **PLTW** Program Certification, entities must execute all required elements of the **PLTW** Agreement and Program Requirements, in accordance with the PLTW Program Certification Process.

VII. PLTW PROGRAM IMPLEMENTATION EXAMPLES

PLTW, INC. encourages collaboration and networking. The Entity will make its participating schools or sites available for observation by other participating entities and exchange information concerning the **PLTW** Program with other participating entities.

VIII. PARTNERSHIP TEAM

A **PLTW** Partnership Team should be established by the end of the second year and consist of community advisors with backgrounds and qualifications germane to the **PLTW** Curricular Program(s) offered at a participating Entity. Entities with more than one **PLTW** Program can have one **PLTW** Partnership Team for the district. The Entity is responsible for selecting members. Ideally, these representatives will advise on the implementation of high-quality programs and will help nurture and support the academic rigor and relevance of the Program. Partnership Teams can include representatives from local organizations including, but not limited to, business/industry, education, non-profit, or other relevant community stakeholders.

IX. PARTICIPATION FEES

As stated in the **PLTW** Agreement with additional detail, an annual participation fee is assessed for each school or site participating in a **PLTW** Curricular Program. The fees per program and per school or site are as follows:

Pathway to Engineering (PTE):	\$3,000
Biomedical Sciences (BMS):	\$2,000
Gateway to Technology (GTT):	\$750
PLTW Launch:	\$750

(PLTW, INC. is honoring our commitment to existing (2012-13 or earlier) **PLTW** schools that purchased the Autodesk **PLTW-ADA** perpetual license by setting the annual Participation Fee for Pathway to Engineering for these schools at \$1,750.)

The participation fee covers program support features including; but not limited to:

- Online, on-demand readiness and on-going professional development training for teachers. (Costs for core training are not covered under the participation fee.)
- Required software
- School and technical support
- Student recognition and scholarship opportunities
- Networking opportunities through the **PLTW** Alumni Association
- Post-secondary opportunities, such as college credit and preferential admissions
- Opportunities to interact with **PLTW** corporate partners
- Best practice sharing
- Expanded teacher pipeline

Single sign-on access to a suite of support applications, including but not limited to:

- Learning Management System
- End of Course Assessments
- Teacher Professional Learning Communities
- e-Catalog
- Reporting tools
- Registration and rostering system
- Score reporting tool

As part of its charitable mission, the **PLTW** curriculum is provided at no charge to participating schools.

In addition, optional industry certification opportunities are offered to **PLTW** schools at reduced fees.

Participation fees are due no later than August 31 of each year. If an Entity does not pay the participation fees by the due date, it may have interrupted access to the program support features or support applications made available by PLTW, INC.

X. TEACHER TRAINING

PLTW Teacher Training is a three-phase professional development program designed to provide educators with the opportunity to increase their depth of content knowledge, skills, and pedagogy related to specific **PLTW** course, unit, or module instruction. The professional development model is structured to empower teachers by focusing on proper preparation, in-depth training, and continuing education.

Readiness Training is the first phase of the **PLTW** Professional Development Model. It is focused on ensuring participants have basic programmatic, technical, and content knowledge prior to participating in pedagogy, skill, and knowledge enhancement training experiences. Participants must successfully complete Readiness Training prior to attending Core Training.

Core Training is the second phase of the **PLTW** Professional Development Model. It is focused on providing participants with an in-depth and hands-on, immersive course-, unit-, or module-specific training experience focused on pedagogy, skill and knowledge enhancement, and creating professional learning communities. Participants must successfully complete Core Training for each **PLTW** course, unit, or module they will teach.

Ongoing Training is the third phase of the **PLTW** Professional Development Model. It is designed to provide **PLTW** teachers with opportunities for continuous professional development to further their understanding related to course, unit, or module specific pedagogy, equipment, software, content, and knowledge.

Training Schema:

- For the PTE, BMS, and **GTT** programs, a Master Teacher who is trained by PLTW, INC. will provide training to teachers in Core Training.
- For the **PLTW Launch** elementary program, an additional role called the Lead Teacher exists. Lead Teachers, who are trained at Core Training by Master Teachers, will be responsible for training additional elementary teachers at their building and provide continued guidance on the implementation and inventory management. The Entity will be responsible for ensuring that all teachers are certified in the module they are teaching.
- Each **PLTW Launch** program implementation will have at least one (1) Lead Teacher per program.

Readiness Training:

- A teacher must successfully complete Readiness Training prior to attending Core Training.
- PLTW, INC. will provide required online, on-demand Readiness Training delivered through the **PLTW** electronic communications network, as part of the participation fee.
- Any additional training necessary for the teacher to successfully complete Readiness Training is the sole responsibility of the Entity.

Teacher Selection:

Teachers instructing a **PLTW** course, unit, or module should have as a minimum a Bachelor's Degree, and be in compliance with applicable state teacher licensure or certification requirements. Additionally, for the **PLTW** Biomedical Science Curricular Program, teachers should have successfully completed at least two semesters of college level biology, and it is preferred that teachers have experience in the techniques and methods of modern biology, molecular biology, or physiology. PLTW, INC. reserves the right to accept or reject teacher candidates for Core Training, and has the ultimate discretion to determine a teacher's successful completion of Core Training. **PLTW** teacher training is open to all licensed teachers and individuals on a certified pathway to licensure. **PLTW Launch** training is open to all licensed teachers, individuals on a certified pathway to licensure, and those individuals from Entities providing the **PLTW** elementary program in a non-school based model.

***PLTW** teacher training is one qualification for eligibility to teach **PLTW** courses, units or modules. Individuals seeking to teach **PLTW** Curricular Programs are advised to understand state requirements for teaching these programs.

Core Training:

- The Entity must require all teachers to successfully complete course, unit, or module specific Core Training prior to teaching that **PLTW** course, unit, or module to their students.
- The Entity shall be responsible for all fees and expenses associated with Core Training, including costs as determined by the agreement governing such teacher.
- The Entity shall register teachers through PLTW, INC. systems for Core Training. In the event the Core Training is not offered (or is full) within their state, or a scheduling conflict exists, the Entity will contact their in-state Affiliate.
- In the event a participating school or site of the Entity loses a teacher during the academic year, the Entity should contact PLTW, INC. PLTW, INC. will work with the Entity to create a Professional Development Plan to support the teacher until the next available Core Training session.

Ongoing Training:

- All trained teachers must be properly trained in and teaching the latest version of the **PLTW** course, unit or module.
- All **PLTW** Program revisions will be released with ongoing training focused on updates for that **PLTW** course, unit or module. All trained teachers must complete ongoing training for **PLTW** Program updates through one of the following options:

- Online, On-demand Training: PLTW, INC. will provide required online, on-demand training as part of the participation fee.
- Repeat of Core Training: PLTW, INC. permits previously trained teachers to repeat Core Training. The Entity shall be responsible for all fees and expenses associated with Core Training.

Update Training:

- PLTW, INC. encourages all trained teachers to participate in update training: on-site professional development opportunities offered through the **PLTW** Affiliate network.
- **PLTW** Affiliates, as deemed appropriate and necessary, will provide on-site, update training. The Entity will be responsible for all fees and expenses associated with on-site training.

XI. COUNSELORS AND OTHER SCHOOL SUPPORT

The **PLTW** Counselor Conference is a professional development conference for school counselors, post-secondary advisors, principals, teachers and school administration to learn more about the **PLTW** Program as well as why and how they should encourage students to enroll in the **PLTW** Program.

PLTW Counselor Training:

- **PLTW** Affiliates provide **PLTW** Counselor Training annually, in the form of a Counselor Conference.
- Although it is suggested to have all advisors/counselors attend a **PLTW** Counselor Conference at least once, each participating school or site of the Entity will send a minimum of one advisor/counselor per annual conference, giving priority to the counselor (or equivalent) in the first year of implementation.
- The Entity will permit the attendance of appropriate advisors/counselors and shall pay all fees and expenses in conjunction with this **PLTW** Counselor Training.

XII. SOFTWARE AND EQUIPMENT

Teacher Equipment:

The Entity shall provide each teacher selected to participate in the **PLTW** Teacher Training program with a laptop computer and software (each meeting the specifications established by PLTW, INC.), to be delivered to the teacher prior to attending Core Training. In addition, teachers of the **PLTW Launch** program should also be provided with a tablet. The laptop (and tablet, as applicable) must be able to support the software required by the curricular program over time. The laptop computer and software will be used in the **PLTW** Teacher Training program as well as throughout the instruction of the **PLTW** Program at each participating school or site of the Entity. The laptop computer and software shall remain in the possession of and be for the sole use of the teacher as long as the teacher is teaching **PLTW** courses, units or modules.

Prioritization of Use:

The use of the equipment and software by students participating in the **PLTW** Program shall take precedence over all other use. No other program or activity or student internships will interfere, substitute for or reduce student contact time in connection with the **PLTW** Program.

Required Equipment, Software and Terms:

As stated in the **PLTW** Agreement, there are requirements with respect to software for use with the **PLTW** Curricular Programs.

Required software is listed, by course, unit or module, in the Software Table, as found on our web site.

Annual software rights are subject to limitations established by the owner of the software, which are outlined in the Software Reference Document, as found on our web site.

Required equipment for implementing the **PLTW** Program includes any of the items designated as sole source in the **PLTW** e-Catalog.

Note: The **PLTW** Agreement should be reviewed closely for guidance on the requirements of all equipment to meet or exceed state specifications.

XIII. SAFETY

PLTW, INC. does not control the day-to-day implementation of the **PLTW** Program by the entities; safety in the delivery of the **PLTW** Program is the sole responsibility of the entities. It is therefore important for each Entity to implement appropriate safety protocols for the implementation of the **PLTW** Program at its participating schools and sites, including any required, recommended or appropriate training for faculty/staff, and adherence to required, recommended or appropriate safety measures and appropriate supervision of students.

XIV. ASSESSMENT AND EXAMINATIONS

Each entity must administer the most current version of the End-of-Course (EoC) Assessment provided by PLTW, INC. to its students at the end of each High School Curricular Program course (excluding the *Engineering Design and DevelopmentTM* and *Biomedical Innovation* courses). The Entity shall administer such assessments in a computer-based format in accordance with the online systematic evaluation process, as determined by PLTW, INC. in its sole discretion. The Entity must administer the EoC Assessments in accordance with guidelines specified by PLTW, INC, and any deviation from those guidelines must be preapproved and documented. PLTW, INC. shall take reasonable measures to ensure that protected student information is safeguarded and kept private in accordance with applicable law.

XV. DATA PRIVACY AND SECURITY

PLTW, INC. works to ensure that data and other records are protected in keeping with the letter and spirit of applicable law. Education records are administered consistent with the Family Educational Records and Privacy Act ("FERPA") and other applicable laws. PLTW,

INC. may also have access to other information which is not subject to these laws. PLTW, INC. implements reasonable safeguards and precautions to secure data and protect against unauthorized access to its systems and data, and generally will only share information that it collects or receives as required for administrative purposes, to further its charitable mission, or as permitted by law.

PLTW, INC. assists and supports participating entities and the quality of the **PLTW** Program through studying and evaluating the effectiveness of the **PLTW** Program on an ongoing basis in order to update instructional, curricular and assessment materials and otherwise improve the instruction that **PLTW** participating entities provide to students. These efforts include the development, validation, and administration of assessments, examinations, surveys and/or other measurement tools on behalf of entities during their participation in the **PLTW** Program. PLTW, INC. retains data for four to six academic years after a student's estimated matriculation date, after which time the data is destroyed; at the request of the Entity, a copy of the data will be returned to the Entity prior to destruction. (De-identified data may be retained in a secure area and used for historical purposes relating to the continued support of the **PLTW** Program.) The Entity will annually participate in the **PLTW** online systematic assessment and evaluation process conducted by PLTW, INC. and/or its designated representatives, which includes online teacher registration, online student rostering/registration, and full participation in various assessments, examinations, surveys and/or other measurement tools using technology and other support services provided by PLTW, INC. The Entity and PLTW, INC. acknowledge and agree that the personally identifiable data is confidential, and shall be used, shared and maintained for the purposes set forth above and only in accordance with reasonable privacy/security measures, proper professional practices, student confidentiality and applicable laws, including FERPA. Use or access to any protected data obtained as a result of these studies will be limited to representatives with a legitimate interest in accessing this data and re-disclosure of any personally identifiable information will be done in limited instances only, and only as allowed by, and consistent with, applicable laws. The Entity shall be responsible for implementing annual notifications, record-keeping and other such privacy requirements relating to these services.

XVI. LICENSE TO PLTW MATERIALS

Any use or distribution of **PLTW** materials (which includes the marks, curricula, framework, methodologies, processes, information, materials and other intellectual property owned by PLTW, INC.) is subject to the terms and limitations of the license provided to each entity in its agreement with PLTW, INC. No participating entities may post or otherwise distribute **PLTW** curricular and assessment materials on the internet or any extranet. PLTW, INC. has made a significant investment in curricular and assessment materials (which includes items such as the curriculum, teacher training materials, assessments, answer keys and all other such materials), as well as its framework, methodologies and processes, in order to achieve its charitable mission, and has developed these materials in accordance with rigorous standards. If **PLTW** materials are not appropriately protected, this would compromise the integrity of these materials, increase program costs and impair the viability of the **PLTW** Program and PLTW, INC.'s charitable mission.

XVII. MARKETING AND PUBLIC RELATIONS

PLTW, INC. recommends entities to market the **PLTW** Program in the following ways:

- Advertise the **PLTW** Program's existence in the school via a banner or display near the entrance of the school – this may be done through a certification banner, **PLTW** Program general banner, or flag, which can be purchased via shopPLTW.org.
- Use the official and current logo and boiler plate language in marketing materials and press releases that include information about the **PLTW** Program.
- Mention the school's participation in the **PLTW** Program, along with the **PLTW** logo, on the school or district's website.

Approved logo files and boiler plate language are available by request from PLTW, INC.'s Communications Department. Past (obsolete) **PLTW** logos should not be used in a school or on program materials. PLTW, INC. requires that any marketing or communications materials that include information about PLTW, INC. be submitted for prior approval. PLTW, INC. has a dedicated communications staff that will review requests and respond within four business days of an entity or site's/school's request. PLTW, INC. encourages entities to work with the organization to promote the **PLTW** Program in a manner that is consistent with the national branding of the organization.

XVIII. INTERNET TECHNOLOGIES AND ELECTRONIC COMMUNICATIONS

PLTW, INC. will leverage a variety of internet applications and systems to facilitate the delivery of content and curriculum to teachers and students across the entire network. PLTW, INC. shall determine these systems at its sole discretion and will ensure that proper security is provided to safeguard sensitive data. PLTW, INC. will use these systems from time to time to communicate with members of the **PLTW** network. The Entity shall ensure that it has employed sufficiently current web browser technology to allow teachers and students to access the PLTW, INC. systems. This could include emails sent from PLTW, INC. to **PLTW** network members, notifications in various systems such as online assessment platforms or other internet based systems. **In order to facilitate these various types of communications including email communication with schools and teachers, the Entity shall add the PLTW.org domain name to safe sender or white list registers at the district, school and individual user levels.** In the case of organizations with firewalls or other filtering technology in place to support their security needs, the Entity shall make accommodations to its infrastructure to ensure that PLTW, INC.'s electronic communications are received by recipients within the Entity's network. In cases where PLTW, INC. uses specific internet based systems for delivery of curriculum, assessments or other relevant content to schools, teachers and students, the Entity shall ensure annually that all programs and users are properly registered and rostered into these systems in keeping with the policies and procedures PLTW, INC. puts in place to ensure secure access to relevant information.

XIX. IMPORTANT ADDITIONAL REQUIREMENTS

In the event that the Entity does not implement the **PLTW** Program for the fall or spring semester of the academic year immediately following the date of this Agreement (for any of Entity's sites or schools registered as of the date of the agreement), or for the fall or spring semester following registration, as applicable (for any of Entity's sites or schools registered

after the date of this agreement), then the Entity must notify PLTW, INC. within ten days of the commencement of the then academic year to determine a mutually agreeable new implementation schedule.

Entity agrees to support the program administratively. Currently, a key role in the process is the District Administrator (or their delegate) who at a minimum must manage the related Agreement processes and also keep contact information updated.

Thank you for your close review of these important Program Requirements, which are legally binding as part of the **PLTW AGREEMENT**. If you have any questions, please contact the **PLTW School Support Team**.

SOULE, LESLIE, KIDDER, SAYWARD & LOUGHMAN

P.L.L.C. • ATTORNEYS AT LAW

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PETER C. PHILLIPS
MAUREEN L. POMEROY

January 3, 2014

CONFIDENTIAL ATTORNEY CLIENT COMMUNICATION

VIA E-MAIL (earl.metzler@timberlane.net) & U.S. MAIL

Dr. Earl Metzler, II, Superintendent
Timberlane Regional School District SAU #55
30 Greenough Road
Plaistow, New Hampshire 03865

Re: Timberlane Regional School District – Advisory Committee

Dear Superintendent Metzler:

Gordon Graham asked me to address your concerns about the PLTW Agreement which Cathy Belcher e-mailed to our office on December 23, 2013. Your concerns include: (1) the financial impact to the School District; (2) the School District's obligations; and (3) termination provisions. As explained below, the Agreement imposes many obligations upon the School District. However, it does not specify the financial impact to the School District to meet all those obligations. Although PLTW can terminate the Agreement immediately, the School District cannot even if PLTW materially breaches it.

The PLTW Agreement's initial term begins on the date the Agreement is signed and ends on June 30. The Agreement is automatically renewed for additional one-year terms from July to June 30 unless a party terminates the Agreement by providing written notice no later than April 1. During the annual term, the School District cannot terminate the Agreement even if PLTW materially breaches the Agreement. If PLTW materially breaches the Agreement and does not cure the breach within fifteen (15) days of written notice of the breach, the Agreement terminates at the completion of the academic year. In contrast, PLTW can immediately terminate the

Agreement if the School District fails to make timely payments or fails to timely and properly implement required courses.

The Agreement imposes many requirements and obligations upon the School District. Those obligations include:

- 1) Implementing all requirements of the program which include offering the specified courses over a number of academic years and in the sequence specified;
- 2) Implementing the most recent version of the curricula for each PLTW course used;
- 3) Paying an annual Participation Fee for each school or site;
- 4) Meeting the minimum requirements for teachers instructing a PLTW course, unit, or module;
- 5) Paying all fees and expenses associated with Core Training of teachers including costs as determined by the Agreement governing the teacher;
- 6) Paying all fees and expenses for certain on-going teacher training;
- 7) For PLTW Counselor Training, paying for one advisor/counselor to attend the annual conference;
- 8) Providing each teacher participating in the PLTW Teaching Training Program with a laptop and software solely for the teacher's use;
- 9) Providing teachers in the PLTW Launch Program with a tablet;
- 10) Providing required equipment and software including equipment and software from vendors designated by PLTW;
- 11) Providing safety controls and security measures to protect the software and program;
- 12) Administering the most current version of the End-of-Course Assessment to students;
- 13) Participating annually in the PLTW online systematic assessment and evaluation process;
- 14) Supporting the program administratively;

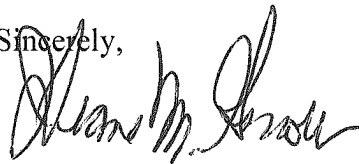
- 15) By the end of the second year, establishing and operating a PLTW Partnership Team;
- 16) Promoting and publicizing the PLTW Program.

Although the Agreement imposes many obligations upon the School District, it does not specify the costs associated with those obligations except for Participation Fees.

Please be aware that Section 16 of the PLTW Agreement establishes a mutual indemnification requirement. If the School District does intend to enter into the Agreement, please make sure before doing so that the School District's insurer or risk pool reviews Paragraph 16 and finds it acceptable.

If you have questions, please let me know.

Sincerely,

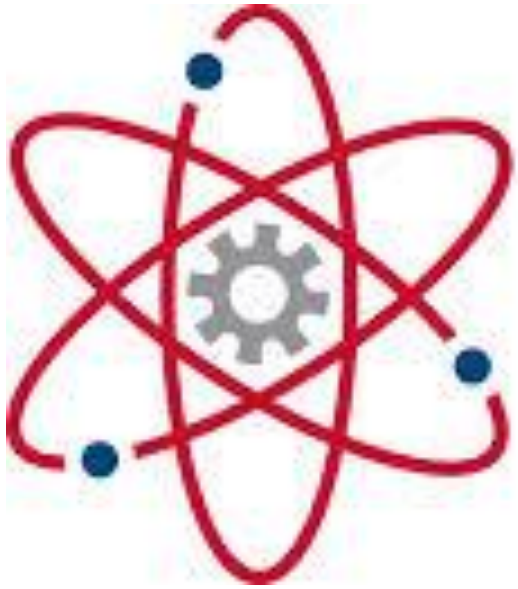


Diane M. Gorrow

E-mail: gorrow@soulefirm.com

DMG:sdb

Cc: Cathy Belcher, Administrative Assistant (via e-mail)



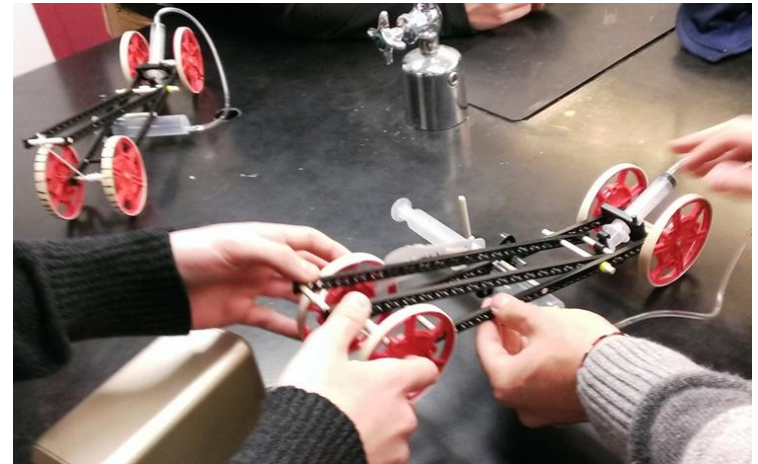
PROJECT LEAD THE WAY

PLTW

Benefits of a Pre-engineering
program at TRHS.

PLTW at a Glance

- ▶ Pre-engineering program
- ▶ Full curriculum
- ▶ Teacher training program
- ▶ Industry software, industry training
- ▶ College and industry partnerships

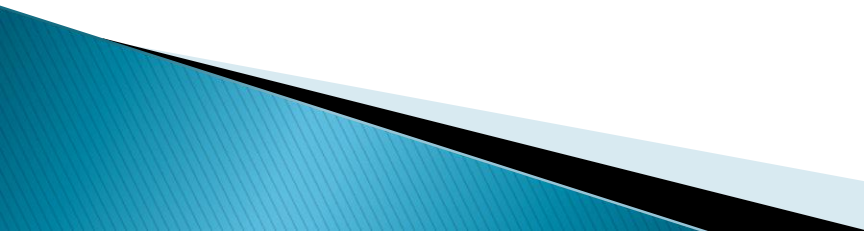


PLTW Timeline at TRHS

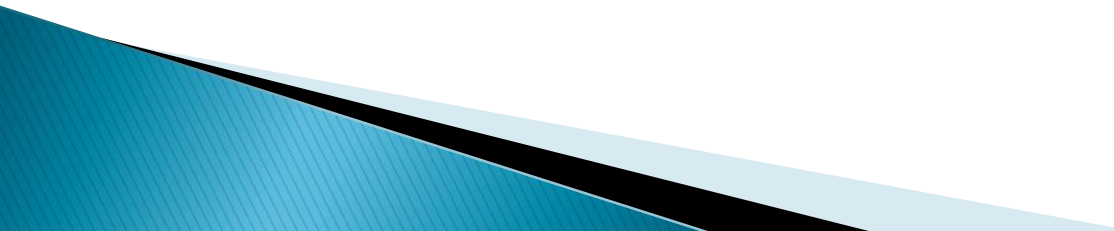
- ▶ Started 2004–2005
- ▶ June of 2011 dedicated engineering teacher was hired.
- ▶ Expand program offerings
- ▶ September of 2012 initiated the certification process.
- ▶ Expand program offerings
- ▶ June 2013 formally certified
- ▶ Expand program offerings



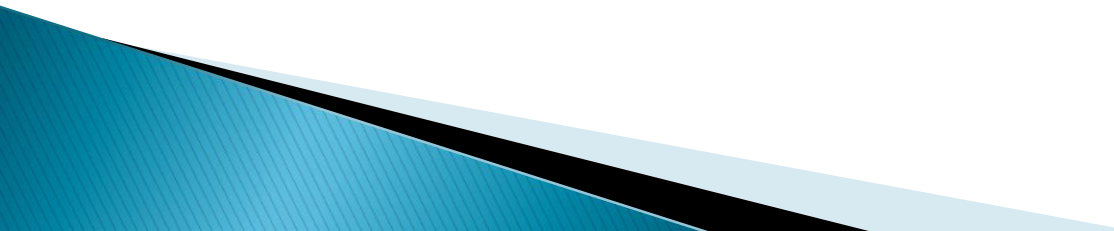
Benefits of 'Certification'

- ▶ Students in IED, POE, DE and CIM can apply for Dual Enrollment credit through NHTI
 - ▶ Students in the program can get college admission and scholarship preference as well as potential course credit
 - ▶ Advisory board improves community relations, increases student opportunities
- 

Highlights to date

- ▶ Program has grown to capacity
 - ▶ Ryan Tingley ('13) used knowledge gained in PLTW classes to invent a Pizeoelectric Energy Harvester (Patent Pending #61928067).
 - ▶ EDD students working with industry mentors to design and develop practical inventions.
- 

Plans for Moving Forward

- ▶ Continued expansion of course offerings to include all potential courses.
 - ▶ Increase number of PLTW certified teachers
 - ▶ Increase membership on the advisory board
 - ▶ Increase number of opportunities for students
- 

TIMBERLANE POLICY COMMITTEE

SECOND READING / ADOPTION

1. FJ – SCHOOL CONSTRUCTION AND IMPROVEMENT PROJECTS PERFORMED BY VOLUNTEERS

- New policy drafted by district counsel to address school projects completed by volunteers. Mr. Kelly Ward was instrumental in bringing this matter to the attention of the district.
- The proposed policy provides a procedure whereby such volunteer project work will require the recommendation of the superintendent who will then ascertain the approval of the school board.
- Final approval will require a written agreement between the sponsor of the project and the school district.

2. IBDB – ONLINE PUBLICATIONS

- New language proposed to update online publications of the school district.
- Language reviewed and approved by Technology Director.

3. IFA – INSTRUCTIONAL NEEDS OF STUDENTS WITH DIFFERENT TALENTS

- Last updated in 2010
- Still most recent language as recommended by NHSBA
- Committee recommends re-affirming

4. IHAD – OCCUPATIONAL EDUCATION

- The committee recommends repealing this policy as its provisions are embedded in the Common Core State Standards.
- No such policy exists on file with NHSBA

5. IHBA – SPECIFIC LEARNING DISABILITY EVALUATION

- The recommended changes have been drafted by the Director of Special Education in an effort to clarify the evaluation obligations of the district.

6. IHBF – HOMEBOUND INSTRUCTION

- Although this policy is not of file with NHSBA, the committee recommends keeping it and revising as it relates to other district policies.

7. IIJ – INDIVIDUALIZED INSTRUCTION

- No such policy on file with NHSBA
- The committee recommends repealing as these items are covered under special education policies as well as advanced placement.

TIMBERLANE POLICY COMMITTEE

8. JJIC – ATHLETICS/CO-CURRICULAR ACTIVITIES ELIGIBILITY

- This policy was remanded back to the PC after first reading of the board on 12/5/13.
- The committee re-inserted item #10 back into the policy (3rd paragraph).

9. IK – EARNING OF CREDIT

- The committee inserted a new paragraph regarding high school credit and students who have completed the 8th grade and recommends striking language referencing credit for high school courses by middle school students.

10. CCCB – ADMINISTRATIVE SABBATICAL LEAVES

- Last updated in 2005
- No such policy on file with NHSBA
- Recommend revising to be at the discretion of the superintendent with notification to the board.

11. CFA – SCHOOL BUILDING ADMINISTRATION

- Last updated in 2001
- NHSBA language proposed with slight modification by the PC relative to the written report provision
- CFA-R is language directly from the NH Ed Laws

12. CFB – EVALUATION OF ADMINISTRATORS

- Last updated in 2001
- NHSBA language proposed with slight modification by the PC relative to the term “administrator”

13. CFBA – EVALUATION OF PROFESSIONAL STAFF

- The committee recommends repealing this policy as its provisions are covered under policy GCO

14. CHA – DEVELOPMENT OF REGULATIONS

- The committee recommends repealing this policy as its provisions are covered under policy BDD

15. CHD – ADMINISTRATION IN POLICY ABSENCE

- The committee recommends repealing this policy as its provisions are covered under policy BFE

16. CLA – TREATMENT OF OUTSIDE REPORTS

TIMBERLANE POLICY COMMITTEE

- Last updated in 2001
- Still most recent language as recommended by NHSBA
- Committee recommends re-affirming

17. DFD GATE RECEIPTS AND ADMISSION

- Last updated in 2005
- No such policy on file with NHSBA
- Committee recommends revising

18. DI – FISCAL ACCOUNTING AND REPORTING

- Last updated in 2001
- NHSBA language proposed

19. DIE – AUDITS

- Last updated in 2005
- Still most recent language as recommended by NHSBA
- Committee recommends re-affirming

Timberlane Regional School District	Policy Code: FJ
Adopted:	Page 1 of 2

SCHOOL CONSTRUCTION AND IMPROVEMENT PROJECTS PERFORMED BY VOLUNTEERS

The Board appreciates the fact that, from time to time, individuals, organizations and/or businesses volunteer to assist the district in constructing or improving specific school facilities or property. Any volunteer project which includes construction, renovation, repair or improvement of any structure, fixture or grounds on TIMBERLANE REGIONAL SCHOOL DISTRICT property must comply with the requirements of this policy and be approved in advance by the Superintendent and the Board.

A project is considered a “volunteer project” subject to this policy when it is funded and performed by individuals and/or groups (“sponsors”) that are not financially supported by TIMBERLANE REGIONAL SCHOOL DISTRICT including, but not limited to, booster clubs, parent groups, school foundations, service clubs, nonprofit organizations or local businesses.

- A. Any volunteer project proposed on school property shall be submitted to the Superintendent with the following information: a) a written description of the sponsor(s), the project and its purpose; b) proposed timeline; c) design drawings; d) project cost; e) funding sources; f) list of contractor(s) or proposed workforce for the project; e) projected costs and proposed plan for ongoing maintenance of the project; f) evidence that the sponsor has or can obtain appropriate insurance; g) in the case of contractors, that they are appropriately licensed or in the case of others, that they are qualified to do the work; and h) agreement that any individuals working on the project will be considered designated volunteers who will pay for and undergo a criminal background check.
- B. The Superintendent and appropriate staff will review the proposed project to assess: a) whether there is a long-term benefit to the district; b) whether it complies with applicable building and safety codes; c) whether appropriate materials and supplies are proposed; d) whether the design meets district needs and standards; e) whether any fundraising is consistent with any applicable Board policies; f) the suitability of the proposed sponsor and g) acceptability of the project by TIMBERLANE REGIONAL SCHOOL DISTRICT’s insurer. The Superintendent is authorized to request any further information or documentation needed to make a decision as to whether to recommend the project to the Board for approval.
- C. If the Superintendent recommends the project to the Board for approval, he/she will provide the Board with appropriate documentation on the proposed project. The sponsor is required to attend the Board meeting when the project is discussed to answer questions.
- D. The Board may reject the project, require further information or revisions to the project, or provide preliminary approval for the project.

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- E. Final approval of any project is contingent upon the project sponsor signing a written agreement prepared by the Board's legal counsel which outlines the scope and specific requirements for the project; releases TIMBERLANE REGIONAL SCHOOL DISTRICT from liability for any accidents or injuries incurred during the course of the project; allows final inspection and acceptance of the project by TIMBERLANE REGIONAL SCHOOL DISTRICT and specifies that the project will be the property of TIMBERLANE REGIONAL SCHOOL DISTRICT.
- F. The Superintendent and his/her designees are responsible for monitoring volunteer projects, ensuring that all requirements are met and keeping the Board informed about project status.

Cross Reference: KHB - Advertising in the Schools

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WEBSITE PUBLISHING-ONLINE PUBLICATIONS

General

~~Official school district Web sites will be hosted and maintained on the district's computer networks. Web sites that are hosted outside of the school district that contain references to any students, staff, or facilities of the Timberlane Regional School District are not considered official Web sites, and the school district will not be responsible for their content.~~

Organizational Responsibility

~~School district Web sites are official publications and must follow similar guidelines as other district publications. For district wide Department Web sites, the Department Director has primary responsibility for the content of the Web site. For individual school Web sites, the Principal has primary responsibility for the Web site. All information published on the school district Web sites must be approved by these individuals or their designees. The Superintendent's Office acts as the final authority when issues arise concerning potentially sensitive content.~~

~~All postings to the Web Sites will be performed by authorized individuals only. These individuals must have been provided with secure access by the Technology Department and have been given approval by the district Department Head or Principal. Technology Department Staff reserve the right to remove any publication that adversely affects the operation of the school computer networks.~~

Publishing Standards

~~Publishing privileges are provided to students and staff through individuals who have been authorized by the building principals or Department Directors. Creators of Web pages need to familiarize themselves with and practice the following standards and responsibilities, or pages will not be published.~~

- ~~• All publications must comply with all policies and regulations of the district and all state, federal and international laws concerning copyright, intellectual property and use of computers.~~
- ~~• All content must be appropriate, decent, in good taste, and not intended to harass, demean or offend individuals or groups. Offensive content includes, but is not limited to materials, which offend religious and racial groups, constitute sexual harassment, or contain violence and profanity.~~
- ~~• Correct grammar and spelling should be used, documents should be of high quality in both style and presentation. Any unedited work by students will be identified as such.~~
- ~~• Publications must include a statement of copyright, when appropriate, and indicate that permission has been secured to include copyrighted materials.~~
- ~~• Factual information must be able to be documented.~~

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- ~~• Publications must identify affiliation with the Timberlane Regional School District.~~
- ~~• All publications must provide a link to the school or Department's home page, and contain clear navigational links.~~
- ~~• Commercial use (advertisements, business logos, etc.) is prohibited.~~
- ~~• All publications must comply with the School Board policies, administrative regulations, these Web Publishing Guidelines, and other district guidelines provided for specific levels of publishing.~~
- ~~• The viability of links from Web pages that were not created by the district cannot be guaranteed.~~
- ~~• No unlawful copies of copyrighted material may be produced or transmitted via the district's equipment, including its Web server.~~
- ~~• Any deliberate tampering with or misuse of district network services or equipment will be considered vandalism and will be handled according to the school discipline code.~~
- ~~• The use of a Web page for political lobbying activities is prohibited. Engaging in non-school related fund-raising is also prohibited.~~
- ~~• No student Email addresses, whether a personal or district account, may be listed on any Web page.~~
- ~~• Web pages shall not contain personal student information other than directory information as described in School District Policy JO-E, unless prior permission has been granted. The building principal is to be contacted as the consultant in special circumstances where awards or events warrant publicity of this nature.~~
- ~~• Web pages may contain pictures of students and staff involved in school-related activities only. Students identifiable as receiving Special Education services must have parent or guardian permission regardless of whether they are identified by name.~~
- ~~Non-school related student work shall not be published.~~

Official Timberlane Regional School District websites, webpages, social media accounts, and other online publications will be managed by authorized district and school personnel as designated by the Superintendent and Technology Director. Official Timberlane Regional School District publications will follow guidelines as other district and school publications.

All publications must comply with all policies and regulations of the district and all state, federal and international laws concerning copyright, intellectual property and use of computers.

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While the Timberlane Regional School District encourages its employees to utilize websites, webpages, social media accounts, and other online publications to maximize the education of students, the Timberlane Regional School District is not responsible for the content of online publications that are not considered official district and school online publications.

Reference:

GBEBD Employee Use of Social Networking Websites

JICE Student Publications

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Adopted: 03-04-10 Re-affirmed:	Page 1 of 1

INSTRUCTIONAL NEEDS OF STUDENTS WITH DIFFERENT TALENTS

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district’s instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

Administrators and teachers should collaborate to consider and address students’ different talents, interests and academic development when planning the district’s educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(6), Instructional Needs of Students With Different Talents
NH Code of Administrative Rules, Section Ed 306.04(j), Instructional Needs of Students With Different Talents

<p>Timberlane Regional School District</p>	<p>Policy Code: IHAD</p>
<p>Adopted: 06-16-83 Revised: 05-02-91 Reaffirmed: 02-24-05</p>	<p style="text-align: center;">—Page 1 of 2REPEALED</p>

OCCUPATIONAL EDUCATION
(Career Education)

*This policy was repealed by the Timberlane Regional School Board on _____.
Occupational education is embedded in the Common Core State Standards.*

~~The Board embraces the concept that career education is the totality of learning experiences through which a person learns about and prepares to engage in work as part of her or his way of living. Such education should start in early childhood and continue throughout a person’s life. It may be viewed as consisting of the following phases:~~

- ~~● career awareness~~
- ~~● career exploration~~
- ~~● career decision-making~~
- ~~● career preparation~~
- ~~● career guidance and counseling~~
- ~~● career placement, follow-up, and advancement~~

~~The Board believes that the District should develop career education programs that provide experiences, occupational preparation, and services that will assist individuals to develop an understanding of the world of work, make decisions about careers, prepare for them, find them, and advance in them. For example:~~

- ~~1. Career awareness should be woven into early childhood and elementary school programs to develop and enlarge children’s understanding of the working world, to promote a positive attitude about the personal and social significance of work, and to help children think about their own interests and abilities and aspirations. Only after children develop self-awareness can they begin to think about themselves in relation to work and careers.~~
- ~~2. Career exploration should begin in the Middle School and may continue much longer. Students should be provided with information about careers and some first-hand experiences in the world of work. Learning experiences should included examination of careers, observation of work, and actual work experiences; and then evaluation by the individual of his or her own interests, abilities, and aptitudes in relation to these experiences.~~
- ~~3. Career decision-making takes place when the student has examined the career information and experiences provided and has considered them in the context of his/her own values, interests, abilities, and aptitudes. At this time, students should~~

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~~feel ready to make some tentative choices and consider alternatives as to their career and/or career area.~~

- ~~4. Career preparation begins in high school. Students should be prepared to move more deeply into their career choice and to leave the school system for entry into a program of further education and training or with an entry-level employment skill. This can be accomplished through various educational programs and occupational/vocational training. Students should be given an opportunity to participate in work-study experience programs designed to give on-the-job training.~~
- ~~5. Career guidance and counseling should be an on-going part of career education in order to give adequate assistance to students involved in making a decision about careers. Counseling should help the student combine a knowledge of alternatives for education and training. Guidance should involve the participation of teachers, professional counselors, and parents.~~
- ~~6.1. Career placement, follow-up, and advancement are critical in career education. Efforts must be made to follow-up our students to discover how well their schooling has served them in their jobs and career preparation. Through adult programs, the schools should provide re-training and career advancement, for advances in technology continually require new skills and society continually demands new services. We can only make guesses about job needs in the future but change is certain. Therefore, students should be encouraged to view career education as a lifelong process requiring continuing study and training.~~

Timberlane Regional School District	Policy Code: IHBAA
Adopted: 10-15-09 <i>Revised:</i>	Page 1 of 1

SPECIFIC LEARNING DISABILITY EVALUATION

It shall be the policy of the Timberlane Regional School District to evaluate students suspected of having a specific learning disability in accordance with the New Hampshire Rules for the Education of Children with Disabilities.

When evaluating a student for a specific learning disability, the district will permit the use of a process based on the child's response to scientific, research based intervention. For those students who have not participated in scientific research based intervention, a discrepancy model between intellectual ability and achievement may be used along with other alternative research based procedures for determining whether a child has a specific learning disability.

~~For students who have not participated in scientific research based intervention (RTI), a discrepancy model between intellectual skills and achievement will be used in the evaluation of a student. For a student who has participated in scientific research based intervention (RTI), the student's response to the intervention will be considered in evaluating the student.~~

When evaluating a student for a specific learning disability, the IEP evaluation team must determine whether there is a disorder in one or more of the basic psychological processes. The IEP evaluation team will consider multiple sources of data to identify a child's pattern of strengths and weaknesses in performance, achievement, or both, relative to age and/or grade, intellectual development and state approved grade-level standards. A specific learning disability will be determined through the professional judgment of the IEP evaluation team using evidence from multiple sources, including the manner in which a student responds to scientific research based instruction and intervention.

~~In evaluating the existence of a specific learning disability, the IEP evaluation team must determine whether there is a disorder in one or more basic psychological processes. Beyond there being a disorder in one or more basic psychological processes, the procedures to determine the existence of a specific learning disability will consider multiple sources of data to identify a child's pattern of strengths and weaknesses in performance, achievement, or both, relative to age, intellectual development, and state approved grade-level standards. A specific learning disability will be determined through professional judgment of the IEP evaluation team using evidence from multiple sources. The manner in which a student responds to instructions and interventions will also be considered in the determination of eligibility as a child with a specific learning disability.~~

Legal References:

- 20 U.S.C. § 141414 (b) (6) (2004)
- 34 C.F.R. §300.8(a) (10), 300.307-300.311 (2006)
- RSA 186-C: 16
- NH Code of Administrative Rules, Section Ed. 1106.01(b), (d)-(e), 1107, 01(a), 1107.02, 1107.04(a)-(b), Tale 1100.1 (2008)

Timberlane Regional School District	Policy Code: IHBF
Adopted: 01-01-83 Revised: 05-02-91 Revised: 02-24-05 Revised:	Page 1 of 1

HOMEBOUND INSTRUCTION

Home or hospital instruction shall be authorized by the Superintendent and/or ~~his/her~~ designee:

1. To any child with a health or physical impairment which, in the opinion of a licensed medical examiner, will cause him/her to be absent from school for more than two consecutive weeks and who school personnel determine can educationally benefit from such a program, ~~or~~.
2. To any child whose educational needs, as determined by a case study and reviewed in a multi-disciplinary staff conference, are most appropriately and effectively met by such a program.
3. *When applicable, the Academic Concussion Protocol will be followed.*

The School Nurse will make preliminary arrangements for students to receive home instruction or school-to-home instruction whenever the need is apparent. When a student is ill with a non-contagious disease or illness under the conditions that would not endanger the health of a home instructor, or when a student has had an accident (broken limb), or an operation, any of which confines him to his home, the services of a home instructor should be arranged as soon as feasible. State law requires that ~~we provide~~ a minimum of two hours per week *of instruction must be provided*. This home instruction program is to be coordinated through the Director of ~~Student~~~~Pupil Personnel~~ Services.

~~In situations in which a student has sustained a concussion, the Academic Concussion Protocol will take effect.~~

Home Education may be authorized by the School Board in those instances where the parent or guardian has met all the criteria as established by the State Department of Education on Home Education. This program is administered by the Assistant Superintendent.

<p>Timberlane Regional School District</p>	<p>Policy Code: IIJ</p>
<p>Adopted: 06-16-83 Reaffirmed: 05-02-91 Reaffirmed: 02-24-05</p>	<p>Page 1 of 1 REPEALED</p>

INDIVIDUALIZED INSTRUCTION

~~The Board will encourage those programs, instructional arrangements and forms of class organization which provide opportunities for each student to progress in school at his/her own pace and attain the highest educational achievement possible for him/her as an individual.~~

~~It believes that such programs must necessarily provide for a high degree of individualized instruction and a wide variety of teaching-learning materials.~~

~~Further, the Board recognizes that individualized instruction becomes meaningless in the long run, unless it is accompanied by means through which a child's progress can be evaluated and measured in relation to his/her own abilities and the progress he/she, alone, has shown. If uniform programs for all students cannot be justified, neither can uniform evaluation.~~

~~The Board will support and encourage its staff to examine, study, and try out new programs, as described above, to individualize instruction and learning. Repealed by the Timberlane Regional School Board on _____.~~

<p>Timberlane Regional School District</p>	<p>Policy Code: JJIC</p>
<p>Adopted: 01-01-83 Revised: 05-22-91 Revised: 02-24-05 Revised: 06-04-09 Revised: 04-07-11 (Effective 07-01-11)</p>	<p>Page 1 of 5</p>

ATHLETICS / CO-CURRICULAR ACTIVITIES ELIGIBILITY

The Timberlane Regional School District strives to offer challenging learning experiences and opportunities which will meet the needs, abilities, and desires of each student.

Committed to the development of a well-rounded student, Timberlane fosters intellectual, emotional, physical, social and civic development. Emphasizing these skills, the District provides a large number and variety of co-curricular ~~and extra-curricular~~ activities.

In order to participate in any athletic ~~or after-school activity~~ *or co-curricular activities*, students in the Timberlane Regional School District must meet the following standards:

Co-curricular and extra-curricular activities identified by a building committee that meet no more than once per week such as intramural sports and special interest clubs are not subject to eligibility requirements for high school students.

HIGH SCHOOL ATHLETIC/*Co-Curricular Activities* ELIGIBILITY

Students who lose their academic eligibility as defined below while participating in any identified athletic / co-curricular ~~/extra-curricular~~ activities in which the activity extends beyond the marking period will not be allowed to continue participating. Students participating in all identified athletic / co-curricular ~~/extra-curricular~~ activities who do not meet academic requirements will lose eligibility at the time the report card is issued.

1. A student ~~is expected to~~ *must* pass all courses in the prior marking period in order to be eligible for all identified athletic / co-curricular ~~/extra-curricular activities~~. Summer courses are not considered when determining eligibility unless they correct a failure from the previous quarter. For the purposes of eligibility incomplete courses are equivalent to a failing grade.
- ~~2. A student who is failing a class before the end of the quarter may still be eligible to participate in athletic/co-curricular/extra-curricular activities as provided in District procedure JJIC-R.~~
- ~~3.~~2. Students will not be eligible for all identified athletic / co-curricular ~~/extra-curricular~~ activities unless they have earned the following minimum credits (all credits approved by Administration can be used).
 - Beginning of 10th grade = 5 credits
 - Beginning of 11th grade = 10credits
 - Beginning of 12th grade = 156 credits
- ~~4. Students will not be eligible for all identified athletic / co-curricular / extra-curricular activity if he/she has failed or received an "incomplete" within the prior grading period.~~

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- ~~5.—Students are ineligible to participate, compete, practice, or perform while suspended. A student receiving a first or second suspension will be ineligible for the length of the suspension, which may include weekends.~~
- 6.3. On a third or subsequent suspension, a student will remain ineligible until such time an eligibility hearing is conducted and a decision is rendered.
- ~~7.—Activity Eligibility Committee: This is a committee of professional staff having the responsibility of hearing cases of appeal for those students deemed ineligible by existing standards, yet can show that there may have been extenuating circumstances that contributed to the ineligibility. The Activity Eligibility Committee will hear evidence of extenuating circumstances which may have contributed to the ineligibility. The Activity Eligibility Committee will consider each case individually and will make a recommendation to the principal for or against the granting of an exception to the eligibility standards. The final authority regarding eligibility rests with the principal.~~
- 4. A student’s eligibility may be reviewed and denied at any time for unacceptable behavior, poor academic performance or poor attendance.
- ~~8.—Any student who does not meet NHIAA academic eligibility standards is ineligible to participate in athletics. until the next report card is issued.~~
- 9. Any activity for which a grade is given, or which is part of the curriculum of a graded subject is not governed by the eligibility standards i.e., a student is participating in band, orchestra, chorus, drama and performs after school hours. *However, while a student is suspended they may not participate in any school activity.*
- ~~10. Co-curricular and extra-curricular activities identified by a building committee that meet no more than once per week such as intramural sports and special interest clubs are not subject to eligibility requirements for high school students.~~
- ~~11. Eligibility requirements for high school and co-curricular and extra-curricular athletic/co-curricular/extra-curricular activities shall be outlined in the high school handbook as amended by the Timberlane Regional School Board (Policy CHCA).~~

Appeals

- 1. *The Activity Eligibility Committee is a committee of professional staff having the responsibility of hearing cases of appeal for those students deemed ineligible by existing standards, yet can show that there may have been extenuating circumstances that*

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contributed to the ineligibility. The Activity Eligibility Committee will hear evidence of extenuating circumstances which may have contributed to the ineligibility. The Activity Eligibility Committee will consider each case individually and will make a recommendation to the principal for or against the granting of an exception to the eligibility standards. The final authority regarding eligibility rests with the principal.

MIDDLE SCHOOL ELIGIBILITY

In keeping with the Timberlane Regional School District's recognition that middle level students are at a unique state in development, middle school eligibility standards are differentiated for middle level students. Eligibility requirements apply only to interscholastic athletics and specific organizations such as National Junior Honor Society and Student Council which have academic and behavioral standards as part of their charters except as noted below. Any activity for which a grade is given, or which is part of the curriculum of a graded subject is not governed by the eligibility standards. Co-curricular and extra-curricular activities such as intramural sports and special interest clubs are not subject to eligibility requirements for middle school students.

1. Any student receiving one or two failing grades on a report card will be ineligible for inter-scholastic sports and other activities governed by eligibility requirements until evidence of raising those grades to passing is provided to the principal. Passing grades must be maintained by the student for the remainder of the quarter. Bi-weekly evidence of such shall be provided to the coach/advisor upon request.
2. Any student receiving more than two failing grades in a quarter is ineligible to participate in inter-scholastic sports and other activities subject to the eligibility standards for the following quarter. Students receive a fresh start each year, with all students eligible first quarter.
3. Any student receiving an in or out of school suspension shall be ineligible for all school activities outside the regular school day (including social events and those not otherwise governed by these eligibility standards, except activities directly required for a graded course) for the period of the suspension, including any intervening weekends. Upon receiving a third suspension during the year, the student is ineligible for the interscholastic sports and activities governed by the eligibility standards for the remainder of the school year.
4. An eligibility appeal board made up of professional staff from the middle school has the responsibility of hearing appeals of ineligibility for those students judged ineligible for inter-scholastic sports and other activities by the academic and/or behavioral standards stated above. This board will hear evidence of extenuating

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circumstances which may have contributed to the ineligibility. The board will consider each case individually and will make a recommendation to the principal for or against the granting of an exception to the eligibility standards. The final authority regarding eligibility rests with the principal.

5. A student’s eligibility to participate in any school activity may be reviewed and suspended by the principal at any time for unacceptable behavior and/or poor academic performance.

MIDDLE SCHOOL ATHLETIC/CO-CURRICULAR/EXTRA-CURRICULAR PARTICIPATION

In view of the fact that few, if any, guidelines exist at the state or regional level regarding participation in extra-curricular activities, including inter-scholastic athletics at the middle school level, the Timberlane Regional School Board adopts the following policy which shall apply in all cases except those exempted by the Superintendent:

1. Students in Grades 6, 7, and 8 are not eligible to participate in high school extra-curricular activities (clubs, drama, etc.) or to be on high school athletic teams.
2. Students in Grades K-5 are not eligible to participate in middle school extra-curricular activities (clubs, drama, etc.) or to be on middle school athletic teams.
3. Middle school inter-scholastic sports seasons are limited to the maximum number of games allowed by the NHIAA at the high school level. One post-season tournament is allowed beyond this maximum number of games.

Appendix JJIC-R

ABOVE IS TIMBERLANE SPECIFIC LANGUAGE; BELOW FROM NHSBA.

The School Board encourages all students to achieve to their fullest academic potential. While school athletics provide an opportunity for students to develop other skills and knowledge outside the classroom, the School Board expects students to study and learn to the best of their ability in the classroom and in other instructional environments. The Board, therefore, hereby establishes academic standards that will guide students by directly influencing their eligibility to participate in designated school athletics.

High school students will be required to meet academic standards established by this policy for participation in school athletics. Eligibility requirements are as follows:

1. All student-athletes are required to maintain at least a 2.0 grade point average (GPA.)

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2. Eligibility for each marking period is determined by grades received in the previous grading period. Semester and/or yearly grades have no affect on eligibility.
3. Student-athletes must have received passing grades in a minimum of four (4) classes per grading period.
4. Summer school grades will be averaged in accordance with current School Board policy.
5. Students who lose their academic eligibility while participating in an athletic activity in which the season extends beyond the semester will not be allowed to continue participating. Students participating in athletic activities who do not meet academic requirements will lose eligibility at the time that the report card is issued.
6. Transfer students' academic eligibility for participation in an athletic activity will be determined initially by their incoming GPA. These eligibility criteria will apply through and include the student's first semester of attendance in the school district. Transfer students whose incoming GPA does not meet the academic requirements will be denied academic eligibility during their first semester in the school district. After their first semester as a student in the school district, the GPA requirements in item No. 1 shall apply.
7. A special education student who is working toward a special diploma/certificate must make standard progress in those courses taken as determined by the student's Individualized Educational Program (IEP). A special education student who is working toward a standard diploma must meet the same academic standards for participation in athletic activities.

The Superintendent or his/her designee to monitor the academic performance of student-athletes will evaluate the eligibility process annually.

<p>Timberlane Regional School District</p>	<p>Policy Code: IK</p>
<p>Adopted: 06-16-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 08-19-10 Revised:</p>	<p>Page 1 of 1</p>

EARNING OF CREDIT

Students can earn course credit with prior approval of the principal *or designee* by demonstrating mastery of the required coursework and material. Mastery is defined as: sufficient evidence of attainment of the required content, concepts, and skills of a particular course. Student assessment of mastery is the responsibility of the building principal *or designee*.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may ~~also~~ be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

Course work completed by middle school students serves as criteria for placement at the high school. However, students may earn high school credit after completion of their 8th grade school year by successfully completing TRHS course offered during the summer or through an alternative setting in accordance with Policy IMBC – Alternative Credit Options.

~~Courses taken prior to high school enrollment shall also be granted credit if they meet the mastery requirement above. This includes such classes as those offered at the middle school that meet high school mastery requirements, such as foreign language and Algebra I, those offered by online schools that meet high school mastery requirements and those offered by other high schools meeting those requirements.~~

~~In the case of those classes taken at virtual online or other out-of-district schools, the high school Principal or his/her designee shall determine if sufficient mastery is met to grant credit. In the case of high school classes taken prior to high school enrollment, evidence of successful mastery shall cause the class to count toward high school graduation requirements, shall be shown on the high school transcript and shall count towards the student's GPA.~~

Legal References:

- NH Code of Administrative Rules, Section Ed 306.04(a)(14), Earning of Credit
- NH Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit
- NH Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies

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Adopted: 01-01-83 Reaffirmed: 04-04-91 Revised: 02-24-05	Page 1 of 1

ADMINISTRATIVE ~~STAFF SABBATICAL~~ LEAVES AND ABSENCES

~~Sabbatical Benefit—Administrators~~

- ~~1. Administrators, who served seven (7) years in the Timberlane Regional School District shall be eligible for a working sabbatical benefit only which will pay expenses, the total of which, as approved by the board, shall not exceed one-half (1/2) of the annual salary of that year when the sabbatical benefit commences.~~
- ~~2. Preliminary application for a sabbatical benefit shall be made no later than November 1 in the year preceding proposed commencement of such sabbatical and final detailed application shall be made no later than the following May 1.~~
- ~~3. The sabbatical benefit may be extended over a period not to exceed three (3) years.~~
- ~~4. Following completion or termination of the sabbatical program, the administrator shall be obligated for one (1) year of service to the school district.~~
- ~~5. An administrator terminating employment prior to completion of obligated service shall pay the district the amount of money equal to the sabbatical expense received. Payment may be prorated when a portion of service obligation has been met.~~
- ~~6. Allowable Documented Expenses:

 - ~~a. Tuition—minimum quality point average grade of “B” required~~
 - ~~b. Normal fees~~
 - ~~c. Books, supplies~~
 - ~~d. Dormitory for required residence~~
 - ~~e. Additional leave time~~~~
- ~~7. Course reimbursement will not be paid to the administrator during the period of sabbatical benefit.~~
- ~~8. This benefit shall be restricted to one (1) administrator at any given time.~~
- ~~9. Decisions of the Timberlane Regional School Board relative to the award of sabbatical benefit shall be made on the needs, advantages to and best interest of the Timberlane Regional School District.~~
- ~~10. Department heads shall be eligible for the benefit as above.~~

~~Sabbatical Benefit—Teachers—See TTA—Timberlane Regional School Board Agreement
Subject to Superintendent approval and School Board notification.~~

Timberlane Regional School District	Policy Code: CFA
Adopted: 05-05-83 Reaffirmed: 12-06-90 Revised: 12-03-98 Revised: 09-20-01 Revised:	Page 1 of 3

SCHOOL BUILDING ADMINISTRATION

Appointment of Principals

The principals shall be elected by the Board following nomination by the Superintendent. Should the Board fail to accept the nomination of the Superintendent; the Superintendent will be directed to present another name in nomination.

Candidates for position of principal will file a formal application consistent with district procedure.

Functions

All building principals shall be responsible for the school buildings and grounds to which they are assigned. They shall be responsible for and shall have authority over the actions of students, professional and non-professional employees, visitors, volunteers, and persons hired to perform special tasks.

All principals shall keep the Superintendent informed of activities in their buildings by whatever means the Superintendent deems appropriate.

Principals will file a written report, as requested by the Superintendent.

The principal shall attend Board meetings if requested by the Superintendent or the Board.

Legal Reference

N.H. Code of Administrative Rules, Section Ed 304.01, Substantive Duties of School Principals

Appendix CFA-R

~~The School Board reaffirms the rights and responsibilities of the building principals for the administration of their various programs and buildings within the broad scope of the adopted Board policies.~~

~~Specifically, the principal as the educational leader of the individual school is responsibilities for the education program, the improvement of instruction, and the coordination of all support services. He/she is responsible for interpreting the school mission, program, regulations and procedures to the community. He/she will see that the district policies; rules and regulations; the directives of district officers; and the guidelines of the instructional program are observed. The principal is charged with the supervision and direction of the staff and the students assigned to his/her building, and with the care of the school facility and its equipment. All personnel will work through and under the direction of the Principal in the performance of their duties within his/her school.~~

~~See also ECA, Building and Grounds Security.~~

<p>Timberlane Regional School District</p>	<p>Policy Code: CFA</p>
<p>Adopted: 05-05-83 Reaffirmed: 12-06-90 Revised: 12-03-98 Revised: 09-20-01 Revised:</p>	<p>Page 2 of 3</p>

1. Appointment:

~~The Principal shall be elected by the School Board following the nomination of the Superintendent. Should the School Board fail to accept the nomination of the Superintendent, the Superintendent will be directed to present another name in nomination.~~

~~Candidates for position of Principal will file a formal, written application with the Superintendent of Schools. All applications will be screened by the Superintendent and a number selected for interview by the Superintendent and the School Board or its designated committee.~~

~~All applications will be available to the School Board for its review and candidates selected by them for interview will be included in the interview process.~~

~~The Superintendent and School Board will consider promotion of local candidates when such a promotion is in the best interest of the school. All such candidates must meet the requirements as established by the Superintendent and School Board, and meet state certification requirements.~~

2. Employment:

~~Principals shall be employed on an 11, 11.5 or 12 month basis, depending on scope of responsibility as determined by the School Board.~~

3. Terms of Contract:

~~All appointments will be on a one-year basis.~~

4. Function:

~~The Principal shall act as the chief administrative officer for the school buildings and grounds. He/she shall be responsible for and shall have authority over the actions of students, teachers and support staff employees, visitors, and persons hired to perform special tasks.~~

~~The Principal shall become familiar with and carefully fulfill all Powers and Duties of Principals, Regulations of the State Board of Education.~~

~~The Principal shall keep the Superintendent informed of activities in the building by whatever means the Superintendent deems appropriate.~~

Timberlane Regional School District	Policy Code: CFA
Adopted: 05-05-83 Reaffirmed: 12-06-90 Revised: 12-03-98 Revised: 09-20-01 Revised:	Page 3 of 3

~~The principals shall attend School Board meetings if requested by the Superintendent or the School Board.~~

Timberlane Regional School District	Procedure Code: CFA-R
Adopted: 05-05-83 Reaffirmed: 12-06-90 Revised: 12-03-98 Revised: 09-20-01 Revised:	Page 1 of 2

DUTIES OF SCHOOL PRINCIPALS

Ed 304.01 Substantive Duties ; School Principals and Associate Principals.

- (a) *The school principal shall be responsible for promoting the success of all students by:*
- (1) *Facilitating the development, articulation, implementation, and stewardship of a vision for learning that is shared and supported by the community, school board, and superintendent of schools;*
 - (2) *Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;*
 - (3) *Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;*
 - (4) *Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources ; and*
 - (5) *Having the knowledge and skills to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.*
- (b) *The school principal shall evaluate and make recommendations to the superintendent concerning candidates for professional and nonprofessional positions within the school administrative unit in accordance with local school board policy, or as directed by the superintendent.*
- (c) *The school principal shall assign, direct, and be responsible for the evaluation of all personnel employed in the school in accordance with local school board policy, administrative rules, and as directed by the superintendent.*
- (d) *The school principal shall perform any duty assigned by the superintendent in accordance with local school board policy, state statutes, and rules of the state board of education.*
- (e) *The school associate principal shall be responsible for assisting and supporting the school principal in promoting the success of all students as stated in the above duties.*

<p>Timberlane Regional School District</p>	<p>Procedure Code: CFA-R</p>
<p>Adopted: 05-05-83 Reaffirmed: 12-06-90 Revised: 12-03-98 Revised: 09-20-01 Revised:</p>	<p>Page 2 of 2</p>

- (a) ~~The school Principal shall be responsible for the internal organizational structure of the school, all the programs of the school, the governance of the total student body, the utilization of technology and the utilization of the facility in accordance with local School Board policy and/or as directed by the Superintendent of Schools.~~
- (b) ~~The school Principal shall evaluate and make recommendations to the Superintendent concerning candidates for professional and non-professional positions with the school administrative unit in accordance with local School Board policy or as directed by the Superintendent of Schools.~~
- (c) ~~The school Principal shall assign, direct, and evaluate all personnel employed within the school in accordance with local School Board policy, administrative regulations, and as directed by the Superintendent of Schools.~~
- (d) ~~The school Principal shall perform any other duties assigned by the Superintendent of Schools in accordance with local School Board policy, state statutes and regulations of the State Board of Education.~~

Statutory Authority:

NH Code of Administration Rules Ed. 304.01

Timberlane Regional School District	Policy Code: CFB
Adopted: 10-05-95 Revised: 09-20-01 Revised:	Page 1 of 2

EVALUATION OF ADMINISTRATORS

The Superintendent shall conduct an ongoing process of evaluating administrators on their skills, abilities, and competence. Annually, the Superintendent or designee will formally evaluate the administrators.

The goal of the formal evaluation process is to ensure the education program for the students is carried out, promote growth in effective administrative leadership for the school district, clarify the administrator's role as the board and the superintendent see it, ascertain areas in need of improvement, and focus the immediate priorities of the administrator's responsibilities.

The formal evaluation shall include written criteria related to the job duties. The administrator may make comments responding to the formal evaluation.

The formal evaluation shall also include an opportunity for the administrator and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation shall be completed by the Superintendent or designee, signed by the administrator and filed in the administrator's personnel file.

This policy supports and does not preclude the ongoing informal evaluation of the administrator's skills, abilities and competence.

Legal References

Littkey v. Winchester School District, 219 NH 626 (1987)
NH Code of Administrative Rules Section 302, Duties of Superintendents
NH Code of Administrative Rules Section 304, Duties of School Principals

Appendix CFB-R

~~Through the evaluation of the administration, the Board will strive to accomplish the following:~~

~~Clarify for all Board members the role of the Administrator as determined by the job description, the policies of the school district, the regulations of the State Board of Education, and the statutes of the State of New Hampshire.~~

~~Clarify for the Administrator his/her role in the school district.~~

~~Encourage a harmonious working relationship between the Board, the Superintendent and the Administrators.~~

~~Provide for effective administrative leadership for the school district.~~

~~Recognize excellence in performance.~~

Timberlane Regional School District	Policy Code: CFB
Adopted: 10-05-95 Revised: 09-20-01 Revised:	Page 2 of 2

~~Identify areas where improvement is needed.
The Superintendent/Assistant Superintendent will inform the Administrator annually of his/her assessment of the Administrator's performance.~~

Statutory Reference:

RSA 189:14a-b

LH Key v Winchester SD 219 NH 626 (1987)

NH Code of Administrative Rules 302, 304

<p>Timberlane Regional School District</p>	<p>Policy Code: CFBA</p>
<p>Adopted: 05-16-85 Revised: 04-04-91 Revised: 02-24-05</p>	<p>—Page 1 of 1 Repealed</p>

EVALUATION OF PROFESSIONAL STAFF

Teachers

~~The Board intends to seek and maintain the best qualified staff to provide quality education for students. In keeping with this goal, there will be an on-going appraisal of the performance of staff to provide:~~

- ~~1. A systematic process whereby all staff members may increase the effectiveness of their services, using the available professional resources.~~
- ~~2. Opportunity for all staff members to analyze their strengths and weaknesses as they relate to the teaching-learning process and to discuss objectively the contributions they have made to the school system.~~
- ~~3. Opportunity for the administrative staff to analyze the strengths and weaknesses of individual staff members and to use this knowledge to develop supervisor service to assist individuals in developing objectives to improve their competence. These may relate to the teaching-learning process and/or other professional responsibilities.~~
- ~~4. Effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of a continuing contract, the granting of performance pay, and/or other recommendations to the School Board.~~

~~The major purpose for supervision and evaluation is the improvement of instruction and increased learning by students.~~

~~Classroom visitations will be made at various times throughout the school year. Those who are expected to make periodic visitations are Department Heads, Assistant Principals, Principals, Coordinators, Directors, the Assistant Superintendent and the Superintendent of Schools.~~

~~After each visitation, the person who visits may discuss aspects of the visitation with the teacher.~~

~~Formal observations and evaluations will be made according to the procedures outlined in current teacher evaluation model.~~

~~Any formal observations will require adherence to the procedures outlined in the Evaluation Document and will include written reports containing the signatures of all parties involved. A file containing these and all other written communications will be kept in the Principal's office and will be available to a teacher upon written request.~~

Timberlane Regional School District	Policy Code: CFBA
Adopted: 05-16-85 Revised: 04-04-91 Revised: 02-24-05	<p style="text-align: center;">Page 1 of 1 <i>Repealed</i></p>

In cases of disagreement, the teacher should reference the evaluation document. This policy was repealed by the Timberlane Regional School Board on _____. See Policy GCO EVALUATION OF PROFESSIONAL STAFF.

Timberlane Regional School District	Policy Code: GCO
Adopted: 01-01-83 Revised: 10-03-96 Revised: 02-24-05 Revised: 04-05-12	Page 1 of 1

EVALUATION OF PROFESSIONAL STAFF

The performance and effectiveness of a teacher shall be evaluated through a written evaluation procedure.

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

The District values and supports an evaluation plan that:

- promotes a spirit of professional inquiry;
- encourages collegiality;
- empowers the individual to regularly reflect upon his/her expectations and practices; and
- creates a positive professional atmosphere marked by mutual respect and commonality of purpose.

This evaluation plan shall reflect specific beliefs in assessment and professional development. These include:

- aligning evaluation with goal setting and professional development activities;
- using multiple sources of information to evaluate performance;
- emphasizing self assessment, reflection and collegial support;
- valuing the documentation and presentation by an individual of his/her accomplishments;
- allowing a varied focus in different years by using a three year cycle for assessment;
- maximizing autonomy, collaboration, and accountability; and
- taking a holistic view of an educator's contribution to the District.

The evaluation process shall be a collaboration between a designated evaluator and an educator. The Board and Superintendent shall adopt and implement teacher evaluation procedures, criteria and other necessary components.

Legal References:

- RSA 189:14-a, Failure to be Renominated or Reelected*
- N.H. Code of Administrative Rules, Section Ed. 302.02(n), Substantive Duties of Superintendents*
- N.H. Code of Administrative Rules, Section Ed. 304.01(b), Substantive Duties of School Principals*

<p>Timberlane Regional School Board</p>	<p>Policy Code: CHA</p>
<p>Adopted: 04-21-83 Revised: 10-03-96 Revised: 12-03-98 Revised: 09-20-01</p>	<p>Page 1 of 1 REPEALED</p>

DEVELOPMENT OF REGULATIONS

~~The Board may delegate to the Superintendent the function of implementing appropriate actions to carry out Board policy.~~

Repealed by the Timberlane Regional School Board on _____. See policy BDD.

Timberlane Regional School Board	Policy Code: BDD
Adopted: 04-21-83 Reaffirmed: 11-01-90 Revised: 12-16-10	Page 1 of 1

BOARD-SUPERINTENDENT RELATIONSHIP

The Board believes that policy-making is the primary function of a School Board and that the execution of the policies is the primary function of the Superintendent.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Superintendent is responsible for the administration of Board policies, the execution of Board decisions, the operation of school programs, for keeping the Board informed about school operations and issues, and for satisfactory fulfillment of the duties required by statute and regulations of the State Board of Education.

Appendix BDD-R

BDD - BOARD-SUPERINTENDENT

<p>Timberlane Regional School Board</p>	<p>Policy Code: CHD</p>
<p>Adopted: 05-05-83 Revised: 12-06-90 Reaffirmed: 12-03-98 Reaffirmed: 11-19-09</p>	<p>—Page 1 of 1 Repealed</p>

ADMINISTRATION IN POLICY ABSENCE

~~In the absence of established School Board policy or School Board direction, the Superintendent of Schools shall assume responsibility for whatever decision or action is taken. In such instances, principals or other administrative or instructional personnel shall gain the approval of the Superintendent before taking any action.~~

~~In the situations which arise within the schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act but his decisions shall be subject to review and ratification by action of the Board at its regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy. The Timberlane Regional School Board repealed this policy on _____~~

See ~~also~~ policy BFE.

<p>Timberlane Regional School Board</p>	<p>Policy Code: BFE</p>
<p>Adopted: 05-05-83 Revised: 12-06-90 Reaffirmed: 12-03-98 Reaffirmed: 11-19-09</p>	<p>Page 1 of 1</p>

ADMINISTRATION IN POLICY ABSENCE

In the absence of established School Board policy or School Board direction, the Superintendent of Schools shall assume responsibility for whatever decision or action is taken. In such instances, principals or other administrative or instructional personnel shall gain the approval of the Superintendent before taking any action.

In the situations which arise within the schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act but his decisions shall be subject to review and ratification by action of the Board at its regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

See also policy CHD.

Timberlane Regional School Board	Policy Code: CLA
Adopted: 04-21-83 Revised: 10-03-96 Revised: 12-03-98 Revised: 09-20-01 Re-affirmed:	Page 1 of 1

TREATMENT OF OUTSIDE REPORTS

Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, health department, and others, the Superintendent shall inform the Board of actions necessary to comply with recommendations made in such reports, assuming such action can be completed within the current budget. Otherwise the Superintendent shall prepare recommendations for Board actions.

<p>Timberlane Regional School District</p>	<p>Policy Code: DFD</p>
<p>Adopted: 05-05-83 Revised: 01-03-91 Revised: 02-24-05</p>	<p>Page 1 of 1</p>

GATE RECEIPTS AND ADMISSION –~~HIGH SCHOOL~~FEE

- ~~1. Admissions receipts and sale of tickets to school events shall be scrupulously controlled and accounted for under the supervision of the high school principal.~~
- ~~2. Admission may be charged for high school activities which are not produced as fund-raising activities for student organizations.~~
- ~~3. A non-transferable, all-seasons activities ticket (season ticket) shall be available for adults and students.~~
- 4.1. All ticket prices shall be ~~established annually~~*approved* —by ~~School Board~~*the Superintendent*.
- ~~5. Children under twelve (12), and senior citizens, 65 and over, shall be admitted free.~~
- ~~6. School district employees will be admitted at student rates.~~
2. Season tickets will not be honored at events sponsored by the New Hampshire Interscholastic Athletes Association.
- ~~7.3. All funds collected shall be under the direct supervision of the Business Administrator.~~

Timberlane Regional School District	Policy Code: DI
Adopted: 05-05-83 Revised: 01-03-91 Revised: 09-20-01	Page 1 of 1

FISCAL ACCOUNTING AND REPORTING

The District’s accounting system will be in conformance with the New Hampshire Financial Accounting Handbook published by the State Department of Education. An adequate system of encumbrance accounting will be maintained.

The Board shall receive financial reports and statements showing the financial condition of the School District.

Appendix DI-R

Timberlane Regional School District	Policy Code: DIE
Adopted: 02-24-05 Re-affirmed:	Page 1 of 1

AUDITS

The books and accounts of the district shall be audited yearly. The audit to be performed will meet the basic audit procedures prescribed by CPA standards.

The Board shall select the auditors after hearing the recommendation from the Superintendent or business administrator. Such audit will be made in accordance with RSA 197:25.

Statutory References:

RSA 197:25, Auditors

RSA 671:5, School District Elections: Auditors

TIMBERLANE REGIONAL SCHOOL BOARD SELF-EVALUATION

To the best of your ability, please provide feedback regarding the performance of the School Board as a whole by choosing the appropriate number which most closely reflects your opinion to each of the statements below.

1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Statements which the evaluator does not feel qualified to answer or has no knowledge of that subject area should leave that statement blank and indicate so in comment field.

Comments are strongly encouraged in the space below each question, as they will be helpful in tailoring future evaluations as well as improving board practices.

1. VISION - We as a Board play a central role in fostering and guiding community dialogue about the vision for our schools and this vision is focused on student achievement.

1 2 3 4

Disagree Agree

Comments:

2. VISION - The vision and mission of the Timberlane Regional School District reflect the student expectations and needs of the community and we work with the Superintendent as a team to communicate the vision and make it a reality.

1 2 3 4

Disagree Agree

Comments:

3. STANDARDS - Timberlane standards are clearly understood, supported and communicated to students, parents, teachers and other members of the community.

1 2 3 4

Disagree Agree

Comments:

4. STANDARDS - The rigor of our standards is consistent with the expectations of parents, the community and the State Board of Education.

1 2 3 4

Disagree Agree

Comments:

5. STANDARDS - We provide policy and resources needed for the Superintendent and staff to implement standards-based instruction.

1 2 3 4

Disagree Agree

Comments:

6. ASSESSMENT - Our student assessments relate to our vision and student achievement goals and are aligned with state and district standards.

1 2 3 4

Disagree Agree

Comments:

7. ASSESSMENT - We provide for community input into our assessment process.

1 2 3 4

Disagree Agree

Comments:

8. ASSESSMENT - Our assessments properly inform us about our student performance and our short and long term goals and we know what they measure.

1 2 3 4

Disagree Agree

Comments:

9. ASSESSMENT - We understand how to interpret our assessment reports and use them in data-driven decision making.

1 2 3 4

Disagree Agree

Comments:

10. ASSESSMENT - We provide policy and resources for the Superintendent and staff to implement sound assessment throughout the district.

1 2 3 4

Disagree Agree

Comments:

11. ACCOUNTABILITY - We involve the community in defining an accountability process.

1 2 3 4

Disagree Agree

Comments:

12. ACCOUNTABILITY - Our decisions are researched-based and data driven.

1 2 3 4

Disagree Agree

Comments:

13. ACCOUNTABILITY - We hold ourselves, administrators and teachers to be committed to and held accountable for attaining the goals and objectives of the strategic plan.

1 2 3 4

Disagree Agree

Comments:

14. ACCOUNTABILITY - Proper measures and indicators are used to assess progress and these are reported, presented and understood by administrators, teachers, parents and the public in clear quantifiable terms.

1 2 3 4

Disagree Agree

Comments:

15. ACCOUNTABILITY - The Board evaluates itself in terms of student achievement and recognizes much of our authority is derived from public confidence in schools.

1 2 3 4

Disagree Agree

Comments:

16. ACCOUNTABILITY - The Board keeps abreast of policies mandated by state and federal law, the NHSBA attorney and the courts.

1 2 3 4

Disagree Agree

Comments:

17. ACCOUNTABILTY - Board leadership goes out of its way to make sure all members have the same opportunity to speak on important issues.

1 2 3 4

Disagree Agree

Comments:

18. ACCOUNTABILITY - Within the past year the Board has reviewed school district strategies for attaining long-term goals.

1 2 3 4

Disagree Agree

Comments:

19. ALIGNMENT - Staff development relates to student achievement goals and objectives.

1 2 3 4

Disagree Agree

Comments:

20. ALIGNMENT - We promote parental involvement in student learning and determine the community's concerns and beliefs about the types of student and community services it wants and would support.

1 2 3 4

Disagree Agree

Comments:

21. ALIGNMENT - We determine whether operational plans, facilities and budgets provide necessary programs and resources to promote student achievement.

1 2 3 4

Disagree Agree

Comments:

22. ALIGNMENT - We regularly evaluate programs for effectiveness.

1 2 3 4

Disagree Agree

Comments:

23. ALIGNMENT - We have a good understanding of budget reports, procedures, regulations and opportunities for flexibility and ensure that funding decisions are data-driven and research-based.

1 2 3 4

Disagree Agree

Comments:

24. ALIGNMENT - We ensure budget information is provided to parents and other community members in an easy-to-understand format that conveys the relationship between budget items and student achievement initiatives.

1 2 3 4

Disagree Agree

Comments:

25. ALIGNMENT - We provide policy and resources to meet the needs of at-risk, special needs and accelerated students.

1 2 3 4

Disagree Agree

Comments:

26. CLIMATE - We avoid micromanagement.

1 2 3 4

Disagree Agree

Comments:

27. CLIMATE - We regularly make student achievement a part of our meeting agenda.

1 2 3 4

Disagree Agree

Comments:

28. CLIMATE - Mutual respect, professional behavior and a commitment to continuous learning are evident at all times.

1 2 3 4

Disagree Agree

Comments:

29. CLIMATE - Our policies hold staff and students to high behavioral standards.

1 2 3 4

Disagree Agree

Comments:

30. CLIMATE - There are clear and consistent consequences for those who violate policies.

1 2 3 4

Disagree Agree

Comments:

31. CLIMATE - We are vocal advocates for student achievement issues among local, state and federal policy makers.

1 2 3 4

Disagree Agree

Comments:

32. COLLABORATION - We provide leadership and take an active role in establishing collaborative relationships.

1 2 3 4

Disagree Agree

Comments:

33. COLLABORATION - We have determined appropriate levels of stakeholder involvement.

1 2 3 4

Disagree Agree

Comments:

34. COLLABORATION - The community is engaged in student achievement plans and initiatives at the district and school levels through surveys, forums, meetings and committees.

1 2 3 4

Disagree Agree

Comments:

35. COLLABORATION - The community is well informed about the district's vision, achievements, difficulties and plans for improvement.

1 2 3 4

Disagree Agree

Comments:

36. CONTINUOUS IMPROVEMENT - We are clearly committed to continuous improvement.

1 2 3 4

Disagree Agree

Comments:

37. CONTINUOUS IMPROVEMENT - Programs and initiatives being assessed are linked to short and long term strategic objectives.

1 2 3 4

Disagree Agree

Comments:

38. CONTINUOUS IMPROVEMENT - Community participation in continuous improvement discussions and planned reviews is encouraged.

1 2 3 4

Disagree Agree

Comments:

39. CONTINUOUS IMPROVEMENT - When needed, resources are reallocated and adjustments are made in a timely manner.

1 2 3 4

Disagree Agree

Comments:

40. OPERATIONS - We provide for the proper orientation and development of board members.

1 2 3 4

Disagree Agree

Comments:

41. OPERATIONS - The Board reaches decisions only on the basis of all available background data and consideration of the recommendation of the Superintendent.

1 2 3 4

Disagree Agree

Comments:

42. OPERATIONS - Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.

1 2 3 4

Disagree Agree

Comments:

43. OPERATIONS - Actively fosters cooperation with various news media for the dissemination of information about the school program.

1 2 3 4

Disagree Agree

Comments:

44. OPERATIONS - Encourages citizen participation in an advisory capacity in the solution of specific problems and is aware of community attitudes and the special interest groups which seek to influence the district's programs.

1 2 3 4

Disagree Agree

Comments:

45. OPERATIONS - Selects a chairperson on the basis of his or her ability to properly conduct a meeting and prepare an agenda rather than on seniority or rotation.

1 2 3 4

Disagree Agree

Comments:

46. OPERATIONS - Definitive action is withheld until asking if there is a staff recommendation and what it is.

1 2 3 4

Disagree Agree

Comments:

47. OPERATIONS - Makes provision for the complaints of employees to be heard, and, after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.

1 2 3 4

Disagree Agree

Comments:

48. OPERATIONS - Weighs all decisions in terms of what is best for the students.

1 2 3 4

Disagree Agree

Comments:

49. OPERATIONS - Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.

1 2 3 4

Disagree Agree

Comments:

50. OPERATIONS - Tasks the leadership in suggesting and securing community support for additional financing when necessary.

1 2 3 4
Disagree Agree

Comments:

51. OPERATIONS - An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.

1 2 3 4
Disagree Agree

Comments:

School Board member completing this evaluation:

Choose one:

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