

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, JANUARY 2, 2014

Regular Meeting - 7:30 PM

Superintendent's Office
30 Greenough Road, Plaistow, NH

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

Robert Collins, Chair
Nancy Steenson, Vice Chair

AGENDA

1. Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
 - a. December 19, 2013
5. Delegations or Individuals
6. Current Business
 - a. Timberlane Support Staff Union Contract –ACTION (15 minutes)
 - b. Star Assessment - INFORMATIONAL (15 minutes)
 - c. Christa McAuliffe Technology Conference Recap – INFORMATIONAL (15 minutes)
 - d. Program of Studies – ACTION (5 minutes)
 - e. Policies – ACTION (20 minutes)
 - f. Budget/Warrant Articles – ACTION (10 minutes)
 - g. School Calendar – INFORMATIONAL (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
January 14	Deadline for Citizen's Petition/CBA		
January 16*	Public Hearing on Budget	PAC	7:00 PM
January 22	First Day of Filing for Vacancies	SAU	
January 31	Last Day to File for Vacancies	SAU	5:00 PM
February 6*	Deliberative Session	PAC	7:00 PM
February 20	Regular Meeting	SAU	7:30 PM
March 6	Regular Meeting	Sand. Central	7:30 PM
March 11	District Voting	Polls	

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

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

ADMINISTRATOR'S REPORT

Administrator's Report for January 2, 2014 School Board Meeting

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

4. APPROVAL OF MINUTES

One set: *December 19th meeting.*

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. Timberlane Support Staff Union Contract – 15 minutes

Chairman Collins to present proposed CBA (collective bargaining agreement) for board approval to be presented to voters on the March ballot. Voters will vote on financials only. Language and financials to be approved by the board. ACTION

b. Star Assessment – 15 minutes

Deb Armfield to make presentation on Star Assessment a measuring tools used for assessment. INFORMATIONAL

c. Christa McAuliffe Technology Conference Recap – 15 minutes

John Holland to present on Timberlane's contributions/presentations at the CMTC hold in December. INFORMATIONAL

d. Program of Studies – 5 minutes

Presentation of first reading on the 2014-15 Program of Studies by Scott Strainge and Nancy Steenson. Second reading and adoption scheduled for January 16th (immediately following public hearing on the budget). ACTION

e. Policies – 10 minutes

Michael Mascola to present 6 policies for second reading and adoption. ACTION

f. Budget/Warrant Articles – 10 minutes

George Stokinger and Dr. Metzler to present final budget and warrant for board's approval to present at January 16th public hearing. Note: citizen's petitioned articles are due by 1/14/14 and will be added to warrant as prescribed by law. ACTION

g. School Calendar – 10 minutes

Dr. Metzler to present first draft of the proposed 2014-15 school calendar. Already sent to TTA and awaiting feedback. Will present for approval/action at February 20th meeting. INFORMATIONAL

7-9. REPORTS

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

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

8. Personnel Report – 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.*

January 16, 2014	
PH on Budget	<i>Also review of Warrant Articles</i>
Meeting immediately following	<i>Recommendation of Articles 2nd reading/adoption Program of Studies</i>

February 6, 2014	
Deliberative Session	
Special Meeting after	<i>To amend warrant article recommendations if needed</i>

February 20, 2014	
Policies	<i>First readings</i>
School Calendar	<i>Adoption</i>
Annual Report	<i>Finalize school board's article for report posting by March 3^d.</i>

March 6, 2014	
Learning Target	<i>Kristen Pereira 10-15 minutes</i>
Policies	<i>First and second readings</i>
School Board self evaluation	<i>Annual review</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>

TIMBERLANE REGIONAL SCHOOL BOARD

Atkinson, Danville, Plaistow, Sandown
New Hampshire

Regular Meeting
December 19, 2013
7:30 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Chairman Collins called this December 19, 2013 meeting of the Timberlane Regional School Board to order at 7:30 pm.

Board Members Present

Mr. Bealo, Chairman Collins, Mrs. Delfino, Mr. Mascola, Mrs. Sherman, Mrs. Steenson, Mr. Ward and Ben Militello

Not in attendance:

Mr. Blair

Administrators Present

Dr. Metzler, Superintendent of Schools
Dr. Wilson, Assistant Superintendent
Mr. Stokinger, Business Administrator
Mrs. Armfield, Director of Professional Learning
Mrs. Killen, Director of Elementary Education
Mr. Strainge, Director of Secondary Education
Mrs. Rincon, Director of Special Education
Mrs. Rasicot, Director of Student Services
Mr. Holland, Director of Technology
Mr. DiBartolomeo, Director of Music
Mr. Flynn, Academic Dean of Business Information, Computer and Technology
Mrs. Barcelos, Principal of Danville Elementary
Mrs. Dayotis, Principal of Atkinson Academy
Mrs. Gaydos, Principal of Pollard School
Mrs. Georgian, Principal of Sandown North
Mrs. McKechnie, Preschool Special Education Administrator

Pledge of Allegiance

Chairman Collins led the assembly in the Pledge of Allegiance. The students who attended the All State competition sang the National Anthem.

Minutes

The board reviewed and approved the December 5, 2013 public meeting minutes of the Timberlane Regional School Board. **The minutes were approved by general consent of the board.**

Delegations and Individuals

None

CURRENT BUSINESS (00:04:03)

All State Recognition

Chairman Collin introduced Mr. Di Bartolomeo the Director of Music for the Timberlane School District who then welcomed the students who auditioned for and earned placement in the All State Competition. He then explained the importance of their achievements in the prestigious competition. A total of eighty-seven Timberlane Students competed in the New Hampshire Music Educator all State Music Festival auditions and over fifty placed. Each of the fifty students was then announced, greeted by each school board member and Dr. Metzler, and presented with a personalized certificate of appreciation for their accomplishments. Once all the students were congratulated Chairman Collins thanked the students for their dedication and overwhelming achievements.

Chairman Collins requested a five minute recess for students and parents at 7:41 pm. The meeting resumed at 7:49 pm

Trip Requests (00:14:10)

Ms. Meaghan Guanci requested the board's approval of a trip for high school Student Council members to Chicago, Il to attend the LEAD (Leadership, Experience and Development) conference. They would like to leave early on Thursday morning, February 13, 2014, returning on Sunday evening on February 16, 2014. **Motion: Mrs. Delfino motioned to**

approve the LEAD conference trip. Mr. Ward seconded. With no further discussion the motion passed by unanimous vote of (7-0-0).

Mr. Josh Silveira requested permission from the board for American Studies students to attend a field trip to Washington, DC. This three day field trip will allow students to experience real life learning of what is presented in the classroom, awaken their sense of travel and intellectual curiosity as well as provide an opportunity to visit historical sites, informational museums and the nation's capital. The trip would begin early in the morning on Friday, March 21, 2014 with the students returning home late on Sunday, March 23, 2014.

Motion: Mrs. Delfino motioned to approve Washington D.C. trip and excuse students from class on Friday March 21, 2014. Mr. Mascola seconded. With no further discussion the motion passed by unanimous vote of (7-0-0).

All Day Kindergarten (00:20:47)

Dr. Metzler explained the budget and revenue impact regarding the proposed full day renaissance kindergarten. Mrs. Gaydos, Mrs. LaRosa and Mrs. Mezquita presented a PowerPoint presentation on full day kindergarten. They introduced their well rounded committee members and stated their goal. They reviewed the reasoning and current research supporting full day kindergarten and outlined what would be included in a full day schedule. They compared this against a half day schedule. They summarized the advantages of social and behavioral components to a full day as well as the budget implications and space requirements. They reviewed the proposed cost for parents and the current cost of the surrounding communities for full day kindergarten/tuition.

Motion: Mrs. Sherman motioned support full day kindergarten beginning in the 2014-2015 school year. Mr. Ward seconded. After a brief discussion the motion passed by a unanimous vote of 7-0-0.

District Action Plan (00:56:30)

Dr. Wilson presented an update of the district's action plans. She reviewed the focus on student learning and prioritized the needs of the district. She introduced each committee spokesperson who outlined the goals of each committee. Mrs. Rincon presented the goals for the Response to Instruction Committee. Mr. Stokinger presented goals for Facilities and Grounds Committee, Mrs. McKechnie outlined the goals for Communication and Climate Committee and Mrs. Armfield stated the goals for Assessment and Data Committee.

Program of Studies (01:20:30)

Mrs. Steenson presented an update of the Program of Studies that will be presented on January 2, 2014 for a first reading and hopefully will be presented on January 16th for the second reading. It will be presented first to the Superintendent's Leadership Team on December 20, 2013.

Blizzard bags (01:27:40)

Dr. Wilson and Mr. Holland provided an updated on the Blizzard Bag program noting the team continues to work on the lesson content, website and "Frequently Asked Questions" (FAQ) for parents and students. Teacher training has begun at the high school level, with the completed lessons to be due within 48 hours of the declared Blizzard Bag day. Mr. Holland outlined the different platforms for elementary, middle and high schools with kindergarten students will be provided a "hands-on" project. A discussion ensued.

Policies (01:49:09)

Mr. Mascola reviewed the policies presented to the board for a second reading and adoption.

- EEA Student Transportation Services
- IHBH Extended learning Opportunities
- IHBI Alternative Learning Plans
- IHCD Advanced College Placement
- ICAA Interdisciplinary Credit
- IKE Placement, Promotion and Retention of Students
- IKF High School Graduation
- IKFA Early Graduation
- IHCA Summer Learning

A discussion ensued regarding the pros and cons of policy IHCA (Summer Learning).

Motion: Chairman Collins motioned to revise policy IHCA by adding after the successful completion of eighth grade. Mrs. Sherman seconded. After a brief discussion the motion failed by a vote of 2-4-1 (Mrs. Steenson and Mr. Ward in favor and Mrs. Sherman abstaining).

The discussion continued.

Motion: Chairman Collins motioned to revise policy IHCA by changing "seek" to "obtain" and "building principal" to "high school principal." Mr. Mascola seconded. After a brief discussion the motion passed by a unanimous vote of 7-0-0.

Motion: Mr. Bealo motion to accept the following policies for a second reading and adoption with amendments to policy IHCA.

- EEA Student Transportation Services
- IHBH Extended learning Opportunities
- IHBI Alternative Learning Plans
- IHCD Advanced College Placement
- ICAA Interdisciplinary Credit
- IKE Placement, Promotion and Retention of Students
- IKF High School Graduation
- IKFA Early Graduation
- IHCA Summer Learning

Mrs. Steenson seconded. With no further discussion the motion passed by a unanimous vote of 7-0-0.

Motion: Mr. Mascola motion to accept the following policies for a first reading as written. Mrs. Steenson seconded.

- DO Food Service Meal Account Balances
- EFA Food Service Meal Account Balances
- JLCA Physical Examination of Students
- DKA Payroll Procedures
- JH Student Absences and Excuses
- IMBC Alternative Credit Options for High School Graduation

Motion: Chairman Collins motioned to amend the motion on the floor to include a change to policy IMBC by revising "building principal" to "high school principal." Mr. Bealo seconded. After a brief discussion the motion to amend passed by a unanimous vote of 6-0-1 (Mrs. Sherman abstained).

With no further discussion the amended motion passed by a unanimous vote of 7-0-0.

Budget/Warrant Articles (02:14:17)

Mr. Stokinger reviewed the proposed 2014-2015 budget, outlining the five drafts and reviewing cuts and additions that were made each time the budget was adjusted. He reviewed the major budget factors. He updated the board on the Health Trust refund of premiums that occurred over the past school year.

He reviewed the default budget as opposed to the proposed budget then reported thoughts for the kitchen renovation budget for Sandown Central School. He then reviewed the entire proposed 2014 district warrant. He reviewed full day kindergarten calculations for the 2014-2015 school year with respect to proposed revenue minus estimated cost with difference going back to the district. Mr. Stokinger then reviewed the town tax calculation comparison and how the local assessment is actually calculated.

Administrator's Report (02:46:39)

Dr. Metzler reported all the schools were in good condition after the first snow and updated the board on the successful repairs performed on the Sandown North boiler. He updated the board on the Officer Ryan Garvey (the new School Resource Officer) at the high school. He informed the board that he is scheduled to work 3 days a week at this time.

Dr. Metzler then addressed Project Lead the Way (PLTW). He talked about his concerns regarding hidden costs and restrictions in the contract provided by PLTW. He will forward this contract to our legal team before any consideration is given to signing the contract.

Personnel (02:50:35)

Dr. Metzler recommended accepting the retirement requests of:

- Jose Chaves TRHS Spanish Teacher (7 years with the district)
- Elizabeth Ferreira TRHS Special Education (25 years with the district)

Motion: Mr. Mascola motioned for accept the retirement requests for:

- Jose Chaves TRHS Spanish Teacher (7 years with the district)
- Elizabeth Ferreira TRHS Special Education (25 years with the district)

Mrs. Sherman seconded. With no further discussion the motion passed by a unanimous vote of 7-0-0.

Reports of the School Board (02:51:53)

The board members reported on activities and programs they attended. Mr. Ward noted he attended the Energy Committee meeting, Mrs. Steenson attended the Curriculum Committee and Chairman Collins attended the Budget Committee meeting where the committee finalized their work on the proposed 2014-2015 budget. He noted the Personnel

Committee continues with negotiations with the Timberlane Support Staff Union.

Correspondence

None

Vendor and Payroll Check Registers

Vendor and payroll registers have been signed by the board.

Other Business

Having no further business before the board Chairman Collins adjourned the meeting at 10:30 pm.

Respectfully submitted,

*Nancy Danahy
School Board Clerk*

DRAFT

Universal Assessment and Progress Monitoring



**DATA AND ASSESSMENT COMMITTEE
RECOMMENDATION**

Data and Assessment Committee



- Established last year as a result of administrative priority setting
- Charged with auditing current assessments and developing district-wide agreements regarding necessary assessments and their purposes
- Charged with ensuring that schools have timely and accurate assessment results that inform data-based decision making and RTI

Committee Membership



- Nancy Barcelos: Principal, Danville Elementary
- Lorin Caffelle: Special Ed. Coordinator, TRMS
- Kathy Dayotis: Principal, Atkinson Academy
- Michael Flynn: Academic Dean, TRHS
- Michelle Gaydos: Principal, Pollard Elementary
- Janet Gustafson: Curriculum Coordinator, TRMS
- Kelli Killen: Director of Elementary Education
- Patrice Liff: Assistant Principal, Sandown North
- Brian O'Connell: Assistant Principal, TRHS
- Mark Pedersen: Academic Dean, TRHS
- Kristen Pereira: District Trainer
- Dr. Roxanne Wilson: Assistant Superintendent of Schools
- Debra Armfield: Director of Professional Learning

Work of the Committee



- Developed an Action Plan
- Developed a list of all regular education assessments currently administered to students in all schools
- Surveyed teachers to determine: What assessments data they had access to, did they know *how* to access all assessment data, what data did they need (but not have)?

Assessment Criteria



- Universal Screening 3 times per year for all students
- Progress Monitoring for all students identified as below-level (once a week-monthly)
- Ease of use
- Fast
- Accurate
- Valid and reliable
- Receiving high ratings from the National Center on Response to Intervention

Assessment Criteria Continued



- Math and Reading K-12
- Reporting Suite with progress monitoring data and the ability to set targets
- Measures of sub-skills
- Lexile
- Aligned to Common Core
- Instructional Recommendations
- Recommended Strategies for Teachers

Work of the Committee Continued



- Examined research related to best practice in RTI, and Data-based Decision making to determine what assessments are essential in a comprehensive system PK-12
- Examined data management systems
- Researched assessment tools
- Selected 6 for formal review and presentations: AIMSWeb, PALS, STAR, DIBELS, Scholastic Inventory, iReady

Conclusions of the Committee



- PALS: Primary only
- AIMSWeb: Elementary and Early Middle School, limited study of comprehension and text structure and complexity
- Scholastic Inventory: Limited measures
- DIBELS: Elementary
- iReady: Too time consuming

STAR



- Renaissance Learning
- Screening measures of reading and math, K-12
- Progress monitoring
- Provides Lexile and Zone of Proximal Development
- Provides growth targets
- Adaptive
- Computer
- Valid and reliable
- Aligned to the Common Core
- Reporting Suite

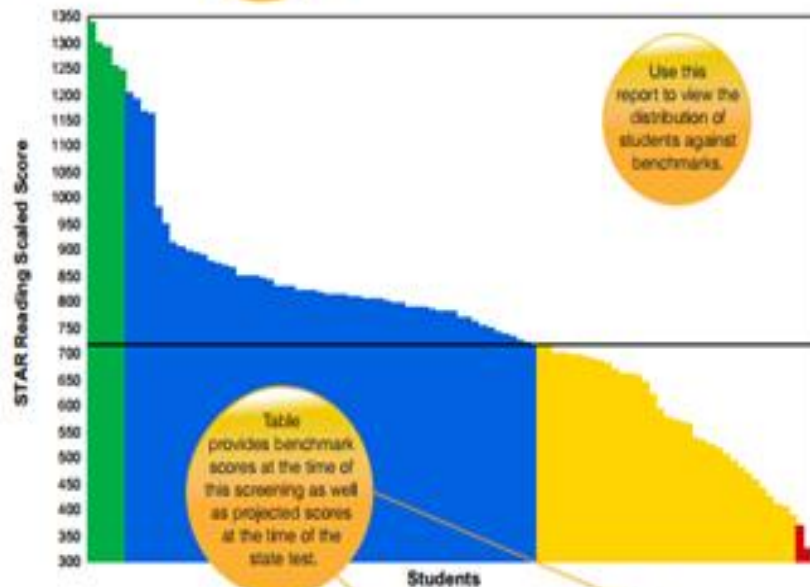
Universal Screening



- The “Well Check”
- Predictive of Smarter Balanced Results

Grade: 7

Run this report using your state or local benchmarks.



Categories / Levels	Current Benchmark [#]	Number	Percent	Benchmark At Time of State Test
Proficient				
Level 4	All/Above 1233 SS	5	5%	All/Above 1252 SS
Level 3	All/Above 718 SS	56	56%	All/Above 791 SS
Category Total		61	61%	
Less Than Proficient				
Level 2	Below 718 SS	35	35%	Below 791 SS
Level 1	Below 383 SS	4	4%	Below 447 SS
Category Total		39	39%	
Students Tested		100		

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

[#]Benchmark adjusted for time of year using student growth norms

Details for each student are on the following pages of this report.

School: **Pine Hill Middle School**
Report: **Instructional Planning - Class Report**

Class or Group: **4th Hour English**

Benchmark: **School Benchmark** Legend

Testing End Date: **9/12/2011** (includes STAR Reading Enterprise Test scores up to 30 days before this date)

Options

Cancel Preview Report Next >

Assign students to instructional groups based on their latest test and classroom performance. Skill recommendations will be based on the group median score.

Student	Scored Score / Possible Score	Instructional Groups: 3			
		1	2	3	Unassigned
Heather Rice	1242 SS / 97 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jason Curtis	1193 SS / 85 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Hunter	1185 SS / 83 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Darius Clark	804 SS / 53 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tim Johnson	784 SS / 51 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christina Reyes	715 SS / 45 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gregory Mackowiak	696 SS / 42 PR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taylor Dubak	664 SS / 38 PR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Atkinson	579 SS / 26 PR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jasmine Major	568 SS / 24 PR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cathy Farnes	538 SS / 20 PR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joel Rivas		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimberly Locke		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noah Daniels		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry Chads		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cancel Preview Report

running the Class Instructional Planning report.

The colored boxes are based on the benchmark selected.

Group students as needed by selecting the number of groups and the students in them.

Recommendation is 5 skills per domain; as you become more familiar with the reports, you may want to adjust the number of skills.

Once groups have been established, finish customizing the report using the report options.

STAR Reading

Home > Reports > Instructional Planning

Report Options

School: **Pine Hill Middle School**
Report: **Instructional Planning - Class Report**

Cancel < Back View Report

Customization Options

Students: **4th Hour English**

	Word Knowledge and Skills	Comprehension Strategies and Constructing Meaning	Analyzing Literary Text	Understanding Author's Craft	Analyzing Argument and Evaluating Text
Group 1: (7 students/median SS: 804)	5 Skills	5 Skills	5 Skills	5 Skills	5 Skills
Group 2: (4 students/median SS: 574)	5 Skills	5 Skills	5 Skills	5 Skills	5 Skills
Group 3: (4 students/median SS: 442)	5 Skills	5 Skills	5 Skills	5 Skills	5 Skills

Instructional Difficulty

The level of challenge reflected in the recommended skills.

Adjust instructional difficulty (Advanced Feature)

Page Break

Page break after each group

Cancel < Back View Report

Planning Report for a Class.

Group: Grade 7 Reading

Instructional Groups	Number of Students	Scaled Score (0 - 1400)	
		Median	Range
Group 1	7	804	696-1342
Group 2	4	574	538-664
Group 3	4	442	304-681

This report provides a list of skill recommendations for each group identified on the Instructional Report Groupings page.

Skills to Learn

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students

Rice, Heather; Curtis, Jason; Hunter, Stephanie; Clark, Darius; Johnson, Tim; Reyes, Christina; Mackowski, Gregory

Students are listed in rank order.

Word Knowledge and Skills

1. **Identify and analyze the connotations of words or phrases that have similar denotative meanings (e.g., fancy/gaudy/elaborate/elaborate/overly complicated)**
2. Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., descriptive qualities) to comprehend text
3. Recognize what items or ideas are being compared in analogies found in grade-appropriate text
4. Analyze the meanings of idioms (e.g., lose a train of thought) in grade-appropriate prose and poetry
5. Use a wide array of contextual clues, including understanding increasingly subtle examples, to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text

Recommended skills are based on the median Scaled Score for each group.

Comprehension Strategies and Constructing Meaning

1. Distinguish facts from opinions, and evaluate the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews
2. Evaluate how the author's purpose is conveyed
3. Understand technical or scientific processes described in a wide range of informational or functional text (e.g., directions to operate a scientific calculator)
4. Understand how plot, unusual settings, and characters contribute to a story
5. Analyze subtle support and evidence

Find more information on any skill listed using Core Progress for reading.

Analyzing Literary Text

1. Evaluate the credibility of the author
2. Analyze the importance of the setting in a text
3. Identify and analyze the author's purpose
4. Analyze character traits
5. Discern and compare subjective/objective

Group 2

Analyzing Literary Text

1. Analyze and explain how common literary devices (e.g., sound devices) affect text
2. Interpret figurative language (e.g., metaphor, simile, hyperbole, personification) in context in order to understand its impact on text meaning
3. Recognize common archetypal patterns (e.g., tricksters, the hero's quest) and symbols (e.g., the heart of love) in myths and traditional stories
4. Identify how authors use language (e.g., figurative and literal, word choice, text structures) to achieve particular effects (e.g., to establish mood or tone, to create imagery)
5. Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood

Analyzing Argument and Evaluating Text

1. **Identify persuasive techniques and propaganda in text including promises, denials, flattery, glittering generalities, peer pressure, emotional appeals, exaggeration, stereotyping, loaded words, and repetition**
2. Evaluate the relevance and accuracy of information
3. Identify an author's perspective and explain how it influences the argument
4. Recognize possible biases in an author's argument, and determine counterarguments to the claim by using their knowledge
5. Trace the development of an author's argument, and identify and evaluate supporting evidence for accuracy, and appropriateness

● Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Page 1 of a multipage report. Remaining groups are shown on following pages.



Instructional Planning Report for Jasmine Major

Printed Tuesday, September 6, 2011 1:52:26 PM

Step 2:
Run the
Instructional
Planning Report
for a Student.

School: Pine Hill Middle School
Class: 4th Hour English

Share this report with parents and students.

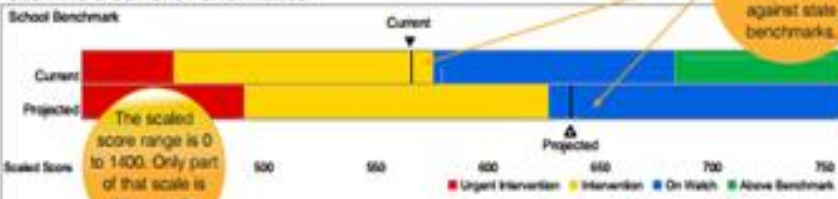
Teacher: Mrs. K. J. ...
Grade: 7

STAR Reading Test Results

Current SS (Scaled Score): 568 Test Date: 09/02/2011
IRL: 4.7 ZPD: 3.6-5.6 ATOS 2000: 791 ZPD 2000: 57
Projected SS for 06/10/11: 638 Based on research, 50% of students at this student's level will achieve this score.

Graph shows Jasmine's current and projected Scaled Score against state benchmarks.

Jasmine's Current Performance



Skills to Learn

Skills listed below are suggested skills Jasmine should work on based on her last STAR Reading test. These skills should be challenging, but not too difficult for Jasmine. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Word Knowledge and Skills

This score suggests Jasmine should practice the following strategies and skills to improve comprehension in texts at Jasmine's reading level.

Use this list of skills to help plan instruction for Jasmine.

Skills to Learn

1. Use context clues (e.g., context and common sense, examples, word relationships, translations) to determine or clarify the meanings of unfamiliar words (e.g., foreign words, technical and scientific words) in grade-appropriate text
2. Understand the origins and meanings of frequently used English words from other languages (e.g., French: essay)
3. Use knowledge of grade-appropriate affixes (e.g., -post-, -over-, -under-, -ex-, &, -in-, -ate-, -ive-, -ship-, -ance-, -ence-, -ant-, -ent) and Latin and Greek roots (e.g., -gram-, -polis-) to predict the meanings of unfamiliar words with the same roots (e.g., monogram, metropolis)
4. Identify and understand homophones (e.g., leaf/feet), homographs (e.g., estimate, conflict), and multi-meaning words (e.g., chief) in grade-appropriate text
5. Understand that words with similar meanings (e.g., smile/smirk) can carry different connotations often based on context

Comprehension Strategies and Constructing Meaning

This score suggests Jasmine should practice the following strategies and skills to improve comprehension in texts at Jasmine's reading level.

Find more information using comprehension in texts at the Core Progress learning progression.

Skills to Learn

1. Distinguish more important from less important details
2. Monitor and adjust understanding of text by visualizing unfamiliar situations and summarizing complex relationships
3. Understand multiple-step processes described in informational or functional text (e.g., directions for filling out an application form)
4. Summarize ideas from a text, preserving the overall meaning, in order to help understand and recall important information from the text
5. Infer the main idea when it is not explicitly stated and explain how it is conveyed with details

Core Progress for Reading ADMINISTRATOR USER, D

Core Progress Learning Progression for Reading

Search a research-based progression of knowledge and skills, and locate associated instructional materials

Grades and Domains: [Learn More](#)

Selected search criteria

Grades: Grade 7

Domains: Understanding Author's Craft

Search Results

Focus Skills

Grade **7** **Understanding Author's Craft**

Students understand how the literary devices and techniques the author uses achieve certain effects. Students apply what they have learned from studying traditional stories and myths to understand allusions, archetypal patterns, and other traditions used by authors.



Content-Area Vocabulary	tone, mood
Conceptual Knowledge	differentiating between tone and mood in text
Linguistic Competencies	gathering vocabulary knowledge when considering words or phrases important to comprehension or expression
ELL Support	Students compare tone and mood by creating a Venn diagram. In one circle, they list the words that capture the tone of the reading; in another, the mood; in the overlap, any words that are shared by both.

Prerequisite and Related Skills

Grade 6 - Identify how authors use language (e.g., figurative and literal, word choice, text structures) to achieve particular effects (e.g., to establish mood or tone, to create imagery)

Step 3:
Use Core Progress™ learning progression for reading.

Use Core Progress to find skills that were listed on the Instructional Planning reports.

Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood

ELL support provided for every Focus Skill

Use vocabulary, concepts, and competencies to help you plan instruction.

Click on Teacher Activities or Sample Items to see more detail.



Grade 7 - Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood

Associated Activity: Mood



Find

MOOD

OBJECTIVE

To help students identify the mood of a story

MATERIALS

Any fiction book you have read to students, such as *145th Street: Short Stories* by Walter Dean Myers (5,1)

LESSON

1. Read the following short poem to students:

Perfect Bliss

Three things I have for perfect bliss,
No further need I look;
An open fire burning bright,
An apple, and a book,

—Anonymous

2. Ask, "How does this poem make you feel?" (Possible answers might be: cozy, content, peaceful, happy.) Tell students that the feeling of a piece of writing is called the mood.
3. Read a few sentences from your selection that convey a different mood from the one suggested above. For example, you might use the following passage from the story "Angela's Eyes" in *145th Street*:

Theresa, the mother of Angela Luz Colón, finally emerged from her grief and called the factory where she had worked before her husband, Fernando, had been killed . . . "You should go out more, too," she told her daughter.

Angela did go out more. She went to her seventh-grade classes, to the store, sometimes for walks alone in the park. These things she did when it was time for them to be done. She still spent a lot of time thinking about her father. The thoughts often came to her as she sat alone in the kitchen waiting for her mother to come home in the evenings. She would think of his laugh, the way his brown face would wrinkle around the eyes and the wide smile would fill their small kitchen.

4. When you have finished reading, (read) Point out that this part of the text is shaped by the following elements:
5. Discuss with students the ways in which the text is shaped by the following elements:

- Setting
- Descriptive details that create mood
- Connotations of words
- Character actions and dialogue

Grade 7 - Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood

Show Correct Answer

1. The storm raged outside our window as my sister and I huddled together feeling alone. My sister had reached the corner part of her jersey when the wind rained the windows. We both stopped and held our breath. The only light came from a streetlight shining through the window. We heard thunder rumbling in the distance.

What gives the passage an eerie mood?

1. the idea that the sister is telling a scary story
2. words such as huddled, only light, and rumbling
3. a streetlight shining through the window

Teacher Activity from Core Progress learning progression.

Teacher Activities can be used as teaching tools.

Use Teacher Activities with the whole class, small groups, or individual students.

Sample Item from Core Progress learning progression for reading.



Student Progress Monitoring Report

Printed Thursday, December 2, 2010 4:51:19 PM

School: Oakwood Elementary School

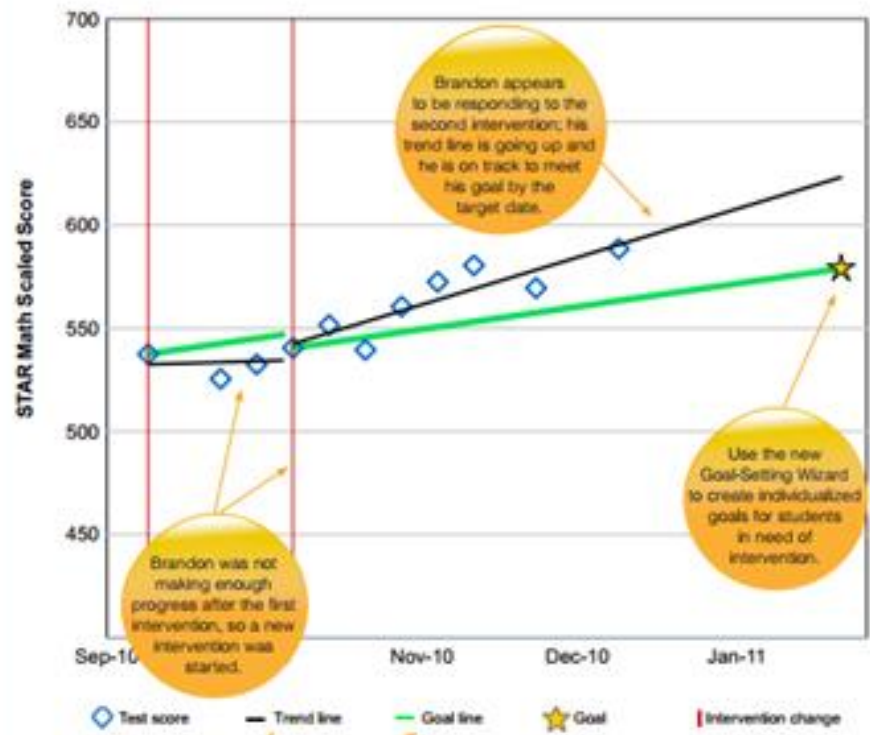
Reporting Period: 9

Page 1 of this report graphs a student's scores in relation to their goal, giving the teacher a picture of the student's progress.

Bollig, Brandon

Grade: 4
ID: B00LM

Class: Math 4A
Teacher: Adams, M.



Brandon was not making enough progress after the first intervention, so a new intervention was started.

Brandon appears to be responding to the second intervention: his trend line is going up and he is on track to meet his goal by the target date.

Use the new Goal-Setting Wizard to create individualized goals for students in need of intervention.

Brandon's Current Goal

Goal: 578 SS 26 PR (Moderate) Goal End Date: 1/21/2011 Expected Growth Rate: 2.5 SS/Week

While the goal line projects an intervention outcome, the trend line shows the student's actual progress toward goal.

Fluctuation of scores is to be expected when scores are measured multiple times within a short period. Focus on the general direction emerging after multiple administrations of the assessment. The trend line smooths out the ups and downs between individual scores.

Longitudinal Report

After changing your viewing options, click Update to refresh the data

School	Oakwood Elementary School	
Grade	All Grades	Or Select Multiple Grades
Method	<input type="radio"/> Cross Sectional (Same grade year to year - ex: G3, G3, G3)	
	<input checked="" type="radio"/> Growth (Same students over multiple years - ex: G1, G2, G3)	
	<input checked="" type="checkbox"/> Only include students who tested in all timeframes	
Timeframe	Last 3 years	Aug 1 - Sep 30 (Fall)
	Update	

Use this interactive report to view student progress over time.

This example shows data for the same students over multiple years.

Done Print

Uses district benchmarks.

Oakwood Elementary School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	District Benchmark Category			
				40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2012 - 2013 Grade 1		80	61% 49	19% 15	16% 13	4% 3
	--						
	--						
Grade 2	2012 - 2013 Grade 2		90	60% 54	19% 17	19% 17	2% 2
	2011 - 2012 Grade 1		90	56% 50	19% 17	20% 18	6% 5
	--						
Grade 3	2012 - 2013 Grade 3		85	61% 52	17% 14	16% 13	2% 2
	2011 - 2012 Grade 2		85	55% 47	18% 15	16% 15	6% 5
	2010 - 2011 Grade 1		85	52% 44	19% 19	17% 17	6% 5
Grade 4	2012 - 2013 Grade 4		83	65% 54	17% 14	16% 13	2% 2
	2011 - 2012 Grade 3		83	58% 48	18% 15	18% 15	6% 5
	2010 - 2011 Grade 2		83	53% 44	20% 17	19% 16	7% 6
Grade 5	2012 - 2013 Grade 5		90	61% 55	14% 13	19% 17	6% 5
	2011 - 2012 Grade 4		90	57% 51	17% 15	19% 17	8% 7
	2010 - 2011 Grade 3		90	50% 45	18% 16	21% 19	11% 10

The students in Grade 1 (2011-2012) are the same students in Grade 2 (2012-2013).

The 4th grade is making progress; 2012 has the largest proportion of students above the 40th PR.

TIMBERLANE POLICY COMMITTEE

SECOND READING / ADOPTION

1. DO – FOOD SERVICE MEAL ACCOUNT BALANCES

- Completely re-written by special team of both Hampstead and Timberlane administrators
- Addresses limitations and consequences for negative food service account balances
- Shifts fees associated with using the online depository system to the depositor and not the school district
- A procedure was adopted by the SLT relative to the collection of negative balances

2. EFA – FOOD SERVICE MEAL ACCOUNT BALANCES

- Recommended repealing and referencing DO

3. JLCA – PHYSICAL EXAMINATION OF STUDENTS

- Last updated in 2005
- Reviewed and updated by district nurses
- Provides exception for students under the McKinney Vento Act

4. DKA – PAYROLL PROCEDURES

- Updates recommended by business administrator to clarify that all Timberlane staff members document and submit promptly accurate records of their time and attendance.

5. JH – STUDENT ABSENCES AND EXCUSES

- Updated to include references to Dean of Attendance, student handbooks and blizzard bags

6. IMBC ALTERNATIVE CREDIT OPTIONS FOR HIGH SCHOOL GRADUATION

- Updated to include requirement of prior approval

Timberlane Regional School District	Policy Code: DO/EFA
Adopted: 06-18-09	Page 1 of 4

FOOD SERVICE MEAL ACCOUNT BALANCES

The district encourages all parents/guardians provide a healthy breakfast and lunch for their student/s. The district provides the opportunity to purchase breakfast and lunch that meets or exceeds the federal nutrition standards from the school cafeteria. The student lunch account remains with the student throughout his/her time with the Timberlane Regional School District.

Payment is expected no later than when the meal is served and can be made by using the online payment system that is available on the district website. Fees associated with the use of this online system shall be borne by the depositor. Meals may also be paid for at the time of purchase with cash or personal check.

Federal assistance is available through the Free and Reduced Priced Meals Program to any family that qualifies. The district requires all families to return this application at the beginning of each school year. The "Free and Reduced Price School Meals Family Application" is available both on the district/school websites and at each school and can be submitted during the school year if financial circumstances change. The applications are reviewed at the district central office based on federal guidelines, and families are notified by mail of the results.

It is the opinion of this district that financial hardships will happen and will need to be addressed on a case-by-case basis before other actions are instituted to see if other acceptable resolutions can be arranged. Parents/guardians who refuse to communicate with district officials regarding their student's negative meal balance will be subject to full prosecution.

Additionally, it is the opinion of this district that children who are not provided with a bagged lunch from home or the funds to purchase a lunch at school, on a regular basis, constitutes child neglect and may be reported to the appropriate child welfare authorities.

Collection of Negative Meal Account Balances

Effective February 1, 2014 negative meal account balances will not be allowed. Food service debt must be recovered annually. The district has an obligation to taxpayers to ensure that students do not have a negative lunch balance at the end of the school year. The district will take all necessary steps to prevent and collect negative lunch balances. Policy DO/EFA – R outlines the procedure that is followed to collect a student's account balance that is negative. In the event that a student's meal account is in the negative, and attempts to recover the bad debt from the parent or guardian is unsuccessful, the district may use the following actions to collect the bad debt. Actions include but are not limited to: prohibiting the student from purchasing meals, or extra a la carte items, prohibiting a student from participating in graduation activities, withholding a student's diploma, hiring a collection agency, setting up a payment plan, and using small claims court to collect the bad debt.*

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Positive Meal Account Balances

Any student accounts with positive balances at the end of the school year will be automatically carried over to the next school year. If requested, the balances will be refunded to the account owner. Students who have graduated or have left the district will have account balances refunded to the account owner at the building level or transferred to another student account at the request of the account owner.

Student with Documented Dietary Needs

Nothing in this policy prohibits providing a meal to a student with dietary needs such as, but not limited to, diabetes, as documented through a health plan, Sec 504, or in an IEP. If the meal is medically required, and the student has a negative balance, or does not have cash to purchase the meal, the necessary dietary needs will be met.

Staff Account Balances

The district provides the opportunity for staff to purchase meals from the school cafeteria. Staff may pay per meal or establish a prepaid account, but food cannot be purchased on credit. If a staff member's meal account is positive at the end of the school year, it will be automatically carried over to the next school year. If requested, the balance will be refunded to the account owner. It is the responsibility of the staff member to monitor his/her account balance. Administrators will have authority and discretion to charge meals or items for guests, staff and/or students on a case-by-case basis, as long as the debt does not go beyond \$20.00.

Bad Debt Transfer

Meal debt may not be carried over year to year by students. The food service operation must be reimbursed by another fund on an annual basis; at which point the meal debt belongs to the school district. The school board may authorize a transfer from the general fund to the lunch program to cover the bad debt at the end of the school year, and to put any subsequently recovered funds received by the district back into the general fund.

*See Meal Charging Guidance NH Department of Education 2012, and OMB CIRCULAR A-87 (REVISED 05/10/04) at http://www.whitehouse.gov/sites/default/files/omb/assets/agencyinformation_circulars_pdf/a87_2004.pdf

~~The district encourages all parents/guardians provide a healthy breakfast and lunch for their student/s. The district provides the opportunity to purchase breakfast and lunch that meets or exceeds the federal nutrition standards from the school cafeteria for a very modest price.~~

~~Payment for meals is required in advance and is expected no later than when the meal is served. Advance payments may be sent to the schools by personal check, but the district encourages the use of the free online payment system that is available on the district~~

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~~website (Nutrikids.com). The cost for this service is covered by the district. This online system also provides transaction details even if the online payment option is not utilized. The student lunch account remains with the student throughout his time with the Timberlane Regional School District from elementary school through high school. All balances (both positive and negative) will remain on the students account from one year to the next. All student negative balances should be paid by the end of the school year so not to cause undue financial hardship on the program. Seniors will need to pay all negative balances before graduation~~

~~Federal assistance is available through the Free and Reduced Priced Meals Program to any family that qualifies. The district requires all families to return this application at the beginning of each school year. The "Free and Reduced Price School Meals Family Application" is available both on the district/school websites and at each school and can be resubmitted multiple times during the school year if financial circumstances change. The applications are reviewed at the district office based on federal guidelines and families are notified by mail of the results. Participation in the Free & Reduced Program is completely confidential. The automated checkout system makes it impossible to tell which student participates in the Free & Reduced Program. The additional benefit to the district for approved Free & Reduced applications is that some funding opportunities are based on the level of approved applications.~~

Collection of Negative Balances

~~The following procedure is to be followed if a student's account balance is negative. All elementary students will continue to receive the standard qualified meal. A "Free and Reduced Price School Meals Family Application" should be offered when determined to be appropriate.~~

~~Every week each school principal is provided a list of their students who maintain negative balances. At the same time, letters to the parents/guardians are sent home if a student's account balance is in a deficit of more than \$20.00. Repeated or consistent negative balances will be followed up by a personal note from the school principal. If a negative balance continues with no payments, then collection calls are required by the principal.~~

~~Neither middle nor high school students will be allowed to carry a negative balance greater than \$20.00 on their student lunch account. No meal will be served to high school students who have a negative balance in excess of \$20.00 or cash to pay for a meal. Middle school students will be allowed to receive a meal, but will not be allowed to purchase a la carte items without cash.~~

~~It is the opinion of this district that financial hardships will happen and will need to be addressed on a case by case basis before other actions are instituted to see if other acceptable resolutions can be arranged. Parents/Guardians who refuse to communicate~~

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~~with district officials regarding their student's negative lunch balance will be subject to full prosecution.~~

~~Additional action is authorized to collect this debt and may be instituted on a case by case basis. These authorized actions include, but are not limited to; withholding progress or report cards; limiting student participation in nonacademic programs such as athletics, music, clubs and social events; hiring a collection agency and other legal means of debt collection, such as small claims court.~~

~~Additionally, it is the opinion of this district that children who are not provided with a bagged lunch from home or the funds to purchase a lunch at school, on a regular basis, constitutes child neglect and may be reported to the appropriate child welfare authorities.~~

~~The district has both an obligation to educate students and an obligation to protect the district taxpayers by not supplying free meals.~~

~~Refund of Account Balances~~

~~Students who have graduated or have left the district will have account balances refunded to the account owner at the building level or transferred to another student account at the request of the account owner.~~

~~Staff Account Balances~~

~~The district provides the opportunity for staff to purchase breakfast and lunch from the school cafeteria for a modest price. Staff may pay per meal or establish a prepaid account, but no food may be purchased on credit.~~

Timberlane Regional School District	Policy Code: DO-R
Adopted: 12-04-13	Page 1 of 1

FOOD SERVICE MEAL ACCOUNT BALANCES

Payment is expected no later than when the meal is served and can be made by using the online payment system that is available on the district website. Fees associated with the use of this online system shall be borne by the depositor. Meals may also be paid for at the time of purchase with cash or personal check.

School administrators are authorized to monitor students who maintain negative balances. If a student's account balance is in deficit of \$20.00 or more, the school will contact the student's parents/guardians. Repeated or consistent negative balances may result in a parent/guardian meeting with school administration. A "Free and Reduced Price School Meals Family Application" will be offered to the parent / guardian. If a negative balance continues with no payments, the district may involve a collection agency in the process.

Negative Balances of \$20.00 or more

Students will not be allowed to carry a negative balance of \$20.00 or more on their student lunch account.

High school students who have a negative balance of \$20.00 or more will not be able to receive a meal unless they have cash to pay for a meal.

Elementary and Middle school students, who have a negative balance of \$20.00 or more, will be allowed to receive the standard qualified meal, but will not be allowed to purchase a la carte items without cash. After 2 attempts of trying to recover the debt from parents/guardians, the administration is authorized to shut off meal charging privileges to elementary and middle school students, and the parents/guardians must provide a bagged lunch from home.

The school administration may contact the child welfare authority in cases where child neglect is suspected due to parents/guardians not providing their child with a lunch.

In the event that a student's meal account is \$20.00 or more in the negative, and attempts to recover the bad debt from the parent/guardian are unsuccessful, the district may use the following actions to collect the bad debt. Actions include but are not limited to: prohibiting the student from purchasing meals, or extra a la carte items, prohibiting a student from participating in graduation activities, withholding a student's diploma, hiring a collection agency, setting up a payment plan, and using small claims court to collect the bad debt., In these cases, parents/guardians will be notified by mail as to the action the district will take.

Administrators will have authority and discretion to charge meals or items for guests, staff and/or students on a case-by-case basis, as long as the debt does not go beyond \$20.00.

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<p>Adopted: 06-18-09</p>	<p>Page 1 of 2 REPEALED</p>

FOOD SERVICE MEAL ACCOUNT BALANCES

~~The district encourages all parents/guardians provide a healthy breakfast and lunch for their student/s. The district provides the opportunity to purchase breakfast and lunch that meets or exceeds the federal nutrition standards from the school cafeteria for a very modest price.~~

~~Payment for meals is required in advance and is expected no later than when the meal is served. Advance payments may be sent to the schools by personal check, but the district encourages the use of the free online payment system that is available on the district website (Nutrikids.com). The cost for this service is covered by the district. This online system also provides transaction details even if the online payment option is not utilized. The student lunch account remains with the student throughout his time with the Timberlane Regional School District from elementary school through high school. All balances (both positive and negative) will remain on the students account from one year to the next. All student negative balances should be paid by the end of the school year so not to cause undue financial hardship on the program. Seniors will need to pay all negative balances before graduation.~~

~~Federal assistance is available through the Free and Reduced Priced Meals Program to any family that qualifies. The district requires all families to return this application at the beginning of each school year. The "Free and Reduced Price School Meals Family Application" is available both on the district/school websites and at each school and can be resubmitted multiple times during the school year if financial circumstances change. The applications are reviewed at the district office based on federal guidelines and families are notified by mail of the results. Participation in the Free & Reduced Program is completely confidential. The automated checkout system makes it impossible to tell which student participates in the Free & Reduced Program. The additional benefit to the district for approved Free & Reduced applications is that some funding opportunities are based on the level of approved applications.~~

Collection of Negative Balances

~~The following procedure is to be followed if a student's account balance is negative. All elementary students will continue to receive the standard qualified meal. A "Free and Reduced Price School Meals Family Application" should be offered when determined to be appropriate.~~

~~Every week each school principal is provided a list of their students who maintain negative balances. At the same time, letters to the parents/guardians are sent home if a student's account balance is in a deficit of more than \$20.00. Repeated or consistent negative~~

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~~balances will be followed up by a personal note from the school principal. If a negative balance continues with no payments, then collection calls are required by the principal.~~

~~Neither middle nor high school students will be allowed to carry a negative balance greater than \$20.00 on their student lunch account. No meal will be served to high school students who have a negative balance in excess of \$20.00 or cash to pay for a meal. Middle school students will be allowed to receive a meal, but will not be allowed to purchase a la carte items without cash.~~

~~It is the opinion of this district that financial hardships will happen and will need to be addressed on a case by case basis before other actions are instituted to see if other acceptable resolutions can be arranged. Parents/Guardians who refuse to communicate with district officials regarding their student's negative lunch balance will be subject to full prosecution.~~

~~Additional action is authorized to collect this debt and may be instituted on a case by case basis. These authorized actions include, but are not limited to; withholding progress or report cards; limiting student participation in nonacademic programs such as athletics, music, clubs and social events; hiring a collection agency and other legal means of debt collection, such as small claims court.~~

~~Additionally, it is the opinion of this district that children who are not provided with a bagged lunch from home or the funds to purchase a lunch at school, on a regular basis, constitutes child neglect and may be reported to the appropriate child welfare authorities.~~

~~The district has both an obligation to educate students and an obligation to protect the district taxpayers by not supplying free meals.~~

Refund of Account Balances

~~Students who have graduated or have left the district will have account balances refunded to the account owner at the building level or transferred to another student account at the request of the account owner.~~

Staff Account Balances

~~The district provides the opportunity for staff to purchase breakfast and lunch from the school cafeteria for a modest price. Staff may pay per meal or establish a prepaid account, but no food may be purchased on credit.~~

~~See policy DO and procedure DO-R.~~

<p>Timberlane Regional School District</p>	<p>Policy Code: JLCA</p>
<p>Adopted: 01-04-85 Reaffirmed: 06-06-91 Revised: 02-24-05 Revised:</p>	<p>Page 1 of 2</p>

PHYSICAL EXAMINATIONS OF STUDENTS

Each child must have a complete physical examination within one year preceding first entry to school. The Board recommends that physical exams also be completed before entry into middle school and again before high school. No medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

Parents of students transferring to the District must present proof of meeting the physical examination requirement prior to or upon first entry into the District's schools. Failure to comply with this provision may result in exclusion from school for the child. This requirement does not apply to students under the McKinney Vento Act.

Prior to participation on a school athletic team, students must provide written documentation that they have passed a physical within the last two years. ~~Such exam must be completed at least once every school year.~~ This requirement does not apply to students participating in intramural athletics. ~~The school may schedule physical exams; any student who misses the scheduled physicals must present evidence of a physical exam from his/her own licensed health care provider.~~

~~No child shall be excused from regular physical education except on the written notice of a duly licensed health care provider or on the written request of the parents, subject to the Superintendent's approval, in which case an alternative program shall be provided. The physical education teacher, school nurse, or principal, upon the request of the parents, may grant temporary excuses on a day-to-day basis.~~

Parent Notification – Certain Circumstances

~~Pursuant to No Child Left Behind and the Protection of Pupil Rights Amendment, if the District utilizes federal money to perform physical exams or screenings on students, the District will notify parent(s) of such physical exam or screening and will allow the parent's to "opt out" their child of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.~~

Legal Reference:

- RSA 141-C:20-c, Exemptions*
- RSA 200:32, Physical Examination of Pupils*
- RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse*
- NH Code of Administrative Rules, Section Ed. 311.03, Physical Examination of Students*
- No Child Left Behind, Title II, Sec 1061*
- Protection of Pupil Rights Amendment, 20 U.S.C. §1232h; 34 C.F.R. Part 98*

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~~A physical examination by a licensed physician shall be required of all students prior to or upon entering the school system. Additional examinations may be required by the Superintendent of Schools.~~

~~Screening, to include height, weight, vision, hearing and, where appropriate, sclerosis and blood pressure, will be conducted by school nurses.~~

~~Athletic physical examinations shall be borne by the parent.~~

~~Nurses and health education personnel shall communicate the need for good health practices and periodic examinations by the family physician.~~

<p>Timberlane Regional School District</p>	<p>Policy Code: DKA</p>
<p>Adopted: 05-05-83 Reaffirmed: 01-03-91 Revised: 12-17-09</p>	<p>Page 1 of 1</p>

PAYROLL PROCEDURES

All salaries and supplements paid regular staff members, substitute or part-time personnel, and student workers will be paid through the business office.

It is the responsibility of ~~each hourly~~all employees to document and submit promptly an accurate record of their time and attendance- ~~on the last day of the time recording period.~~ Proper payroll procedures are dependent on staff attendance accounting and on the signing-in and signing-out of ~~part-time and hourly~~all workers. ~~Professional staff funded by a grant must also submit a record of their time.~~ The necessary procedures for this will be established by the Superintendent and carried out by the administrative personnel.

Compensation records kept by the business office will reflect an accurate history of the compensation and related benefits accorded each employee.

Timberlane Regional School District	Policy Code: JH
Adopted: 07-99 Revised: 01-08-09 Revised: 09-02-10 Revised:	Page 1 of 1

STUDENT ABSENCES AND EXCUSES

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

1. Attendance is accurately checked, recorded, and reported to the school office each day for each class.
2. All student absences are recorded.
3. All permanent records of student attendance are maintained at either the school district or SAU central office.

3.4. Students experiencing multiple absences will be referred to the appropriate school team and the Dean of Attendance for resolution.

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

Students identified as being truant will be contacted by either a school official or truant officer and brought to school. The school administration will send a letter to parents/guardian of the truant student. If the truancy problem continues, the school administrator will send by registered mail, a letter to the parents of the truant student, indicating the nature and seriousness of the problem and enclose a copy of RSA 193:1. *Procedures that strictly enforce this policy are found in each school's parent/student handbook.*

Parents are required to notify the school either by note the day before or by phone on the morning of the absence. Absences of more than five (5) consecutive days require a note from a licensed medical professional. If a child is absent or dismissed for illness, he/she may not attend a school function and the day/evening of the absence/dismissal.

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

Legal References:

- RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil
- RSA 193:7 Penalty
- RSA 193:8 Notice Requirements
- RSA 193:16 Bylaws of Nonattendance
- RSA 189:35-a Truancy Defined
- NH Code of Administrative Rules, Section ED 306.04(a)(1) Attendance and Absenteeism
- NH Code of Administrative Rules, Section ED 306.04(c) Policy Relative to Attendance and Absenteeism

Timberlane Regional School District	Policy Code: IMBC
Adopted: 01-03-08	Page 1 of 2

ALTERNATIVE CREDIT OPTIONS *FOR HIGH SCHOOL GRADUATION*

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal *or designee*, and will be granted only if the request fulfills the following:

- The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.
- The student demonstrates mastery of the competencies per board policy.

All students who wish to pursue an alternative credit option must receive prior approval from the high school principal or designee before beginning the alternative credit option.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year - school-wide and per student
- ~~The number of alternative credits each student may use toward graduation requirements~~
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery

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- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school or an approved home-schooling experience
- Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country
- *Extended learning opportunities under the provisions of Policy [IHBH](#)*
- ~~Online/virtual learning opportunities education~~
- College Credit/Dual Credit

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition, transportation and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Legal Reference:

- NH Code of Administrative Rules, Section Ed. 306.04(a)(6, 12, 14), Policy Development*
- NH Code of Administrative Rules, Section Ed. 306.26, Kindergarten - Grade 8 School Curriculum*
- NH Code of Administrative Rules, Section Ed. 306.27(c), High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program*
- NH Code of Administrative Rules, Section Ed. 306.27(d), High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program*

Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2014 - 2015 School Calendar

The *MISSION* of the Timberlane Regional School District is to engage all students in challenging

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

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

Student Year = 180 days Teacher Year = 187 days
 Quarters: November --, January --, April --, and Last Day of School
 Trimesters: December --, March --, Last Day of School

August 21	New Teacher Orientation	January 19	Civil Rights Day
August 25-26	Professional Development	January 20	Professional Development
August 27	▲ First Day of School	Feb 22-28	Winter Break
September 1	Labor Day	March 25	Professional Development
October 13	Columbus Day	April 27-May 1	Spring Break
November 11	■ Veterans Day Observed	May 25	■ Memorial Day Observed
November 26-28	Thanksgiving Break	June 15	Last Day of School **
December 11	Professional Development	June 16-27	Make Up Days
Dec 24 -Jan 2	Holiday Break		

180 + 5PD + 2 FLEX = 187

▲ Per TRSD Policy IC/ICA: Instructional days will begin the day after Labor Day when Labor Day falls on September 1, 2, or 3 and will begin the week before Labor Day when Labor Day falls on September 4, 5, 6 or 7. POLICY WAIVED _____.

■ Required day out of school per RSA 288:4 ** Subject to change due to school closures

Early Release days: November 10, February 19, April 24 and May 22.

Approved by the Timberlane Regional School Board _____.