

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, MAY 2, 2013

Regular Meeting - 7:30 PM

Superintendent's Office
30 Greenough Road, Plaistow, NH

Dr. Earl Metzler, II, Superintendent
Winfried Feneberg, 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. April 18, 2013 meeting (public)
5. Delegations or Individuals
6. Current Business
 - a. French Exchange Program – ACTION (15 minutes)
 - b. NECAP – INFORMATIONAL (45 minutes)
 - c. District Level Data Teams – INFORMATIONAL (10 minutes)
 - d. Policies – ACTION (10 minutes)
 - e. Federal Funding Authorization – ACTION (5 minutes)
 - f. School Board Training – INFORMATIONAL (10 minutes)
7. Administrator's Report
 - a. Update on School Activities – INFORMATIONAL
8. Personnel Report
9. Committee Report/Reports of the School Board
10. Correspondence Folder
11. Vendor and Payroll Registers
12. Other Business
 - a. Non-public (if needed)
13. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
May 16	Regular School Board Meeting	TRMS	7:30 pm
May 22	SAU Board Meeting	SAU	7:00 pm
May 29	SAU Board Meeting	SAU	7:00 pm
June 5	Retirement Celebration	Granite Rose	6:00 pm
June 6	Regular School Board Meeting	SAU	7:30 pm
June 15	Graduation	Football Field	10:00 am
June 20	Regular School Board 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

To: *Timberlane Regional School Board Members*
From: *Dr. Earl Metzler, Superintendent of Schools*
Date: *April 22, 2013*
Re: *Administrator's Report for May 2, 2013 School Board Meeting*
1-3. OPEN MEETING *Self-explanatory.*

4. APPROVAL OF MINUTES

One set: April 18th regular meeting.

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. French Exchange Program – 15 minutes

Beth Runnel to request permission for a student exchange program for TRHS and French students during the 2013-14 school year. Students from France at TRHS 10/16-30/13 and TRHS students to France 4/24-5/5. ACTION

b. NECAP – 45 minutes

Scott Strainge, Kelli Killen and Deb Armfield to present. INFORMATIONAL

c. District level Data Teams – 10 minutes

Deb Armfield to present DLDT vision and team membership. INFORMATIONAL

d. Policies – 10 minutes

Michael Mascola to present 8 policies for second reading and adoption. ACTION

e. Federal Funding Authorization – 5 minutes

Each year the board must authorize Dr. Metzler, Mr. Feneberg, Mr. Stoking and Mrs. Smith to apply for and received, on behalf of the District, federal and state grants/funding. ACTION

Ex: ...motion to authorize DM, WF, GS and KS to apply for and receive on behalf of the District federal and state grants and funding which will include approving and signing OBM Form 1's, Form 3's and Form 4's and to file such authorization with the NH Department of Education.

f. School Board Training – 10 minutes

Dr. Metzler to brief the board on the board training session conducted by NHSAA. INFORMATIONAL

7-9. REPORTS

- 7. Administrator's Report – Dr. Metzler to present*
 - a. Update on happenings and activities with each of the district schools*
- 8. Personnel Report – Mr. Metzler to present (if needed)*
- 9. Committee Reports and Reports of the School Board*

10. CORRESPONDENCE

11. VENDOR AND PAYROLL REGISTERS

12. OTHER BUSINESS

Non-public (if needed)

13. FUTURE DATES

UPCOMING REGULAR MEETING AGENDAS

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

MAY 16, 2013 – Middle School	
Department Report	<i>Middle School</i>
Policies	<i>1st reading</i>
Set Tuition Rate/Approve Requests	
Math Program	<i>(15)</i>
Food Service	
Standards-Based Grading	<i>Survey & Report Card (SS, DA, 30)</i>

JUNE 6, 2013	
Policies	<i>2nd reading</i>
Suspension Authorization	<i>Annual</i>

JUNE 20, 2013	
End of Year Financial Report	<i>G. Stokinger</i>

Back-Burner List

Standards-based Report Card	<i>11/15, 2/7, 4/18, & 6/20</i>
SERESC Follow up	
TTA Flex Day Request	
2013-14 SB Goals	<i>(from self eval)</i>
Schedule Retreat	<i>CIP, BCA-X</i>

Franco-American Exchange 2013 -2014

Timberlane Regional High School and Lycee Estic in
Saint-Dizier, France



Students from France at Timberlane October 16-30, 2013

- 22 French sophomores, juniors, and seniors accompanied by two teachers from Lycee Estic (Laeticia Rondot et Marie-France Guy)
- Oct. 16 (Wed.) – Bus from Logan Airport – Meet host families
- Oct. 17 -18 (Thurs. + Fri.) – French students attend school with host student (Welcome dinner one of those evening at TRHS)
- Oct. 19-20 (Sat. + Sun.) – Select weekend activities: apple picking, hayrides, cornfield mazes, Canobie Lake Park, Strawberry Banke, The Flume, The Polar Caves, a hike
- Oct. 21- 22 (Mon. + Tues.) – French students attend school with host student
- Oct. 23 (Wed.) – French students visit Salem and Plymouth, MA
- Oct. 24 (Thurs.) – French students work on their projects @ TRHS
- Oct. 25 (Fri.) – French students visit Boston , MA
- Oct . 26 (Sat.) – Host family day
- Oct . 27 - 29 (Sun. – Tues.) – French students visit to New York City: Ellis Island, the Statue of Liberty, the United Nations, the Empire State Building
- Oct. 30 (Wed.) – French students leave for France from Logan Airport



TRHS Students at Lycee Estic

April 24 – May 5, 2014

- American sophomores, juniors, and seniors accompanied by Mme. Runnells and Mme. Lacourse / Mlle. Kirshhoffer
- Leave Boston on Thursday April 24th arrive in Paris on Friday, April 25^h
- April 25 – Bus from Roissy Charles de Gaulle, Paris to Saint-Dizier, France – Meet host family, ½ day of school
- April 26 & 27 Weekend with host family
- April 28 (Mon) – Day in Saint-Dizier: Visit the school, reception @ town hall, visit the city and theatre
- April 29- May 1 (Tues - Thursday) – Visit Paris:
Le Louvre, la Tour Eiffel, l'Arche de Triomphe, Versailles, les Bateaux-Mouches, Notre Dame, shopping
- May 2 (Friday) – Day in Verdun WWI site focused on American involvement
- May 3 or 4 (Sat. / Sun.)– Day in Reims / Visit the gothic cathedral Saint Reims and a “cave de champagne”
- May 5 (Mon.) – Leave Saint-Dizier by bus to Paris / Flight home / arrive in Boston on May 5th



TRHS Students in Saint-Dizier

- **May 2nd (Friday) Visit to Verdun**
- Morning : Major sites on the battle field and Verdun Memorial (a fort, a village and an bone collection)
- Afternoon: guided tour of the American cemetery of Romagna & the “Butte de Montfaucon”
- **May 3rd (Saturday) Visit to Reims**
- Morning: guided tour on foot for the cathedral
- Afternoon: visit to a “grand maison” of the Champagne Region



Cool Websites

- fr-fr.facebook.com/ville.saintdizier
- www.ville-saintdizier.fr
- www.hot-map.com/paris
- <http://www.sacre-coeur-montmartre.com/>
- <http://www.chateauversailles.fr/homepage>
- <http://www.tour-eiffel.fr/>
- <http://www.louvre.fr/>
- <http://arc-de-triomphe.monuments-nationaux.fr/en/>
- <http://www.bateaux-mouches.fr/en/peniches-paris/hours-13.html>
- <http://www.notredamedeparis.fr/>
- <http://www.mije.com>



TRHS Students in Paris

- **April 29th (Tues.) – Arrive by train in Paris in the morning**
- Leave bags at the youth hostel in “Le Marais” :
 - MIJE , www.mije.com , 4eme arrondissement
- Proceed to Louvre Museum / Lunch and Visit
- La Tour Eiffel 4 – 6 pm visit the Eiffel Tower
- Dinner in Paris / chance to try “escargots”
- Visit L’Arc de Triomphe and Champs-Elysees

- **April 30th (Wed.)**
- Le Louvre (morning) with lunch (Carrousel du Louvre)
- Visit to Versailles (afternoon)
- Evening – Bateaux-Mouches or Champs-Elysees (depending on day before)

- **May 1st (Thurs.) – Visit to Notre Dame Cathedrale** (early)
- Possible visit to Musee d’Orsay / Impressionist Art
- Leave Paris late afternoon or early evening for Saint-Dizier

Class L And Surrounding Schools Comparison – 2012/13 NECAP % of Students Proficient (Level 3/4)

	School	% of Students Proficient (Level 3/4) READING		Schools	% of Students Proficient (Level 3/4) WRITING		School	% of Students Proficient (Level 3/4) MATH
1	Goffstown	90	1	Goffstown	62	1	Alvirne	54
1	Exeter	90	2	Exeter	59	2	Windham	53
3	Windham	88	3	Windham	53	3	Exeter	51
4	Merrimack	86	4	Timberlane	52	4	Goffstown	46
4	Salem	86	5	Merrimack	48	5	Merrimack	45
6	Pelham	84	5	Winnacunnet	48	6	Salem	44
7	Keene	83	7	Concord	45	7	Concord	43
8	Concord	81	8	Pinkerton	44	8	Keene	40
8	Timberlane	81	9	Alvirne	43	8	Timberlane	40
10	Alvirne	78		State	41	8	Winnacunnet	40
10	Pinkerton	78	10	Manch Central	40	11	Pelham	39
10	Sanborn	78	10	Manch Memorial	40	12	Londonderry	38
	State	77	12	Pelham	39		State	37
13	Londonderry	76	13	Keene	38	13	Pinkerton	36
14	Winnacunnet	75	14	Sanborn	37	14	Dover	33
15	Manch Memorial	70	15	Nashua South	36	15	Manch Central	30
16	Dover	66	16	Londonderry	35	15	Spaulding	30
16	Manch Central	63	16	Nashua North	35	15	Nashua South	30
18	Spaulding	62	18	Salem	31	18	Sanborn	29
18	Nashua North	62	19	Dover	26	19	Manch Memorial	25
18	Nashua South	62	20	Spaulding	21	20	Nashua North	22
21	Manch West	50	21	Manch West	20	21	Manch West	18

- Information taken from NECAP Teaching Year Results for each school

Class L And Surrounding Schools Comparison – 2011/12 NECAP % of Students Proficient (Level 3/4)

	School	% of Students Proficient (Level 3/4) READING		School	% of Students Proficient (Level 3/4) WRITING		School	% of Students Proficient (Level 3/4) MATH
1	Goffstown	90	1	Goffstown	81	1	Exeter	50
2	Exeter	86	2	Exeter	62	2	Windham	49
3	Pinkerton	85	3	Windham	59	2	Goffstown	49
4	Salem	85	4	Manch Central	55	4	Merrimack	48
5	Merrimack	84	4	Alvirne	55	5	Salem	47
6	Alvirne	81	6	Winnacunnet	49	6	Keene	40
6	Pelham	81	7	Sanborn	48	7	Concord	39
6	Sanborn	81	8	Merrimack	47	7	Winnacunnet	39
9	Windham	80		STATE	46		STATE	38
10	Concord	78	9	Manch Memorial	46	9	Londonderry	35
	STATE	77	9	Nashua South	46	9	Alvirne	35
11	Manch Central	76	11	Pinkerton	44	11	Pinkerton	33
12	Keene	75	11	Londonderry	44	11	Timberlane	33
12	Timberlane	75	11	Salem	44	13	Dover	32
14	Winnacunnet	73	14	Pelham	43	14	Manch Memorial	31
15	Londonderry	71	15	Timberlane	40	15	Manch Central	30
16	Manch Memorial	70	15	Nashua North	40	15	Nashua South	30
17	Nashua North	69	17	Concord	39	17	Pelham	29
17	Nashua South	69	18	Dover	38	18	Nashua North	28
19	Dover	64	19	Keene	35	18	Spaulding	28
20	Spaulding	61	20	Spaulding	34	20	Sanborn	21
21	Manch West	54	21	Manch West	18	21	Manch West	19

- Information taken from NECAP Teaching Year Results for each school

Class L And Surrounding Schools Comparison – 2010/11 NECAP % of Students Proficient (Level 3/4)

	School	% of Students Proficient (Level 3/4) READING		School	% of Students Proficient (Level 3/4) WRITING		School	% of Students Proficient (Level 3/4) MATH
1	Goffstown	87	1	Exeter	61	1	Goffstown	52
2	Pinkerton	85	1	Manch Central	61	1	Exeter	52
2	Merrimack	85	1	Sanborn	61	3	Merrimack	44
4	Alvirne	84	4	Goffstown	59	4	Londonderry	41
5	Exeter	83	5	Merrimack	54	5	Windham	40
6	Sanborn	82	6	Concord	51	6	Pinkerton	39
7	Pelham	81	7	Pelham	50	7	Keene	38
8	Londonderry	80	7	Timberlane	50	8	Concord	37
9	Windham	77	7	Alvirne	50	8	Alvirne	37
10	Concord	76	10	Pinkerton	49		STATE	36
11	Dover	74	11	Windham	46	10	Dover	36
	STATE	74		STATE	45	10	Spaulding	36
12	Keene	73	12	Dover	45	12	Pelham	35
12	Manch Central	73	13	Keene	43	13	Manch Central	31
14	Salem	71	14	Londonderry	41	13	Nashua South	31
15	Nashua North	70	15	Manch Memorial	40	15	Sanborn	30
15	Nashua South	70	16	Nashua North	38	16	Nashua North	29
17	Timberlane	69	17	Spaulding	37	17	Salem	28
18	Manch Memorial	67	18	Salem	36	18	Winnacunnet	27
19	Spaulding	64	18	Winnacunnet	36	19	Manch Memorial	26
20	Manch West	62	20	Nashua South	34	20	Timberlane	25
21	Winnacunnet	61	21	Manch West	28	20	Manch West	25

- Information taken from NECAP Teaching Year Results for each school
- First year Pelham/Windham reported separate

Class L And Surrounding Schools Comparison – 2009/10 NECAP % of Students Proficient (Level 3/4)

	School	% of Students Proficient (Level 3/4) READING		Schools	% of Students Proficient (Level 3/4) WRITING		School	% of Students Proficient (Level 3/4) MATH
1	Pinkerton	89	1	Goffstown	71	1	Goffstown	48
1	Goffstown	89	2	Manch Central	70	2	Exeter	47
3	Pelham	87	3	Sanborn	68	3	Pinkerton	44
4	Salem	83	4	Manch Memorial	60	4	Londonderry	43
5	Sanborn	81	5	Pelham	57	5	Salem	41
6	Manch Central	80	5	Pinkerton	57	6	Merrimack	34
7	Londonderry	77	7	Dover	54	7	Keene	33
8	Alvirne	76	7	Nashua North	54	7	Manch Central	33
8	Dover	76	7	Nashua South	54		STATE	33
10	Nashua North	75	10	Salem	51	9	Concord	32
11	Nashua South	73	10	Spaulding	51	9	Dover	32
11	Manch Memorial	73	12	Alvirne	50	11	Alvirne	31
11	Keene	73		STATE	50	11	Timberlane	31
11	Exeter	73	13	Londonderry	48	11	Nashua North	31
	STATE	73	13	Keene	48	14	Sanborn	30
15	Concord	69	15	Exeter	46	15	Spaulding	28
16	Timberlane	67	16	Winnacunnet	45	15	Winnacunnet	28
17	Spaulding	64	17	Timberlane	41	17	Manch Memorial	27
18	Winnacunnet	62	17	Manch West	41	18	Nashua South	25
19	Merrimack	60	19	Merrimack	32	19	Pelham	21
20	Manch West	58	20	Concord	32	19	Manch West	21

- Information taken from NECAP Teaching Year Results for each school
- Pelham/Windham Still Combined as PELHAM

Class L And Surrounding Schools Comparison – 2008/09 NECAP % of Students Proficient (Level 3/4)

	School	% of Students Proficient (Level 3/4) READING		Schools	% of Students Proficient (Level 3/4) WRITING		School	% of Students Proficient (Level 3/4) MATH
1	Pinkerton	83	1	Exeter	54	1	Londonderry	44
2	Pelham	79	2	Manch Central	49	2	Exeter	43
2	Londonderry	79	3	Sanborn	48	3	Pinkerton	38
4	Salem	76	4	Londonderry	46	4	Concord	37
5	Alvirne	75	5	Concord	42	5	Keene	35
6	Keene	73	6	Pelham	41		STATE	32
6	Exeter	73	6	Pinkerton	41	6	Nashua South	31
6	Manch Central	73	6	Goffstown	41	6	Alvirne	31
6	Concord	73	9	Winnacunnet	40	6	Salem	31
10	Winnacunnet	72		STATE	39	9	Nashua North	30
	STATE	72	10	Salem	38	9	Winnacunnet	30
11	Manch Memorial	70	10	Manch Memorial	38	9	Pelham	30
12	Nashua South	69	12	Timberlane	37	12	Timberlane	28
13	Goffstown	68	13	Nashua South	35	13	Goffstown	27
14	Spaulding	66	14	Merrimack	33	13	Merrimack	27
15	Timberlane	65	14	Alvirne	33	15	Manch Central	26
16	Nashua North	64	16	Dover	33	15	Manch Memorial	26
16	Merrimack	64	17	Keene	32	17	Dover	25
18	Dover	63	17	Spaulding	32	18	Spaulding	24
19	Sanborn	62	17	Nashua North	32	19	Sanborn	23
20	Manch West	56	20	Manch West	24	20	Manch West	17

- Information taken from NECAP Teaching Year Results for each school
- Pelham/Windham Still Combined as PELHAM

TIMBERLANE REGIONAL SCHOOL DISTRICT
District Level Data Team

Our Vision

“The Timberlane Regional School District will engage in systematic data analysis of student learning P-12 to determine trends, celebrate successes, identify needs, and to inform instruction to ensure that all students are college and career ready”

The District Level Data Team

The District Level Data Team will inform policy management and strategic planning as it relates to data collection and dissemination. The Team will maintain oversight of all data and School Level Data Teams (A Teams). The District Level Data Team will determine when, what, and how data are collected, reviewed and reported. We have adopted the Cycle of Inquiry Model as our process for Data-Driven Dialogue and the establishment of Theories of Action (Predict-Observe-Infer/Question).

1-2 norms of collaboration are selected during each inquiry cycle:

- 1. Pausing*
- 2. Paraphrasing*
- 3. posing questions*
- 4. putting ideas on the table*
- 5. providing data*
- 6. paying attention to self and others*
- 7. presuming positive intentions*

District Level Data Team Membership

Dr. Earl Metzler, Superintendent of Schools

TBD: Assistant Superintendent of Schools

Dr. Wilson: Director of Pupil Services

Scott Strainge: Director of Secondary Education

Kelli Killen: Director of Elementary Education

Deb Armfield: Director of Professional Learning

John Holland: Director of Technology

Kathy Dayotis: Principal

Nancy Barcelos: Principal

Michelle Gaydos: Principal

Doug Rolph: Principal

JoAnn Georgian: Principal

Mike Hogan: Principal

Janet Gustafson: Curriculum Director

Don Woodworth: Principal

Mary Widman: Assistant Principal

TIMBERLANE POLICY COMMITTEE

SECOND READING / ADOPTION

1. JH – STUDENT ABSENCES AND EXCUSES

- Updated the language at the request of board members

2. IKFAA – GRADUATION CEREMONY

- SB sent this policy back to PC to clean up language regarding others that might qualify to hand out student diplomas

3. GBGA – PHYSICAL EXAMINATION FOR EMPLOYEES

- SB sent this policy back to PC to add language regarding TB screening

4. DFA – INVESTMENT

- Per district auditors, this policy is to be reviewed on an annual basis
- GS has review language
- Will add this annual review to the annual reorganization agenda

5. IC/ICA – SCHOOL YEAR/SCHOOL CALENDAR

- Reviewed and removed language regarding Labor day and the start of school

6. BDE – BOARD STANDING COMMITTEE

- PC and Superintendent recommend deferring standing committees to SLT
- Policy committee to remain school board established committee as required by statute

7. BDEA – SUPERINTENDENT LEADERSHIP TEAM'S STANDING COMMITTEES

- PC and Superintendent recommend reconfiguring and repurposing these committees with recommendation for board action presented by Superintendent.

8. IHCA – SUMMER ACTIVITIES

- Updates recommended by PC.

Timberlane Regional School District	Policy Code: JH
Adopted: 07-99 Revised: 01-08-09 Revised: 09-02-10 Revised:	Page 1 of 2

STUDENT ABSENCES AND EXCUSES

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

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

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

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

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

Parents are required to notify the school either by note the day before or by phone on the morning of the absence.

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

After 3 days tardy, parents may receive a phone call from the guidance counselor.

After 6 absences or days tardy in a marking period, parents will receive a letter from the principal.

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

After 12 absences or days tardy, a letter will be placed in the student's file.

Appropriate authorities will be contacted after fifteen (15) days absent or tardy.

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

Timberlane Regional School District	Policy Code: JH
Adopted: 07-99 Revised: 01-08-09 Revised: 09-02-10 Revised:	Page 2 of 2

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

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

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: IKFAA
Adopted:	Page 1 of 1

GRADUATION CEREMONY

The conferring of high school diplomas at graduation is the responsibility of the Board of Education. At the graduation ceremony, the chairman of the School Board or his or her designee will partner with the Superintendent of Schools and the High School Principal to confer diplomas to students who have met graduation requirements and other obligations, as certified by the High School Principal (i.e. disciplinary obligations, collection of school materials and paid account balances).

The development of the graduation ceremony program, the presentation of awards, the selection of speakers and vetting of student speeches is the responsibility of the High School Principal. The following individuals will have the option of delivering a speech at graduation: one School Board member chosen by the School Board chairperson, the Superintendent of Schools or his or her designee, and the High School Principal or his or her designee.

Any current district employee or School Board member who is a parent or guardian of a graduating senior, may be granted the opportunity to hand out the diploma to the student at the graduation ceremony. Requests not meeting the current employee or board member criteria must submit a written request to the Superintendent of Schools/or designee for consideration no less than 30 days prior to the date of the graduation ceremony. The Superintendent's/designee's decision will be at his/her sole discretion and will be final.

Timberlane Regional School District	Policy Code: GBGA
Adopted: 01-01-85 Revised: 04-04-91 Revised: 02-24-05	Page 1 of 2

PHYSICAL EXAMINATION FOR EMPLOYEES

I. Medical Examination of School Personnel

All school personnel shall be required to have a pre-employment, post offer, medical examination by a licensed physician. Any person who objects to all or part of any medical examination because of religious beliefs shall be exempt from said examination, except that no such exemption shall be granted if state or local authorities determine that such exemption would constitute a hazard to the health of persons exposed to the unexamined individual. All employees and bus drivers shall be screened for tuberculosis as part of the pre-employment physical examination and at intervals as recommended by the New Hampshire Division of Public Health based on the incidence of tuberculosis in the area of employment.

II. Additional Examinations

The Superintendent may request a medical examination for any employee, if at any time he/she has reason to believe that the employee's physical or mental health may be detrimental to the welfare of pupils or other employees. The cost of such examination will be borne by the District.

III. Responsibility

It is the responsibility the Superintendent of Schools or his/her designee to keep accurate records as evidence of compliance with the above policy.

The principal of each School is instructed to take such action as is required to implement this policy and to supervise the necessary record keeping to substantiate test results.

Legal Reference:

RSA 200:36, Medical Examination of School Personnel

RSA 200:37, Medical Examination of School Bus Operators

~~A Physical Examination shall be required of all employees prior to employment and as required by the Superintendent of Schools, thereafter. Supplementary screening of custodians and cafeteria personnel, by the school nurse shall be conducted at least every two years. Bus drivers will be examined by the school physician or at their own expense, by their family physician and annually, thereafter, in accordance with New Hampshire RSA 200:37 and contractual agreement with the transportation provider.~~

~~All bus drivers must meet the physical and medical requirements of US DOT Regulation A9 CFR 391.41. All employees and bus drivers shall be screened for tuberculosis as part of the pre-employment physical examination and at intervals as recommended by the New Hampshire Division of Public Health based on the incidence of tuberculosis in the area of employment.~~

Timberlane Regional School District	Policy Code: GBGA
Adopted: 01-01-85 Revised: 04-04-91 Revised: 02-24-05	Page 2 of 2

~~The Superintendent may require a medical examination for any employee if s/he has reason to believe that the employee's health is injurious to the welfare of pupils or other employees. The cost of such examination shall be borne by the district.~~

~~The school district recognizes its obligation under New Hampshire RSA 200:36 and 275:3.~~

Timberlane Regional School District	Policy Code: DFA
Adopted: 10-07-99 Revised: 10-16-08 Revised:	Page 1 of 2

INVESTMENT

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

OBJECTIVES

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

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

STANDARDS OF CARE

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

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

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

The investment of funds will be left to the discretion of the Finance Committee without prior approval of the Board.

The Board will ~~periodically~~ review the investment policy *annually*.

Statutory Reference:

RSA 197:23-a

RSA 383:22

DFA - INVESTMENT

DFA - INVESTMENT

Timberlane Regional School District	Policy Code: IC/ICA
Adopted: 06-16-83 Revised: 05-02-91 Revised: 02-24-05 Revised: 04-03-08 Revised: 12-15-11 Revised:	Page 1 of 1

SCHOOL YEAR / SCHOOL CALENDAR

The school calendar will be developed by the Superintendent and approved by the Board. Any exceptions or revisions to the calendar must be approved in advance by the Board. The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools, regional special education programs, and other districts in the SAU.

The school year shall be a minimum of 190 days, including a minimum of 180 instructional days for students and additional days for the teaching staff, emergency days, etc.

Any days that the schools are closed for emergency reasons will be made up at the end of the school year, during recess periods or as otherwise approved by the Board upon the Superintendent’s recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

Alternatively, the school year may consist of the number of hours as required by New Hampshire Department of Education Rules. In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

~~Instructional days will begin the day after Labor Day when Labor Day falls on September 1, 2, or 3. Instructional days will begin the week before Labor Day when Labor Day falls on September 4, 5, 6 or 7.~~

Legal Reference:

- RSA 189:1, Days of School*
- RSA 189:24, Standard School*
- NH Code of Administrative Rules, Section Ed. 306.18*
- NH Code of Administrative Rules, Section Ed. 306.19*
- NH Code of Administrative Rules, Section Ed. 306.27*

<p>Timberlane Regional School Board</p>	<p>Policy Code: BDE</p>
<p>Revised: 12-03-98 Revised: 02-24-05 Revised:</p>	<p>Page 1 of 1</p>

BOARD STANDING COMMITTEES

The Board may have the following standing committees as deemed necessary:

- ~~1. Facilities~~
- ~~2. Curriculum and Assessment~~
- 1. Policy
- ~~3.2. Community Relations~~
- ~~4. Safety~~
- ~~5. Personnel~~

Standing and special committees and delegations shall be appointed by the Chairperson of the Board and approved by vote of a majority of the Board. ~~The C~~committees will meet as needed on ~~problems~~ *challenges and opportunities* pertaining to said committee and will make recommendations for action by the full Board.

Only members of the committee may vote on committee matters and at least half of the board member committee members must be present to hold a meeting.

See also policy BDEA.

Timberlane Regional School Board	Policy Code: BDEA
Adopted:	Page 1 of 1

SUPERINTENDENT LEADERSHIP TEAM’S STANDING COMMITTEES

The School Board shall authorize the Superintendent to establish the following standing committees:

1. Facilities
2. Curriculum and Assessment
3. Safety
4. Personnel

These committees will meet as needed on challenges and opportunities pertaining to said committees.

At least two school board members, appointed by the School Board Chair, shall sit on each committee and a board member will serve as chair. Only members of the committee may vote on committee matters and at least half of the school board committee members must be present to hold a meeting.

Any and all recommendations from these committees shall be made by the Superintendent for action by the full Board.

BDEA – SLT’S STANDING COMMITTEES

Timberlane Regional School District	Policy Code: IHCA
Adopted: 07-21-99 Revised: 04-03-08 Revised:	Page 1 of 1

SUMMER ACTIVITIES

The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages students to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities, or other activities that support student learning. *The Board also encourages all levels of schools within the district to offer enrichment type classes and for-credit classes, both for credit recovery and other reasons, at the high school as well.*

Credit can be given upon the successful completion of an approved summer school program. These credits will carry the same value as those earned during the school year. ~~Summer school credits are normally given only for a course that is being repeated, and must be approved in advance by the principal or designee.~~ If a student in grade 9-12 wishes to take a summer course for credit that is an addition to the student's program rather than for a course that is being repeated the course shall be taken at an approved summer school, and the course must have the prior approval of ~~the Principal or his/her designee~~ *his/her guidance counselor if inside the school district or by the principal or his/her designee if outside the school district.*

Legal Reference:

NH Code of Administrative Rules Section Ed. 306:14(h)

IHCA - SUMMER ACTIVITIES