

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, APRIL 4, 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. March 21, 2013 meetings (re-organizational, public and nonpublic)
5. **Delegations or Individuals**
6. **Current Business**
  - a. Math Program Recommendation – INFORMATIONAL (15 minutes)
  - b. Food Service Contract Review – ACTION (15 minutes)
  - c. Set Graduation Date – ACTION (5 minutes)
  - d. Athletic Trainer Services Contract – INFORMATIONAL (15 minutes)
  - e. Policies – ACTION (10 minutes)
  - f. Renominations – ACTION (15 minutes)
  - g. School Board Goals Review – INFORMATIONAL (10 minutes)
  - h. School Board Self Evaluations – INFORMATIONAL (15 minutes)
  - i. Committee Assignments – ACTION (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
April 17	SAU Board Re-organizational Meeting	SAU	7:00 pm
April 18	Regular School Board Meeting	SAU	7:30 pm
May 2	Regular School Board Meeting	SAU	7:30 pm
May 16	Regular School Board Meeting	SAU	7:30 pm
June 6	Regular School Board Meeting	SAU	7:30 pm
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: March 29, 2013  
Re: Administrator's Report for April 4, 2013 School Board Meeting  
**1-3. OPEN MEETING** Self-explanatory.

### **4. APPROVAL OF MINUTES**

Three sets: March 21 re-organizational, regular meeting and nonpublic meeting.

### **5. DELEGATION OR INDIVIDUALS**

### **6. CURRENT BUSINESS**

#### **a. Math Pilot – 15 minutes**

Kelli Killen to present first reading on proposed new math program. 2<sup>nd</sup> reading and adoption scheduled for next meeting. Packet materials to be sent out on Monday. *INFORMATIONAL*

#### **b. Food Service Contract Review – 15 minutes**

Annual review of food service contract; board to decide whether or not to renew contract for another year. Superintendent and Assistant Business Administrator recommendations to be presented. *ACTION*

#### **c. Set Graduation Date – 5 minutes**

The Superintendent will propose a 2013 graduation date. Details of instructional hours/school days will be available on Monday. *ACTION*

#### **d. Athletic Trainer Services Contract – 15 minutes**

Superintendent to present recommendation regarding awarding bid to an athletic trainer service provider. *ACTION*

#### **e. Policies – 10 minutes**

Mr. Mascola to present 4 policies for second reading and adoption. *ACTION*

#### **f. Renominations – 15 minutes**

Dr. Metzler to present recommendations for the renomination of professional staff members for the 2013-14 school year. Nonpublic required for non-renewals. *INFORMATIONAL*

#### **g. School Board Goals Review – 10 minutes**

Chairman Collins to present review. *INFORMATIONAL*

#### **h. Board's Self Evaluation – 15 minutes**

Chairman Collins to present results. *INFORMATIONAL*

#### **i. Committee Assignments – 10 minutes**

Chairman Collins to assign members to board committees. *ACTION*

### **7-9. REPORTS**

7. Administrator's Report – Dr. Metzler to present
  - a. Update on happenings and activities with each of the district schools
8. Personnel Report – 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.*

<b>APRIL 18, 2013</b>	
School Board Training	
Instructional Technology Presentation	<i>John Holland</i>
Policies	<i>1<sup>st</sup> reading</i>
Standards-based Reporting	<i>Update</i>
French Exchange Program	<i>Beth Runnells</i>
NECAP/NWEA	<i>Informational (30)</i>
EMS Memorial Bike Ride	<i>M. Pedersen (request for overnight student trip) for documentary</i>
Math Program	<i>2<sup>nd</sup> reading/adoption</i>
Donation	<i>\$17k donation for scoreboard</i>

<b>MAY 2, 2013</b>	
Policies	<i>2<sup>nd</sup> reading</i>
Federal Funding Authorization	<i>Annual requirement</i>

<b>MAY 16, 2013</b>	
Policies	<i>1<sup>st</sup> reading</i>
Set Tuition Rate	

### Back-Burner List

Standards-based Report Card SERESC Follow up TTA Flex Day Request	<i>11/15, 2/7, 4/18, &amp; 6/20</i>
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# TIMBERLANE POLICY COMMITTEE

## SECOND READING / ADOPTION

### 1. **BBBA – BOARD MEMBER QUALIFICATIONS**

- last updated in 2005
- NHSBA language proposed
- Lists specific qualifications and includes note about the significant time and effort required to serve

### 2. **BBBD – BOARD MEMBER REMOVAL FROM OFFICE**

- last updated in 2005
- NHSBA language proposed
- Cites specific NH law relative to removal of office

### 3. **BBBE – UNEXPIRED TERM FULFILLMENT**

- last updated in 2005
- NHSBA language proposed
- Cites specific NH law

### 4. **BBBC – BOARD MEMBER RESIGNATION**

- last updated in 2005
- NHSBA language proposed
- recode as appropriate
- provides qualifying reasons for resignation as well as procedure to resign

<b>Timberlane Regional School Board</b>	<b>Policy Code: BBBA</b>
<b>Adopted: 12-03-98</b> <b>Revised: 09-20-01</b> <b>Reaffirmed: 02-24-05</b> <b>Revised:</b>	<b>Page 1 of 1</b>

## BOARD MEMBER QUALIFICATIONS

In order to be eligible to hold any School District office, one must be a registered voter in the District. No person holding office as a member of a School Board shall at the same time *hold the office of school district moderator, treasurer, or auditor*~~act as district treasurer or auditor~~. No person employed on a salaried basis by a school administrative unit or by any school district within a school administrative unit shall be a school board member in any district of the school administrative unit. Salaried positions shall include, but are not limited to, the following: teacher, custodian, administrator, secretary, school lunch worker, teacher aide, and school bus driver (if paid by the district).

*Candidates for the School Board should be mindful that the position requires significant time, effort and commitment to the school and community. Individuals who do not feel they will be able to provide significant time, effort and commitment are discouraged from seeking candidacy.*

*The same qualifications shall exist when the School Board seeks to fill vacancies.*

Statutory Reference:

RSA 197:26, Vacancies

RSA 671:14, School District Elections: Qualifications

RSA 671:18-19, School District Elections: Nominations

RSA 671:33, Vacancies

<b>Timberlane Regional School Board</b>	<b>Policy Code: BBBB</b>
<b>Approved: 02-24-05</b> <b>Revised:</b>	<b>Page 1 of 1</b>

**BOARD MEMBER REMOVAL FROM OFFICE**

*School Board members may only be removed from office as provided in RSA 32:12 and RSA 42:1-a. RSA 32:12 prohibits School Board members from violating the provisions of RSA 32 relating to the expenditures of school district money. RSA 42:1-a prohibits school board members from breaching confidentiality standards. Violations of either of these statutes may result in the board member being removed from office.*

~~A board member may not be removed from any office except as provided in RSA 32:12 and RSA 42:1-a.~~

Statutory Reference:

*RSA 32:12, Municipal Budget Law: Penalty*

*RSA 42:1-a, Oaths of Town Officers: Manner of Dismissal, Breach of Confidentiality*

**BBBB - BOARD MEMBER REMOVAL**

<b>Timberlane Regional School Board</b>	<b>Policy Code: BBBE</b>
<b>Adopted: 02-24-05</b> <b>Revised:</b>	<b>Page 1 of 1</b>

**UNEXPIRED TERM FULFILLMENT**

*Vacancies on the Cooperative School Board will be filled in accordance with the provisions of RSA 671:33. Appointees will serve until the next Cooperative School District election.*

~~The Board shall fill vacancies occurring on the Board by appointment until the next District election.~~

Statutory Reference:

*RSA 197:26, School Meetings and Officers: Vacancies*

*RSA 671:33, School District Elections: Vacancies*

**BBBE – UNEXPIRED TERM FULFILLMENT**

<p align="center"><b>Timberlane Regional School Board</b></p>	<p><b>Policy Code: BBC</b></p>
<p><b>Approved: 04-21-83</b>  <b>Reaffirmed: 11-01-90</b>  <b>Reaffirmed: 02-24-05</b>  <b>Revised:</b></p>	<p align="center"><b>Page 1 of 1</b></p>

**BOARD MEMBER RESIGNATION**

The Board believes that any citizen who files for and seeks election to the Board should do so with full knowledge of and appreciation for the investment in time, effort and dedication expected of all Board members and the citizen’s intent to serve reflects his or her intention to serve a full term of office.

However, if for reasons of health, change in domicile or any other compelling reason a member does decided to terminate service—, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for ~~this exigency~~ replacement. *A letter of resignation should be sent to the chairman with a copy to the District clerk.*

Vacancies shall be filed in accordance with RSA 197:26 and RSA 671:33, ~~as it may be amended from time to time.~~

**Legal References:**

- RSA 197:26, School Meetings & Officers: Vacancies*
- RSA 671:33, School District Elections: Vacancies*

**BBC – BOARD MEMBER RESIGNATION**

# SCHOOL BOARD GOALS

## 2012-2013

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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.

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### 1 Standards & Assessment Understanding

- 1.1 Standards and/or instruction are to be presented to the Board at least once every calendar month for at least 20 minutes beginning September 2012.
- 1.2 Assessments are to be presented to the Board at least once every calendar month for at least 20 minutes beginning September 2012.

### 2 Community Involvement and Engagement

- 2.1 The Board will form at least one citizens committee in the next 12 months for advisory purposes.
- 2.2 The Board will work with the Superintendent and other appropriate stakeholders to examine the district's current family, school, and community engagement practices. (Completion date: February 2013)
- 2.3 After completion of goals item 2.2, the Board will work with the Superintendent and other appropriate stakeholders to develop a plan to integrate family, school, and community engagement into the district wide strategy for student success. (Completion date: May 2013)

### 3 Capital Improvement Plan

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

### 4 Public Relations

- 4.1 The Board will work with appropriate stakeholders to create and implement a "Communication Plan" for the District in the next six months.
- 4.2 The Board will work with appropriate stakeholders to publish a "District Report Card" in the next three months.
- 4.3 The Board will work with appropriate stakeholders in the consideration of using a public relations firm.
- 4.4 The board will encourage administrators in the district to be proactive regarding information for parents, such as email alerts, and avoid saying, "It's on the website."

### 5 Retreat

- 5.1 The Board and Superintendent will attend a retreat by the end of January 2013 for the purposes of general discussion regarding improvement of our School District.

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*Robert Collins, Chair*  
*Lori Aubrey, Vice Chair*  
**Timberlane Regional School Board**  
Adopted September 20, 2012

# TIMBERLANE



2013

## **SCHOOL BOARD SELF-EVALUATION**

**Timberlane Regional School Board  
30 Greenough Road, Plaistow, NH 03865**

**Rob Collins, Chair  
Nancy Steenson, Vice Chair**

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*The following are the results of a board self-evaluation completed by Timberlane Regional School Board members. The self-evaluation rated the Board, as a whole, in the areas of vision, standards, assessment, accountability, alignment, climate, collaboration, continuous improvement and operations. The highest possible rating for each statement and category is 4.00, with all ratings meeting the strongly agree standard. Board members were also asked to submit comments supporting their rating which are recorded in the self-evaluation results. A total of eight evaluations were submitted by the nine member board.*

*Board members participating:*

- LORI AUBREY, VICE CHAIR – Sandown
- ROGER BARCZAK – Sandown
- PETER BEALO – Plaistow
- ROBERT COLLINS, CHAIR – Danville
- KATE DELFINO – Atkinson
- ELIZABETH KOSTA – Plaistow
- MICHAEL MASCOLA – Atkinson
- NANCY STEENSON – Danville
- LISA WITHEE – Plaistow

**SUMMARY RESULTS BY CATEGORY**

**Vision: 3.2**  
**Standards: 3.0**  
**Assessment: 2.6**  
**Accountability: 2.9**  
**Alignment: 2.9**  
**Climate: 3.0**  
**Collaboration: 2.5**  
**Continuous Improvement: 3.2**  
**Operations: 3.1**  
**OVERALL RATING: 2.9**

*The number to the right reflects the average rating for that particular area, in both the category and each individual rating statement.*  
*1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree*

<b>V I S I O N</b>		<b>3.2</b>
<b>1</b>	<b>We, as a Board, play a central role in fostering and guiding community dialogue about the vision for our schools and this vision is focused on student achievement.</b>	3.0
<i>Difficult guiding community dialogue. Bealo</i> <i>We do now, but this is very new. Steenson</i>		
<b>2</b>	<b>The vision and mission of the Timberlane Regional School District reflect the student expectations and needs of the community and we work with the Superintendent as a team to communicate the vision and make it a reality.</b>	3.4
<i>Again, this is a brand new concept for Timberlane. Steenson</i>		
<b>S T A N D A R D S</b>		<b>3.0</b>
<b>3</b>	<b>Timberlane standards are clearly understood, supported and communicated to students, parents, teachers and other members of the community.</b>	2.6
<i>TRMS this is not the case. Collins</i> <i>Communication to parents in the recent past has been very poor, but this is improving. I don't believe parents had any way of understanding timberlane standards until very recently. Steenson</i>		
<b>4</b>	<b>The rigor of our standards is consistent with the expectations of parents, the community and the State Board of Education.</b>	2.9

The number to the right reflects the average rating for that particular area, in both the category and each individual rating statement.  
 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

<b>5</b>	<b>We provide policy and resources needed for the Superintendent and staff to implement standards-based instruction.</b>	3.4
<b>A S S E S S M E N T</b>		<b>2.6</b>
<b>6</b>	<b>Our student assessments relate to our vision and student achievement goals and are aligned with state and district standards.</b>	2.9
<i>Getting there. Collins</i>		
<b>7</b>	<b>We provide for community input into our assessment process.</b>	2.4
<i>Getting there. Collins</i> <i>Middle school...enough said! Anonymous</i>		
<b>8</b>	<b>Our assessments properly inform us about our student performance and our short and long term goals and we know what they measure.</b>	2.4
<i>Getting there, transition to NWEA. This is a very good thing but we haven't had it long enough to realize above goals. Collins</i>		
<b>9</b>	<b>We understand how to interpret our assessment reports and use them in data-driven decision making.</b>	2.3
<i>Getting there. New A team will absolutely help us get there. Collins</i>		
<b>10</b>	<b>We provide policy and resources for the Superintendent and staff to implement sound assessment throughout the district.</b>	3.1
<i>We fully support this and new A team is evidence of this. Collins</i>		
<b>A C C O U N T A B I L I T Y</b>		<b>2.9</b>
<b>11</b>	<b>We involve the community in defining an accountability process.</b>	2.3
<i>We can do better at this. CAC will help us define what we can do better. Collins</i>		
<b>12</b>	<b>Our decisions are researched-based and data driven.</b>	2.6
<i>Getting there. Collins</i> <i>We have wasted more time and money on fad programs. The children become the guinea pigs in this mess.</i>		
<b>13</b>	<b>We hold ourselves, administrators and teachers to be committed to and held accountable for attaining the goals and objectives of the strategic plan.</b>	2.9
<i>We have not visited SP in a meeting recently but I believe we are indirectly achieving this. Collins</i> <i>No we don't. If people were held accountable, then we would have more personnel folders documenting people's actions. Mascola</i>		
<b>14</b>	<b>Proper measures and indicators are used to assess progress and these are reported, presented and understood by administrators, teachers, parents and the public in clear quantifiable terms.</b>	2.6
<i>Definitely getting there, plan is in place. Collins</i>		
<b>15</b>	<b>The Board evaluates itself in terms of student achievement and recognizes much of our authority is derived from public confidence in schools.</b>	2.9
<i>We don't evaluate ourselves in terms of student achievement; absolutely we recognize much of our authority is derived from public confidence in schools. Collins</i>		

<p><i>The number to the right reflects the average rating for that particular area, in both the category and each individual rating statement.</i>  <i>1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree</i></p>		
<b>16</b>	<b>The Board keeps abreast of policies mandated by state and federal law, the NHSBA attorney and the courts.</b>	3.4
<b>17</b>	<b>Board leadership goes out of its way to make sure all members have the same opportunity to speak on important issues.</b>	3.0
<p><i>I feel strongly about this issue and I have really tried hard to get this done. If I haven't achieved this I'd like to know! Collins</i></p> <p><i>I realize that this is a tough task but, in my opinion, this still needs some improvement. Withee</i></p> <p><i>There are members who are allowed to hold the floor and others are rarely acknowledged by the Chair. Anonymous</i></p> <p><i>An environment of mutual respect and respect for the opinions of colleagues, even when it differs from our own, is important in facilitating/encouraging input from ALL board members on important issues. Aubrey</i></p>		
<b>18</b>	<b>Within the past year the Board has reviewed school district strategies for attaining long-term goals.</b>	3.3
<b>A L I G N M E N T</b>		<b>2.9</b>
<b>19</b>	<b>Staff development relates to student achievement goals and objectives.</b>	3.0
<p><i>We have not heard much about staff development. Collins</i></p> <p><i>We do not know as we are not informed of any. Anonymous</i></p>		
<b>20</b>	<b>We promote parental involvement in student learning and determine the community's concerns and beliefs about the types of student and community services it wants and would support.</b>	2.6
<p><i>We have not done well with this and my hope is the CAC will help us understand this better. Collins</i></p> <p><i>In progress. Withee</i></p> <p><i>Varies by level. Aubrey</i></p>		
<b>21</b>	<b>We determine whether operational plans, facilities and budgets provide necessary programs and resources to promote student achievement.</b>	3.3
<p><i>This is a big concern through the budget season. Collins</i></p>		
<b>22</b>	<b>We regularly evaluate programs for effectiveness.</b>	2.6
<p><i>I don't believe we have done much of this in the past. I'm hoping the A team will tackle for us. Collins</i></p> <p><i>I am unsure whether we do this regularly. Withee</i></p> <p><i>The Superintendent should be evaluating the programs and bringing his questions and concerns to the Board on an as needed to know basis. Anonymous</i></p>		
<b>23</b>	<b>We have a good understanding of budget reports, procedures, regulations and opportunities for flexibility and ensure that funding decisions are data-driven and research-based.</b>	3.4
<b>24</b>	<b>We ensure budget information is provided to parents and other community members in an easy-to-understand format that conveys the relationship between budget items and student achievement initiatives.</b>	2.7

The number to the right reflects the average rating for that particular area, in both the category and each individual rating statement.

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

PPTs are presented to present the budget in easy to understand ways. Conveying a relationship between budget items and student achievement initiatives is not clear at all. Collins

A lot of work has been done in this area in recent years. Aubrey

<b>25</b>	<b>We provide policy and resources to meet the needs of at-risk, special needs and accelerated students.</b>	2.8
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My understanding is we are very good with this. Collins

In my opinion more focus needs to be given to our CPC students at the high school. Withee

We need to do more for the gifted population of the district. Anonymous

We do a better job of meeting the needs of at-risk and special needs students than the needs of the accelerated or gifted students. Steenson

<b>C L I M A T E</b>		<b>3.0</b>
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<b>26</b>	<b>We avoid micromanagement.</b>	2.9
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In my opinion needs improvement. Withee

I think there are strong tendencies toward micromanagement that are not always in the best interest of the district. Aubrey

<b>27</b>	<b>We regularly make student achievement a part of our meeting agenda.</b>	3.4
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In my opinion we can do this more. Withee

<b>28</b>	<b>Mutual respect, professional behavior and a commitment to continuous learning are evident at all times.</b>	2.6
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We as a Board can do better with this. Collins

In my opinion this is an area that needs improvement at the board table. Withee

Unfortunately, there have been many times when board members overtly demonstrate disrespect for the opinions/input of fellow board members, which detracts from being a well-functioning board. Thorough, open conversation can bring about excellent results, whereas a dismissive or demeaning attitude can be an impediment to the important work that lies ahead. Aubrey

So much more so than in the past -- bravo!! Steenson

<b>29</b>	<b>Our policies hold staff and students to high behavioral standards.</b>	3.3
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...but we are getting better. Mascola

<b>30</b>	<b>There are clear and consistent consequences for those who violate policies.</b>	3.0
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We have never done this. Collins

I disagree. Again, we don't have a good history of documenting someone's actions and we have tolerated poor performance for too long. Mascola

This is improving. Aubrey

<b>31</b>	<b>We are vocal advocates for student achievement issues among local, state and federal policy makers.</b>	3.0
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There is room for growth in this area. Aubrey

<b>C O L L A B O R A T I O N</b>		<b>2.5</b>
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<p>The number to the right reflects the average rating for that particular area, in both the category and each individual rating statement.  1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree</p>		
<b>32</b>	<b>We provide leadership and take an active role in establishing collaborative relationships.</b>	3.1
<p><i>CAC, TTA are evidence of this. Collins</i>  <i>We're heading in this direction, but aren't there yet. Aubrey</i></p>		
<b>33</b>	<b>We have determined appropriate levels of stakeholder involvement.</b>	2.5
<p><i>We are in the process with the CAC. We can do more with this with students and teachers. Collins</i>  <i>Students are often times not included in the process. Anonymous</i>  <i>In process. Aubrey</i>  <i>Finally, we have defined this, and I look forward to the outcome of successful stakeholder involvement. Steenson</i></p>		
<b>34</b>	<b>The community is engaged in student achievement plans and initiatives at the district and school levels through surveys, forums, meetings and committees.</b>	1.9
<p><i>CAC will help with this. Collins</i>  <i>In progress. Withee</i>  <i>In process. Aubrey</i>  <i>The only way I see the community engaged in student achievement plans might be through the standards-based grading survey at the middle school, and that took 2 years and pulled teeth to make happen. We could improve here. Steenson</i></p>		
<b>35</b>	<b>The community is well informed about the district's vision, achievements, difficulties and plans for improvement.</b>	2.6
<p><i>Somewhat agree. We can always do better at this. Collins</i>  <i>There is room for improvement in the PR department, but we're way ahead of where we were a year ago. Steenson</i></p>		
<b>C O N T I N U O U S I M P R O V E M E N T</b>		<b>3.2</b>
<b>36</b>	<b>We are clearly committed to continuous improvement.</b>	3.1
<p><i>Not evident we have assessed programs and initiatives. Collins</i></p>		
<b>37</b>	<b>Programs and initiatives being assessed are linked to short and long term strategic objectives.</b>	3.1
<p><i>Not sure how much of this we do.... Collins</i>  <i>Finally!! Steenson</i></p>		
<b>38</b>	<b>Community participation in continuous improvement discussions and planned reviews is encouraged.</b>	3.3
<p><i>Not sure how much of this we do.... Collins</i>  <i>Finally!! Steenson</i></p>		
<b>39</b>	<b>When needed, resources are reallocated and adjustments are made in a timely manner.</b>	3.1
<p><i>I really don't know and can't comment. Steenson</i></p>		
<b>O P E R A T I O N S</b>		<b>3.1</b>
<b>40</b>	<b>We provide for the proper orientation and development of board</b>	3.4

The number to the right reflects the average rating for that particular area, in both the category and each individual rating statement.  
1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

members.

<b>41</b>	<b>The Board reaches decisions only on the basis of all available background data and consideration of the recommendation of the Superintendent.</b>	3.4
<i>The "we're the board, we can do whatever we want" mindset can be counterproductive to meaningful, productive change. Aubrey</i>		
<b>42</b>	<b>Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.</b>	2.8
<i>In my opinion there is not mutual respect among board members and it would be very nice if this could be achieved. People need to actively listen whether they agree or not. Withee</i> <i>When a board meeting is an event that staff members/administrators dread participating in, I don't believe we could honestly say we provide a climate of mutual respect and trust. Actions and demeanor speak as loudly as the spoken word. Aubrey</i>		
<b>43</b>	<b>Actively fosters cooperation with various news media for the dissemination of information about the school program.</b>	3.1
<i>I think we can do better about working with the news media, especially when it comes to positive news. Collins</i> <i>This should be the Superintendents responsibility. Anonymous</i> <i>Kudos to Dr. Metzler for strategically building a positive relationship with the Eagle Tribune. Steenson</i>		
<b>44</b>	<b>Encourages citizen participation in an advisory capacity in the solution of specific problems and is aware of community attitudes and the special interest groups which seek to influence the district's programs.</b>	3.1
<i>CAC! Collins</i> <i>The establishment of the advisory committee is a giant step forward toward this area. Aubrey</i> <i>Again -- a brand new initiative, through the Citizens Advisory Committee. Bravo!! Steenson</i>		
<b>45</b>	<b>Selects a chairperson on the basis of his or her ability to properly conduct a meeting and prepare an agenda rather than on seniority or rotation.</b>	4.0
<i>We have not done this in the past. Collins</i>		
<b>46</b>	<b>Definitive action is withheld until asking if there is a staff recommendation and what it is.</b>	2.9
<i>We have done this with the calendar well. Have not done this to my knowledge with other things. Collins</i>		
<b>47</b>	<b>Makes provision for the complaints of employees to be heard, and, after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.</b>	2.5
<i>Much more so with our new leadership but this can always improve and trust needs to be established for this to work really well. Collins</i>		
<b>48</b>	<b>Weighs all decisions in terms of what is best for the students.</b>	2.9
<i>In my opinion personal preferences sometimes get in the way of doing what is best for "all" students. Withee</i> <i>Some tend to weigh a decision to see if will benefit their own children. Anonymous</i> <i>I believe there is a disconnect between perception of individual members and the reality; some board members are more focused on a particular sub segment of the student population. Aubrey</i>		

<p><i>The number to the right reflects the average rating for that particular area, in both the category and each individual rating statement.</i></p> <p><i>1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree</i></p>		
<b>49</b>	<p><b>Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.</b></p>	3.4
<p><i>We can probably do this more. Collins</i></p>		
<b>50</b>	<p><b>Tasks the leadership in suggesting and securing community support for additional financing when necessary.</b></p>	3.1
<p><i>We can probably do this more. Collins</i></p>		
<b>51</b>	<p><b>An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.</b></p>	2.9
<p><i>I think all 9 of us bring different opinions that are valid. I wish we heard more from all 9 more often. Collins</i></p> <p><i>In my opinion some board members need to learn to listen to what people have to say and not try to cut them off if they do not agree and try to get their point of view in. It would be nice if people would allow others to speak "their" opinions. Withee</i></p> <p><i>More work is needed in this area; this is definitely something to aspire to. Aubrey</i></p>		

# SCHOOL BOARD GOALS

## 2012-2013

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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.

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### 1 Standards & Assessment Understanding

- 1.1 Standards and/or instruction are to be presented to the Board at least once every calendar month for at least 20 minutes beginning September 2012.
- 1.2 Assessments are to be presented to the Board at least once every calendar month for at least 20 minutes beginning September 2012.

### 2 Community Involvement and Engagement

- 2.1 The Board will form at least one citizens committee in the next 12 months for advisory purposes.
- 2.2 The Board will work with the Superintendent and other appropriate stakeholders to examine the district's current family, school, and community engagement practices. (Completion date: February 2013)
- 2.3 After completion of goals item 2.2, the Board will work with the Superintendent and other appropriate stakeholders to develop a plan to integrate family, school, and community engagement into the district wide strategy for student success. (Completion date: May 2013)

### 3 Capital Improvement Plan

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

### 4 Public Relations

- 4.1 The Board will work with appropriate stakeholders to create and implement a "Communication Plan" for the District in the next six months.
- 4.2 The Board will work with appropriate stakeholders to publish a "District Report Card" in the next three months.
- 4.3 The Board will work with appropriate stakeholders in the consideration of using a public relations firm.
- 4.4 The board will encourage administrators in the district to be proactive regarding information for parents, such as email alerts, and avoid saying, "It's on the website."

### 5 Retreat

- 5.1 The Board and Superintendent will attend a retreat by the end of January 2013 for the purposes of general discussion regarding improvement of our School District.

SUBMITTED BY:	1. VISION - We as a Board play a central role in fostering and guiding community dialogue about the vision for our schools and this vision is focused on student achievement.	Comments:	2. VISION - The vision and mission of the Timberlane Regional School District reflect the student expectations and needs of the community and we work with the Superintendent as a team to communicate the vision and make it a reality.	Comments:	3. STANDARDS - Timberlane standards are clearly understood, supported and communicated to students, parents, teachers and other members of the community.	Comments:	4. STANDARDS - The rigor of our standards is consistent with the expectations of parents, the community and the State Board of Education.	Comments:	5. STANDARDS - We provide policy and resources needed for the Superintendent and staff to implement standards-based instruction.	Comments:	6. ASSESSMENT - Our student assessments relate to our vision and student achievement goals and are aligned with state and district standards.	Comments:	7. ASSESSMENT - We provide for community input into our assessment process.	Comments:	8. ASSESSMENT - Our assessments properly inform us about our student performance and our short and long term goals and we know what they measure.	Comments:	9. ASSESSMENT - We understand how to interpret our assessment reports and use them in data-driven decision making.	Comments:
COLLINS	4		4		2	TRMS this is not the case	4		4		2	Getting there	2	Getting there	2	Getting there, transition to NWEA. This is a very good thing but we haven't had it long enough to realize above goals.	2	Getting there. New A team will absolutely help us get there.
BARCZAK	2		2		3		2		3		2		3		2		2	
BEALO	3	Difficult guiding community dialogue	4		3		2		4		3		3		2		2	
WITHEE	3		3		3		3		3		3		2		3		3	
MASCOLA	3		4		3		3		4		3		3		3		2	
ANONYMOUS	2		3		1		3		3		4		1	Middle school..enough said!	2		2	

SUBMITTED BY:	1. VISION - We as a Board play a central role in fostering and guiding community dialogue about the vision for our schools and this vision is focused on student achievement.	Comments:	2. VISION - The vision and mission of the Timberlane Regional School District reflect the student expectations and needs of the community and we work with the Superintendent as a team to communicate the vision and make it a reality.	Comments:	3. STANDARDS - Timberlane standards are clearly understood, supported and communicated to students, parents, teachers and other members of the community.	Comments:	4. STANDARDS - The rigor of our standards is consistent with the expectations of parents, the community and the State Board of Education.	Comments:	5. STANDARDS - We provide policy and resources needed for the Superintendent and staff to implement standards-based instruction.	Comments:	6. ASSESSMENT - Our student assessments relate to our vision and student achievement goals and are aligned with state and district standards.	Comments:	7. ASSESSMENT - We provide for community input into our assessment process.	Comments:	8. ASSESSMENT - Our assessments properly inform us about our student performance and our short and long term goals and we know what they measure.	Comments:	9. ASSESSMENT - We understand how to interpret our assessment reports and use them in data-driven decision making.	Comments:
AUBREY	3		3		3		3		3		3		3		3		3	
STEENSON	4	We do now, but this is very new.	4.00	Again, this is a brand new concept for Timberlane.	3	Communication to parents in the recent past has been very poor, but this is improving. I don't believe parents had any way of understanding timberlane standards until very recently.												
	3		3.4		2.6		2.9		3.4		2.9		2.4		2.4		2.3	
				3.1875					3.0									

SUBMITTED BY:	10. ASSESSMENT - We provide policy and resources for the Superintendent and staff to implement sound assessment throughout the district.	Comments:	11. ACCOUNTABILITY - We involve the community in defining an accountability process.	Comments:	12. ACCOUNTABILITY - Our decisions are researched-based and data driven.	Comments:	13. ACCOUNTABILITY - We hold ourselves, administrators and teachers to be committed to and held accountable for attaining the goals and objectives of the strategic plan.	Comments:	14. ACCOUNTABILITY - Proper measures and indicators are used to assess progress and these are reported, presented and understood by administrators, teachers, parents and the public in clear quantifiable terms.	Comments:	15. ACCOUNTABILITY - The Board evaluates itself in terms of student achievement and recognizes much of our authority is derived from public confidence in schools.	Comments:	16. ACCOUNTABILITY - The Board keeps abreast of policies mandated by state and federal law, the NHSBA attorney and the courts.	Comments:	17. ACCOUNTABILITY - Board leadership goes out of its way to make sure all members have the same opportunity to speak on important issues.	Comments:	18. ACCOUNTABILITY - Within the past year the Board has reviewed school district strategies for attaining long-term goals.	Comments:
COLLINS	4	We fully support this and new A team is evidence of this.	2	We can do better at this. CAC will help us define what we can do better.	2	Getting there.	3	We have not visited SP in a meeting recently but I believe we are indirectly achieving this.	2	Definitely getting there, plan is in place.	2	We don't evaluate ourselves in terms of student achievement, Absolutely we recognize much of our authority is derived from public confidence in schools.	4		4	I feel strongly about this issue and I have really tried hard to get this done. If I haven't achieved this I'd like to know!	4	
BARCZAK	3		2		3		3		2		3		2		3		3	
BEALO	3		3		3		4		3		3		4		4		4	
WITHEE	3		2		2		3		3		3		3		2	I realize that this is a tough task but in my opinion this still needs some improvement.	3	
MASCOLA	4		2		2	We have wasted more time and money on fad programs. The children become the guinea pigs in this mess.	1	No we don't. If people were held accountable, then we would have more personnel folders documenting people's actions.	3		4		4		4		3	
ANONYMOUS	2		2		3		3		2		2		4		1	There are members who are allowed to hold the floor and others are rarely acknowledged by the Chair	3	

SUBMITTED BY:	10. ASSESSMENT - We provide policy and resources for the Superintendent and staff to implement sound assessment throughout the district.	Comments:	11. ACCOUNTABILITY - We involve the community in defining an accountability process.	Comments:	12. ACCOUNTABILITY - Our decisions are researched-based and data driven.	Comments:	13. ACCOUNTABILITY - We hold ourselves, administrators and teachers to be committed to and held accountable for attaining the goals and objectives of the strategic plan.	Comments:	14. ACCOUNTABILITY - Proper measures and indicators are used to assess progress and these are reported, presented and understood by administrators, teachers, parents and the public in clear quantifiable terms.	Comments:	15. ACCOUNTABILITY - The Board evaluates itself in terms of student achievement and recognizes much of our authority is derived from public confidence in schools.	Comments:	16. ACCOUNTABILITY - The Board keeps abreast of policies mandated by state and federal law, the NHSBA attorney and the courts.	Comments:	17. ACCOUNTABILITY - Board leadership goes out of its way to make sure all members have the same opportunity to speak on important issues.	Comments:	18. ACCOUNTABILITY - Within the past year the Board has reviewed school district strategies for attaining long-term goals.	Comments:
AUBREY	3		3		3		3		3		3		3		3	An environment of mutual respect and respect for the opinions of colleagues, even when it differs from our own, is important in facilitating/encouraging input from ALL board members on important issues.	3	
STEENSON																		
	3.1		2.3		2.6		2.9		2.6		2.9		3.4		3.0		3.3	
		2.6																2.9

SUBMITTED BY:	19. ALIGNMENT - Staff development relates to student achievement goals and objectives.	Comments:	20. ALIGNMENT - We promote parental involvement in student learning and determine the community's concerns and beliefs about the types of student and community services it wants and would support.	Comments:	21. ALIGNMENT - We determine whether operational plans, facilities and budgets provide necessary programs and resources to promote student achievement.	Comments:	22. ALIGNMENT - We regularly evaluate programs for effectiveness.	Comments:	23. ALIGNMENT - We have a good understanding of budget reports, procedures, regulations and opportunities for flexibility and ensure that funding decisions are data-driven and research-based.	Comments:	24. ALIGNMENT - We ensure budget information is provided to parents and other community members in an easy-to-understand format that conveys the relationship between budget items and student achievement initiatives.	Comments:	25. ALIGNMENT - We provide policy and resources to meet the needs of at-risk, special needs and accelerated students.	Comments:	26. CLIMATE - We avoid micromanagement.	Comments:	27. CLIMATE - We regularly make student achievement a part of our meeting agenda.	Comments:
COLLINS	2	We have not heard much about staff development.	2	We have not done well with this and my hope is the CAC will help us understand this better.	4	This is a big concern through the budget season.	2	I don't believe we have done much of this in the past. I'm hoping the A team will tackle for us.	4		2	PPTs are presented to present the budget in easy to understand ways. Conveying a relationship between budget items and student achievement initiatives is not clear at all.	4	My understanding is we are very good with this.	4		4	
BARCZAK	3		3		3		2		3		1		3		3		3	
BEALO	4		3		4		4		4		4		3		3		4	
WITHEE	3		2	In progress	3		2	I am unsure whether we do this regularly.	3		3		2	In my opinion more focus needs to be given to our CPC students at the high school.	2	In my opinion needs improvement.	2	In my opinion we can do this more.
MASCOLA	3		3		3		3		3		3		3		4		3	
ANONYMOUS	2	We do not know as we are not informed of any.	2		3		2	The Superintendent should be evaluating the programs and bringing his questions and concerns to the Board on an as needed to know basis	4		3		1	We need to do more for the gifted population of the district	1		3	

SUBMITTED BY:	19. ALIGNMENT - Staff development relates to student achievement goals and objectives.	Comments:	20. ALIGNMENT - We promote parental involvement in student learning and determine the community's concerns and beliefs about the types of student and community services it wants and would support.	Comments:	21. ALIGNMENT - We determine whether operational plans, facilities and budgets provide necessary programs and resources to promote student achievement.	Comments:	22. ALIGNMENT - We regularly evaluate programs for effectiveness.	Comments:	23. ALIGNMENT - We have a good understanding of budget reports, procedures, regulations and opportunities for flexibility and ensure that funding decisions are data-driven and research-based.	Comments:	24. ALIGNMENT - We ensure budget information is provided to parents and other community members in an easy-to-understand format that conveys the relationship between budget items and student achievement initiatives.	Comments:	25. ALIGNMENT - We provide policy and resources to meet the needs of at-risk, special needs and accelerated students.	Comments:	26. CLIMATE - We avoid micromanagement.	Comments:	27. CLIMATE - We regularly make student achievement a part of our meeting agenda.	Comments:
AUBREY	4		3	Varies by level.	3		3		3		3	A lot of work has been done in this area in recent years.	3		2	I think there are strong tendencies toward micromanagement that are not always in the best interest of the district.	4	
STEENSON													3.00	We do a better job of meeting the needs of at-risk and special needs students than the needs of the accelerated or gifted students.	4		4	
	3.0		2.6		3.3		2.6		3.4		2.7		2.8		2.9		3.4	
														2.9				

SUBMITTED BY:	28. CLIMATE - Mutual respect, professional behavior and a commitment to continuous learning are evident at all times.	Comments:	29. CLIMATE - Our policies hold staff and students to high behavioral standards.	Comments:	30. CLIMATE - There are clear and consistent consequences for those who violate policies.	Comments:	31. CLIMATE - We are vocal advocates for student achievement issues among local, state and federal policy makers.	Comments:	32. COLLABORATION - We provide leadership and take an active role in establishing collaborative relationships.	Comments:	33. COLLABORATION - We have determined appropriate levels of stakeholder involvement.	Comments:	34. COLLABORATION - The community is engaged in student achievement plans and initiatives at the district and school levels through surveys, forums, meetings and committees.	Comments:	35. COLLABORATION - The community is well informed about the district's vision, achievements, difficulties and plans for improvement.	Comments:	36. CONTINUOUS IMPROVEMENT - We are clearly committed to continuous improvement.	Comments:
COLLINS	3	We as a Board can do better with this.	4		1	We have never done this.	3		4	CAC, TTA are evidence of this	2	We are in the process with the CAC. We can do more with this with students and teachers.	1	CAC will help with this.	3	Somewhat agree. We can always do better at this.	4	
BARCZAK	2		3		3		2		3		2		3		2		1	
BEALO	4		4		4		4		4		2		2		3		4	
WITHEE	2	In my opinion this is an area that needs improvement at the board table.	3		3		3		3		3		2	In progress	3		3	
MASCOLA	3		2	...but we are getting better		I disagree. Again, we dont have a good history of documenting someones actions and we have tolerated poor performance for too long.	3		3		3		3		3		3	
ANONYMOUS	1		3		2		3		3		2	Students are often times not included in the process	1		2		3	

SUBMITTED BY:	28. CLIMATE - Mutual respect, professional behavior and a commitment to continuous learning are evident at all times.	Comments:	29. CLIMATE - Our policies hold staff and students to high behavioral standards.	Comments:	30. CLIMATE - There are clear and consistent consequences for those who violate policies.	Comments:	31. CLIMATE - We are vocal advocates for student achievement issues among local, state and federal policy makers.	Comments:	32. COLLABORATION - We provide leadership and take an active role in establishing collaborative relationships.	Comments:	33. COLLABORATION - We have determined appropriate levels of stakeholder involvement.	Comments:	34. COLLABORATION - The community is engaged in student achievement plans and initiatives at the district and school levels through surveys, forums, meetings and committees.	Comments:	35. COLLABORATION - The community is well informed about the district's vision, achievements, difficulties and plans for improvement.	Comments:	36. CONTINUOUS IMPROVEMENT - We are clearly committed to continuous improvement.	Comments:
AUBREY	2	Unfortunately, there have been many times when board members overtly demonstrate disrespect for the opinions/input of fellow board members, which detracts from being a well-functioning board. Thorough, open conversation can bring about excellent results, whereas a dismissive or demeaning attitude can be an impediment to the important work that lies ahead.	3		3	this is improving	3	there is room for growth in this area	2	We're heading in this direction, but aren't there yet.	2	In process	2	In process	3		3	
STEENSON	4	So much more so than in the past -- bravo!!	4		4		3.00		3		4	Finally, we have defined this, and I look forward to the outcome of successful stakeholder involvement.	1	The only way I see the community engaged in student achievement plans might be through the standards-based grading survey at the middle school, and that took 2 years and pulled teeth to make happen. We could improve here.	2.00	There is room for improvement in the PR department, but we're way ahead of where we were a year ago.	4	
	2.6		3.3		3.0		3.0		3.1		2.5		1.9		2.6		3.1	
								3.0								2.5		

SUBMITTED BY:	37. CONTINUOUS IMPROVEMENT - Programs and initiatives being assessed are linked to short and long term strategic objectives.	Comments:	38. CONTINUOUS IMPROVEMENT - Community participation in continuous improvement discussions and planned reviews is encouraged.	Comments:	39. CONTINUOUS IMPROVEMENT - When needed, resources are reallocated and adjustments are made in a timely manner.	Comments:	40. OPERATIONS - We provide for the proper orientation and development of board members.	Comments:	41. OPERATIONS - The Board reaches decisions only on the basis of all available background data and consideration of the recommendation of the Superintendent.	Comments:	42. OPERATIONS - Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.	Comments:	43. OPERATIONS - Actively fosters cooperation with various news media for the dissemination of information about the school program.	Comments:	44. OPERATIONS - Encourages citizen participation in an advisory capacity in the solution of specific problems and is aware of community attitudes and the special interest groups which seek to influence the district's programs.	Comments:	45. OPERATIONS - Selects a chairperson on the basis of his or her ability to properly conduct a meeting and prepare an agenda rather than on seniority or rotation.	Comments:
COLLINS	2	Not evident we have assessed programs and initiatives.	2	Not sure how much of this we do....	4		4		4		4		3	I think we can do better about working with the news media, especially when it comes to positive news.	4	CAC!	2	We have not done this in the past.
BARCZAK	3		2		2		2		3		2		3		2		2	
BEALO	4		3		4		4		4		4		3		3		4	
WITHEE	3				3		3		3		2	In my opinion there is not mutual respect among board members and it would be very nice if this could be achieved. People need to actively listen whether they agree or not.	3		3		3	
MASCOLA	3		3		3		4		4		3		4		3		4	
ANONYMOUS	3		3		3		3		3		1		3	This should be the Superintendents responsibility	3		2	

SUBMITTED BY:	37. CONTINUOUS IMPROVEMENT - Programs and initiatives being assessed are linked to short and long term strategic objectives.	Comments:	38. CONTINUOUS IMPROVEMENT - Community participation in continuous improvement discussions and planned reviews is encouraged.	Comments:	39. CONTINUOUS IMPROVEMENT - When needed, resources are reallocated and adjustments are made in a timely manner.	Comments:	40. OPERATIONS - We provide for the proper orientation and development of board members.	Comments:	41. OPERATIONS - The Board reaches decisions only on the basis of all available background data and consideration of the recommendation of the Superintendent.	Comments:	42. OPERATIONS - Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.	Comments:	43. OPERATIONS - Actively fosters cooperation with various news media for the dissemination of information about the school program.	Comments:	44. OPERATIONS - Encourages citizen participation in an advisory capacity in the solution of specific problems and is aware of community attitudes and the special interest groups which seek to influence the district's programs.	Comments:	45. OPERATIONS - Selects a chairperson on the basis of his or her ability to properly conduct a meeting and prepare an agenda rather than on seniority or rotation.	Comments:
AUBREY	3		3		3		3		2	The "we're the board, we can do whatever we want" mindset can be counterproductive to meaningful, productive change.	2	When a board meeting is an event that staff members/administrators dread participating in, I don't believe we could honestly say we provide a climate of mutual respect and trust. Actions and demeanor speak as loudly as the spoken word.	2		3	The establishment of the advisory committee is a giant step forward toward this area.		
STEENSON	4		4	Finally!!		I really don't know and can't comment	4		4		4		4	Kudos to Dr. Metzler for strategically building a positive relationship with the Eagle Tribune.	4	Again -- a brand new initiative, through the Citizens Advisory Committee. Bravo!!	4	
	3.1		3.3				3.4		3.4		2.8		3.1		3.1		4.0	
						3.2												

SUBMITTED BY:	46. OPERATIONS - Definitive action is withheld until asking if there is a staff recommendation and what it is.	Comments:	47. OPERATIONS - Makes provision for the complaints of employees to be heard, and, after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.	Comments:	48. OPERATIONS - Weighs all decisions in terms of what is best for the students.	Comments:	49. OPERATIONS - Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.	Comments:	50. OPERATIONS - Tasks the leadership in suggesting and securing community support for additional financing when necessary.	Comments:	51. OPERATIONS - An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.	Comments:	School Board member completing this evaluation:
<b>COLLINS</b>	2	We have done this with the calendar well. Have not done this to my knowledge with other things.	3	Much more so with our new leadership but this can always improve and trust needs to be established for this to work really well.	4		4		3	We can probably do this more.	4	I think all 9 of us bring different opinions that are valid. I wish we heard more from all 9 more often.	<b>Rob Collins</b>
<b>BARCZAK</b>	3		3		2		3		3		2		<b>Roger Barczak</b>
<b>BEALO</b>	3		2		4		4		3		4		<b>Peter Bealo</b>
<b>WITHEE</b>	3		3		2	In my opinion personal preferences sometimes get in the way of doing what is best for "all" students.	3		3		2	In my opinion some board members need to learn to listen to what people have to say and not try to cut them off if they do not agree and try to get their point of view in. It would be nice if people would allow others to speak "their" opinions.	<b>Lisa Withee</b>
<b>MASCOLA</b>	3		3		3		3		3		4		<b>Michael Mascola</b>
<b>ANONYMOUS</b>	2		1		2	Some tend to weigh a decision to see if will benefit their own children	3		3		1		<b>Choose one:</b>

SUBMITTED BY:	46. OPERATIONS - Definitive action is withheld until asking if there is a staff recommendation and what it is.	Comments:	47. OPERATIONS - Makes provision for the complaints of employees to be heard, and, after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.	Comments:	48. OPERATIONS - Weighs all decisions in terms of what is best for the students.	Comments:	49. OPERATIONS - Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.	Comments:	50. OPERATIONS - Tasks the leadership in suggesting and securing community support for additional financing when necessary.	Comments:	51. OPERATIONS - An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.	Comments:	School Board member completing this evaluation:
AUBREY	3		3		2	I believe there is a disconnect between perception of individual members and the reality; some board members are more focused on a particular sub segment of the student population.	3		3		2	More work is needed in this area; this is definitely something to aspire to.	Lori Aubrey
STEENSON	4		2	Not in the past, that I know of. Are we still entertaining the possibility of a staff suggestion box?	4		4		4		4.00		Nancy Steenson
	2.9		2.5		2.9		3.4		3.1		2.9		
												3.1	
													2.9

# TIMBERLANE REGIONAL DISTRICT COMMITTEES

## SCHOOL BOARD COMMITTEES

The following is a list of School Board Committees along with a brief explanation of what each committee does and what your responsibility would be as a member of that committee. These committees are subject to the provisions of RSA 91-A and require posting notices of meetings dates as well as the transcription of minutes.

All Board committees are chaired by Board members and attendance by Board members is essential. Reporting back to the Board, with appropriate detail, the issues deliberated and decisions made are the responsibility of the Chair and are expected.

## CITIZENS ADVISORY COMMITTEE TO EXAMINE FAMILY, SCHOOL AND COMMUNITY ENGAGEMENT

The mission of the Citizen's Advisory Committee is to conduct studies, identify problems and develop recommendations related to the district's current family, school and community engagement practices. This committee is comprised 12 voting members - 1 parent representative from each district school, 1 community representative from each of the district's 4 towns and 1 district staff member. In addition, the school board will appoint its own non-voting liaison to the committee. The Citizen's Advisory Committee will elect its own chairperson. The target date to dissolve this committee is December 2013. The committee meets once a month at the high school. Future meeting dates include Wednesday April 17th and Wednesday, May 15th at the high school.

## FACILITIES

A board member from each town usually serves on this committee. The purpose is to discuss facilities issues, oversee building projects and make recommendations to the full board about facilities issues. All of the building principals, facilities director, business administrator, budget committee members and other administrators make up this committee. It meets as needed now (*approximately every six to eight weeks*) that the latest building project is completed. The meetings begin at 8:30 AM at the SAU and last for approximately 2 hours. Members tour all the schools at the beginning of every school year - before the budget process begins - to look at issues that may exist and to get an idea of short and long-term building and space needs. Meeting for the 2012-13 school year: 9/11, 10/16, 11/13, 2/12 and 5/14.

TOURS:           September 13 TRMS/PAC/TRHS Campus  
                  September 18 Atkinson/Pollard Schools  
                  September 27 Sandown Central/North/Danville

## ENERGY

This is a subcommittee of the Facilities Committee that is focused on implementation of the Energy Conservation Plan and energy savings. No meetings scheduled for 2012-13.

## CURRICULUM & ASSESSMENT

All curriculum and assessment issues are brought to this committee for discussion and input. The committee usually has 2-3 board members, principals, guidance, the pupil personnel director, the curriculum directors, staff, parents, etc. Currently the committee meets on the second Thursday of the month in the SAU board room from 6:30 - 8:00 PM for the beginning of the school year and 4:00 - 5:30 PM the second half of the school year. Meeting times will be adjusted based on members availability, these are not final. It is a very active committee with lots of participation from many different members of our educational community. Meeting dates for 2012-13: 9/13, 10/11, 11/8, 12/13, 1/10, 2/14, 3/14, 4/11, 5/9, 6/13.

## PERSONNEL - Negotiations

This committee is most active during a negotiations year. The board directs this committee to meet if personnel issues arise outside of negotiations. (*Members of this committee during negotiations include: three board members, superintendent and/or assistant superintendent, attorney to represent the board, TTA President and representatives from each school in the district, attorney representing the TTA. All meetings*

are confidential under RSA 91-A. Since this is a charge of the board, no budget committee member sits on this committee.) This committee is not scheduled to meet again until 2015 to begin the negotiations of the TTA contract for 2016.

#### **POLICY**

This committee meets to review and update school board policies. Review of board policies is an ongoing process. This committee meets the 1<sup>st</sup> Thursday of the month at the SAU from 5:30 – 6:30 PM. No budget committee member sits on this committee. Meeting dates for 2012-13: 9/20, 10/18, 11/15, 1/3, 3/7, 4/4, 5/2, and 6/6.

#### **SAFETY**

The safety committee meets approximately every six weeks to discuss district-wide safety issues, the district risk management plan (in conjunction with our insurance carrier, Primex) and any other safety related concerns. There are quarterly meetings scheduled with community safety personnel from our four towns to discuss community-wide safety issues and coordination. The meeting dates are usually set at the last meeting of the school year for the next school year and are adjusted if conflicts arise. There is a representative from each school, the business manager, board members, the pupil personnel services director, facilities director, food service director, transportation coordinator, our HS SRO, and a representative from Primex on the regular safety committee. The community-wide committee includes representation from fire and police from each of our towns plus Hampstead. A representative from emergency management, local health departments and Rockingham County have also been invited and attend whenever possible or as needed. Meeting dates for 2012-13: 9/11, 11/13, 2/12, and 5/14.

#### **BUDGET / FINANCE (Budget Committee)**

This is an elected board with one school board member serving as a liaison to the budget committee to share appropriate information related to budget issues. The budget committee meets on the 2<sup>nd</sup> and 4<sup>th</sup> Thursday during the months of *Sept – Dec* preparing the budget for the upcoming fiscal year to be submitted to the voters and ballot. The board member sitting on this committee represents the direction of the board, not the person's personal opinion. Meeting dates for 2012-13: 9/13, 10/11, 10/25, 11/8, 11/20, 12/3, 12/13, 12/27, 1/10, 1/24, 2/7, 2/14, 3/28, and 4/11.

#### **COMMUNITY RELATIONS & LIAISON**

This committee was established to improve both conversation and relations between the school board and the local community leaders from the four district towns. There is a representative from each of the towns on the committee. It meets the 1<sup>st</sup> Thursday of the month at 6:30 pm at the SAU. Meeting dates for 2012-13: 9/6, 10/4, 11/1, 12/6, 1/3, 2/7, 3/7, 4/4, 5/2, and 6/6.

#### **SERESC (Information from the SERESC Web-site) <http://www.seresc.net>**

There is a representative from the board who attends 2 meetings per year (fall / spring). The meetings are usually on Thursday from 4:30 – 5:30 PM. The Chair usually appoints a representative and an alternate. The South Eastern Regional Education Service Center (SERESC), Inc. was established in 1974 to help school districts in southeastern New Hampshire meet a variety of challenges. SERESC pilots innovative practices and creativity, technological sophistication and professional development that contribute to accountability, improved student learning and excellence in the teaching profession.

SERESC is focused on technology, special education and staff development, with an emphasis on quality and service in each area. Because SERESC is guided and directed by representatives from each member school district, local control is a cornerstone of all SERESC programs. SERESC currently serves a student population of 25,000 plus 2,000 teachers and administrators in forty schools. Some SERESC programs are statewide, touching virtually every school district in New Hampshire and benefiting students and families throughout the area. Meetings for 2012-13: 10/18 and 4/18 (tentative).

#### **NHSBA DELEGATE**

There is a Delegate Assembly of NH School Boards to vote on resolutions once per year in January. It is a 1/2-day event that takes place on a Saturday. The Chair appoints a delegate and an alternate. The delegate is responsible to vote for the board on the resolutions. The board will give the delegate direction

on how to vote but amendments may be made on the floor and the delegate would be responsible to vote for or against a change to a resolution. Assembly date for 2012-13: 1/12 – 10AM to 3PM at the Local Government Center in Concord.

### STRATEGIC PLANNING / FUTURE PLANNING

The District implements a strategic plan that includes facilities as well as educational needs for our district. The superintendent and board chair establish a strategic planning committee that will include community members, board members, budget committee representation, administrators, students, teachers, etc, who will develop and monitor the plan. No meetings scheduled for 2012-13.

**The following are NOT School Board committees but a member of the board serves on each committee. These committees report directly to the Superintendent of Schools. The provisions of RSA 91-A do not apply.**

### PROFESSIONAL DEVELOPMENT COMMITTEE

There are staff representatives from each school, one para-professional representative, administrator from SAU, and board member. This committee meets the first Tuesday of each month 3:30 –5:00 PM in the SAU boardroom. The committee prepares the professional development day, the professional development manual approved by the state, the guidelines of Common Core Standards, professional development courses and surveys as to what is needed, library, and other professional development as needed. The committee requests a board member to serve. The committee sets meeting times. Meeting dates for 2012-13: 9/4, 10/2, 11/6, 12/4, 1/8, 2/5, 3/5, 4/2, 5/7, and 6/4.

### TECHNOLOGY – PROF. TECHNICAL STUDIES PROGRAM

The District Technology Committee is comprised of staff members from all district schools who represent various disciplines including teachers, curriculum staff, administrators and technology department staff. The purpose of this committee is to research, discuss, and propose ways to implement technology to enhance learning. This task involves effort in many areas and primarily with the District Technology Plan Development. The District Technology Plan is revised on a 3-year cycle. Other committee tasks include assistance and coordination with technology curriculum development, technology professional development, and other technology-related special projects. The committee meets on the 4<sup>th</sup> Tuesday of the month from 3:30-5:00 PM at the SAU. Meeting dates for 2012-13: 9/25, 10/23, 11/27, 1/28, 2/26, 3/26, 4/23, 5/28, and 6/25.

### TRANSITION COMMITTEE

The Transition Committee meets monthly and is split into two groups (elementary / MS & HS) that come together 2-3 times a year and meet as a full committee. The members are principals, curriculum coordinators, teachers, guidance counselors, and other administrators. They work on activities to support the transition of students from Sandown North to Central, grade 5 to 6, grade 8 to 9 and grade 12 to the workplace or college. The meetings are after school at either Sandown Central or the HS. Elementary Committee meeting dates for 2012-13: 11/29, 1/24, and 3/28. Secondary Committee meeting dates: 10/25, 12/18 and 4/16.

### VENDOR REGISTER

A board member reviews the registers prior to signing by the board so any questions or the Business Administrator or SAU staff can address concerns. This is not needed in order for the checks to be signed, nor released, but is another set of checks and balances in the monetary aspect of the district.