

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, JANUARY 31, 2013

Regular Meeting - 7:00 PM

Superintendent's Office
30 Greenough Road, Plaistow, NH

Dr. Earl Metzler, II, Superintendent
Winfried Feneberg, Asst. Superintendent

Robert Collins, Chair
Lori Aubrey, Vice Chair

REMINDER: Meeting to begin at 7:00 PM.

AGENDA

1. **Call to Order – Chair**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
 - a. January 10, 2013 (special meeting after PH)
 - b. January 17, 2013 (public and nonpublic)
5. **Delegations or Individuals**
6. **Current Business**
 - a. NWEA Data – INFORMATIONAL (30 minutes)
 - b. Policies – ACTION (5 minutes)
 - c. 2013-14 School Calendar – INFORMATIONAL (10 minutes)
 - d. Committee Evaluation – ACTION (15 minutes)
 - e. Annual Report – 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
February 1	Last Day of Filing Period for Candidates	SAU	8:30-5pm
February 7	Deliberative Session	PAC	7:00 pm
February 21	Regular School Board Meeting		CANCELLED
March 7	Regular School Board Meeting	Pollard	7:30 pm
March 21	Re-organizational/Regular Meeting	Sandown N	7:00 pm
April 4	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: January 24, 2013

Re: Administrator's Report for January 31, 2013 School Board Meeting

1-3. OPEN MEETING Self-explanatory.

4. APPROVAL OF MINUTES

Three sets: January 10th meeting immediately after public hearing, and public and nonpublic of 1/17/13.

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. NWEA – 30 minutes

Kelli Killen and Scott Strainge to present NWEA testing tool; to include mission, measure of progress, how the data is collected and used, etc. **INFORMATIONAL**

b. Policies – 5 minutes

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

c. 2013-14 School Calendar – 10 minutes

Dr. Metzler to report on the process in developing the 2013-14 school calendar. **INFORMATIONAL**

d. Committee Evaluation – 15 minutes

This item was moved from the January 3rd meeting. Board to review and determine if any action is needed in evaluating board established committees. **ACTION**

e. Annual Report – 10 minutes

Board needs to finalize article for Annual Report. **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.*

February 7, 2013	
Deliberative Session	<i>PAC</i>
Meeting immediately following	<i>To review and amend (if needed) recommendations on each article</i>

March 7, 2013	
2013-14 School Calendar	
Policies	<i>First Reading</i>
Math Pilot	<i>Materials distributed at 12/6 mtg</i>
Department Report	<i>Pollard School</i>

March 21, 2013 – SANDOWN NORTH ELEMENTARY	
Reorganizational Meeting	
Policies	<i>2nd reading/adoption</i>
2013-14 School Calendar	

Back-Burner List

Standards-based Report Card SERESC	<i>11/15, 2/7, 4/18, & 6/20</i>
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TIMBERLANE REGIONAL SCHOOL BOARD
Atkinson, Danville, Plaistow, Sandown
New Hampshire

Meeting after the Public Hearing
January 10, 2013
7:50 PM

Performing Arts Center
40 Greenough Road
Plaistow, NH

Call to Order

Chairman Collins called this January 10, 2013 meeting of the Timberlane Regional School Board to order at 7:30 PM. Roll call was taken.

Board Members Present

Mrs. Aubrey, Mr. Barczak, Mr. Bealo, Mr. Collins, Mrs. Delfino, Mrs. Kosta, Mr. Mascola, Mrs. Steenson, and Mrs. Withee

Administrators Present

Dr. Metzler, Superintendent of Schools
Mr. Stokinger, Business Administrator

The board reviewed each warrant article.

Article 2 - Operating Budget

Shall the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **\$64,272,418**? Should this article be defeated, the operating budget shall be **\$64,418,761** which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Motion: Mrs. Aubrey motioned to recommend Article 2 - Operating Budget as presented. Mrs. Kosta seconded. With no further discussion the motion passed by a unanimous vote of 9-0-0.

Article 3 - Capital Reserve Fund

Shall the Timberlane Regional School District raise and appropriate up to **\$200,000** to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from the June 30, 2013 unassigned fund balance (surplus) available for transfer on July 1 of this year? (MAJORITY VOTE REQUIRED)

(The funds for this article come from the 2012-2013 school budget surplus, not from additional taxes.)

Motion: Mrs. Kosta motioned to recommend Article 3 – Capital Reserve Fund as presented. Mrs. Withee seconded. With no further discussion the motion passed by a unanimous vote of 9-0-0.

Article 4 – Collective Bargaining Agreement (Timberlane Teachers’ Association)

Shall the Timberlane Regional School District vote to approve the cost items included in the collective bargaining agreement reached between the Timberlane Teachers’ Association and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Cost Distribution	2013-14	2014-15	2015-16
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Salaries	\$494,737	\$589,674	\$561,794
FICA	37,847	45,110	42,977
NH State Retirement	70,055	83,498	79,550
Medical	(204,436)	0	0
TOTAL	\$398,203	\$718,281	\$684,321

and further to raise and appropriate the sum of **\$398,203** for the 2013-14 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Motion: Mrs. Aubrey motioned to recommend Article 4 – Collective Bargaining Agreement (Timberlane Teachers Association) as presented. Mrs. Kosta seconded. With no further discussion the motion passed by a unanimous vote of 8-1-0 (Mr. Barczak opposed).

Article 5 - Authorization for Special Meeting on Cost Items

Shall the Timberlane Regional School District, if Article 4 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 4 cost items only?

(Without this Article the District would have to petition Superior Court for a Special School District Meeting. This saves the District the expense of attorney fees and court costs).

Motion: Mr. Bealo motioned to recommend Article 5 – Authorization for Special Meeting on Cost Items as presented. Mrs. Delfino seconded. With no further discussion the motion passed by a unanimous vote of 9-0-0.

Article 6 – Fund Balance Retention (Surplus)

Shall the Timberlane Regional School District vote to authorize, indefinitely until rescinded, the retention of year-end unassigned general funds in an amount not to exceed, in any fiscal year, 2.5 percent of the current fiscal year’s net assessment, for the purpose of having funds on hand to use as a revenue source for emergency expenditures and over-expenditures under RSA 32:11, or to be used as a revenue source to reduce the tax rate, all in accordance with 198:4-b, II? (MAJORITY VOTE REQUIRED)

Motion: Mrs. Kosta motioned to recommend Article 6 – Fund Balance Retention (Surplus) as presented. Mrs. Delfino seconded. With no further discussion the motion passed by a unanimous vote of 8-1-0 (Mr. Barczak opposed).

Article 7 – General Acceptance of Reports

Shall the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2012 Annual Report? (MAJORITY VOTE REQUIRED)

Motion: Mrs. Kosta motioned to recommend Article 7 – General Acceptance of Reports as presented. Mr. Mascola seconded. With no further discussion the motion passed by a unanimous vote of 9-0-0.

Mr. Barczak noted his concern that the board recommended articles of the 2013 Timberlane Regional School District Warrant which had not been accepted in a formal motion by the school board as yet. Hence, he feels the process is out of sequence.

Motion: Mrs. Kosta motioned to accept articles one through seven of the 2013 Timberlane Regional School District Warrant out of sequence and as presented this evening. Mr. Bealo seconded. With no further discussion the motion passed by a unanimous vote of 9-0-0.

Having no further business before the board Chairman Collins adjourned the meeting at 8:05 pm.

Respectfully submitted,

*Nancy Danahy
School Board Clerk*

TIMBERLANE REGIONAL SCHOOL BOARD
Atkinson, Danville, Plaistow, Sandown
New Hampshire

Regular Meeting
January 17, 2013
7:30 PM

Atkinson Academy
17 Academy Avenue
Atkinson, NH

Call to Order

Chairman Collins called this January 17, 2013 meeting of the Timberlane Regional School Board to order at 7:32 PM. Roll call was taken.

Board Members Present

Mrs. Aubrey, Mr. Barczak, Mr. Bealo, Mr. Collins, Mrs. Delfino, Mrs. Kosta, Mr. Mascola, Mrs. Steenson, Mrs. Withee and Student Representative Brett Paley

Administrators Present

Dr. Metzler, Superintendent of Schools
Mr. Stokinger, Business Administrator
Mrs. Dayotis, Principal of Atkinson Academy
Mr. Snyder, Assistant Principal of Atkinson Academy
Mrs. Killen, Director of Elementary Education
Mr. Fantasia, Director of Athletics
Mr. Hughes, Director of Facilities
Mr. Woodworth, Principal of TRHS

Pledge

Student Joseph Casey led the assembly in the Pledge of Allegiance.

Minutes 00:01:30

Motion: Mrs. Kosta motioned to accept the January 3, 2013 public and non-public meeting minutes and the minutes of the Public Hearing on January 10, 2013. Mrs. Aubry seconded. With no further discussion the motion passed by general consensus.

Delegations and Individuals

None

CURRENT BUSINESS

a. Department Report- Atkinson Academy 00:02:00

Mrs. Dayotis introduced the Atkinson Academy students who gave various presentations of music, skits and songs.

INTERMISSION-00:37:15

b. Public Hearing on Donation 00:37:23

Chairman Collins reconvened the meeting and opened the public hearing regarding the TRSD HS JV Baseball field renovation donation at 8:34 pm. Mr. Sapia of Atkinson and Mr. Fantasia were present to review the progress made so far and the plans to complete phase I and II.

Motion at 00:56:00 by Mrs. Delphino to accept the gift of upgrades to the JV Baseball field, both phase I and phase II with an estimated value of \$39,366. Mrs. Aubrey seconded the motion. Vote: Unanimous.

The Public Hearing relative to the JV ball field ended at 8:50 pm.

c. Policies 00:57:05

Mr. Mascola presented for the first reading policies KCB, AF, AFA, BAAA, BBA and KED.

Motion at 00:58:45 by Mrs. Kosta and seconded by Mrs. Delfino to accept the first reading of policies KCB, AF, AFA, BAAA, BBA and KED. Vote: Unanimous.

d. Superintendents Entry Report 01:00:15

Dr. Metzler presented his Entry Report to the Timberlane Regional School District's, School Board Members. This report will be used by the Superintendent to help develop and assist with future goals and the Strategic Plan.

Administrators Report 02:09:30

Dr. Metzler provided updates of all schools throughout the district including Athletics. He reviewed the follow up items from the last meeting.

- *The estimate for the legal fees for the easement came in at \$1000 to \$1800. The Board, by consensus requested the information be passed along to the interested parties.*

Committee and Reports of the School Board 02:15:00

School board members and the student council representative reported on their activities throughout the district.

Mr. Bealo made a motion at 02:18:30 to start the January 31, 2013 meeting at 7:00 pm due to the State Representatives being in attendance. The motion was seconded by Mr. Mascola. Vote: Unanimous.

Correspondence and Vendor and Payroll Check Registers

Done

Other Business 02:23:32

Motion: Mrs. Kosta motioned to enter into a non-public session under RSA 91-A:3, II (i) matters pertaining to security . Mr. Barczak seconded. The board was polled:

- **Aubrey** **Yes**
- **Barczak** **Yes**
- **Bealo** **Yes**
- **Collins** **Yes**
- **Delfino** **Yes**
- **Kosta** **Yes**
- **Mascola** **Yes**
- **Stenson** **Yes**
- **Withee** **Yes**

Motion: Mrs. Aubrey motioned to exit the non-public session; seconded by Mrs. Withee. The board was polled:

- **Aubrey** **Yes**
- **Barczak** **Yes**
- **Bealo** **Yes**
- **Collins** **Yes**
- **Delfino** **Yes**
- **Kosta** **Yes**
- **Mascola** **Yes**
- **Stenson** **Yes**
- **Withee** **Yes**

The board exited the non-public session at 10:50 pm.

Chairman Collins announced the Board approved up to \$100,000 in security enhancements throughout the District after a lengthy discussion and vote in non-public session.

Having no further business before the board Chairman Collins adjourned the meeting at 10:55 pm.

Respectfully submitted,

*Kathy Smith,
Clerk- Pro Temp*



NWEA

January 31, 2013

NWEA

- o Northwest Evaluation Association
- o Mission: to devise a formative testing system that responds dynamically to the child, and gives educators detailed insight into kids' learning.
- o “Data is our tool – gathered through our assessments, validated by research and brought to life by our 4,000 partners – with our professional development as support.”

What is MAP[®]?

- o MAP - Measures of Academic Progress
- o Achievement tests
- o Delivered by computer
- o Available for reading, language use, math, science

MAP provides...

- o data for finding individual student strengths and needs
- o immediate data and interactive reports
- o data to inform differentiated instruction
- o scores on an equal-interval scale
- o data to show growth over time
- o Data to help educators focus on instructional readiness
- o Data that shows proficiency projections on state tests

MAP does not...

- o Determine mastery of skills
- o Apply to specific grade levels

Why is Timberlane using MAP?

- o Provides the immediate information on students' instructional level; what they are ready to learn
- o Assists us in planning instruction for more effective learning.
- o Will allow us to determine the growth of all students including those on-level and advanced.
- o Provide information on how students will do on the Common Core Standards state assessment
- o Provides a check of our curriculum and instruction.
- o Provides an external measure of achievement independent of our curriculum and programs.
- o Resources are available for teachers to differentiate instruction, especially for on-level and advanced learners.

Done to Date

- o August 2012
 - o Technology Department made sure all infrastructure and hardware was ready to meet the demand of testing.
- o September 2012
 - o District and School Teams trained on test implementation
 - o School teams planned first round of testing and trained staff

o Oct. to Nov. 2012

- o First round of tests given, 2-8 grades, in reading, language use, and math

o Nov. 2012 to Jan. 2013

- o District and School Teams trained in data analysis and reports available
- o School Teams training staff to in data analysis and reports available

o Jan. to Feb. 2013

- o Science test given at grades 3-5
- o School Teams leading staff in data analysis and reports available for science

o March 2013

- o District and School Teams trained in DesCarte (differentiated instructional resources)

o May? 2013

- o Second testing of 2-8, reading, language use, and math
- o First testing of K and 1—MAP for Primary

o May to June 2013

- o School Teams leading staff in data analysis and reports

o 2013-2014

- o School Teams train staff and implement the use of DesCarte

MAP

o https://nwea.adobeconnect.com/_a203290506/mapintro

Sample Math Question

Math Test

...

Name: Jean Brooks (4) ID: 564

Question: 1 [Item 30006680]

The zoo has 54 parrots. The zookeeper wants to put 9 parrots in each cage.

How many cages will the zookeeper need?

- A. 3
- B. 4
- C. 6
- D. 7
- E. 9

- Work the problem on your scratch paper.
- Click on the best answer.
- Click the **Go on** button.

Go on

Sample Math Question Using Calculator

Math Test

...

Name: Jean Brooks (4) ID: 564

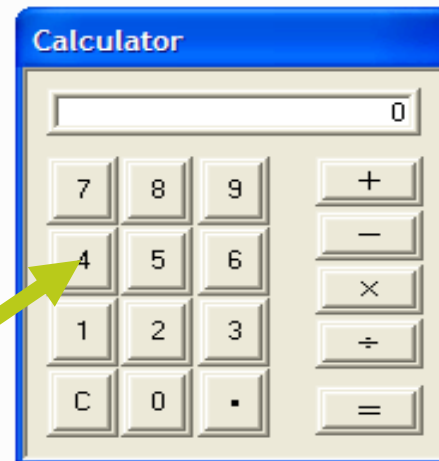
Question: 2 [Item 30006070]

Solve for x .

$$|2x + 4| = 20$$

- A. $x = 8$ or $x = -12$
- B. $x = -8$ or $x = 12$
- C. $x = 8$ or $x = -8$
- D. $x = 12$ or $x = -12$
- E. $x = 4$ or $x = -8$

- Notice the calculator.
- To use it, click the numbers with your mouse.



Hide Calculator

Go on

Sample Reading Question

Reading Test

...

Name: Jean Brooks (4) ID: 564

Question: 1 [Item 10046940]

Read the paragraph.

Claire was putting up artwork on the bulletin board in her room when her box of thumb tacks fell off her desk. The sharp tacks tumbled all over her bedroom rug. Claire stopped putting up her artwork, carefully knelt on the floor, and picked up all the tacks.

Why did Claire stop putting up artwork?

- 1. her mother called her to dinner
- 2. she was finished putting up her artwork
- 3. the box of thumb tacks fell off her desk
- 4. it was time to go to school

- Read the passage and select the best answer.
- Click the **Go on** button.

Go on

Sample Reading Question

Reading Test

...

Name: Jean Brooks (4) ID: 564

Question: 1 [Item 10046940]

Read the paragraph.

Claire was putting up artwork on the bulletin board in her room when her box of thumb tacks fell off her desk. The sharp tacks tumbled all over her bedroom rug. Claire stopped putting up her artwork, carefully knelt on the floor, and picked up all the tacks.

Why did Claire stop putting up artwork?

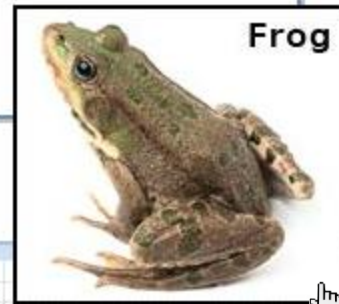
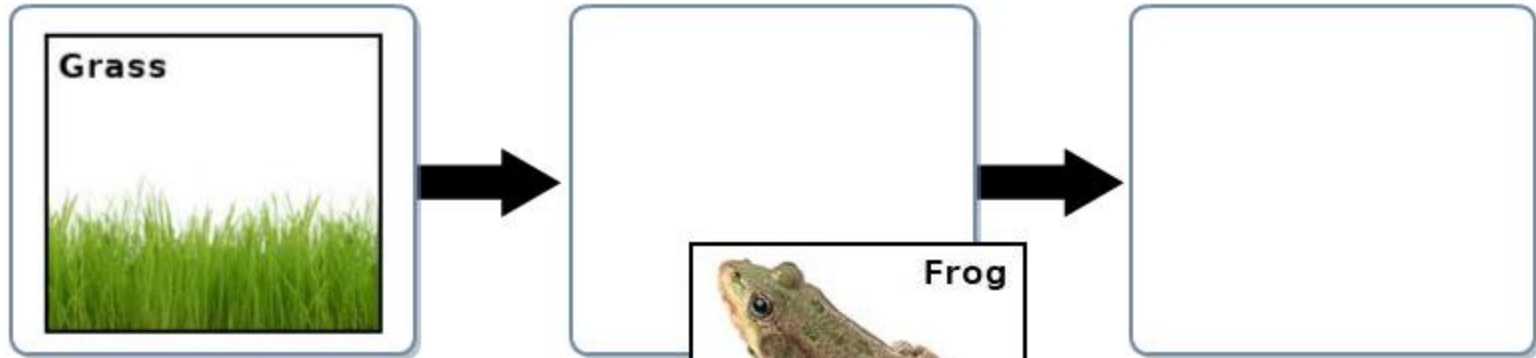
- 1. her mother called her to dinner
- 2. she was finished putting up her artwork
- 3. the box of thumb tacks fell off her desk
- 4. it was time to go to school

- Read the passage and select the best answer.
- Click the **Go on** button.

Go on

Sample Click-and-Drag Question

Complete the food chain by dragging the items into the correct order.



To practice this and others,
take the Familiarization Test.

Reports

- o Reports for Teachers

- o https://nwea.adobeconnect.com/_a203290506/mapreportsteachers/

- o Reports for Administrators

- o https://nwea.adobeconnect.com/_a203290506/mapreportsadmin

TIMBERLANE POLICY COMMITTEE

SECOND READING / ADOPTION

1. **KCB – COMMUNITY INVOLVEMENT IN DECISION MAKING**

- proposed language to SB in May but sent back to PC to incorporate more of original language
- re-presented to SB at 12/6 meeting and sent back to PC again
- PC incorporated SB recommendation

2. **AF – COMMITMENT TO ACCOMPLISHMENT**

- last updated in 2005
- no such policy on file with NHSBA
- recommend repealing

3. **AFA – EVALUATION OF BOARD OPERATIONAL PROCEDURES**

- last updated in 2005
- no such policy on file with NHSBA
- recommend repealing

4. **BAAA – BOARD POLICIES AND ADMINISTRATIVE PROCEDURES**

- last updated in 2005
- no new language from NHSBA proposed
- recommend reaffirming

5. **BBA – BOARD POWERS AND DUTIES**

- last reviewed in 2001
- no new language from NHSBA proposed
- recommend reaffirming

6. **KED – PUBLIC COMPLAINTS ABOUT FACILITIES OR SERVICES**

- last re-affirmed in 2005
- current language is up to date with NHSBA
- recommend reaffirming

Timberlane Regional School Board	Policy Code: KCB
Adopted: 10-04-90 Reaffirmed: 09-08-95 Revised: 12-03-98 Revised:	Page 1 of 1

COMMUNITY INVOLVEMENT IN DECISION MAKING

The Board shall encourage the involvement of citizens to fulfill the mission of the schools through such means as hearings, surveys, informational meetings, etc., where the Board may hear and evaluate community opinions as it conducts its responsibilities.

The School Board recognizes that the public has vast resources of training and experience useful to schools. The strength of the local school district is in large measure determined by the degree to which these resources are tapped for advisory purposes and to the degree that these resources are involved in supporting the improvement of the local educational program.

The Board shall encourage the involvement of citizens both as individuals and as groups to act as advisers and resource people. ~~in ways such as the following:~~

- ~~1. In solving specific problems through positive proactive means and proper communication channels.~~
- ~~2. In extending the instructional services of the classroom teacher in those instances where the specific talents of the lay person or persons complement such services.~~
- ~~3. In serving as advisory people to curriculum development projects.~~
- ~~4. By serving on committees, task forces, volunteering, etc. as solicited by the school board.~~
- ~~5. Become actively involved in the development of school district philosophy, mission, policies, goals and objectives.~~
- ~~6. By keeping themselves informed about school district activities through attendance at meetings, hearings, forums, etc.~~

The advice of the public will be given consideration. In the evaluation of such contributions, the first concern will be for the educational program as it affects the pupils. The final decision may depart from this advice when in the judgment of the administrative staff and the Board, current educational practice, or within the reach of the financial resources available.

<p>Timberlane Regional School District</p>	<p>Policy Code: AF</p>
<p>Adopted: 10-04-90 Revised: 12-03-98 Reaffirmed: 02-24-05</p>	<p>Page 1 of 1 REPEALED</p>

COMMITMENT TO ACCOMPLISHMENT

~~Because it is accountable to residents of the district, the Board will maintain a program of accountability consisting of the following elements:~~

- ~~1. Clear statements of expectations and purpose as these relate to operations, programs, departments, positions.~~
- ~~2. Provision for the staff, resources, and support necessary to achieve stated expectations and purposes, subject to financial support by residents of the district.~~
- ~~3. Evaluation of operations, programs, instructions, and services to determine how well expectations and purposes are being met.~~
- ~~4. Inception of management plan to enable individuals to direct their own efforts to the goals and objectives of the district.~~
- ~~5.1. Evaluation of the efforts of the employees of the Board, and of the Board itself, in line with stated objectives. The first purpose of personnel evaluation will be to help each individual make a maximum contribution to the goals of the school district. Repealed by the Timberlane Regional School Board on _____.~~

AF - COMMITMENT TO ACCOMPLISHMENT

<p>Timberlane Regional School District</p>	<p>Policy Code: AFA</p>
<p>Adopted: 10-04-90 Revised: 12-03-98 Reaffirmed: 02-24-05</p>	<p>Page 1 of 1 REPEALED</p>

EVALUATION OF BOARD OPERATIONAL PROCEDURES

~~The School Board shall periodically establish realistic objectives related to Board procedures and relationships and shall, in October of each year, measure its performance against the stated objectives.~~

~~The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:~~

- ~~1. Board meetings~~
- ~~2. Policy development~~
- ~~3. Fiscal management~~
- ~~4. Board role in educational program development~~
- ~~5. Board member orientation~~
- ~~6. Board member development~~
- ~~7. Board officer performance~~
- ~~8. Board-Superintendent relationships~~
- ~~9. Board-Staff relationships~~
- ~~10. Board-Community relationships~~
- ~~11. Legislative and governmental relationships~~ *Repealed by the Timberlane Regional School Board on _____.*

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AF - EVALUATION OF BOARD PROCEDURES

Timberlane Regional School Board	Policy Code: BAAA
Adopted: 02-24-05 Reaffirmed:	Page 1 of 2

BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

Generally

The policies of the Board are intended to establish the general and overall rules within which day-to-day operations of the School District are to be governed. Procedures for carrying out and implementing the broad policies of the Board on a day-to-day basis are to be fashioned and adopted by the administration, under the direction of the Superintendent. As applicable, members of the district community are expected to comply with both Board policy and administrative procedures, subject to the limitations and exceptions set forth herein. However, the failure of the Board or the administration to comply with policy shall not invalidate any lawful action taken.

Contents of Board Policy and Administrative Procedure

The policies of the Board shall be composed of the policies contained in this policy manual; the contents of administrative job descriptions adopted by the Board, all formal student handbooks and all formal employee handbooks not part of Board policy and may be altered by the administration without Board action.

Limitations of Policy

Neither the policies of the Board nor the procedures of the administration are intended, nor shall they be construed, to supersede or pre-empt any applicable laws, whether constitutional, statutory, regulatory, or common in origin. Consequently, all Board policies and administrative procedures shall be given both an interpretation of its policies and the administration shall have the final interpretation of its procedures.

As the Board policies and administrative procedures are limited by legal constraints, so too are the rights of those to whom the Board policies and administrative procedures apply. Neither the policies of the Board nor the procedures of the administration are intended to expand the rights of individuals beyond those established by law or to give any individual a cause of action not independently established in law. Enforcement of Board policy shall rest exclusively with the Board, and enforcement of administrative procedures shall rest exclusively with the administration.

Board policy and administrative procedure shall not pre-empt, create, supplant, expand or restrict the rights or liabilities of students, employees, taxpayers, or others within the School District beyond those that are established in law and are not intended to restrict or limit students, employees or other members of the School District community from pursuing any claims or defenses available under law.

Timberlane Regional School Board	Policy Code: BAAA
Adopted: 02-24-05 Reaffirmed:	Page 2 of 2

Exceptions

Exceptions to any policy or in the application of any policy may be made if requested or recommended in accordance with the following procedures:

- a. Any person may request an exception to any Board policy or the application of the same by submitting a letter to the Superintendent. The request shall identify 1) the name, address and telephone number of the person making the request; 2) the policy for which the exception is being requested; 3) the action that the requesting individual desires, and 4) the rationale supporting the need for an exception.
- b. The Superintendent, or his/her designee, shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors to be evaluated are the relevant facts related to the request, the rationale of both the policy and the request for the exception; and the disposition of prior request for exceptions to the same or similar policies.
- c. Following the Superintendent’s investigation, the Superintendent may place the request for the exception on the agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.
- d. The Board shall have final and exclusive authority to determine whether to grant request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exceptions in the same or similar cases shall not constitute binding precedent or practice inasmuch as the prior grant of an exception may establish that the granting of an exception is ill-advised.
- e. Exceptions to administrative procedure shall be made in accordance with the procedures established by the Superintendent.

Timberlane Regional School Board	Policy Code: BBA
Adopted: 04-21-83 Reaffirmed: 11-01-90 Revised: 12-03-98 Revised: 09-20-01 Reaffirmed:	Page 1 of 1

BOARD POWERS AND DUTIES

School Boards exercise all the powers and duties prescribed to them by applicable state and federal laws and rules of the State Board of Education.

Regulatory References:

N.H. Code of Administrative Rules-Section Ed. 303.01

RSA 189:1-a, Duty to Provide Education

RSA 195:5, Cooperative School Districts: School Board Powers and Duties

Appendix BBA-R

BBA - BOARD POWERS AND DUTIES

Timberlane Regional School District	Policy Code: KED
Adopted: 08-18-83 Reaffirmed: 08-08-91 Reaffirmed: 02-24-05 Reaffirmed:	Page 1 of 1

PUBLIC COMPLAINTS ABOUT FACILITIES OR SERVICES

Grievance Procedure

1. Any qualified handicapped person or persons who feel subject to discrimination with respect to Section 504 of the Rehabilitation Act of 1973 have the right to file a formal grievance.
2. Any qualified handicapped person, or persons, who have a grievance, shall discuss it first with the appropriate building principal in an attempt to resolve the matter informally at that level.
3. If, as a result of the discussion, the matter is not resolved to the satisfaction of the aggrieved party within five (5) school days, the aggrieved party shall set forth the grievance in writing to the principal. The principal shall communicate his decision to the aggrieved party in writing within five (5) days of receipt of the written grievance.
4. The aggrieved party, no later than five (5) school days after receipt of the principal's decision, may appeal the principal's decision to the Section 504 Coordinator. The appeal to the Coordinator must be made in writing reciting the matter submitted to the principal and the aggrieved party's dissatisfaction with decisions previously rendered. The Coordinator shall meet with the aggrieved party to attempt to resolve the matter as quickly as possible, but within a period not to exceed five (5) school days. The Coordinator shall communicate his decision in writing to the aggrieved party and the principal not later than five (5) school days after the meeting.
5. If the grievance is not resolved to the aggrieved party's satisfaction, the aggrieved party, no later than five (5) school days after receipt of the Coordinator's decision may submit a written request for a hearing with the local School Board regarding the alleged discrimination through the Superintendent of Schools. The hearing will be held within thirty (30) calendar days of the written request. The School Board must provide the aggrieved party with a written decision on the appeal within ten (10) calendar days after the hearing.
6. Between the date the aggrieved party requests the hearing and the date the hearing is held, the aggrieved party and the school district may continue to negotiate. If the school district and aggrieved party agree on a mutual solution to the alleged discrimination, the hearing would be canceled.
7. The decision of the local school board is final pending any further legal recourse as may be described in current local district, state, or federal statutes pertaining to Section 504 of the Rehabilitation Act of 1973.

Building a Collaborative Culture Through High Performing Committees

(Audit of Commitment for Key PLC Concepts from DuFour.)

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>We are organized into collaborative committees in which members work together interdependently to achieve common goals.</p>	<p>We have not yet begun to address this issue.</p>	<p>We are talking about this, but have taken no significant action to make it a reality.</p>	<p>We have begun to do this, but at this stage of the implementation process, many committee members approach the task with a sense of compliance rather than commitment.</p>	<p>We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.</p>	<p>This practice is deeply embedded in our culture. Most committee members are committed to doing this and feel it is an important factor in the collective effort to improve the district.</p>
<p>We are provided time during the school year to meet as a committee.</p>	<p>We have not yet begun to address this issue.</p>	<p>We are talking about this, but have taken no significant action to make it a reality.</p>	<p>We have begun to do this, but at this stage of the implementation process, many committee members approach the task with a sense of compliance rather than commitment.</p>	<p>We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.</p>	<p>This practice is deeply embedded in our culture. Most committee members are committed to doing this and feel it is an important factor in the collective effort to improve the district.</p>

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We use committee time to engage in collective inquiry on questions specifically linked to gains in student achievement.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many committee members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most committee members are committed to doing this and feel it is an important factor in the collective effort to improve the district.
We have developed and adhere to committee norms.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many committee members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most committee members are committed to doing this and feel it is an important factor in the collective effort to improve the district.
Each committee is called upon to generate and submit products which result from its work on the critical questions related to student learning.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many committee	We have moved beyond initial implementation and continue to work our way through the	This practice is deeply embedded in our culture. Most committee members are committed to

			members approach the task with a sense of compliance rather than commitment.	process. Support is growing, but changes remain fragile.	doing this and feel it is an important factor in the collective effort to improve the district.
Each committee has identified a SMART goal that aligns with one of our district goals.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many committee members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most committee members are committed to doing this and feel it is an important factor in the collective effort to improve the district.