NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
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Thursday, October 16, 2025
AGENDA

Regular Business Meeting
SAU 106 Boardroom

Justin Krieger, Superintendent
Katie Knutsen, Chair
Mark Sherwood, Vice Chair

1. **7:00 PM Call to Order – Chair**
2. **Roll Call – Minute Taker**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
5. **Student, Staff, Family Share**
6. **Delegates and Individuals**
7. **Student Representative**
8. **Current Business**
    a. **Tax Cap Committee Report – INFORMATIONAL**
    b. **FY27 Full-Time Kindergarten Presentation – INFORMATIONAL**
    c. **Athletic Turf Services Request for Proposal – ACTION**
    d. **Overnight Travel Requests**
        - **Youth and Government Club**
        - **TRHS Diplomacy Club**
    e. **Budget to Actual Report – INFORMATIONAL**
    f. **Warrant (1st Presentation) – INFORMATIONAL**
    g. **ED306 Updates – INFORMATIONAL**
    h. **Policies – ACTION**
        - **First Read – Policy IHCA: Summer Activities & Policy IK: Earning of High School Credit, Achievement of Competencies**
        - **Notice to Repeal – Policy IKAA: Interdisciplinary Credits, Policy ILBAA: High School Graduation Competencies, & Policy IMBC: Alternative Credit Options for High School Graduation**
9. **Administrator's Report**
10. **Personnel Report**
11. **Committee Reports/Reports of the School Board**
12. **Other Business**
13. **Nonpublic Session – if required.**

DATE	TIME	LOCATION	TYPE OF MEETING
11/5/25	4:00 PM	SAU Boardroom	Curriculum & Assessment
11/6/25	5:00 PM	SAU Boardroom	Policy

DRAFT PUBLIC MINUTES

Note: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: https://vimeo.com/trsd
Materials presented at the board meeting may be viewed at: School Board Meeting Agenda Materials

Timberlane Regional School Board
Meeting Minutes

Regular Board Meeting
October 2, 2025
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order
Board Members Present
Mark Sherwood, Marianne Springer, Brienna Woodworth, Alyssa Kowalczyk, Shauna Manthorn, Don Woodworth, Jack Sapia, Katie Knutsen

Excused Absence: Paul LeCain

Seated at the Board Table
Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Ginger Drechsel, Director of Student Services
Cameron Stack, Student Representative

Administrators Present
Fran DeCinto, Director of Human Resources

Mrs. Knutsen called the meeting to order at 7:00 pm.

APPROVAL OF MINUTES

MOTION: Mrs. Manthorn motioned to approve the 9/18/25 public meeting minutes. Seconded by Mrs. Springer Motion passed: 8-0-0

MOTION: Mr. Sapia motioned to approve the 9/18/25 non-public meeting minutes. Seconded by Mr. Woodworth Motion passed: 8-0-0

DRAFT PUBLIC MINUTES

STUDENT, STAFF, FAMILY SHARE

Mr. Vaccarezza brought two high school students (Luke and Eilee) with him to speak about the Bell to Bell Cell Phone ban at the high school along with two high school teachers. The students spoke about the increase in social interaction. They are checking their emails more frequently which are used for communication. There are some students who keep the cell phones on them rather than leave them in their locker. The cell phones were used as a tool, but they can use iPads as a replacement and they are very useful. They mentioned some of the challenges they are experiencing not being able to access their cell phones to be used as a tool. Such as, getting notices about last minute changes, or the use of the camera on the phone to take pictures of assignments and other times when it would be helpful to have. Also, in the event of an emergency, they are not able to call home but need to send an email. The teachers explained they keep their own cell phones out of sight. They both have noticed how the kids are more engaged and their grades have improved. Last year, the students said they used their phones during the school day about 80% of the time. They were asked about whether cyberbullying has reduced at least during the school day. One student replied that she believes it isn't happening during the school day, but it still probably happens after school is out.

DELEGATES & INDIVIDUALS

Michael Boucher of Atkinson asked the Board to renew the conversation around fully funded kindergarten. He referred to other districts that offer it. Upon evaluating the results of Warrant Article 3, which was related to possibly having fully funded kindergarten before it got amended, he thinks the voters may not have understood the intent of that article just based on the results. It was overwhelmingly a yes vote that he thinks that people didn't understand what the current law was and he thinks they wanted kindergarten. The demand is there for it.

There were no other members of the public who signed up to speak.

MOTION: Mrs. Manthorn motioned to move 26 minutes to the end of the meeting. Seconded by Mrs. Kowalczyk Motion passed: 8-0-0

STUDENT REPRESENTATIVE

Cameron Stack presented his school-wide report and highlighted happenings around the District. The high school celebrated spirit week and there were lots of activities. The PSAT for Juniors will be soon. They have been practicing lots of emergency drills. Parent/Teacher conferences are coming up on October 9th. The middle school has My Best Friend's Closet which is a free thrift store for students. Students at Pollard have been building place value cities, creating recycled projects and getting ready for kid governor at Pollard. Sandown Central students have been enjoying the roll out of some new playground equipment. Sandown North had their all school meeting this past week and these will be held each month.

CURRENT BUSINESS

a. TRHS Alternative Education Highlights

Danielle Foley, Assistant Principal of Alternative Educational Pathways at the high school brought with her 3 students representing the 3 major programs. Those are the Evening Division, HiSET Program, and ELO.

Paieghton attends half day school and half night school. The night school offers a lot more 1:1 time with the teacher with much less students in the class. She is hoping to graduate a full year early. After she graduates, she is hoping to start college in the fall to take a two-year program to become a vet tech.

Jake attends the HiSET Prep Program (High School Equivalency Tests). They can earn a high school certificate as opposed to a high school diploma. He explained how he never went to any of his day classes so he decided to go into the HiSET Program. This is much better for him because he can learn at his own pace and get his high school equivalency and work full time in the day. Mrs. Foley explained that his plan requires he finish high school and he is doing really, really well.

Taylor is in the ELO program and is completing her second Athletic Training ELO program. She receives hands on real time experience at athletic events and she states that she learns much better through hands on learning.

b. Substitute Custodian and Administrative Assistant/Secretarial Pay Increases

Mrs. DeCinto explained they consistently have a need for substitute custodians and currently have only 1 sub custodian for the entire district. They are having difficulty attracting anyone at the current pay of $17.00/hour.

They currently have six substitute administrative assistants. Due to the two eliminated secretarial positions, they are using existing staff to provide coverage for an absent administrative assistant in those schools that have been reduced. The current pay for those substitutes is $15.00/hour.

The hourly rate for these substitute categories has not been increased since FY2022. She is requesting an increase for Substitute Custodian to $20.00/hour. They would be at step 1 of the TCU Agreement at $20.00/hour. She is requesting an increase for the substitute administrative assistant per Step 1 of the TAAM agreement at $19.67/hour. These rates would go into effect next year. They would stay at step 1. They currently pay $115.00/day for non-certified teacher substitutes and $135.00/day for certified teachers.

Mrs. Manthorn spoke to some of the responsibilities and considers the front desk person as a gate keeper and would prefer someone who has a little bit of training. She would support increasing the hourly rate.

Mrs. Springer questioned if there could be a way for students to help offset the additional work through an ELO program.

Mrs. DeCinto stated they would get pushback from TAAM if they were to bring on a student and there is also a big concern over confidentiality issues.

MOTION: Mrs. Manthorn motioned to approve increasing the substitute rate of pay for substitute custodians and administrative assistants as outlined in the executive summary on October 2, 2025. Seconded by Mr. Sapia. Motion passed 7-0-1 (Mrs. Woodworth abstained).

c. Request for Proposals (RFPs)

i. Athletic Turf Services was the only vendor to bid on this.

Mr. Krieger presented the RFP for this and only one vendor responded. He provided the scope of work which includes what will be done in the Spring and Fall.

Mr. Sapia is concerned with putting seed down this time of year and he also believes there should have been different specifications for the different areas in the fields. He would prefer a 1-year contract.

Mr. Krieger stated the RFP was posted on 9/4 and it specified a 3-year contract. The RFP is on the website. They would not be able to change that RFP to a one-year contract at this point. In the future, it would be helpful for those to email him questions in advance of the meeting in order to allow him time to get answers ahead of the meeting.

MOTION: Mrs. Manthorn motioned to enter into a 3-year contract with Specialized Turf Services to provide core aeration, seeding, and topdressing services to the main campus athletic fields, in the total amount of $70,040.00. Seconded by Mr. Sherwood

.

Mr. Sapia would like to make the suggestion that if someone can come back here at the next meeting to answer some questions. He also wants to know what type of seed they would be putting down.

Mr. Sherwood stated there is seed specifically to be used at this time of year.

Mrs. Knutsen explained the Board members had their packets since Monday and they are supposed to look at the packets and if there are specific questions, those questions need to be asked before the meeting so you can take action.

Mrs. Manthorn explained this is a company who we have asked to cost out needs for our athletic fields and knowing that the time frame is November, that they have costed out the appropriate resources, seeding and materials that are necessary related to temperature, soil and all those things. This is their area of expertise.

Mr. Woodworth asked if they could table this to the next meeting on October 16th. The Board was in agreement to table this item to the next meeting and Mr. Sapia will send Mr. Krieger his questions tomorrow.

Mrs. Manthorn retracted her motion and Mr. Sherwood retracted his second.

ii. TRHS Bathroom Architectural Services

Mr. Krieger presented the RFP for architectural services regarding TRHS bathroom renovations. Two firms submitted proposals. Both firms were interviewed by the Facilities Committee. The committee voted unanimously to move Warren Street Architects forward for Board approval. He provided in his executive summary, the cost of services they will provide. He also provided costs from the other submitted RFP for comparison purposes.

Mr. Sherwood is very comfortable with the depth of Warren Street and the way they presented it. He had a better grasp of the services that they were going to be able to offer us and the visualization that would allow us to make decisions in the future.

Mr. Sherwood will provide the timeline at the next meeting of when the plan will be completed.

MOTION: Mr. Sherwood motioned to approve entering into a contract with Warren Street for architectural services to renovate the high school bathroom, in the total amount of $49,250.00. Seconded by Mr. Woodworth. Motion passed 8-0-0

d. CIP (Capital Improvement Plan) Committee FY27 Project List

Mr. Krieger presented the FY27 Project List as recommended by the CIP Committee. They are looking for action from the Board tonight. These are the projects that CIP has identified for FY27. If approved tonight, he and Dr. Martin will bring these projects and estimated totals to the Budget Committee next Thursday.

MOTION: Mr. Woodworth motioned to approve the recommended Capital Improvement projects including the high school envelope, high school bathrooms, Sandown North sprinklers, and Pollard School vanities and sinks, in the total amount of $1,750,000. Seconded by Mrs. Manthorn Motion passed 8-0-0

ADMINISTRATORS REPORT

Mrs. Drechsel presented her Student Services report. September was Suicidal Awareness month with lots of activities going on throughout the district. We had 20 high school students who were trained through New Hampshire Connect Suicide Prevention Youth Leader training programs. This is a program through NAMI New Hampshire where students are certified to train both adults and peers in suicide prevention. They had this opportunity through a grant that was submitted through Exeter Hospital to NAMI New Hampshire. They will be looking to plan how they are going to utilize them as a resource throughout the district. September is also the time when we apply for free or reduced lunch. Anybody who qualified last year has until October 11th to reapply. This not only helps families but the applications benefit the school district because it generates Title I funds for us as well. We have a Child Find event coming up in November. Flyers will be distributed to a variety of community partners. This is available for children 2 ½ to 6 years of age. Lastly, every year we submit for Special Education aid for costs that are encumbered for special education across the district. Once we exceed the threshold set by the State, we can submit for reimbursement. This year, we were just notified our reimbursement will be $200,000 above what it was last year.

Mrs. Allaire updated the Board on professional learning opportunities that we were able to engage some of our staff in due to grant funding through Title 2A funds. The staff involved are the co-teaching teams. This past Monday, we sent 15 educators across K through 8 to the Granite State Summit 2.0 which had literacy focus. This is ongoing work through a variety of conferences. She acknowledged the work of Mr. Pedersen and other members of our safety team. Our SRO helped coordinate the series of trainings around ALICE. We are near the completion of all those trainings. She acknowledged the work with the high school team to dig into the new laws that were passed around the State Minimum Standard requirements which involves credit requirements, and new courses that will have to be developed.

Mr. Krieger will have a full time kindergarten proposal with cost estimates and some descriptions at the next board meeting. He will be working with Mr. Sherwood and Mrs. Knutsen down the road to get two other items on an agenda. One will be about discussion about the fund balance retention and seeing if the Board wants to put forward a warrant article for this

year in March. Our bus contract is up and we have two optional years. We should have a discussion about the direction the board wants to go.

Regarding the envelope of the high school building, facilities have identified 5 envelope consultants to give us a good idea of what actually needs to get done. Four called him back and will want to be scheduling some walkthroughs of the space over there to get to the point they can but some numbers together and materials for us. Mr. Krieger will report back.

Regarding the Facility Director search, he heard from NHSBA and NASDAQ and they are hesitant but are willing to help. He received a lead from an attorney to the Department of Education, a gentleman named Tim Carney. Tim Carney serves under the Bureau of Facilities. He is hopeful Mr. Carney can help out the district. He will update the Board.

He has met with the Sandown Selectmen last week, Atkinson will be on October 20th, Danville on October 6th and Plaistow on a Monday in November. He will be bringing the elementary principals of those towns to give highlights of their school. He will be giving them the FY25 wrap, updates where we are currently in FY26 and some seeds about what we are planning through the Budget Committee for FY 27. There is a budget meeting next Thursday and they will be presenting the high school budget, middle school budget, athletics budget, music budget, and the CIP budget. It still only totals less than 5% of the overall School District budget. The CIP is 2.3% of that 5%.

They held their first virtual tour last night at Danville. The next one is scheduled for Sandown Central. He will be giving a crash course to the Chair and Vice Chair about cash flow. He will be setting up some work sessions to educate the board on their concerns. The School Board Association has sent an email informing us there is a Senate Bill right now where there is a Commission to study consolidating school districts across New Hampshire. If any Board member is interested in those study sessions, the next one is on October 6th and they can let him know and he will provide details.

COMMITTEE REPORTS

Mrs. Springer will be attending the NHSBA Delegate Convention on October 25th and they will be seeing a survey with the different resolutions that are on tap for this year. The TSSU negotiations are going along and they met again today. The Curriculum and Assessment met yesterday. The Tax Cap subcommittee will be presenting at the next meeting on October 16th.

Mrs. Kowalczyk stated the Policy Committee is delving into more of the new regulations that have been coming.

Mrs. Woodworth stated the Wellness Committee will meet on November 19th at 4:00 PM.

OTHER BUSINESS

Mr. Sapia watched a survey this week and it is about the amount of screen timing, on gaming and that the young men, not specifically, but in general do. He heard they spend an average of 35 hours a week on their computers gaming and 30 hours in high school. He thinks Mr. Lena is a great resource. He would like to possibly have Mr. Lena come to a meeting and discuss what our options are or how to approach families about this.

Mrs. Manthorn recalls a woman who is in law enforcement, speak at the PAC last year about very similar topics. She would love to see something like that happen.

Mrs. Allaire stated that is not being currently planned and they were able to do that through the grant funding that they no longer have access to. However, she said they can certainly explore something like that. They have some of those things almost annually or every other year. She is confident they can put something together.

There was no further business before the Board.

MOTION: Mrs. Manthorn motioned to enter non-public under RSA 91-A:3, Paragraph II (C) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mr. Sapia
Motion passed 8-0-0

The Board was polled:

D. Woodworth – yes Sherwood – yes Springer – yes Sapia - yes
Manthorn - yes B. Woodworth – yes Kowalczyk – yes Knutsen - yes

Motion passed 8-0-0 to enter non-public at 9:00 PM.

The Board returned to public session at 9:39 PM to seal the minutes and adjourn.

MOTION: Mrs. Woodworth motioned to seal the non-public minutes of 10/2/25.
Seconded by Mr. Sherwood Motion passed: 8-0-0

The meeting was adjourned at 9:30 PM.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

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Tax Cap Committee Report to School Board

October 16, 2025

Tax Cap Committee Membership
Lou Broad – TTA Union President
Bill Coye – Resident of Plaistow
Sierra Dolce – Resident of Sandown
Justin Krieger – Superintendent of Schools
Alyssa Kowalczyk – School Board Member
Liz Kosta – Budget Committee Member
Laurie Herchenroder – TSSU Appointed Representative
Shawn O'Neil – Resident of Danville
Marianne Springer – School Board Member
Chris Tardiff – Resident of Atkinson
Maria Watkins – CFO / Business Administrator
Karen White – Budget Committee Member

Report
The Tax Cap Committee reviewed the new legislation describing the calculations, warrant wording, and legal process for enacting and over-riding a tax cap in an SB2 district such as Timberlane. The initial focus was on a 2.5% tax cap, however, we also reviewed the alternative calculation methods and considered higher tax cap percentages. We focused our study in three areas: legal considerations, the experiences of comparable NH school districts with tax caps, and the fiscal and potential collective bargaining negotiation implications for Timberlane. The recent legislation requires a ⅗ majority to implement or over-ride a tax cap (up from a simple majority in the previous legislation). The calculation methods are all complex and some are dependent on information that is not available until October of the budget year. The committee was in agreement that under the current legislative requirements, implementation of a 2.5% tax cap would increase risk and uncertainty during the budget development process and the district could not maintain staffing, program and service levels.

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Supporting Details

Highlights of Recent Legislation

- A warrant article to establish a tax cap will now require a ⅗ majority vote.
- There are two calculation methods that could be used for a tax cap. (see attached RSA prescribed wording for warrants)
    - The increase can either be a fixed dollar increase or a percentage of the prior year's tax apportionment (not the prior year's total budget).
    - The tax cap limit can be calculated solely on changes in ADMR and inflation.
- Determination of budget: 1) adjust prior year tax apportionment by any unrestricted fund balance; 2) apply tax cap calculation to determine limit; 3) estimate budget year revenues or assume that they remain stable. 4) take the prior year budget and add the tax cap limit to get the total dollar amount that cannot be exceeded in the sum total of all warrants involving appropriations.
- If a tax cap is in place, the Budget Committee and School Board may not recommend warrant articles where the sum total of all warrant articles involving appropriations exceeds this allowable amount determined by the tax cap calculations.
- If a tax cap is in place, a warrant article that is amended at the Deliberative Session to increase the value to an amount that would exceed the tax cap allowance would require a ⅗ majority vote at Deliberative.
- If a warrant article that causes the total value to exceed the tax cap is successful at deliberative, it will be placed on the ballot, and a ⅗ majority vote would be required.

Unclear Circumstances under the Recent Legislation

- The legislation affects the proposed operating budget and other warrant articles requiring appropriations, but it does not mention the default budget. Using the prescribed default budget formula, the Default Budget may exceed an approved tax cap. It is uncertain how to proceed or implement a default budget.
- There is uncertainty about the outcome if any warrant article that is modified at deliberative to exceed the tax cap receives a simple majority on the ballot question, but not a ⅗ majority.

Experience from other Districts with Tax Caps

- Since the legislation is being newly enacted, there are no districts with tax caps that were developed under this process and formula.
- There are a little over 100 School Administrative Units (SAUs) in New Hampshire and about 20 of them are SB2 entities. Two multi-town SAU's that are SB2 entities currently have tax caps: Hollis-Brookline and Newfound
    - Brookline adopted a tax cap of 8% in 2019. Originally a 2% tax cap was brought forward and it was modified to 8% at their deliberative session.
    - Brookline: the 8% tax cap has not required an override yet, however with two new contracts for the upcoming warrant, the tax cap is expected to be a challenge this year.
    - Newfound adopted a 2% tax cap in 2012.
    - Newfound: Tax cap overrides passed at deliberative in 2014, 2023, and 2024
    - Newfound: Tax cap recessions were attempted in 2017, 2021, and 2025
    - Newfound: An increase from a 2% tax cap to a 5% tax cap failed in 2025
    - Newfound: Positions have been eliminated during the 2% tax cap duration.

Impacts – General

- The tax cap formula depends on information on appropriations information that is not available until mid to late October of a budget cycle. This would mean that the precise budget target is not available until partway through the budget process.
- Because the tax cap is based on tax apportionment not total budget, fluctuating revenue estimates and receipts add additional uncertainty and risk to the budget process.
- Timberlane has 8 Collective Bargaining Units and some unaffiliated employees. The increases negotiated for any contracts would also be part of the total expenditures allowed under the tax cap.
- A tax cap would place significant stresses on the negotiations and may essentially eliminate the possibility of negotiating multi-year contracts.
- Negotiations Uncertainty: As an example, annual increases to health insurance alone have averaged 7.9 % annually over the past 3 years. Since 2018, the annual increase rate has been as low as 1.9% and as high as 12.5%.
- Retirement contribution is a cost for which the district cannot predict or control potential changes to the state's retirement contribution formula.

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Impacts – Specific

- The attached spreadsheet shows how the 2.5% tax cap and the ADMR and CPI tax cap would have compared to the actual budget changes from FY 23 to FY 26. There is also a hypothetical calculation of the FY 27 budget impact.
- Additionally, the attached spreadsheet shows that for the past four years, the annual CPI has exceeded 2.5%. A 2.5% tax cap, therefore, implies that salaries could not keep pace with inflation or would necessitate staff reductions.
- The 2.5% tax cap allowance under the current legislation does not meet the current contractual salary increases. The conclusion is that reduction to staffing, programs and/or services would be required to meet such a tax cap.

Appendices

1) RSA 32:5 b Legislative Changes

2) TRSD Tax Cap Impact Spreadsheet

Timberlane Regional School District

Kindergarten

What is our current model?

What is the fiscal impact of changing the current model?

October 16, 2025

Current Model

Two Pathways

Tuition-Free ½ Day Program

or

Tuition Full Day Program

Current Model

Enrollments

216

25-26	Full	Half
AA - 60	50	10
DS - 33	33	0
PS - 53	40	13
SC - 70	57	13

24-25	Full	Half
AA - 50	39	11
DS - 41	26	15
PS - 64	51	13
SC - 73	64	9

228

244

23-24	Full	Half
AA - 66	49	17
DS - 42	33	9
PS - 71	51	20
SC - 65	50	15

22-23	Full	Half
AA - 49	36	13
DS - 40	29	11
PS - 68	52	16
SC - 63	45	18

220

TIMBERLANE

SAU106

ATKINSON DANVILLE PLAISTOW SANDOWN

Current Model

In FY26 Operating Budget

12.5 FTE K Teaching Positions

12.0 FTE K Paraeducator Positions

Transportation Contract

Facilities Budget

Curriculum and Professional Learning Budgets

Elementary School Budgets

Changing the Model

(1) Lose Tuition Revenue

(2) Gain Adequacy Revenue

(3) Assess Staffing Numbers

Full Day Model

(1) Lose Tuition Revenue

FY24 Actuals

Atkinson	$179,848
Danville	$107,855
Sandown	$198,115
Plaistow	$223,420
	$709,238

FY25 Actuals

Atkinson	$138,920
Danville	$63,608
Sandown	$166,243
Plaistow	$172,585
	$541,356

Full Day Model
(2) Gain Adequacy Revenue

FY27

$2,175.50 additional per student

$2,175.50 x N = $XXX,XXX

FY28

Receive full base adequacy per student.

In FY27, full base adequacy is $4,351.

Full Day Model

(3) Increase Staffing Capacity

FY26		FY27
12.5 FTE K Teachers	→	13.0 FTE K Teachers
12.0 FTE K Paras		13.0 FTE K Paras
216	$XX,XXX	260

Full Day Model

Lose - Gain + Staffing Adjustment = Cost

$541,356 (tuition)

\- $XXX,XXX (adequacy)

\+ $XX,XXX (staffing adjustment)

= $XXX,XXX

School Board Inquires and Admin Responses

Specific to the Athletic Turf Services RFP Presented on October 2nd

When was the soil last tested, and which areas were included?
The last test was completed in November of 2021. These tests focus on the PH level of the soil as well as other levels (calcium, magnesium, potassium, sodium, phosphorus, etc.) that may impact its future care. In the past the results are then analyzed with Tom Irwin Advisors to make any necessary adjustments to the upcoming fertilizing cycle. A sampling of the 18.5 field acreage is assessed. We are due for a test update this fall or spring depending on availability.

What were the results from those tests?
I can provide the exact results from the tests if needed. The summary is there were not major red flags in the last round of testing and it informed the fertilizing cycles that followed.

What is the acceptable temperature range for slit seeding?
There is not much concern for the temperature range when slit seeding other than performing the work before the ground freezes. This is the point of dormant seeding as there is little to no risk of germination until the spring. Dormant seeding is the predominant strategy in New England.

What type of seed or mix is being used?
It depends on the assessment of the fields. Generally, we are using an 80/20 mix of blue-rye premium seed. In years or for areas where we struggle with coverage, we may employ a 50/50 mix of blue-rye. This year demands a 50/50 seed. The seed, as specified in the RFP, is provided by TRSD and not by the selected vendor.

Why wasn't this work scheduled earlier?
There are close to 400 home athletic games scheduled on these 18.5 acres each year. Adding the practice schedules atop this number and community use, our fields see significantly heavy use. The work is scheduled around the student athletic seasons and we target early/mid November to do this work and in preparation for the spring season. We attempted this work during the athletic season in the past and received direct feedback from students, staff and families regarding the conditions and presentation of the fields.

What equipment do we currently own compared to what we are contracting out for services?
We own a tractor with an aerator application that punches 6 x 6, does not pull up cores, and does not currently manage thatch. This is not suitable for this scope of work. Moreover, we do not own top dressing machines, loaders to fill the top dressing machines, or a slice seeder. The tractor and aerator application we own are used throughout the year to maintain this "shot to the arm" for the field as well as address troubled, worn spots from use.

Why can't more of this work be completed internally?
We do not have the equipment or the personnel power whereas the vendor completes this work in 1 to 2 days, allowing the use of our fields again for sports, classes, and the general public.

Regarding aeration: the standard tine length is typically 2–3 inches. Why is a length of 4–5 inches being specified? What are the benefits?
The TRSD fields see significantly heavy use and as a result are dense and compact. The fields benefit greatly from a deeper disruption to the soil to help loosen it so the seed may take easier, it supports the dormant strategy, and the overall condition of the field improves.

Why is such a large quantity of equipment required for this project?
It supports a quick in and out of the service on an active school campus and is necessary for the large scope of work to continue general operations.

I would like to know if we have an aerator application for our lawn care vehicle and if we could purchase said attachment for less than $20,000 to decrease the need for the RFP costs if not.
Yes, TRSD has an aerator application. However, it punches at a 6 x 6 spread, does not pull cores, and does not manage thatch versus the 2 x 2 spread as specified in the RFP that also pulls cores and manages thatch. To get somewhat close to a similar result, though not to the depth of disruption specified on the RFP, our tractor would need to run the same space 3-4 times over with no core pulling or thatch management.

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

October 2, 2025

EXECUTIVE SUMMARY - Athletic Turf Services - 2025

An RFP for Athletic Turf Services was submitted to interested vendors on September 4, 2025, due September 24, 2025. One vendor responded. The scope of work includes the following to be done in Spring and Fall:

Service	Year 1	Year 2	Year 3	Total
Core Aeration	$6,937.50	$6,937.50	$6,937.50	$20,812.50
Seeding	$6,567.50	$6,567.50	$6,567.50	$19,702.50
Topdressing	$10,175.00	$10,175.00	$10,175.00	$30,525.00
Total of All Services	$23,680.00	$23,680.00	$23,680.00	$70,040.00

Action - For the Board to accept Specialized Turf Services proposal for three years as noted above.

Respectfully submitted,

Chris Martin, Ed.D.
Executive Director

PROPOSAL FORM

Service	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost (3 Years)
Core Aeration	$ 6,937.50	$ 6,937.50	$ 6,937.50	$ 20,812.50
Seeding	$ 6,567.50	$ 6,567.50	$ 6,567.50	$ 19,702.50
Topdressing	$ 10,175.00	$ 10,175.00	$ 10,175.00	$ 30,525.00
Total of All Services	$ 23,680.00	$ 23,680.00	$ 23,680.00	$ 70,040.00

CERTIFICATION

The undersigned certifies under penalties of perjury that this proposal is in all respects bona fide, fair and made without collusion or fraud with any other person. As used in this section, the word "person" means any natural person, joint venture, partnership, corporation or other business or legal entity.

The undersigned certifies that there is no conflict of interest in the preparation of this proposal or possible administration of a contract resulting from this proposal between employees, officers or agents of the proposing entity and employees, officers or agents of the Timberlane Regional School District, School Administrative Unit #106, either direct or indirect through family members. The undersigned further certifies that no employee, officer or agent who is in a position to affect the award of this proposal or administration of a contract is about to become, nor any family member about to become, an employee, officer or agent of the proposing entity.

ORGANIZATION SUBMITTING PROPOSAL: Specialized Turf Service, Inc

ADDRESS: 19 Shire Drive, Norfolk MA 02035

TITLE: Director of Operations

NAME: Ben Leach

SIGNATURE OF AUTHORIZED INDIVIDUAL: Benjamin Leach

DATE: 9/19/2025

REQUEST FOR PROPOSAL

ATHLETIC TURF SERVICES
FOR THE TIMBERLANE REGIONAL SCHOOL DISTRICT
WITHIN PLAISTOW, NH

September 2025

Prepared for

Alan Perry

Grounds Supervisor

30 Greenough Rd.

Plaistow, NH 03865

REQUEST FOR PROPOSAL

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1. PURPOSE & OVERVIEW:

1.1 Introduction

The Timberlane Regional School District (referred to hereafter as the "District") is seeking proposals from qualified contractors (hereafter the "Carrier") to perform core aeration and turf topdressing services on 18.5 acres of athletic turf located in Plaistow, NH.

The District will receive sealed proposals for athletic turf services in accordance with the specifications, terms and conditions. Failure to quote on all items may disqualify the proposal. All submissions, designs, concepts, information and cost analysis presented during the selection process shall become the property of the District and shall thereafter be used at the District's sole discretion. The District shall own all instruments of service. All proposals are governmental records under the Right-to-Know Law and are subject to public disclosure. The District will not accept proposals marked confidential in whole or in part.

1.2. Mandatory Pre-Proposal Meeting

A mandatory pre-proposal meeting and site walkthrough will be held on September 18, 2025 at 9:00 AM, beginning at the SAU 106 Office, 30 Greenough Road, Plaistow, NH 03865. Walkthroughs of each field will follow.

1.3. Direct Contact for Questions

Any questions or inquiries shall be directed to the Grounds Supervisor, Alan Perry (Alan.Perry@Timberlane.net) no later than September 19, 2025.

1.4. Submission

The submission of a proposal shall be conclusive evidence that the Proposer has read and understands the information contained in the specifications.

The RFP for Athletic Turf Services for the Timberlane Regional School District is located at www.timberlane.net/rfp or call 603-382-6119.

1.4.1. Submission Address

One (1) copy and one (1) signed proposal must be submitted in a sealed envelope, plainly marked:

"Athletic Turf Services"

Attention: Superintendent of Schools

TIMBERLANE REGIONAL SCHOOL DISTRICT, SAU 106

30 Greenough Road Plaistow, New Hampshire 03865

The District is not responsible for proposals not properly marked. Proposals submitted by fax or electronic mail will not be considered. All proposals must be typed. Handwritten proposals will not be considered.

1.4.2. Submission Deadline

Proposals must be received no later than 1:00 PM on September 24, 2025 from interested contractors, to be eligible for consideration by the District and will be opened immediately from the time prescribed herein.

Proposals received after the time so indicated shall be unopened and available to be retrieved at the Superintendent's office, 30 Greenough Rd. Plaistow, NH 03865.

Proposals may be withdrawn by written notice only provided such notice is received by the Grounds Supervisor, Alan Perry, prior to the date/time set as the closing time for receiving proposals.

2. STATEMENT OF WORK:

2.1. Project Description:

The Timberlane Regional School District is the owner of approximately 18.5 acres of athletic turf within the main campus, located in Plaistow, NH.

The Timberlane Regional School District is soliciting athletic turf maintenance services including aerating, seeding, and topdressing of the athletic fields. The initial service must be completed in mid-November, concluding the sports season, with subsequent services occurring in mid to late June contingent on when the school year ends. A multi-year contract is preferred. All services shall be itemized and priced separately to allow for annual funding approval. Approved services are to be performed annually on a recurring schedule with one service performed in mid November and a second service in mid to late June.

The Grounds Supervisor oversees the care and maintenance of the athletic fields and will be the direct contact for this service agreement.

2.2. Scope of Services:

The selected contractor shall furnish all necessary labor, equipment, and services, including but not limited to:

2.2.1. Core Aeration

Perform core aeration on all playing fields, including sideline and goal areas, utilizing ⅝-inch tines spaced at 2-inch intervals, to a depth of 4 to 5 inches.

2.2.2. Core Bursting

Break up all cores using a core buster drag mat.

2.2.3. Seeding

Apply seed using a double-disc seeder at a maximum spacing of 1.5 inches, with all applications made using a calibrated spreader. The District will provide both the seed and the application rate. The contractor is responsible for ensuring even coverage and proper equipment calibration.

2.2.4. Topdressing

Top dress all designated areas with 2mm sand applied at a depth of ¼ inch. The top dresser utilized shall have a minimum capacity of 4 cubic yards. The District shall provide the sand. The contractor is responsible for uniform distribution to ensure consistency across the fields.

2.2.5. Debris Removal

Collect and properly dispose of all debris after services have been completed.

2.3. Service Specifications

2.3.1. Service Completion

All work must be completed within two (2) consecutive days and is subject to weather conditions that are suitable for turf maintenance. The contractor shall coordinate with the School District to reschedule services in the event of inclement weather or conditions that would negatively impact field quality. Work shall be scheduled to minimize disruption to school and community field use.

2.3.2. Type of Equipment

A minimum of four tractors and one loader are required on site, and all equipment must have low-impact turf tires.

2.3.3. Materials

The District will provide both the seed and the seeding rate; the contractor only applies it.

2.3.4. Aerial Footage of Athletic Fields



2.4. Schedule of Events

Event	Date	Time (EST)
RFP Released to Proposers (Advertisement)	September 4, 2025	
Pre-proposal Meeting	September 18, 2025	9:00 AM
Proposer Inquiry Period Ends	September 19, 2025	10:00 AM
Final District Responses to Proposer Inquires	September 22, 2025	3:00 PM
Proposal Submissions Due – Bid Opening to Immediately Follow	September 24, 2025	1:00 PM
Estimated Notification of Selection	October 3, 2025	1:00 PM

3. TERMS OF CONTRACT:

3.1. All labor, equipment, and tools necessary to perform the services are to be provided by the Carrier.

3.2. Payment will be made within thirty (30) days of the completion of the work based upon the payment schedule agreed upon.

3.3. None of the work or services covered by the contract shall be assigned in full or in part, or sub-contracted without the prior approval of the Timberlane Regional School District.

3.4. Unless otherwise specified all prices listed are firm for the term of the contract. All prices should include all labor, and transportation costs, and any discounts offered. No fuel surcharges shall be allowed at any time.

3.5. The Carrier agrees to indemnify, hold harmless and defend the District, their School Board, and all administrators, employees, or agents of either/or the District, against all suits, actions, legal proceedings, claims and demands, and against all damages, loss, costs, expenses and attorney's fees, in any manner, caused by, arising from, incidental to, connected with or growing out of the operation of this contract.

3.6. The District reserves the right, at any time during the term of the contract, and after consultation with the Carrier, to cancel said contract when the terms of the contract have been violated. The District shall have the right to declare the Carrier in default if (a) the Carrier becomes insolvent; (b) the Carrier makes an assignment for the benefit of creditors; (c) a voluntary or involuntary petition of bankruptcy is filed by or against the Carrier; or (d) the Carrier is unable to provide evidence of required insurance coverage as set forth below. If the Carrier is declared in default for any reason, the District shall have the right to terminate the contract. In the event of a contractual termination, the District reserves the right to employ another carrier to complete the term of this agreement. The original Carrier shall be responsible for any extra or additional expense or damages suffered by the District. In that event, the Carrier will be required to indemnify the District for any loss that may be sustained.

3.7. The Carrier shall procure and maintain all applicable permits, licenses, and approval necessary for the performance of services under the contract at the Carrier's expense.

3.8. The Carrier and their subcontractors, as required by law, shall not discriminate against any employee or applicant for employment with them with respect to hire, tenure, terms, conditions or privileges of employment, or a matter directly relating to employment, because of race, color, religion, national origin, age, sex, disability that is unrelated to the individual's ability to perform the duties of a job or position, height, weight, or marital status. Breach of this covenant may be regarded as a material breach of the contract.

3.9. All payments to Carrier shall be made by the TRSD within thirty (30) days after the Carrier has submitted a proper monthly bill, submitted in the form and manner prescribed by the Business Administrator. The TRSD assumes no responsibility for late payments caused by improper billings.

3.10. The Carrier shall certify that each of its employees who will have contact with pupils of the District has read and understands their statutory reporting duties under RSA 169-C:29.

4. GENERAL CONDITIONS:

4.1. The District reserves the right to reject any or all proposals, wholly or in part, to waive any informality therein, to accept any proposal even though it may not be the lowest proposal, and to make award which in its sole and absolute judgment will best serve the District's interest.

4.2. The District may make such investigation as deemed necessary to determine the ability of the Proposer to discharge this contract. The Proposer shall furnish the District with all such information and data as may be required for this purpose.

4.3. All bids must be submitted on the forms provided and conform to all conditions contained therein. Failure to comply may result in the rejection of the proposal by the District.

4.4. Proposers **MAY NOT** withdraw their proposal for a period of thirty (30) days from the date of proposal opening.

4.5. The District reserves the right to cancel or alter this service because of budget consideration or unforeseen circumstances which require a change.

4.6. The successful Carrier shall, after being awarded the contract, and before doing any work, furnish Certificates of Insurance, including Automobile Property Damage Liability, Public Liability and Workers' Compensation Insurance. Copies of insurance certificates shall be required at the beginning of each school year. The Carrier shall carry insurance under which the District shall be named as an additional insured for the duration of the contract. The Carrier will immediately notify the School District if the Carrier receives any notice from the insurance company or companies providing such insurance coverage that such company or companies intend to cancel any part of such insurance; such notice shall be in addition to any obligation of the insurance company or companies to notify the Timberlane Regional School District as an additional insured.

4.7. All proposal respondents will be responsible for the costs associated with the preparation of the requested proposals, and the District will in no way be held liable for these costs.

4.8. No bid shall be accepted from any contractor, who, in the past five (5) years has had a contract terminated for cause and/or been declared in default.

4.9 Any resulting Contract from this RFP will be a non-exclusive Contract. The district reserves the right, at its discretion, to retain other Contractors to provide any of the services or deliverables identified under this procurement or make an award by item, part or portion of an item, group of items, or total proposal.

5. INSURANCE:

5.1. Certificates of any and all insurance shall be filed with the District and the adequacy of such insurance shall be subject to approval by the District.

5.2. Automobile and general liability insurance shall be required to be carried by the Carrier during the life of any Agreement. This insurance shall be with a company or companies satisfactory to the District and licensed to do business in the State of New Hampshire.

5.3. The Carrier shall maintain Workers' Compensation insurance for all employees. The Carrier will immediately notify the District if the Carrier receives any notice from the insurance company or companies providing such insurance coverage that such company or companies intend to cancel any part of such insurance; such notice shall be in addition to any obligation of the insurance company or companies to notify the District as an additional insured.

6. INDEMNITY:

The Carrier shall indemnify, defend and hold the District, the School Board, the Superintendent and their respective officials, agents and employees harmless from any and all claims, demands, actions and causes of action, damages, costs, loss of service, expenses (including legal expenses), and compensation, including but not limited to any and all claims for negligence, intentional conduct, personal injury or death and property damage which may, in any way, arise from or out of the operation of Carrier pursuant to the terms of the contract, whether such operations be performed by the Carrier itself, or anyone directly or indirectly employed by it or any other person or company retained in any way by it to carry on all or a portion of the operations necessary to abide by the terms of the contract.

7. FORCE MAJEURE:

Notwithstanding anything to the contrary contained herein, in the event the Carrier's performance of the contract is temporarily interrupted due to acts of nature, civil disturbances, fire, war, governmental acts or any other similar condition, the Board shall excuse the Carrier from performance, and shall have the right to take over the operation that the Carrier is prevented from running until the Carrier is able to resume operation. The Board shall also be excused from payment for the period during which the Carrier is excused from performance. The Carrier agrees to use its best efforts to provide services hereunder, including during any period covered by the Force Majeure clause.

8. SELECTION CRITERIA

Proposals will be evaluated based on the following criteria:

- Experience and qualifications of the contractor and team
- Demonstrated understanding of the project scope and objectives
- Cost-effectiveness and value
- References and past performance

If the District decides to make an award based on these evaluations, it will notify the selected proposer(s). If the District cannot reach an agreement with the selected proposer(s) during contract discussions, it may then begin discussions with the next preferred proposer, continue down the list, or alternatively, the District may reject all proposals, cancel this RFP, or initiate a new acquisition process with fresh proposals.

The District will use a scoring scale of 100 points, which will be distributed as set forth in the table below.

CATEGORIES	**POINTS**
1. Capability to Perform Required Services	20
2. Experience and Past Performance on Similar Projects	20
3. Project Understanding	20
4. Proposed Fee for Services	40
TOTAL POTENTIAL POINTS AWARDED	100

9. REQUEST FOR PROPOSAL SPECIFICATIONS:

Proposals must include the following information:

1. Firm Profile Statement
2. Proposal Form
3. Certification

FIRM PROFILE STATEMENT

1. Company Name

- Full Legal Name: _____
- Brand Name (if different):_____

2. Business Information

- Year Established:_____
- Type of Business (e.g., LLC, Corporation, Sole Proprietorship):_____
- Number of Employees:_____
- Primary Services or Products:_____
- Description of fleet and equipment (e.g. trucks, trailers, loaders, excavators, etc.):

  _____

3. Contact Information

- Main Office Address:_____
- Phone Number:_____
- Email:_____
- Website:_____

4. Litigation

- Have you, or any of the principals of your company, been involved in any litigation, arbitrations, mediations, or administrative proceedings in the past ten (10) years?

  Yes____ No____

  - If yes, please attach a letter detailing the claims and providing a thorough explanation.

5. References

List five (5) references for which your Company performed similar scope and size work for, include project description, project date, company/agency name and contact person, telephone number and email address.

Reference 1.

Description:

Date:

Company:

Contact Person:

Phone Number:

Email Address:

Reference 2.

Description:

Date:

Company:

Contact Person:

Phone Number:

Email Address:

Reference 3.

Description:

Date:

Company:

Contact Person:

Phone Number:

Email Address:

Reference 4.

Description:

Date:

Company:

Contact Person:

Phone Number:

Email Address:

Reference 5.

Description:

Date:

Company:

Contact Person:

Phone Number:

Email Address:

PROPOSAL FORM

Service	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost (3 Years)
Core Aeration	**$**	**$**	**$**	**$**
Seeding	**$**	**$**	**$**	**$**
Topdressing	**$**	**$**	**$**	**$**
Total of All Services	**$**	**$**	**$**	**$**

CERTIFICATION

The undersigned certifies under penalties of perjury that this proposal is in all respects bona fide, fair and made without collusion or fraud with any other person. As used in this section, the word "person" means any natural person, joint venture, partnership, corporation or other business or legal entity.

The undersigned certifies that there is no conflict of interest in the preparation of this proposal or possible administration of a contract resulting from this proposal between employees, officers or agents of the proposing entity and employees, officers or agents of the Timberlane Regional School District, School Administrative Unit #106, either direct or indirect through family members. The undersigned further certifies that no employee, officer or agent who is in a position to affect the award of this proposal or administration of a contract is about to become, nor any family member about to become, an employee, officer or agent of the proposing entity.

ORGANIZATION SUBMITTING PROPOSAL: _____

ADDRESS: _____

TITLE: _____

NAME:_____

SIGNATURE OF AUTHORIZED INDIVIDUAL:_____

DATE: _____

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
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EXECUTIVE SUMMARY

Youth and Government Club - Overnight Travel

Youth and Government James O'Neil Leadership Training
Youth and Government Model Legislature Program

The Youth and Government club and its advisors/chaperones are seeking board approval for their two upcoming overnight trips that are scheduled for this spring.

Youth and Government James O'Neil Leadership Training
Dates: April 9th 2026
Location Concord, NH - NH Statehouse
Grades 9th -12th
Number of Students 7 or fewer *Students attending this training have won a leadership position*
Number of Chaperones: 2
Transportation: Parent drop off/pick up
Lodging location: Comfort Inn Concord, 71 Hall St, Concord, NH
Cost: cost covered by the YMCA

Youth and Government Model Legislature Program
Dates: April 10, 2026-April 11, 2026
Location Concord, NH - NH Statehouse
Grades: 9-12
Number of Students: 30
Number of Chaperones: 2
Transportation: Parent drop off/pick up
Lodging location:Comfort Inn Concord, 71 Hall St, Concord, NH
Cost: $225/student (cost covered by students)

The purpose of the YMCA Youth & Government Program is to prepare participants for moral and political citizenship in local, state, or national government roles. YMCA Youth and Government provides guidance, training and an experience in the American democratic process through the form of state government.

The YMCA Youth & Government Program is based upon the Y's core values of caring, honesty, respect and responsibility and seeks to accomplish its purpose in the following ways:
• To provide guidance, training and experience in the theory and practice of determining public policy
.• To confirm the principles of democracy and promote moral courage in solving public questions
.• To develop the attitude that through collaborative action in the three branches of government (executive, legislative and judicial) people can improve their current situations
• To reveal the importance of the freedoms set forth in the Bill of Rights and in State and Federal Constitutions
• To show that an honest difference of opinion, with freedom to express it, is a healthy medium in which to attain personal dignity
• To indicate that in our society judgments with respect to values and goals will rest with the members of that society

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The YMCA Youth & Government Program believes that only members of a society can improve that society and all citizens must be educated in the process of policy-making where emotions and feelings are tempered by reason and by fact.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

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EXECUTIVE SUMMARY

Harvard Model Congress - Overnight Travel

The annual Harvard Model Congress trip allows TRHS students to participate in the prestigious model congress simulation. TRHS students will work with students from the region and beyond to foster leadership skills in the school and local community.

Harvard Model Congress Info

- Founded in 1986
- A 501(c)(3) educational nonprofit and the nation's oldest government simulation conference
- The most dynamic model congress simulation available to high school students
- Requires students to assume the role of real life congressmen, senators, and members of government, forcing them to expand their own perspectives and to understand the issues at hand in a new, more nuanced way

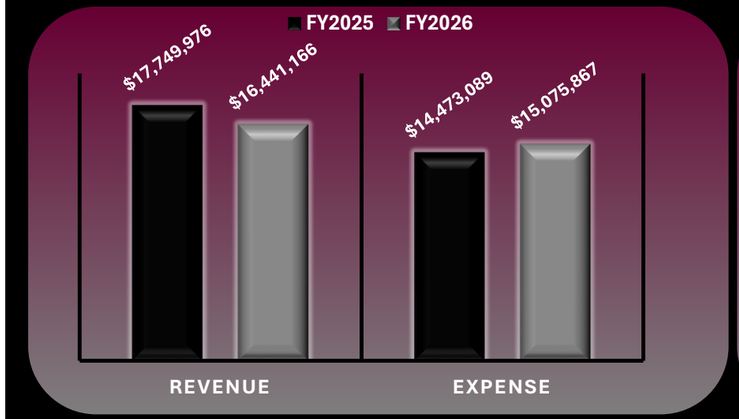
Dates: February 19, 2026 – February 22, 2026 (missing school on Thursday and Friday)
Number of Students: 18
Grades of Students: 10th-12th
Number of Chaperones: 2
Transportation: Parents will transport students to and from the conference
Lodging: Sheraton Boston, 39 Dalton St, Boston, MA
Cost: $2,000 covered by budget and the remaining cost covered by students.
TOTAL COST = $6,700

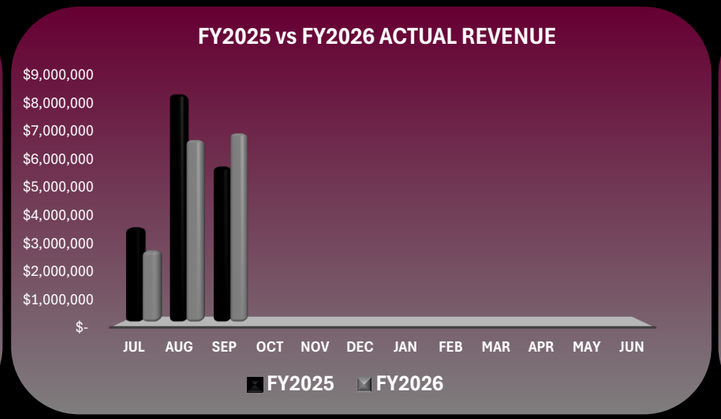
Respectfully submitted,

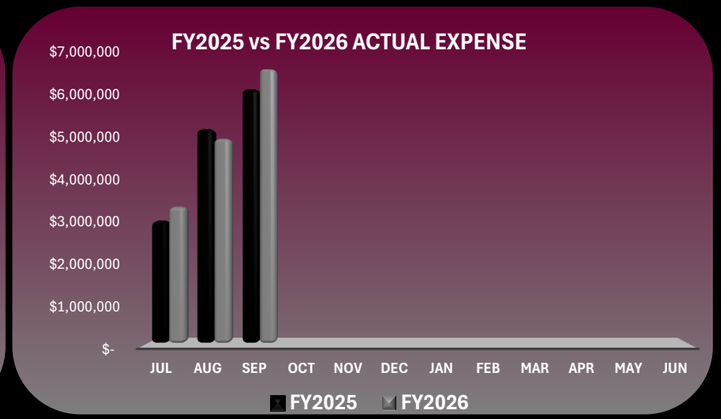
Jennifer Puchlopek, Secondary Curriculum Coordinator

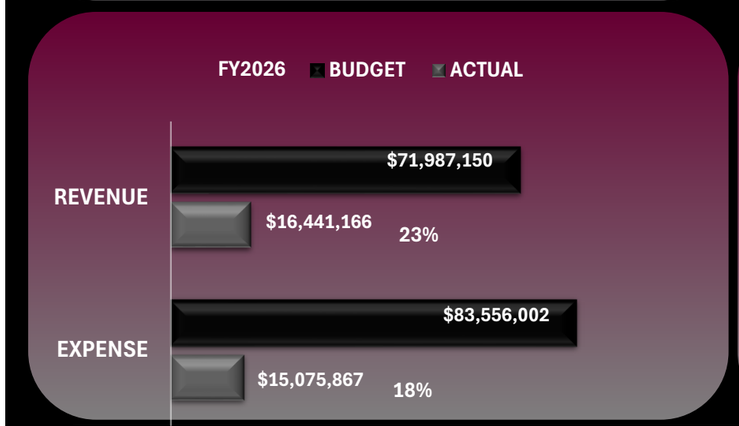
TIMBERLANE REGIONAL SCHOOL DISTRICT

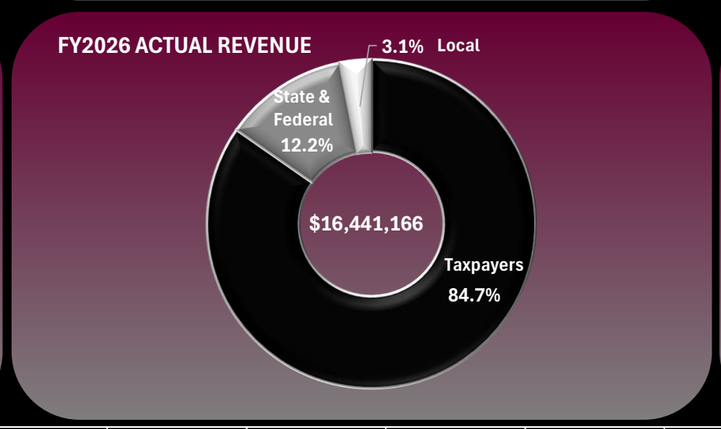
DASHBOARD OF THE GENERAL FUND AS OF SEPTEMBER 2025

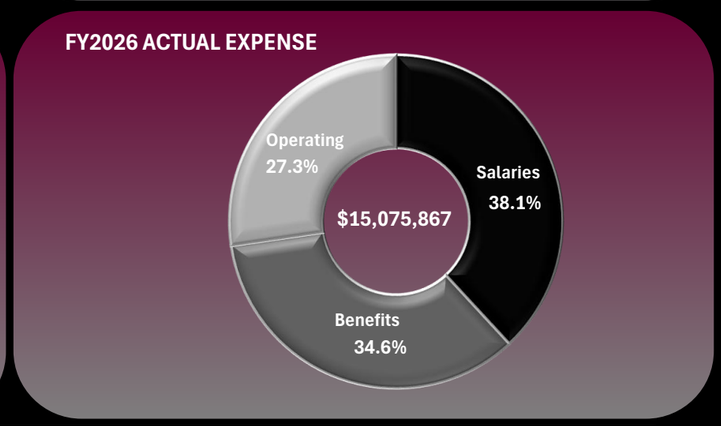












EXPENSES	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
FY2025 ACTUAL	$ 3,008,044	$ 5,246,734	$ 6,218,312	$ 6,513,697	$ 6,316,593	$ 5,996,547	$ 8,638,655	$ 6,246,131	$ 5,971,723	$ 6,298,802	$ 6,393,570	$ 16,622,874	$ 83,471,682
As a % of Total	4%	6%	7%	8%	8%	7%	10%	7%	7%	8%	8%	20%	
FY2026 ACT. / PROJ.	$ 3,353,881	$ 5,011,506	$ 6,710,480	$ 6,387,150	$ 6,193,875	$ 5,880,047	$ 8,470,824	$ 6,124,781	$ 5,855,704	$ 6,176,429	$ 6,269,356	$ 16,299,926	$ 82,733,960
As a % of Total	4%	6%	8%	8%	7%	7%	10%	7%	7%	7%	8%	20%	
Increase (Decrease)	$ 345,837	$ (235,228)	$ 492,169	$ (126,548)	$ (122,718)	$ (116,500)	$ (167,831)	$ (121,349)	$ (116,018)	$ (122,373)	$ (124,214)	$ (322,948)	$ (737,722)

Numbers in red indicate months with three pay period. Numbers in green indicate projected expenses.

3,300 STUDENTS

596 EMPLOYEES

61 CONTRACTORS

2026 Timberlane Regional School District Warrant
State of New Hampshire

To the inhabitants of the School District of the Towns of Atkinson, Danville, Plaistow, and Sandown, New Hampshire, qualified to vote in District affairs:

First Session of Annual Meeting (Deliberative)

You are hereby notified to meet at the Timberlane Performing Arts Center, 40 Greenough Road, Plaistow, New Hampshire, on Thursday, the 5th day of February 2026, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number X. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number X will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 10th day of March 2026, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

Atkinson	Voting will be conducted at the Atkinson Community Center from 7 a.m.-8 p.m.
Danville	Voting will be conducted at the Danville Community Center from 8 a.m.-8 p.m.
Plaistow	Voting will be conducted at the Plaistow Fish and Game Club from 7 a.m.-7 p.m.
Sandown	Voting will be conducted at the Sandown Town Hall from 8 a.m.-8 p.m.

Article 1 – Election of Officers

To choose the following school district officers:

Atkinson Voters	School Board Member	3-Year Term
Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-Year Term
Atkinson Voters	Budget Committee Member	3-Year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	1-Year Term
All Towns	District Moderator	3-Year Term

2024-2025 Cost Per Pupil: $X

ELA Proficiency: X%; Math Proficiency: X%; Science Proficiency: X%

Article 2 – Operating Budget

Shall the voters of the 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 **$X**? Should this article be defeated, the operating budget shall be **$X**, 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)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:
*If Article passes - Atkinson: **$X**, Danville: **$X**, Plaistow: **$X**, Sandown: **$X** per $1,000*
*If Article fails - Atkinson: **$X**, Danville: **$X**, Plaistow: **$X**, Sandown: **$X** per $1,000*

Article 3 – 3 Year Collective Bargaining Agreement (Timberlane Support Staff Union)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Support Staff Union 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:

Fiscal Year	2026-27	2027-28	2028-29
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of **$X** for the 2026-27 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)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:
*Atkinson: **$X**, Danville: **$X**, Plaistow: **$X**, Sandown: **$X** per $1,000*

Article 4 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 3 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 3 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 5 – 3 Year Collective Bargaining Agreement (Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Employees)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Employees' Union 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:

Fiscal Year	2026-27	2027-28	2028-29
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of **$X** for the 2026-27 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)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:
*Atkinson: **$X**, Danville: **$X**, Plaistow: **$X**, Sandown: **$X** per $1,000*

Article 6 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 5 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 5 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 7 – 3 Year Collective Bargaining Agreement (Timberlane Administrators' Union)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Administrators' Union 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:

Fiscal Year	2026-27	2027-28	2028-29
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of **$X** for the 2026-27 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)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a DECREASE/INCREASE as follows:
*Atkinson: **$X**, Danville: **$X**, Plaistow: **$X**, Sandown: **$X** per $1,000*

Article 8 – Authorization for Special Meeting on Cost Items
Shall the voters of the School District, if Article 7 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 7 cost items only? (MAJORITY VOTE REQUIRED)
Recommended by the School Board

Article 9 – General Acceptance of Reports
Shall the voters of the School District accept reports of agents, auditors, and committees as written in the 2025 Annual Report? (MAJORITY VOTE REQUIRED)
Recommended by the School Board

Article 10 – 3 Year Collective Bargaining Agreement (Timberlane Certified Specialists Union)
Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Certified Specialists' Union 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:

Fiscal Year	2026-27	2027-28	2028-29
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of **$X** for the 2026-27 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)
Recommended by the School Board
Recommended by the Budget Committee
Estimated Education Tax Impact will be a DECREASE/INCREASE as follows:
*Atkinson: **$X**, Danville: **$X**, Plaistow: **$X**, Sandown: **$X** per $1,000*

Article 11 – Authorization for Special Meeting on Cost Items
Shall the voters of the School District, if Article 10 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 10 cost items only? (MAJORITY VOTE REQUIRED)
Recommended by the School Board

Article 12 – Capital Reserve Fund by Surplus

Shall the voters of the School District raise and appropriate up to **$250,000** 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 those funds in the June 30, 2026 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2025-2026 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 13 – Emergency Contingency Fund

Shall the School District establish a contingency fund for the upcoming fiscal year for unanticipated expenses that may arise as the district continues to respond to the national economic crisis and further raise and appropriate **$500,000** to go into the fund? Any appropriation left in the fund at the end of the year will lapse to the general fund and be used to offset the local education property tax rate. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 14 – Fund Balance Retention

Shall the School District vote to authorize, indefinitely until rescinded, to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, **X%** of the current fiscal year's net assessment, in accordance with RSA 198:4-b, II. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Given under our hands this X day of January 2026.

Timberlane Regional School Board

_____	_____	_____
Katie Knutsen, Chair	**Mark Sherwood, Vice Chair**	**Alyssa Kowalczyk**
_____	_____	_____
Paul LeCain	**Shauna Manthorn**	**Jack Sapia**
_____	_____	_____
Marianne Springer	**Brienna Woodworth**	**Donald Woodworth**

A true copy of Warrant – Attest

Timberlane Regional School Board

_____	_____	_____
Katie Knutsen, Chair	**Mark Sherwood, Vice Chair**	**Alyssa Kowalczyk**
_____	_____	_____
Paul LeCain	**Shauna Manthorn**	**Jack Sapia**
_____	_____	_____
Marianne Springer	**Brienna Woodworth**	**Donald Woodworth**

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EXECUTIVE SUMMARY
ED 306 Rules - Update

October 16, 2025

Background

The New Hampshire State Board of Education has approved revisions to the Minimum Standards for Public School Approval (ED 306 Rules), which will take effect on July 1, 2026. This summary provides an overview of key updates to the standards and outlines the district's ongoing efforts to ensure full compliance with these forthcoming requirements.

Key Definitions

The revised Minimum Standards introduce a new section that defines essential terms used throughout the document to promote clarity, shared understanding, and consistent implementation across the state. **Table 1** at the end of this document includes a glossary of selected key definitions that will inform and guide our continued work in aligning district practices with the updated standards.

Competency-Based Education

The revised Minimum Standards formalize a shift to a competency-based education system, in which student learning is measured by demonstrated mastery of clearly defined competencies rather than seat time. Local districts are responsible for developing competencies that align with state or nationally recognized standards adopted by the local school board.

On June 12, the Timberlane Regional School Board approved the academic standards that guide the district's competencies, which will serve as the foundation for all high school graduation requirements. Under the revised ED 306 Rules, districts must:

- Use intentional language aligned with competencies.
- Clearly identify where competencies are met within curricula and assessments.
- Define how mastery of competencies translates into meeting graduation requirements.
- Establish clear definitions of proficiency for each competency.

Innovation in Learning

The revised standards expand opportunities for innovation in learning design, allowing districts to implement flexible, competency-based approaches that integrate authentic learning experiences. Key shifts include:

- Prioritizing learning opportunities over stand-alone courses.
- Emphasizing competencies rather than traditional, time-based course credits.
- Focusing on proficiency and mastery of competencies, over traditional average grades.
- Supporting anytime, anywhere learning beyond traditional schedules.
- Advancing integrated, personalized, and individualized learning over one-size-fits-all models.
- Expanding the use of performance-based assessments—including portfolios, observations, and bodies of evidence—over traditional tests.

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Updates to High School Graduation Credits

The revised standards include updated high school graduation requirements that will apply beginning with the freshman class of the 2026–2027 school year. A summary of the state-level graduation requirement changes, which will take effect for the Class of 2030, is provided in **Table 2** at the conclusion of this document.

District administrators are proactively preparing for these updates as they relate to Timberlane Regional High School's graduation requirements and Program of Studies (POS). The administrative team plans to present the proposed TRHS Program of Studies to the Curriculum and Assessment Committee for a first reading on November 6 and a second reading on December 3, followed by a presentation to the Timberlane Regional School Board on December 4.

Policy Changes and Updates

The New Hampshire School Boards Association (NHSBA) has released the first set of policy revisions aligned with the updated Minimum Standards for Public School Approval (ED 306 Rules). These changes advance a student-centered, competency-based education model, emphasizing mastery of competencies over seat time.

As a result, districts must review and revise local policies, evaluate curricula, and ensure that locally developed competencies align with state standards and graduation requirements. While educators and administrators will lead much of this work, school boards play a critical role in approving and guiding related policy and programmatic decisions.

Table 3 at the conclusion of this document outlines top-, high-, and moderate-priority policy revisions that will guide the work of the Policy Committee. The table also includes the status of each policy with regard to the planned timeline for review by the Policy Committee and schedule for TRSD School Board review and approval in the coming months.

Respectfully Submitted,
Sandra Allaire
Assistant Superintendent

References:

CHAPTER Ed 300 ADMINISTRATION OF MINIMUM STANDARDS IN PUBLIC SCHOOLS
ED 306 Implementation Toolkit

Table 1: Key Definitions	
Achievement of Competencies	means a student has demonstrated competencies at a proficient level through a collection of evidence.
Competency-Based	means an educational approach that includes the following tenets: (1) Competencies are explicitly stated and measured; (2) Assessment practices are varied, authentic, transferable, and meaningful; (3) Students advance to new learning opportunities upon proficiency; (4) Students are offered timely interventions in response to their learning; and (5) Attention is paid to work study practices
Course of Study	means a progression of related competencies learning to graduation.
Credit	means the official record that a student has achieved competencies associated with learning opportunities.
Developmentally Appropriate	means activities, materials, and environments that are suitable for a person's age, level of maturity, and stage of development including cognitive, emotional, social, and physical abilities.
Differentiation	means the adjustments made to learning opportunities for groups of learners based on similar learning needs.
Equitable	means the distribution of resources, delivery of programs, and implementation of policies based on individuals' or groupings of individuals' identified needs to adjust for nonachievement of competencies or other barriers to success. The term also includes "equity".
Extended Learning Opportunities (ELOs)	means a personalized learning process that allows for achievement of competencies through means outside of the classroom.
Individualization	means adjustments made to learning opportunities based on specific needs of individual learners.
Learning Level	means a student's identified readiness to receive instruction in a competency.
Learning Opportunities	means educational experiences, including but not limited to in-person, online, blended, and self-guided classes, ELOs, work-based learning, and alternative learning plans that lead to achievement of competencies. The term also includes "course.
Mastery	means a high level of demonstrated proficiency with regard to a competency.
Personalization	means adjustments made to learning opportunities responsive to the learner's interests, talents, passions, and aspirations. The term also includes "personalized learning.
Proficiency	means the minimum student performance required to satisfy the achievement of a competency. The term also includes "proficient".
Rigor	means the depth and cognitive complexity with which students are expected to demonstrate, communicate, and apply knowledge and skills aligned to competencies.

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Table 2: Changes to NH High School Graduation Credit Requirements		
Credit Area	**Current State Requirement**	**New State Requirement**
Arts Education	.5 credit	.5 credit
Digital Literacy	.5 credit	.5 credit
English	4 credits	3.5 credits, to include .5 credit in writing
Mathematics	3 credits, including *algebra credit* that can be earned through a sequential, integrated, or applied program	3 credits, including *algebraic concepts* and at least **.5 credit in statistics or data analysis**
Physical Sciences	1 credit	1 credit
Biological Sciences	1 credit	1 credit
US History and NH History	1 credit	
US History		.5 credit
NH History		.5 credit
Logic and Rhetoric		.5 credit
US History and NH Government/Civics	.5 credit	
Civics		.5 credit
History, Government, and Constitution of US and NH		1 credit
Economics, including Personal Finance	.5 credit	
Economics		.5 credit
Financial Literacy		.5 credit
World History, Global Studies, or Geography	.5 credit	1 credit
Health Education	.5 credit	.5 credit
Physical Education	1 credit	1 credit
Open Electives	6 credits	4 credits, including an option for career connected learning
Total	**20 credits**	**20 credits**

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Table 3: Prioritized Policy Updates		
🔴 **Top Priority – Legally Required & Foundational Shifts** These are *essential for compliance* and form the backbone of Ed 306 revisions. Districts should act on these **immediately**.		
Policy Code	**Title / Rationale**	**Status / Plan for Review**
IK	**Earning of High School Credit: Achievement of Competencies** • Completely revised to align with Ed 306's shift from seat time to **competency-based credit awarding**. • Incorporates former policies: IKAA (Interdisciplinary Credit), ILBAA (Graduation Competencies), and IMBC (Alternative Credit Options).	PC 1st Read - 9/4/25 PC 2nd Read - 10/2/25 SB 1st Read - 10/16/25
IKF	**Graduation Requirements** • Reflects new **20-credit minimum** and required use of locally defined competencies. • Updated to allow for multiple diploma pathways and integrate early graduation (IKFA rescinded). • Must be customized for cohorts entering 9th grade in 2026–27.	PC 1st Read - 10/2/25 PC 2nd Read - 11/6/25
IHBH	Extended Learning Opportunities • Now **mandatory for high schools**, and required for middle schools offering ELOs. • Must be clearly articulated, documented, and tied to competencies.	PC 1st Read - 9/4/25 PC 2nd Read - 10/2/25 PC 3rd Read - 11/6/25
IHBI	Alternative Learning Plans • Refocused to address individualized plans, not standing programs. • Important for equity and personalization, particularly for struggling or accelerated learners.	PC 1st Read - 11/6/25
IJ	Instructional Resources and Plan • Now **required** per Ed 306.08. • Districts must have a formal plan to **review, select, and revise** instructional materials regularly.	PC 1st Read - 11/6/25
BGAA	Policy Development, Adoption, and Review • Updated to require that **policies be posted and accessible** on school websites (per Ed 306.04). • Addresses public transparency and ADA accessibility.	PC 1st Read - 11/6/25
🟠 **High Priority – Instructional, Operational, and Wellness Impacts** These support required changes or carry significant implications for daily school operations, instruction, and student well-being.		
IIB	Class Sizes and Student-Educator Ratios • Updated to reflect new **flexible ratios** using "educators," including certified paraprofessionals. • Impacts staffing, scheduling, and budgeting.	PC 1st Read - 12/4/25
IKFG	Career Exploration, Readiness, Pathways, & Credentials	PC 1st Read - 9/4/25

	• Expanded to include **all grades**, not just high school. • Required implementation by 2025–26 school year.	SB 1st Read - 9/18/25 SB Adopted - 9/18/25
IMBA	Remote Learning • Required only if the district offers remote learning options (e.g., snow days, medical plans). • Aligned with Ed 306.18 and includes criteria for **progress monitoring** and potential withdrawal of approval.	TBD
IMAH	Daily Physical Activity • Requires monitoring and integration by the Wellness Committee. • Directly ties into USDA wellness requirements and Ed 306/310	TBD
JIC	Student Conduct • Now must be **ADA compliant** and offer **verbal access options** when needed. • Impacts equity, inclusion, and legal defensibility	TBD
JLCK	Special Physical Health Needs of Students • Updated to include **physical and emotional health policy requirements** per Ed 306.04(b)(15).	TBD
🟡 **Moderate Priority – Optional or Clarifying Updates - Optional or Clarifying Updates** These policies are either optional, recommended, or housekeeping in nature, but still support Ed 306 alignment.		
IKB	Homework • Flexibility encouraged; local discretion to define practice. • Replaces prescriptive approach from prior 306.14	TBD
IMDB	Credit for 7th/8th Grade Coursework • Optional, but aligns with revised Ed 306.04(b)(19).	TBD
IHCA	Summer Activities • Adds career readiness and competency opportunities in summer programs. • May be key for districts leveraging extended year offerings.	PC 1st Read - 9/4/25 PC 2nd Read - 10/2/25 SB 1st Read - 10/16/25
JLIA	Supervision of Students • Updated to reflect new **definitions of school property** under 306.04.	TBD

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TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

October 16, 2025

First Read

Policy	Changes/Recommendations
IHCA – Summer Learning	Revised to accommodate new rule 306.04(b)(21)(e)(6), requiring schools to have a policy for how career readiness activities, and opportunities to achieve graduation competencies can be included in summer activities.
IK – Earning of Credit	Completely replaced, and the title changed, to better align and conform to the overhauled 306 rules.

Revocation Notice

Policy	Changes/Recommendations
IKAA - Interdisciplinary Credits	Recommended to repeal. Action on Policy IK (above) will impact IKAA, ILBAA & IMBC. The subject matter of interdisciplinary credit has been incorporated into sample IK - Earning of High School Credit - Achievement of Competencies.
ILBAA - High School Graduation Competencies	Recommended to repeal. Action on Policy IK (above) will impact IKAA, ILBAA & IMBC. The subject matter of High School Graduation Competencies has been incorporated into sample IK - Earning of High School Credit - Achievement of Competencies.
IMBC - Alternative Credit Options for High School Graduation	Recommended to repeal. Action on Policy IK (above) will impact IKAA, ILBAA & IMBC. The subject matter of Alternative Credit Options for High School Graduation has been incorporated into sample IK - Earning of High School Credit - Achievement of Competencies.

Timberlane Regional School District	Policy Code: IHCA
Adopted: 07-21-99 **Revised:** 04-03-08 **Revised:** 05-02-13 **Revised:** 12-19-13 **Revised:** 06-07-18 **Revised:** 06-02-22	**Page 1 of 1**

SUMMER ~~LEARNING~~ ACTIVITIES

The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages administration to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities, or other activities that support student learning.

Whether or not summer activities are organized by the District, in appropriate circumstances, students may achieve identified district and graduation competencies toward high school credit as provided in Board policy IK. Students (along with their parent/guardian) wishing to avail themselves of the opportunity to achieve competencies in non-district summer activities should consult with the Alternative Education Administrator to ensure alignment of the activity to the competency(ies).

Timberlane Regional School District	Policy Code: IK
Adopted: 06-16-83 **Revised:** 05-02-91 **Reaffirmed:** 02-24-05 **Revised:** 08-19-10 **Revised:** 03-06-14 **Revised:** 04-04-19	**Page 1 of 1**

EARNING OF HIGH SCHOOL CREDIT – ACHIEVEMENT OF COMPETENCIES

~~Students can earn course credit with prior approval of the principal or designee by demonstrating mastery of the required coursework and material. Mastery is defined as "a high level of demonstrated proficiency with regard to a competency." Student assessment of mastery is the responsibility of the building principal.~~

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

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

~~Students in 7th or 8th grade may earn credit towards high school graduation through advanced coursework in accordance with policy IMBC High School Credit for 7th/8th Coursework.~~

~~***Legal References:***~~

~~*Ed 306.02(c), Credit*~~
~~*Ed 306.04(a)(15), How Credit Can Be Earned*~~
~~Ed 306.04(a)(16), How A Credit Used To Track Achievement Of Graduation~~
~~*Competencies*~~

A high school credit is an acknowledgment that a student has met or exceeded all of the academic standards and other requirements associated with that credit. In virtually all respects, those standards and requirements are identified as "competencies" developed by the state or the district as learning targets within a subject area that represent key content-specific concepts, skills, and knowledge. Students are awarded a credit when they achieve proficiency or, in some cases, mastery of the competencies associated with that credit. In addition to traditional course work, students may demonstrate competencies (and earn credits) through learning opportunities outside of the classroom setting, such as extended learning opportunities (ELOs), Learn Everywhere programs, Career and Technical Education (CTE) programs, and other such learning opportunities described below.

A. Definitions.

1. "Academic standards" means what a student should know and be able to do in a course or at each grade level.
2. "Achievement of competencies" means a student has demonstrated competencies at a "proficient" level through a collection of evidence.
3. "Credit" refers to the official record that a student has achieved competencies associated with learning opportunities.

4. "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains (i.e., similar to subjects).
5. "District competencies" means specific competencies identified by the district as requirements for a specific subject area (which may be contained in a single course or across different courses).
6. "Learning opportunities" means educational experiences, including but not limited to in-person, online, blended, and self-guided classes, ELOs, work-based learning, and alternative learning plans that lead to achievement of competencies. The term also includes "course."
7. "Proficiency" (including "proficient") means the minimum student performance required to satisfy the achievement of a competency.

B. Credits Awarded Upon Demonstration of Achievement of Competencies.

1. Credits are earned when students demonstrate achievement of competencies for the course is shown and are not awarded based on class time, age or enrollment status. Demonstration of achievement of a competency is shown by:
   a. A collection of evidence showing achievement of competencies (e.g., out of school achievements, home education program portfolio, etc.);
   b. Assessments:
      i. District approved assessments, or
      ii. New Hampshire Department of Education approved assessments.

   NOTE: Pre-placement tests will not generate credit if they do not fully encompass and assess all required competencies for that credit.
2. Credit is not awarded based solely on time spent achieving these competencies, and may be awarded irrespective of age or enrollment. Credit may be awarded through other learning opportunities, outside the traditional classroom setting, see Section C, below.

C. Learning Opportunities - Methods of Achieving Competencies – Earning of Credits

1. Traditional: Students demonstrate achievement of competencies through the successful completion of a course's requirements, including class assessments,
2. Other Learning Opportunities and Pathways to Demonstrating Achievement of Competencies:
   a. Transfer credit from an approved school pursuant to Section E, below;
   b. An approved home education program (see Board policy IHBG);
   c. Extended learning opportunities (ELO) under the provisions of Board policy IHBH;
   d. Online/remote learning opportunities under the provisions of Board policy IMBA;
   e. College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy IHCD/LEB;
   f. Learn Everywhere programs (pursuant to N.H. Dept. of Education Rule Ed 1400) (See Section F, below);
   g. Co-Curricular activities;
   h. 7th and 8th grade coursework that meets the standards of Board policy IMBD. (Note: competencies may also be achieved regardless of age under paragraph B.2 above.)

D. Interdisciplinary Credit.

Interdisciplinary credit is credit that is earned through achievement of competencies across disciplines (e.g., physics) or domains (e.g., science). Districts shall reward credit for competencies earned through interdisciplinary learning opportunities, which may include courses identified as interdisciplinary by the school, or established through an individualized learning plan.

E. Transfer Credit

1. Students can receive credit towards graduation from other approved schools as described in this Section.
2. "Approved schools" include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.
3. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. If the credit awarded by the original school aligns with the competencies established by the state for the same subject, the transfer credit will be awarded.
    a. For the purposes of reviewing the issue of whether a course or program is "similar", the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.
    b. If the Principal finds that the courses are not similar enough to grant transfer credit in the specific subject area, the Principal may accept the credit as an elective.
4. Review of denial of credit for courses from different school:
    a. Should the building Principal deny transfer credit, the building Principal shall provide a timely and written notification of the denial. The written denial shall include a justification for denial, including discussion of criteria set out in the section above and any other factors that support the Principal's decision.
    b. Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal's denial. The Superintendent's decision shall be final.

F. Learn Everywhere

1. A "Learn everywhere" program is a state board approved alternative program for granting credit leading to graduation.
    a. Successful completion of an approved learn everywhere program shall result in a certificate awarded by the program, redeemable for high school credit toward graduation in the approved subject matter detailed in table 306-1 for students who entered high school prior to the 2026-27 school year, or 306-2 for those entering in 2026-2027 or thereafter.
        i. Credit earned from a learn everywhere program cannot be applied to subjects that fall outside of those detailed in tables 306-1 and 306-2. However, a student may seek to apply competencies from the Learn Everywhere program using the methods described in Section B.1, above,
        ii. Credits earned through this program shall appear on high school transcripts and are not to be included in calculating GPA, but in no event may it negatively affect that student's GPA.

b. The District will accept Learn Everywhere credits for at least 1/3 of the total number of credits required for graduation. A student may petition the Principal to allow for a greater percentage of credits, up to 100%, to be allowed. The Principal will review the request and make a recommendation to accept or deny the request to the Superintendent, whose decision to approve or deny the request will be final,

c. Students may petition the Principal to allow credit earned through this program to be applied towards a different required subject (including electives), in compliance with Section E (Transfer Credit), above:

i. The Superintendent will make the final approval or denial,

ii. If the petition is denied, the credit shall be applied to the originally designated area, even if it results in an excess of credits in that area.

2. Should a student with an IEP seek credit through a learn everywhere program, the IEP team may decide not to redraft, revise, amend, or modify the IEP to include the desired learn everywhere program, as described in 1406.01(c).

G. Denial of Credit

Credit will not be granted for a course in a subject area lower in course/subject sequence than one for which the student has already earned credit.

H. Minimum Course Load

1. Students shall be enrolled in no less than 3 credits or its equivalent per year, unless the student: (306.23(i)(1-3))

a. Has an approved IEP plan that has determined the need for fewer credits per year; (Ed1109)

b. Has been approved for early graduation (see Board policy IKF;

c. Pursuant to any other Board policy; or

d. Special or unusual circumstances exist such that a waiver might be appropriate under applicable Department of Education rules or policy BAAA. 306.23(i)(3)

I. Implementation

1. The Superintendent, in consultation with the high school principal(s) and curriculum coordinators, shall be responsible for establishing adequate procedures to ensure implementation of this policy. Procedures should address such matters as:

a. Identifying competency assessments consistent with the provisions of Board policy ILBA,

b. Application and approval processes (when permitted) for alternative methods to earn a credit or demonstrate achievement of competencies,

c. Identification of person(s) responsible for approval, supervision, monitoring progress, and appropriate assessment in individualized learning opportunities/alternative learning plans,

d. Practices to strive for student safety, and

e. Practices that strive for equal access for all students.

2. Any such regulations or procedures will be included in the Student Handbook, as will information pertaining to the various learning opportunities and methods for earning credits.

References

RSA 193-E Adequate Public Education

RSA 193-E:3-f Approval of Courses and Programs

RSA 193-H:1 School Performance and Accountability (Definitions)

Timberlane Regional School District	Policy Code: IKAA
Adopted: 06-16-83 **Revised: 05-02-91** **Revised: 01-08-09** **Revsied: 12-19-13**	**Page 1 of 1**

INTERDISCIPLINARY CREDIT

High school students may earn course credit in one content area required for graduation, and apply said credit in a different content area through the awarding of interdisciplinary credit. Interdisciplinary credit may be counted only once in meeting graduation requirements.

The high school Principal or designee is charged with approving courses for interdisciplinary credit if: (1) the course has been adopted by a faculty team/committee; and (2) the course addresses the objectives for the subject area in which the credit is counted.

Legal References:

NH code of Administrative Rules, Section Ed 306.04(a)(14), Earning of Credit
NH code of Administrative Rules, Section Ed 306.14(f) Awarding of Credit
NH code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies
NH code of Administrative Rules, Section Ed 306.27(p), Counting Credits

Timberlane Regional School District	Policy Code: ILBAA
Adopted: 01-03-08 **Revised: 02-21-19**	**Page 1 of 2**

HIGH SCHOOL GRADUATION COMPETENCIES

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

(1) "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies.

(2) "District competencies" mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.

(3) "Graduation competencies" means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school.

(4) "Mastery" means a high level of demonstrated proficiency with regard to a competency. Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal, and shall be responsible for ensuring that all high school courses include appropriate competency assessments. Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy ILBA.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

Legal References:

Ed 306.02(d), Competencies
Ed 306.02(g), District competencies
Ed 306.02(j), Graduation competencies

Ed 306.02(l), Mastery
Ed 306.04(a)(16), Tracking Achievement of Graduation Competencies
Ed 306.04(a)(25), (26), Graduation competencies
Ed 306.141(a)(6), Achievement of District and Graduation Competencies

Timberlane Regional School District	Policy Code: IMBC
Adopted: 01-03-08 **Revised: 01-09-14** **Revised: 01-09-14**	**Page 1 of 2**

ALTERNATIVE CREDIT OPTIONS FOR HIGH SCHOOL GRADUATION

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

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

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

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

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

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

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

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

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

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

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

Funding

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

Legal Reference:

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

Job Postings

As of 10/10/25

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Athletics/Activities										
5175	Athletics/Activities		CO-ED Head Varsity Swim Coach	Timberlane Regional High School	9/18/2025	open until filled	Nov-25	2025-2026	22	1
5176	Athletics/Activities	Coaching	TRHS Assistant Varsity Gymnastics Coach	Timberlane Regional High School	9/19/2025	open until filled	Nov-25	2025-2026	21	0
5184	Athletics/Activities	Coaching	TRHS Freshmen Boys Basketball Coach	Timberlane Regional High School	10/2/2025	open until filled	12/1/2025	2025-2026	8	2
5187	Athletics/Activities		TRMS Boys Basketball B Coach	Timberlane Regional Middle School	10/10/2025	open until filled	Nov-25	2025-2026		0
5171	Athletics/Activities		TRMS Girls Basketball A Coach	Timberlane Regional Middle School	9/11/2025	open until filled	Nov-25	2025-2026	29	5
5172	Athletics/Activities		TRMS Girls Basketball B Coach	Timberlane Regional Middle School	9/11/2025	open until filled	Nov-25	2025-2026	29	1
Elementary School Teaching										
5185	Elementary School Teaching	Music - General	Elementary Music Teacher cc1569	Atkinson Academy	10/7/2025	Open until filled	As soon as possible	2025-2026	3	0
5178	Elementary School Teaching	Music - General	Long Term Substitue - Elementary Music Teacher	Atkinson Academy	9/22/2025	Open until filled	As soon as possible	2025-2026	18	1
5179	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Long Term Substitute - Grade 4 Teacher	Danville Elementary	9/23/2025	Open until filled	11/30/2025	2025-2026	17	3
High School Teaching										
5181	High School Teaching	English	High School English Teacher cc581	Timberlane Regional High School	10/1/2025	Open until filled	As soon as possible	2025-2026	9	3
5136	High School Teaching	Mathematics	High School Mathematics Teacher cc311	Timberlane Regional High School	6/20/2025	Open until filled	8/25/2025	2025-2026	112	9
Instructional Support Staff										
5152	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	7/10/2025	Open until filled	8/25/2025	2025-2026	92	5
5146	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc1841	Pollard School	6/27/2025	Open until filled	8/25/2025	2025-2026	105	11
5177	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1428	Timberlane Regional Middle School	9/22/2025	Open until filled	As soon as possible	2025-2026	18	2
5169	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1666	Sandown North	9/2/2025	Open until filled	9/8/2025	2025-2026	38	3
5174	Instructional Support Staff	Title I Tutor	Title I Tutor cc2232	Pollard School	9/17/2025	Open until filled	As soon as possible	2025-2026	23	4
Maintenance/Custodial										
5183	Maintenance/Custodial	Custodian	Custodian - Mid Shift cc2568	Atkinson Academy	10/2/2025	Open until filled	As soon as possible	2025-2026	8	3
5153	Maintenance/Custodial	Custodian	Part Time Custodian - Second Shift cc991	Atkinson Academy	7/10/2025	Open until filled	As soon as possible	2025-2026	92	13
5123	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	123	5
Middle School Teaching										
5160	Middle School Teaching	Science	Long Term Substitute - 7th Grade Science Teacher	Timberlane Regional Middle School	7/23/2025	Open until filled	10/15/2025	2025-2026	79	7
5173	Middle School Teaching	Science	Long Term Substitute - STEAM Teacher	Timberlane Regional Middle School	9/15/2025	Open until filled	1/5/2026	2025-2026	25	2
PAC TECHNOLOGY AND INSTRUCTORS										
5162	PAC TECHNOLOGY AND INSTRUCTORS	Chamber Coaches	Chamber Music Coach	Performing Arts Center	8/1/2025	Open until filled	As soon as possible	2025-2026	70	6
5124	PAC TECHNOLOGY AND INSTRUCTORS	Private Music Instructors	Private Music Instructors	Performing Arts Center	6/9/2025	Open until filled	7/1/2025	2025-2026	123	6
Secretarial/Clerical										
5186	Secretarial/Clerical	Administrative Assistant	Administrative Assistant cc957	Timberlane Regional Middle School	10/9/2025	Open until filled	As soon as possible	2025-2026	1	2
Special Education										
5086	Special Education	Psychologist	School Psychologist cc1708	Timberlane Regional High School	4/11/2025	Open until filled	8/25/2025	2025-2026	182	5
5043	Special Education	Special Education Teacher	Special Education Teacher cc1723	Timberlane Regional High School	12/31/2024	Open until filled	8/25/2025	2025-2026	283	9
5140	Special Education	Special Education Teacher	Special Education Teacher cc286	Danville Elementary	6/23/2025	Open until filled	8/25/2025	2025-2026	109	9
5135	Special Education	Speech and Language Pathologist	Speech and Language Pathologist cc1559	The Learning Center at Sandown Central	6/20/2025	Open until filled	8/25/2025	2025-2026	112	0
Student Services										
5180	Student Services	School Counselor	School Counselor cc952	Pollard School	10/1/2025	Open until filled	As soon as possible	2025-2026	9	4
Substitute										
5170	Substitute	Substitute Nurse	School Nurse Substitutes 2025 - 2026 School Year	Timberlane Regional School District	9/4/2025	Open until filled	8/25/2025	2025-2026	36	6
5122	Substitute	Substitute Teacher	Substitute Teachers, Paraeducators, and LNA 2025-2026 School Year	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	123	29