



Thursday, January 8, 2026
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) Phase IV of Lease: TRHS Enclosure – ACTION
 - b) Tentative Agreements – ACTION
 - Timberlane Certified Occupational Therapy Assistants & Speech Language Pathology Assistants Union
 - Timberlane Administrators' Union
 - Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Employees Union
 - Timberlane Support Staff Union
 - c) K-12 Health Curriculum Revisions (Second Read) – ACTION
 - d) Policies – ACTION
 - Second Read
 - Notice to repeal IKFA: Early Graduation
 - e) Draft 2026 Warrant (Presentation 6) – INFORMATIONAL/ACTION
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
~~1/12/26 CANCELLED~~	~~6:15 PM~~	~~SAU Boardroom~~	~~Capital Improvement Plan~~
1/13/26	1:00 PM	SAU Boardroom	Facilities
1/14/26	4:00 PM	SAU Boardroom	Wellness
1/15/26	7:00 PM	PAC	Public Hearing
1/22/26	7:00 PM	SAU Boardroom	School Board
2/4/26	4:00 PM	SAU Boardroom	Curriculum & Assessment
2/5/26	7:00 PM	PAC	Deliberative Session

DRAFT PUBLIC MEETING 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
December 18, 2025
7:00 PM**

**Superintendent's Office
30 Greenough Road
Plaistow, NH**

Call to Order

Board Members Present

Marianne Springer, Brienna Woodworth, Paul LeCain, Shauna Manthorn,
Katie Knutsen, Don Woodworth, Jack Sapia, Alyssa Kowalczyk

Excused Absence: Mark Sherwood, Cameron Stack

Seated at the Board Table

Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Chris Martin, Director of Operations and Special Projects
Ken Henderson, Director of Technology

Administrators Present

Maria Watkins, Business Administrator/CFO
Mark Pedersen, Director of Secondary Education

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

APPROVAL OF MINUTES

**MOTION: Mrs. Manthorn motioned to approve the public meeting minutes of 12/4/25.
Seconded by Mr. Sapia Motion passed: 7-0-1 (LeCain abstained)**

STUDENT, STAFF & FAMILY SHARE

Mrs. Kathleen McGuirk, World Language/French Teacher at the Middle School brought two students with her to discuss their trip to Quebec, Canada. The two students described their experiences communicating in French outside the classroom. They enjoyed their trip and learned a lot about their culture.

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DELEGATES & INDIVIDUALS

MOTION: Mrs. Manthorn motioned to move the remaining 30 minutes to the end of the meeting. Seconded by Mrs. Woodworth. Motion passed 8-0-0

STUDENT REPRESENTATIVE

In the absence of Cameron Stack, Mr. Krieger spoke on his behalf. The District is up and running with sports and concerts. They're happening almost every night across the District so we're hoping people are getting to those and enjoying the community. The winners of the raffle baskets that were sold to support Mealy's Meals have been selected.

CURRENT BUSINESS

A. TRHS Programs of Studies (Second Read)

Mr. Pedersen informed the Board that there were only some minor changes that did not change the scope of the Programs of Studies.

Mrs. Woodworth questioned the staffing needs for the courses we offer.

Mr. Pedersen explained they can be staffed, but every year it's always a matter of course enrollment. It is always kind of like a puzzle to figure out how we are going to staff the courses.

MOTION: Mrs. Manthorn motioned to approve the revisions to the Program of Studies for the graduating classes of 2027, 2028, and 2029 and the revisions to the Program of Studies for graduating classes 2030 and beyond as a Second Read and Adoption. Seconded by Mr. Woodworth. Motion passed: 8-0-0

B. Fall 2025 NESDEC Enrollment Report Update

Mr. Pedersen was before the Board to provide some answers to questions he was asked when he presented this report at a previous meeting. One of the questions involved the methodology NESDEC uses for their projections. He explained they use a modified component survival technique. They do not base their projections on new construction/homes being built.

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The other question was specific to Sandown, NH. Mr. Sherwood had asked if he noticed any blip in the data. Mr. Pedersen explained he did not see a blip in that data.

C. Overnight Field Trip Requests

1. TRHS Cultural Exchange Program

Mr. Pedersen is requesting Board approval on the annual German American Partnership Program spring trip. This will be a 3-week trip to Germany and Austria. The students will be spending two weeks with host families and one week in hostels. This visit includes time at the school/with host families and several cultural sightseeing experiences.

MOTION: Mr. Sapia motioned to approve the TRHS Cultural Exchange Program's overnight trip request from June 13, 2026 to July 6, 2026 to visit Eastern Germany and Central Austria. Seconded by Mrs. Springer. Motion passed: 8-0-0

2. TRMS/TRHS World Language Department

Mr. Pedersen is seeking Board approval on an overnight trip to Quebec City. The TRMS/TRHS World Language Department is proposing their annual spring trip to Canada. They will be visiting Quebec City and will provide the opportunity for students to use their French language skills and immerse themselves in history and culture.

MOTION: Mrs. Manthorn motioned to approve the TRMS/TRHS World Language Department's overnight trip request from May 15, 2026 to May 17, 2026 to visit Quebec City, Canada. Seconded by Mrs. Kowalczyk. Motion passed: 8-0-0

D. K-12 Health Curriculum Revisions (First Read)

Mr. Pedersen provided an Executive Summary on the K-12 PE/Health Curriculum revisions. The new 2024 standards were previously approved by the School Board on June 19, 2025. There are some revisions and additions to the 6-12 Health curriculum, and some have a few minor language shifts and some units are new or have current content merging with new content. He provided details of the changes in the Summary of Standards and Curriculum Changes document.

MOTION: Mrs. Manthorn motioned to approve the first read of the revisions to the K-12 Health Curriculum. Seconded by Mrs. Springer. Motion passed: 8-0-0

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E. Budget to Actual Report (Dashboard)

Mrs. Watkins reviewed the November 2025 Budget to Actual Report. She referred to the year-to-date actuals compared to the actuals of the year-to-date last year. Mrs. Watkins explained they are expecting to have better projections by February.

Mr. Krieger explained we can see clearly right now as were looking at staffing and where the salary numbers are. We are moving in the direction of all the capital projects right now, but we are going to be holding off on any large expenses there. We may need help to support other areas of the operating budget as we're moving forward.

On the overspending side, there are two areas they are concerned about. One is the health insurance. The budget we proposed was \$11.4 million. That was reduced through the Budget Committee and by the voting public. We are going to estimate that we are going to have an overspend of about \$2.7 million there. In addition to that, on the special education side, they are anticipating that we are going to overspend on contracted services. They are also tracking other needs in special education that may come up this year. They are looking at the grants and the timing of those and perhaps expending those out more quickly and not carrying them into future years.

Mr. Sapia asked Mr. Krieger if he could explain a little bit more on capital expenditures and how we're holding back on that.

Mr. Krieger explained they are holding back from the budgeted number that was there, for instance, the bathrooms versus what we are engaged in right now with those architects' kind of doing that work for the bathrooms. He thinks they need to let a month or two go by before they would recommend making any decisions to where they will be. Because it is early, it is not to spend but to encumber what is needed now so we can really start to hone this in over the next two months.

F. Request for Proposal (RFP): Student Chromebooks

Mr. Hendersen provided the results and recommendations from the RFP process for procuring 525 student Chromebooks. They will be distributed to the current 5th and 8th graders during the final week of school for use throughout their middle and high school years. These Chromebooks will also be used at the high school for spring SAT and NHSAS Science assessments. They received 16 bids. The administration recommends awarding the contract to Archangel of Miami, FL. They provided the lowest-priced qualifying bid.

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Mr. Sapia referred to the financial status they are in and was wondering if maybe they could keep half of those Chromebooks and keep those in for another two years.

Mr. Henderson said he understands what Mr. Sapia is saying about trying to save money, but in some cases, using the old Chromebooks could be catastrophic to some because so much is online now.

MOTION: Mrs. Manthorn motioned to approve entering a 3-year contract with Archangel for \$147,414.75. Seconded by Mr. Woodworth Motion passed: 8-0-0

G. Policies

Mrs. Allaire presented Policy IHBI – Alternative Learning Programs and Individual Plans as a Second Read/Adoption. The change from the first read is the Policy Committee has lowered the threshold for special expenditures requiring School Board approval from \$4,000 to \$2,000. This policy has been revised to align with the changes in ED 306 Rules.

MOTION: Mrs. Manthorn motioned to approve the second read/adoption of Policy IHBI: Alternative Learning Programs and Individual Plans. Seconded by Mrs. Springer Motion passed: 8-0-0

Mrs. Allaire presented Policy BGAA – Policy Development, Adoption and Review as a First Read. This is a new policy, and it requires policies to be posted and accessible on school websites. It addresses public transparency and ADA accessibility.

Mrs. Springer suggested adding a link to Policy BEDH where it is referred to on page three of the policy.

MOTION: Mrs. Manthorn motioned to approve Policy BGAA: Policy Development, Adoption, and Review as a First Read. Seconded by Mrs. Springer Motion passed: 8-0-0

Mrs. Allaire presented Policy EHAG – Use of Generative Artificial Intelligence. This is a new policy and it addresses guidelines for the proper management and responsible use of Generative AI in the District's educational and working environments and directs the Superintendent to create and maintain a Plan for the Responsible Use of Generative Artificial Intelligence.

MOTION: Mrs. Manthorn motioned to approve Policy EHAG: Use of Generative Artificial Intelligence as a First Read. Seconded by Mr. Sapia Motion passed: 8-0-0

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H. Draft 2026 Warrant (5th presentation)

Mr. Krieger presented the draft 2026 warrants for Board review. He informed them there are no tentative agreements from the CBA's but is hoping to be bringing some tentative agreements for the Board to review at their first meeting in January.

Mr. Krieger stated that based on the determinations by the Budget Committee, the default budget has changed because the committee made some reductions that are contractual. They are going to request the estimated payment for Phase IV of the lease to be in July 2027. The default budget went from \$90,497,479 to the new default budget of \$89,347,430.00. The new proposed operating budget is \$87,970,069.00.

MOTION: Mr. Sapia motioned to approve the new default budget number \$89, 347,430.00. Seconded by Mrs. Kowalczyk Motion passed: 7-0-1 (Mrs. Woodworth abstained)

Mr. Krieger explained Article 11 has been separated into two warrants, Article 11 and Article 12. The purpose of this was to separate one that is a cost impact and one that is not. He is going to talk to legal counsel regarding Article 12 because we do not raise and appropriate for that.

ADMINISTRATORS REPORT

Dr. Martin mentioned there is a holiday event at the PAC at 2:00 on Saturday. She also gave a shout out to Marie at First Student. There was an issue a couple weeks ago with a railroad gate that was stuck closed. Marie handled the situation very well and she was impressed at her ability to coach the drivers on alternate routes. A second virtual meeting with the bathroom architects occurred on Tuesday, January 16th. It was a productive meeting. Dr. Martin also gave a shout out to Laura Yacek from Sandown North who was able to use the building automation system and detected a problem with the furnaces. One was down and the heat pump in the other one was down. It all was taken care of.

Mrs. Allaire provided a primary update on preparing for the transition over to some of the changes in ED 306 rules. They are planning professional learning sessions on their January PD day. There will be more updates to come.

Mr. Krieger updated the Board on the Facilities Director search. He met with five applicants this week and will meet another three before the end of next week.

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Mr. Krieger explained they began with a \$92 million proposed operating budget and through working with the Budget Committee, they made about \$4 million of reductions. January 15th is the public hearing and February 5th is the Deliberative Session.

Mr. Krieger recognized a group of high school staff members who wrote a grant to the Appalachian Mountain Club for an overnight hiking experience with 9 students.

Mr. Krieger attended a wrestling match last night which is when they also celebrated Coach Barry Chooljian with a dedication ceremony there.

COMMITTEE REPORTS

Mr. Sapia stated they had a Facilities meeting with EEI who gave a broader explanation of everything and Dr. Martin gave a bird's eye view of the proposed bathroom project.

Mrs. Knutsen reiterated what Mr. Krieger said about the Budget Committee meeting.

Mrs. Manthorn gave a shout out to the students who were in the audience during the 7th and 8th grade choral concert and was impressed by how respectful and engaged they were while watching their peers on stage.

Mrs. Kowalczyk gave a shout out to Pollard's 4th and 5th Grade Spanish Club. Her son was very excited to join.

Mrs. Springer informed the Board that Curriculum & Assessment will meet on January 7, 2026.

OTHER BUSINESS

Mr. Sapia attended the Belfry ribbon cutting ceremony. He said the kids were unbelievable and the presentation given by the lead carpenter of the project was incredible.

Mr. Sapia motioned to remove the \$750,000 PAC roof project in Phase IV and replace it with the \$500,000 for the high school envelope project.

Mr. Krieger asked if he spoke with Mr. Sherwood about this. It was never brought to the Facilities Committee.

Mr. Sapia explained it reduces our budget and addresses something that needs immediate attention versus something that EEI said there was nothing wrong with the PAC roof at this point in time. The high school envelope was placed in the CIP.

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Mrs. Knutsen suggests adding this to their next meeting agenda with the details needed to make a decision with the facts in front of the Board. She would also want to know what else is attached to that roof project at the PAC.

Mr. Woodworth wants to hear Mr. Sherwood's perspective on this.

Mr. Krieger stated they are contracted with EEI. He wants to ask and have a very clear idea of what the impact is if we change anything that we've previously voted to do and how detailed the list of the envelope work is. Dr. Martin will ask EEI.

The motion made by Mr. Sapia failed for lack of a second.

MOTION: Mrs. Springer motioned to determine the feasibility of putting the envelope project into the lease in lieu of the PAC roof be investigated and information be brought back to us at the next meeting. Seconded by Mrs. Woodworth. Motion passed: 8-0-0

Mrs. Knutsen asked that Board members in the meantime, email Mr. Krieger with any questions specifically that you have about the envelope of the building and anything related to this in time for the next meeting.

There was no further public business.

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 Mrs. Kowalczyk Motion passed 8-0-0

The Board was polled:

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

The Board entered non-public session at 9:15 PM.

The Board returned to public session at 9:27 PM to seal the minutes and adjourn.

MOTION: Mrs. Woodworth motioned to seal the non-public minutes of 12/18/25. Seconded by Mrs. Kowalczyk Motion passed: 8-0-0

The meeting was adjourned at 9:28 PM.

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Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on



EXECUTIVE SUMMARY - Phase IV of Lease and TRHS Enclosure

January 8, 2026

Overview

The board voted to approve the Phase IV project list of the lease purchase agreement on September 18 of 2025 after discussing the matter in depth at their meeting on September 4 of 2025 informed by the recommendation of the facilities committee. At the meeting on December 18 of 2025, the board discussed the prospect of removing the PAC Roof project from Phase IV and adding a project focused on the building enclosure of TRHS. This discussion generated questions district administration researched to present in summary herein so that the information may help to best inform the board. A representative from EEI will also be present this evening to provide information for the board.

Is the building enclosure of TRSD high school a project eligible for the lease purchase agreement?

Yes. The district's legal counsel has reviewed this question and concluded the enclosure work would indeed satisfy the statutory requirement, 33:7-e. The enclosure project would support HVAC systems and therefore serve as "improvements related to the installation, purpose, or operations for such equipment," i.e. the updated HVAC equipment at the high school.

Is it as simple as replacing one project with the other in Phase IV?

No. The PAC Roof has a definitive scope work outlined in a contractual agreement with a defined cost number. The TRHS Enclosure project is a conceptual idea that does not have a definitive scope of work outlined in a contractual agreement and therefore the cost number is undetermined at this time.

How would a potential substitution impact the scope of work planned for summer of 2026?

Although there cannot be a 1:1 substitution, if there is a change made to Phase IV, then we would not anticipate an impact. The PAC Roof project is scheduled for summer of 2027. If the board wished to move on the TRHS Enclosure project, EEI would need some time to assess and work with the facilities committee to generate a specific scope of work in a contractual agreement with a defined cost number for the board to consider. Therefore, the projected date of work for the TRHS Enclosure project - should the board determine to utilize lease funds - would be summer of 2027, too.

What is the cost number of the PAC Roof in Phase IV currently?

\$817,000



Considering the PAC Roof and TRHS Enclosure, which is more critical?

There are sound arguments for both. However, if pushed, I would summarize the feedback from all parties in this manner - The PAC Roof is entirely preventative at this stage whereas the substantial roof work already completed at the high school demonstrated water entering the building and therefore may suggest the enclosure to be the priority when viewed side-by-side in a silo from other projects across the District.

What is the impact of the FY27 budget process on this discussion?

Two things to remember here. First, the CIP was reduced from \$1.8M to \$600K, limiting the board's capacity to generate capital improvements next year when compared to previous years. Second, the lease was reduced from \$2M to \$1M in conjunction with pushing the Phase IV payment to FY28. This \$1M will meet the District's obligation but will not leave additional capital money to consider.

Pathways

1. The board can determine to do nothing. Phase IV continues using the current project list.
2. The board can determine to vote to remove the PAC Roof from Phase IV thereby generating a variance in that totality of the lease purchase agreement. The facilities committee can then begin work with EEI to generate a contract for Phase V specific to the TRHS Enclosure project.

Respectfully Submitted,

Justin Krieger

Superintendent of Schools

**TIMBERLANE REGIONAL SCHOOL BOARD COLLECTIVE BARGAINING
TIMBERLANE COTAs and SLPAs
TCSU
Teamsters local 633
TENTATIVE AGREEMENT
December 30, 2025**

The School Board makes the following tentative agreement with the Union for its first contract:

**AGREEMENT BETWEEN
TIMBERLANE REGIONAL SCHOOL BOARD
AND
TEAMSTERS LOCAL #633
COTA & SLPA
(Certified Occupational Therapy Assistants &
Speech Language Pathology Assistants)**

July 1, 2026 - June 30, 2029



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ARTICLE 1
RECOGNITION

The Timberlane Regional School District ("District") recognizes Teamsters Local #633 of New Hampshire ("Union") as the exclusive representative of the bargaining unit described in PELRB Decision No. 2025-024.

ARTICLE 2
JURISDICTION AND AUTHORITY OF THE SCHOOL BOARD

[2.1] BOARD AUTHORITY

The Union agrees that, except as specifically abridged or limited by the provisions of this Agreement or any agreement that may hereafter be made, all of the rights, powers and authority of the Board and its agents to manage, direct or supervise all of the operations of the Timberlane Regional School District and its employees in all its phases and details shall be retained by the Board and its agents and the exercise of any such rights as set forth in this Article shall not be subject to the grievance or arbitration provisions of this Agreement. The District reserves the right to adopt reasonable rules and policies not inconsistent with the express terms of this Agreement. Notwithstanding any other provision in this Agreement, the Board has sole jurisdiction, authority and discretion to contract with individuals, companies or agencies to provide services that otherwise would be provided by persons employed in this bargaining unit if:

1. the Superintendent determines that they cannot fill a vacant position at the applicable salary with a qualified applicant (provided, however, that the district will continue to actively recruit in an effort to fill the position with a qualified applicant as soon as possible), or
2. in order to provide critical services while a regular union employee is absent due to medical disability, or
3. a regular union employee is unable to perform their duties for another reason.

Under no circumstances will contracting out result in the layoff of existing employees during the term of this agreement.

[2.2] The Board may, at its discretion, adopt either a days-based school year or an hours-based school year. The Board shall determine the number of student hours and days per year. In the event the Board contemplates such a change to an hours-based year, notice shall be provided to the Union in advance of said change in order to engage in negotiations regarding impact on working conditions as a result of the change to an hours-based year.

[2.2] RESERVATION OF AUTHORITY

The parties understand that the Board may not lawfully delegate the power or authority which, by law, is vested in it, nor may the Superintendent lawfully delegate the power or authority which, by law, is vested in him, and this Agreement shall not be construed so as to constitute a delegation of the power or authority of either.

ARTICLE 3
NEGOTIATION PROCEDURE

[3.1] NOTICE OF INTENT TO NEGOTIATE

Should either party desire to negotiate a new schedule of salaries and salary related employee benefits for the school year following expiration of this Agreement, it shall notify the other party at least twelve (12) months prior to expiration, and the parties shall meet within thirty (30) days or sooner after the notification for the purpose of submitting salary and/or employee benefit proposals.

[3.2] COST ITEMS

All cost items shall be submitted to the Timberlane Regional School District Meeting in accordance with RSA 273-A. The Board shall make a good faith effort to secure the funds necessary to implement said Agreements, if such funds are not forthcoming, the Board shall consult with the Union, with respect only to the matters affected thereby, in order to determine whether any portion of the provision previously agreed to by the parties, may be implemented.

ARTICLE 4
WORK DAY, WORK WEEK, AND WORK YEAR

[4.0] WORK DAY

The normal work day for each employee shall be at least 7.0 hours per day. It is understood that it may be necessary to schedule a position for less than the 7.0 hours per day based on student or school needs. One half (½) hour per day will be used for preparation/planning time as directed by administration. Each employee's work day shall be determined by the Superintendent or designee based on the needs of the employee's building assignment. Employee shall have a 30 minute unpaid lunch period each day.

[4.1] WORK YEAR

The normal work year for each employee shall be the number of student days on the District calendar. The normal work year will also include four (4) non-student Professional days at least two (2) of which will be scheduled before the student year. It is understood that it may be necessary to have some positions be assigned for less than the student days on the District calendar due to student needs.

ARTICLE 5
GRIEVANCES

[5.0] A grievance shall mean a claim by an employee as defined in the recognition clause (Article 1) that there has been a violation or misapplication of one or more provisions of this agreement.

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[5.1] BUSINESS DAYS

Business Days for purposes of Article 5 shall mean Mondays through Fridays, excluding legal holidays and school vacations other than summer vacation.

[5.2] TIME LIMITS

A grievance to be considered under this procedure must be presented to the second party within fifteen (15) business days of its occurrence, or within fifteen (15) business days of when the first party should have reasonably known of its occurrence. Once the grievance is being considered, the failure of the aggrieved party to appeal a decision or lack of a decision, rendered at a given step in the procedure to the next step within the specified time limit constitutes explicit acceptance of the decision and is a waiver of further appeal of said decision. Failure at any step of this procedure to communicate the decision on a grievance with the specified time limits shall permit the aggrieved employee to proceed to the next step. The time limits specified may, however, be extended by mutual agreement, in writing. In the event of a grievance filed at such time that it cannot be processed through all the steps in this grievance procedure by the end of the school year, the time limits set forth herein may be reduced by mutual agreement, in writing, so that the grievance procedure may be exhausted prior to the end of the school year or as soon thereafter as is practical.

[5.3] REPRESENTATION

Both parties agree that these proceedings will be kept informal and confidential as may be appropriate at any level of the procedure. The employee, by his/her request, may be accompanied by a representative of the Union at any step of the grievance procedure. It is understood that the employee shall, during and notwithstanding the pendency of any grievance, continue to observe all assignments and applicable rules and regulations of the Board and administration until such grievance and any effect thereof shall have been fully determined. The following grievance procedure applies to individual employees.

[5.4] INFORMAL PROCEDURE

An employee shall first take up his/her grievance informally with their Supervisor. The Supervisor shall meet with the employee and attempt to resolve the grievance. The employee shall notify the Supervisor that their discussion constitutes the informal procedure of the grievance process. The Supervisor must render his/her decision within five (5) business days of the meeting.

[5.5] FORMAL PROCEDURE

[5.5.1] STEP 1

If the matter is not resolved by written or verbal response to the satisfaction of the employee, he/she shall set forth his/her grievance in writing to the Supervisor, within five (5) business days, specifying:

- (a) the nature of the grievance and date occurred; (b) the specific language in this Agreement that allegedly was breached; (c) the nature and extent of the injury, loss, or inconvenience; (d) the results of previous decisions; and (e) his/her dissatisfaction with the decisions previously rendered. The Supervisor shall communicate his/her decision to

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the employee, in writing, within five (5) business days of receipt of the written grievance.

[5.5.2] STEP 2

If no satisfactory settlement is reached through Step 1, the employee, no later than ten (10) business days after receipt of the Supervisor's decision, may appeal the Supervisor's decision to the Superintendent of Schools. The appeal to the Superintendent must be made, in writing, reciting the matter submitted to the Supervisor as specified above, and the employee's dissatisfaction with decisions previously rendered. The Superintendent shall meet with the employees and Supervisor to attempt to resolve the matter as quickly as possible, but within a period not to exceed five (5) business days. The Superintendent shall communicate his/her decision, in writing, to the employee and the Supervisor, within ten (10) business days after the meeting.

[5.5.3] STEP 3

If the grievance is not resolved to the employee's satisfaction, s/he may request a review by the School Board, no later than ten (10) business days after receipt of the Superintendent's decision. The request shall be submitted, in writing, through the Superintendent of Schools who shall forward the request to the School Board within three (3) business days. The School Board shall review the grievance and shall hold a hearing with the employee, within thirty (30) days of notification, and render a decision, in writing, within twenty (20) business days of the hearing by the School Board.

If the decision of the School Board does not resolve the grievance and the Union determines that the matter should be reviewed further, it shall, in writing, so advise the Board through the Superintendent within fifteen (15) business days of receipt of the Board's decision. The Union may then initiate a request for arbitration under the procedure set forth in section 5.5.4 herein, within thirty (30) business days of notice.

If the parties disagree as to the meaning or interpretation of any of the provisions of this Agreement, either party may utilize the grievance procedure set forth in Article Six in order to resolve said dispute. The moving party will notify the other party of its grievance, in writing, and following the response to the grievance; the moving party may then initiate a request for arbitration.

[5.5.4] STEP 4

Procedure for Securing the Services of an Arbitrator - The following procedure will be used to secure the services of an arbitrator:

A request shall be made to the Public Employee Labor Relations Board (PELRB) to submit a roster of persons qualified to function as arbitrators in the dispute in question. If the parties are unable to determine a mutually satisfactory arbitrator from the submitted list, they shall request the PELRB to submit a second roster of names.

If the parties are unable to determine, within ten (10) business days of the initial request for arbitration, a mutually satisfactory arbitrator from the second submitted list, the PELRB may be requested by either party to designate an arbitrator.

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The hearing before the arbitrator will be held within thirty (30) calendar days or as soon as possible. The arbitrator shall limit himself/herself to the issues submitted to him/her and shall consider nothing else.

S/he may add nothing to nor subtract anything from the Agreement between the parties. The findings of the arbitrator shall be final and binding. Only the School Board and the aggrieved and his/her representative shall be given copies of the arbitrator's report, unless further disclosure is required by law. This shall be accomplished within thirty (30) calendar days of the receipt of the arbitrator's award.

The School Board and the Union shall assure all parties freedom from restraint, interference, coercion, discrimination, or reprisal in presenting their appeal with respect to their personal grievances.

[5.6] COSTS

The arbitrator's fees and expenses, and any administrative fees except for the filing fee of the initiator, if any, are the only costs which will be shared equally by the parties. All other costs are the responsibility of the respective parties.

[5.7] EXPEDITIOUS RESOLUTION

Judgment to process a grievance under this provision shall not indicate agreement as to the validity of the grievance, but only that the parties view such action as an expeditious means of resolving said grievance.

The School Board and the employee recognize and endorse the importance of bringing to light and adjusting grievances promptly. The initiation of a grievance, in good faith by an employee, will not cast any reflection on his/her standing with the Administration or his/her loyalty and desirability to the District nor will the grievance be considered as a reflection on the Administration or the School Board.

ARTICLE 6 **LEAVES OF ABSENCE**

Only employees who are scheduled to work twenty (20) or more hours each week are eligible for the leave benefits described in this Article 6.

[6.1] PERSONAL ABSENCE

Employees shall be granted three (3) personal days each school year for personal, family, religious or legal business, which requires the employee's absence and cannot be conducted outside school hours. The employee shall give their Supervisor at least two (2) calendar days advance notice that a personal day is needed, except in the case of an emergency. A personal day shall not be recreational in nature.

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[6.2] SICK LEAVE

[6.2.1] ACCUMULATION

On the first workday of each calendar month, each employee working a year-round schedule shall **accrue** paid sick leave due to personal illness at the rate of one (1) days per calendar month to a maximum of ten (10) days per year, with a maximum accrual of 90 days at any time. Sick leave may be utilized at the employee's discretion for any FMLA purpose, other family illness of the employee's parent, spouse, child, or other person who resides in the employee's household or for whom the employee has caretaking responsibilities, or for any other purpose as may be approved at the discretion of the Superintendent. Sick leave may be taken in quarter (1/4) hour increments.

[6.2.2] EVIDENCE OF DISABILITY OR SICKNESS

The Superintendent may make reasonable demands for satisfactory evidence of a disability or sickness, including a second opinion from a mutually agreed to physician, at District expense, in those cases Involving more than three (3) continuous days of absence.

[6.2.3] BENEFITS ON LEAVE

No combined employee benefits (sick leave, disability leave, workers' compensation, or jury duty) will allow an employee to gain in excess of 100% of existing daily rate of salary. If an employee is eligible to receive workers' compensation, the District's obligation to pay sick leave benefits shall be reduced by the amounts actually received from workers' compensation benefits. The employee's assessed sick leave time will be prorated in accordance with the workers' compensation contribution.

[6.2.4] DISABILITY BANK

There shall be a pool of paid sick leave days for eligible employees that may be drawn upon after any and all individually accumulated sick leave days have been exhausted. One year of completed service to the District is required to qualify. This pool may be used for a disability of twenty (20) contract days or more. The Disability Bank shall be administered in accordance with Appendix B.

[6.3] FAMILY LEAVE

Eligible employees may take time off from work following the birth, adoption, or foster care placement of a child in accordance with the District's FMLA policy.

[6.4] BEREAVEMENT LEAVE

An employee shall be granted reasonable absences because of death in his/her immediate family with pay, not to exceed four (4) days per bereavement. These days must commence within six (6) months of notification of death to the employee and their eligibility for leave under this provision. Leave days under this section may only be used consecutively, or in up to two (2) distinct time periods (3 days/1 day or 2 days/2 days), with supporting documentation being presented to the Superintendent (or designee) explaining the reason for the absence, who shall grant the leave at their discretion. In determining reasonable absence, consideration shall be given to the relationship of the employee to the deceased, the responsibility of the employee for making funeral arrangements and the distance traveled. A fifth day with pay may be granted at

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the discretion of the Superintendent. An employee's immediate family shall be considered as husband, wife, domestic partner who resides in the employee's household, child, stepchild, parent, stepparent, sibling, stepsibling, mother-in-law, father-in-law, sister-in-law, brother-in-law, grandparents, grandchildren, son-in-law and daughter-in-law. For other persons residing in the same household, the employee shall be granted bereavement leave not to exceed four (4) days. An employee shall be granted reasonable absences with pay because of the death of his/her uncles, aunts, first cousins, nieces and nephews, not to exceed two (2) days per bereavement. Additional consideration for bereavement leave shall be granted at the discretion of the Superintendent of Schools in those cases not considered immediate family.

ARTICLE 7

REDUCTION IN PROFESSIONAL STAFF WORK FORCE

[7.1] LAYOFF/RELEASE

When, in the discretion of the School Board, a reduction in staff is required, such reduction shall be accomplished as follows: Probationary personnel shall be released first, unless the layoff means loss of program or service. Thereafter, selection for reduction in force shall be based on 1. Certification, 2. Job Performance (based on annual evaluation), 3. Experience in certified area, 4. Academic preparation. Seniority will only be considered when all other factors are considered equal.

[7.2] TRANSFERS OR REASSIGNMENTS

In the event the layoff involves the transfer or reassignment of employees, the change shall be made at the sole determination of the Superintendent, unless there is a volunteer to the transfer or reassignment who is acceptable to the Superintendent.

[7.3] RECALL

Experienced personnel, only, shall be recalled based on experience and qualifications for new positions which may become available and for which the Individual may be qualified and certified in accordance with the above procedure. The recall list shall be maintained for a period not to exceed 18 months.

[7.3.1] NOTIFICATION OF RELEASE

All correspondence by the Superintendent and employees shall be by certified mail receipt requested.

[7.3.2] RECALL NOTICE

Employees shall be responsible for notifying the Superintendent, in writing, of their current address. Recall notice shall be mailed at the time a position(s) becomes open.

[7.3.3] ACCEPTANCE OF RECALL

Employees shall have twenty (20) calendar days to respond to any recall notice. Failure to accept recall, in writing, shall terminate the employee's rights under this Article.

[7.3.4] ACCEPTANCE OF TRANSFERS

In the event the layoffs require transfer, employees must accept the transfer or forfeit their right to Employment.

[7.4] RETENTION OF SENIORITY

Personnel released under this policy and who are recalled within the recall period shall retain all seniority accrued in the District at the time of release and shall retain all rights under the law accruing to their experience.

[7.5] SENIORITY

For the purpose of this Article, the term seniority means continuous, uninterrupted service for the District.

[7.6] VACANCIES

Whenever a permanent bargaining unit position becomes vacant, said vacancy shall be posted on the School District website and emailed to all bargaining unit staff. During summer vacation periods, such vacancies shall be posted on the School District website and a copy shall be sent to the Union steward and business agent via email.

ARTICLE 8
PROFESSIONAL IMPROVEMENT

[8.1] EDUCATIONAL BENEFIT

Employees who are regularly scheduled to work 6 or more hours each day may spend up to \$1000 per year, and part-time staff working 4 hours per day up to \$500 per year, to a maximum of \$10,000 for all unit employees in a fiscal year, for obtaining additional education and training. Education and training programs must be job-related and be approved in advance by the Superintendent. Additional support for course work may be available on a limited basis at the District's sole discretion.

ARTICLE 9
INSURANCE PROTECTION

[9.1.1] PLAN

A. The Board shall offer to an employee scheduled to work six (6) or more hours per day the following medical insurance benefits as defined by AB20:

[9.1.2] DISTRICT CONTRIBUTIONS

The District's contribution to health Insurance premiums shall be:

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	AB20			OpenAccess PPO		
	<u>26-27</u>	<u>27-28</u>	<u>28-29</u>	<u>26-27</u>	<u>27-28</u>	<u>28-29</u>
Single	88%	86%	85%	88%	86%	85%
2-Person	85%	85%	85%	85%	85%	85%
Family	85%	85%	85%	85%	85%	85%

[9.1.3] MEDICAL INSURANCE BUY-OUT

Employees who would otherwise be eligible for District coverage who elect non-District health insurance coverage under their spouse's plan, or another comparable insurance plan, for the entire fiscal year, will be eligible for compensation in lieu of enrollment in the District's health insurance plan. Eligible employees will be compensated in the amount of \$500 for waiver of this benefit upon presentation of proof of other coverage, provided that it is not subsidized coverage under the Affordable Care Act. Such payment will be paid to eligible employees at the end of the fiscal year provided that there is no change in selection of plan during the year.

[9.2] DENTAL INSURANCE

[9.2.1] PLAN

Employees who work six (6) or more hours per day, the District shall pay 75% of the premium of the single, and 50% of the premium of a 2 person or family premium for a dental insurance plan. The dental insurance shall at least be equivalent to the Health Trust Option 1A.

Or

The District shall offer employees who work six (6) or more hours per day, Health Trust, Option 1S dental insurance plan and contribute towards the premiums for that plan 69% of the premium for a single and 46% of the premium for a 2 person or family plan for the Health Trust Option 1S dental insurance plan.

[9.3] TERM LIFE INSURANCE

A term life Insurance policy will be available to each employee who qualifies. The premium for this insurance coverage will be paid by the Timberlane Regional School District as follows: The amount of insurance will be \$20,000, with an employee option to buy additional insurance at the employee's expense if permitted by the insurer. Benefit eligibility is subject to policy requirements and determined by the carrier.

[9.4] FLEXIBLE SPENDING

The Board shall make flexible spending accounts available to employees in the bargaining unit. contributions are 100% employee paid.

[9.5] VISION PLAN:

The District may offer the Anthem Vision Plan. The employee may voluntarily enroll in the vision plan annually. The employee shall be responsible for 100% of the cost of the plan they select.

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ARTICLE 10
MISCELLANEOUS

[10.1] If any provision of this Agreement or any application of this Agreement to any employer or groups of employees is held to be contrary to law, then such provisions or application shall not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

[10.2] EFFECT OF CHANGES

Nothing in this Agreement which changes pre-existing Board policy, rules, and regulations shall operate retroactively unless expressly so stated.

[10.3] PERSONNEL FILES

[10.3.1] ACCESS

Personnel files of bargaining unit members shall be kept confidential. Access to the file shall be strictly limited to school district personnel with a bona fide need such as members of the Superintendent's staff, Principals, Assistant Principals and their executive administrative assistants. Each employee shall have the right, upon request within three (3) business days, to review the contents of their personnel file, with the exception of references and recommendations provided to the district, former employers, etc.

[10.3.2] RIGHT TO RESPOND

Employees will be given a copy of any and all material that may be used against them in a disciplinary action at the time that it is placed in the file. Explanatory rebuttal statements can be attached to the material housed in the file provided such statement is made within thirty (30) working days after the employee receives the material. Any reference to allegations that are investigated and determined to be unfounded shall be removed from an employee's file.

[10.3.3] ANONYMOUS MATERIALS

Allegations about an employee arising from anonymous letters or materials will be brought to the attention of the employee who will receive a copy of the material. Should the building Principal/Supervisor deem it necessary, the Principal/Supervisor may initiate an investigation. The results of any investigation will be shared with the employee in the event the allegations and/or charges are sustained. Rumors that are determined to be unfounded shall not be the cause of disciplining an employee.

[10.3.4] PLACEMENT IN PERSONNEL FILE

All materials placed in the file will be dated and signed by the individual assigning such material to the file with a copy being provided to the employee at that time.

[10.3.5] EXCLUSION OF GRIEVANCES

Grievances shall be kept in a separate grievance file and not placed in a personnel file.

[10.4] DISCIPLINE

[10.4.1] JUST CAUSE

No employee shall be disciplined or deprived of compensation without just cause.

[10.4.1] ORDER OF DISCIPLINE

Discipline will normally be issued in the following order:

- Verbal Warning
- Written Warning
- Suspension without pay
- Termination

The above sequence may be taken out of order if the offense is severe enough to warrant more severe discipline, including but not limited to immediate suspension without pay or termination.

[10.4.2] POLICY CHANGES

Copies of all changes in school board, school district and school rules and policies will be posted on the District website and sent to all bargaining unit employees at the time of Board approval.

[10.4.3] RIGHT TO REPRESENTATION

An employee who is required to appear before the Board or an administrator concerning a matter for which the employee may be subject to discipline may be accompanied by a representative of the Union.

[10.5] COMPLAINTS AGAINST ANOTHER EMPLOYEE

An employee in this bargaining unit who wishes to file a complaint against another employee of the School District shall file the complaint in writing with the Building Principal/Supervisor, or with the Superintendent or designee. If the complaint is against the Building Principal/Supervisor, the administrator who receives the complaint shall cause it to be investigated; shall direct the employee against whom the complaint was filed not to retaliate against the complainant; shall determine whether the complaint is founded; and shall take necessary action in response to the complaint. The complainant will be notified whether the administrator determined the complaint to be founded, and whether action was taken in response to the complaint.

[10.6] JOINT LOSS MANAGEMENT COMMITTEE

The School District will operate a joint loss management committee in accordance with the New Hampshire Workers' Compensation Law. The joint loss management committee shall meet regularly to develop and carry out workplace safety programs, alternative work programs that allow and encourage injured employees to return to work, and programs for continuing education of employers and employees on the subject of workplace safety.

[10.7]

This agreement does not apply to newly hired personnel until they have completed their ninety

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(90) day probationary period, nor to temporary employees.

ARTICLE 11
LETTER OF AGREEMENT

[11.0] The District shall provide by June 1st, a letter of agreement to reemploy, including the expected position, expected rate of pay, expected hours per day, and expected days per year. A letter of agreement for a grant-funded position will specify that the position is contingent upon the District's receipt of the grant funds. Non-renewal of a letter of agreement for an employee shall not be done unless as part of a reduction in force. Grievances regarding non-renewal of a letter of agreement may proceed up to the Board level and shall not be submitted for arbitration unless there is an alleged violation of Article 7.1.

[11.2] Upon receiving a letter of agreement, the employee must sign and return it to the Superintendent by June 15th. If an employee fails to do so, he/she will be deemed to have resigned voluntarily.

[11.3] After an employee returns a letter of agreement by June 15th, should a change in the expected terms of employment be contemplated by the District, the employee shall be consulted prior to any change being made.

[11.4] Each employee shall be provided with a copy of his/her job description. Upon revision of a job description, the employee shall be provided with an updated copy.

[11.5] Notwithstanding any other provision in this Agreement, an employee may be assigned and reassigned to any position at any time at the discretion of the Superintendent or his/her designee, provided the Superintendent or his/her designee determines that the assignment or reassignment is in the best interests of the District. This includes, but is not limited to, assignment and reassignment between buildings, grades, job classifications, students, and regular or special education.

[11.6] **Involuntary Transfers**

Involuntary transfers of employees will not be preferred, but will be the ultimate decision of the Superintendent who shall establish both staffing levels and placement of personnel. Prior to making any involuntary transfers, the employee's qualifications and professional development goals shall be considered. An employee shall have an opportunity to provide a written presentation to the Superintendent about any concerns or issues regarding said transfer.

ARTICLE 12
COMPENSATION

[12.1] WAGES
See Appendix A

[12.2] STEP PLACEMENT

Step placement for New Hires: No new employee shall be hired at a higher step on the wage scale than a current employee with equivalent experience and education.

[12.3] ELIGIBILITY FOR STEP

Employees shall not be eligible for a step increase unless they have worked at least ninety (90) days of the contract year prior to the scheduled increase.

[12.2] LONGEVITY

Unit members shall receive longevity pay as follows:

Employees shall be entitled to a \$0.75 per hour pay differential after completing 15 years of continuous service in the District, and shall be entitled to an additional \$0.25 per hour pay differential (to \$1.00 per hour) after completing 20 years of continuous service in the District.

[12.4] JOB PERFORMANCE

The Superintendent may withhold an employee's wage increase due to unsatisfactory job performance as evidenced by the employee's performance evaluation(s), provided the employee has been given 60 days written prior notice of performance deficiencies and an opportunity to correct their deficient performance and has failed to do so. If during the year the Superintendent agrees that the employee has rectified the concerns raised in the evaluation, the employee shall receive the wage increase going forward, even if in the middle of the contract year.

[12.5] SEVERANCE PAY

Upon leaving the District, Union members in good standing may redeem unused sick leave at the following rates:

After completing 10 years of service	After completing 15 years of service
\$25 per day	\$30 per day

In no event may employees accrue or redeem more than ninety (90) days, this benefit is payable (upon written request of the employee by July 1st) on or before July 15th of the next fiscal year, after the employee leaves the District. Good standing means the employee was neither terminated nor resigned while facing possibility of termination.

ARTICLE 13
UNION RIGHTS

[13.1] SCHOOL VISITATION

Authorized representatives of the Union shall have the right to confer with members of the Bargaining Unit at work locations during times when employees are free from any responsibility. Such conference shall be held in the employees' lounge, employees' lunchroom facility or in any other room selected by the employee(s) involved, provided that the conferences take place outside the presence of students. The Union Representative shall make known to the Principal, or designee, that they are present in the building.

[13.2] MAILBOXES, EMAIL AND UNION MATERIALS

The Union may utilize employees' mailboxes and the District email system to communicate notices and other materials related to Union activities to employees. Communication of such material through mailboxes and through email shall be made by authorized representatives of the Union. All materials placed in mailboxes and in email by the Union shall bear the name of the Union. The Union acknowledges that the District may review email communications, and that any communication through the District email system accordingly are not private or confidential.

[13.2.2] COPY TO PRINCIPAL

A copy of the notice or materials shall be provided to the building principal.

[13.3] USE OF FACILITIES

Consistent with District Building Use Policies, the Union, with prior approval of the Principal, may use school facilities for its meetings. Such request of the Principal shall be upon the appropriate building use form, supplied by the School District. Such approval shall not be arbitrarily denied.

[13.4] LIST OF NEW HIRES

The Timberlane School District shall provide the Union with a listing of the names, addresses and work location of all newly hired members of the Bargaining Unit within 30 days of the date of hire.

[13.5] DUES DEDUCTION

[13.5.1] AUTHORIZATION

Employees shall have the right to request and be allowed dues deduction for the Union. Upon receipt of a properly executed authorization form from the employee involved, the District will deduct from the employee's paycheck, the dues which the employee has agreed to pay the Union during the period provided in said authorization.

[13.5.2] DISCONTINUED DEDUCTION

An employee may discontinue their dues deduction authorization at any time on written notice to the Payroll Department and the discontinuation will be effective the next pay period.

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[13.5.3] TERMINATION OF EMPLOYMENT

All authorizations for dues shall cease to be effective upon termination of employment by the Board.

[13.5.4] CONTINUATION OF DUES DEDUCTION

Authorization for dues deduction shall remain in force until revoked by the employee.

[13.5.5] TRANSMITTAL OF DUES

Within a week following each pay day, the Union dues deducted from the previous pay period will be transmitted to the Union.

[13.5.6] INDEMNIFICATION OF BOARD

It is further agreed by and between the Timberlane Regional School District and Teamsters Local 633 (COTA and SLPAs) that such authorization for dues deduction shall continue in full force and effect with the Timberlane School District until the employee submits a written revocation of such authorization to the Board. The Union agrees to indemnify and hold harmless the School Board and its agents in the event of any legal action as a result of the above-described dues deduction.

[13.5.7] BULLETIN BOARDS

The District shall provide a bulletin board in each school building for the posting of union notices and announcements to unit members. The bulletin board shall be placed in a convenient location where unit members work.

[13.5.8] STEWARDS

Stewards shall suffer no loss of pay to attend negotiations and to conduct Union business as it relates to the administration of this Agreement when occurring during their regularly scheduled work hours.

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DURATION AND EFFECTIVE DATE OF AGREEMENT

This Agreement shall be effective July 1, 2026 and shall continue in effect, unless terminated by mutual agreement, until June 30, 2029.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their respective President and Chairperson,

Timberlane Regional School Board:

Dated:

Teamsters Local #633 – COTAs & SLPAs:

Dated:

Traci N. St. Clair, Field Representative

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APPENDIX A

TIMBERLANE REGIONAL SCHOOL BOARD AND TEAMSTERS LOCAL 633, COTA AND SLPA (TCSU) SCHOOL BOARD WAGE PROPOSAL DECEMBER 4, 2025.

2027 Through 2029 Pay Scale For New Hires

FY2027 - FY2029				
Step	SLPA(AS)	SLPA(BA/BS)	COTA(AS)	COTA(BA/BS)
1	\$24.00	\$24.50	\$28.00	\$28.50
2	\$24.72	\$25.22	\$28.84	\$29.34
3	\$25.46	\$25.96	\$29.71	\$30.21
4	\$26.23	\$26.73	\$30.60	\$31.10
5	\$27.01	\$27.51	\$31.51	\$32.01
6	\$27.82	\$28.32	\$32.46	\$32.96
7	\$28.66	\$29.16	\$33.43	\$33.93
8	\$29.52	\$30.02	\$34.44	\$34.94
9	\$30.40	\$30.90	\$35.47	\$35.97
10	\$31.31	\$31.81	\$36.53	\$37.03
11	\$32.25	\$32.75	\$37.63	\$38.13
12	\$33.22	\$33.72	\$38.76	\$39.26

The existing hourly pay of employees who are employed on or before February 28, 2026 will be increased 3% in 2026-2027, 3% in 2027-2028, and 3% in 2028-2029. Employees hired after February 28, 2026 or during the term of this Agreement will receive a starting wage determined by the "Pay Scale For New Hires." set forth above.

Employees who are hired after February 28, 2026 and who are employed for at least 90 school days of the contract year will receive a 3% increase to their hourly pay in the next school year and in each successive year for the duration of this contract (i.e., through 2028-2029).

If the district deems it necessary in order to hire a qualified employee, it may award up to an additional three (3) years of experience.

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APPENDIX B
ADMINISTRATION OF DISABILITY BANK

TIMBERLANE REGIONAL SCHOOL DISTRICT
DISABILITY BANK (TAAM, TCU, TCWU, TCSU)

DISABILITY BANK

1. Definitions

Disability – A medical condition, physical or mental, which causes one to be unable to perform his/her contractual obligation for a period of twenty (20) contract days or more.

Disability Bank – A pool of paid leave days that may be drawn upon after any and all individually accumulated sick days have been exhausted.

2. Establishment of Bank

The bank will be established the first workday of each school year, allowing carryover from the previous year, if such carryover exists, so that the pool could reach a minimum of four hundred (400) days. If the carryover from one year does not drop below two hundred-fifty (250) days by September 1 of the next year, members will not be required to contribute one of their individually authorized sick leave days to the pool. If the total number of days in the disability bank pool drops below two hundred-fifty (250) days, all members of the full unit with at least one full year of service to the District will contribute one of their individually authorized sick leave days on the first work day of the next school year. In the event the bank is depleted during the year, one additional sick day will be taken from each member.

3. Board of Review

A Board of Review will be established to determine the assignment of days from the pool. The Board shall only have control over the assignment of extended disability leave benefits from the pool. The Board of Review shall consist of:

- The President of the Association or his/her designee;
- The Association Building Representative of the employee in question, or member of the unit chosen by the applicant;
- The Superintendent of Schools or his/her designee; and
- The School Board Chairman or his/her designee.

4. Distribution of Benefits

Members of the bargaining unit with at least one year of service to the District may apply for a number of days consistent with a one-for-one match of their Individual sick leave accumulation as of the end of the previous contract year brought forward to the year of the onset of the disability. The combined benefit of accumulated personal sick leave and disability bank leave may not exceed one hundred-eighty (180) days and may carry over from one contract year to another. Employees with less than one full year of service in the District will not be required to contribute one of their individual accumulated sick leave days to the disability bank. The Board reviews the right to request re-application and documentation from anyone requesting more than forty (40) days from the pool. Any benefits will be minus other insurance coverage (i.e., workers' compensation, social security, etc.).

5. Worker Protection

The District will allow unit members to be reimbursed up to three (3) sick days from the Disability Bank for injuries that occur at the worksite or in the off-site performance of their duties not covered under other benefits.

TIMBERLANE REGIONAL SCHOOL BOARD'S COLLECTIVE BARGAINING
TIMBERLANE ADMINISTRATIVE UNION
Teamsters local 633
TENATIVE AGREEMENT
December 12, 2025

The School Board makes the following tentative agreement with the Union. The tentative agreement calls for no changes to the parties' 2023-2026 collective bargaining agreement, except for those provisions that are expressly referenced herein. In accordance with the ground rules, all agreements are temporary until a tentative agreement on all items is achieved.

Items in bold are to be added and items struck-through are to be deleted.

ARTICLE 6 - WORK YEAR

WORK YEAR.

Article 6.1 The work year for full-year employees shall be July 1 through June 30 and shall consist of 260 working days inclusive of holidays. **There may be circumstances where administrators can work remotely for short periods of time with prior written approval of their direct supervisor.**

ARTICLE 7 – ANNUAL CONTRACTS AND COMPENSATION

SALARY MATRIX ARTICLE 7.3.

See attachment A

TEMPORARY COVERAGE 7.4.

7.4 A bargaining unit member, who ~~works in~~ temporarily performs the duties of another administrative bargaining unit position ~~serves in another administrative capacity,~~ **at the request of the Superintendent (or their designee), and who serves in that capacity** for ~~twenty (20)~~ **ten (10)** consecutive school days or more, shall, retroactively to the first day they served in that capacity, receive the base salary they would receive, as determined by the salary matrix, if they were to permanently occupy the ~~for days worked in that position in which they are temporarily working, providing~~ provided that the base salary for that position is higher than their current salary. It is understood the 10 consecutive school day requirement before salary is adjusted will not be used sequentially with different administrators to avoid paying an administrator additional wages for their time performing the duties of an absent administrator.

ARTICLE 8 – INSURANCE

DENTAL INSURANCE.

8.2 Dental Insurance

The District shall offer employees Health Trust, Option 1S dental insurance plan and pay 90% 83% of the premium (1 person, 2-person, or family) for its dental insurance plan.

New article 8.6 VISION PLAN.

8.6 Vision Plan:

The District may offer the Anthem Vision Plan. The employee may voluntarily enroll in the vision plan annually. The employee shall be responsible for 100% of the cost of the plan they select.

ARTICLE 9- LEAVES

SICK LEAVE.

9.1 Sick Leave: Administrators will accrue sick leave pay at the rate of 1.25 days per month to a maximum of 15 days per year. Employees may carry a maximum sick leave balance of 120 days at any one time. Sick leave may be utilized at the employee's discretion for any FMLA purpose, other family illness of the employee's parent, spouse, child, or other person who resides in the employee's household or for whom the employee has caretaking responsibilities, or for any other purpose as may be approved at the discretion of the Superintendent. Sick leave may be taken in half (1/2) day increments.

SEPERATION.

9.1.1 Sick Leave Upon Retirement- Separation:

Upon leaving the District, in good standing, eligible employees may redeem unused sick leave at the following rates:

After completing	After completing
<u>10 years of service</u>	<u>15 years of service</u>
\$20-\$25 per day	\$25-\$35 per day

In no event may employees accrue or redeem more than one hundred twenty (120) days. This benefit is payable (upon written request of the employee by July 1) on or before July 15 of the next fiscal year, after the employee leaves the District.

Good standing means the employee was neither terminated nor resigned while facing the possibility of termination as outlined in Article 5.

VACATION ACCRUAL.

Effective July 1, 2028, replace Article 9.5 as follows:

9.5.1 Vacation Accrual: All administrators on a twelve-month contract will ~~accrue 1.66 days of paid vacation per month, up to a maximum of~~ have 20 days paid vacation days each year during the first 5 years of full-time professional service as an administrator in the District. After 5 years of full-time professional service as an administrator in the District, administrators shall ~~have accrue 2.08 days of paid vacation per month, to a maximum of~~ 25 days of paid vacation per year.

9.5.2 Vacation Balance: Up to 15 days of unused vacation days from the previous year, may be carried forward. Administrators may carry a maximum paid vacation day balance of 40 days at any one time. Except for 5 vacation days per year, vacation days may only be used on non-student days. The use of vacation days must be approved in advance by the superintendent or designee. Up to 5 vacation days per year may be used on school days if the employee using the days is the only administrator in their building on leave on those days, and the leave is approved in advance by the superintendent. Denial of vacation shall not be subject to the procedures of the grievance process. Upon leaving the District, eligible employees in good standing (see article 9.1.1 for definition), may redeem unused vacation, up to a maximum of 40 days.

RENUMBER CUREENT ARTICLES 14, 15 and 16 as numbers 16 ,17 and 18 RRESPECTIVELY AND INSERT NEW ARTICLE 14 AND 15 BELOW

ARTICLE 14 - PROFESSIONAL DEVELOPMENT

New provision

14.1 Course Reimbursement

14.1.1 Course Approval

Any employee desiring reimbursement for an educational course shall discuss their plans for further study with their supervisor, attain their approval and the Superintendent's approval prior to enrollment in the course.

14.1.2 Per Credit Course Reimbursement

The Board will reimburse the employee for tuition for up to twelve (12) credits for approved courses per employee per year at the rate of \$425 per credit hour. For purposes of securing credit reimbursement, courses that begin on or after June 15th, and end during the summer before August 31st,

will be deemed "summer courses."

14.1.3 Course Reimbursement Procedures

Monies will not be approved or encumbered prior to one month before the first-class session of a course. The employee must present evidence of registration for the class within fourteen (14) days of the first-class session, or the encumbrance will be made available to other members of the unit on a first come, first serve basis according to the date of application. Reimbursement will be made upon the employee's presentation to the Superintendent of evidence of completion of the course with a grade of "B" or better and a receipt from the Bursar's office indicating tuition charges made. There shall be no reimbursement for a grade of B-. When a course is approved and commenced in one contract year, but evidence of the grade and tuition charges are present in the next contract year, the reimbursement will be applied against the annual allocation under for the contract year during which the course was approved and commenced. Successful completion of courses that are only evaluated with a pass/fail grade will be reimbursed if passed.

14.2 Conferences, Institutes, Visits and Workshops

Employees shall be allowed time, within the current approval process, with no loss of pay, to visit other schools, attend workshops, institutes and/or conferences for professional improvement. Each employee is entitled to be reimbursed up to \$400 each contract year for attendance at the aforementioned. Workshops, institutes, and conferences shall be approved so long as they are related to the employee's professional development goals, building or district goals, or certification area.

14.3 Paid Professional Dues

As budgeted and approved by the Superintendent.

14.4 Allocation

The district will allocate \$15,000 per year for professional development fees called for in Article 14. Fee will be disbursed on a first come first serve basis until they are exhausted.

14.5 Reimbursement

An employee who receives professional development fees pursuant to Article 14 and leaves the district for any reason will reimburse the district 100% for all college course reimbursements credited to the employee during the year prior to their departure and 50% of the college course reimbursements credited to the employee during the year preceding the prior year to their departure. The district will withhold that amount from the employee's final separation package.

ARTICLE 15 - MISCELLANEOUS

New Section

15.1 Personnel files

15.1.1 Access

Personnel files of bargaining unit members shall be kept confidential. Access to the file shall be strictly limited to school district personnel with a bona fide need such as members of the Superintendent's staff. Each employee shall have the right, upon request within three (3) business days to review the contents of his/her personnel file, with the exception of references and recommendations provided to the district on a confidential basis, e.g., by universities, persons not connected with the district, former employers, etc.

15.1.2 Right To Respond

Employees will be given a copy of any and all material that may be used against them in a disciplinary action at the time that it is placed in the file. Explanatory rebuttal statements can be attached to the material housed in the file provided such statement is made within ten (10) working days after the employee receives the material. Any reference to allegations that are investigated and determined to be unfounded shall be removed from an employee's file.

15.1.3 Allegations/ Complaints

Allegations about an administrator arising from letters or materials will be brought to the attention of the administrator who will receive a copy of the material. Should the Superintendent deem it necessary the administrator's direct supervisor will initiate an investigation. The results of any investigation will be shared with the administrator. Any copies of any materials resulting from a consequent investigation will be given to the administrator. Anonymous materials and the results of any consequent investigation which do not lead to immediate discipline will be placed in the administrator's personnel file, in a ~~sealed envelope~~ *confidential computer file*. *Except as otherwise required by law, Only only* in the instance of a disciplinary action brought against the administrator for the same time period referenced by the anonymous material or directly related to specific allegations in the anonymous material may such materials be accessed by persons other than the administrator, his/her representative, the Superintendent and/or the Assistant Superintendent. Rumors that are determined to be unfounded shall not be the cause for disciplining an employee.

15.1.4 Placement In Personnel File

All materials placed in the file will be dated and signed by the individual assigning such material to the file with a copy being provided to the employee at the time.

15.2.5 Exclusion Of Grievances

Grievances shall be kept in a separate grievance file and not placed in a personnel file.

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ARTICLE 18 – DURATION

This agreement shall be in force and effect from July 1, ~~2023~~**2026** through June 30, ~~2026~~**2029**.

All other proposals are withdrawn.

Ratified 1/6/2026
Wulsey

wre
gph 1/7/26

ATTACHMENT A

7.3 Salary Matrix

Effective July 1, 2026, each employee's annual salary will be determined by the following formula.

$$\text{Annual Salary} = \text{Base Salary} + (\text{Base salary} \times \text{Years of Administrative experience multiplier}) + (\text{base salary} \times \text{Educational Attainment multiplier}) + (\text{base salary} \times \text{Level of responsibility Multiplier})$$

If the multiplier equation above results in a salary equal to or less than a 2.1% increase from the employee's previous year's salary, the employee will receive a salary 2.1% higher than the previous year's salary.

<u>Base Salary</u>		<u>Educational Attainment Multiplier</u>	
		<u>Education Level</u>	<u>Multiplier</u>
Year 1 2026-2027	~~\$91,500~~ <u>\$91,000</u>	BA	0
Year 2 2027-2028	~~\$94,245~~ <u>\$93,730</u>	MA	0
Year 3 2028-2029	~~\$97,072.35~~ <u>\$96,541.90</u>	MA +30	0.005
<i>WRE</i> <i>9/6/26 11/7/26</i>		CAGS	0.015
		Doctorate	0.020
<u>Years of Administrative Experience Multiplier</u>		<u>Responsibility factor Multiplier</u>	
Years	Multiplier	Role	Multiplier
0	0	Curriculum Coordinator	0.118
1-2	0.011	SPED Coordinator	0.198
3-5	0.026	Elementary Assistant Principal	0.198
6-8	0.041	Middle School Assistant Principal	0.208
9-11	0.056	High School Assistant Principal	0.218
12-14	0.071	Director of School Counseling	0.200

15+	0.096	Director of Education (Elementary, Secondary)	0.228
		Early Childhood Coordinator	0.263
		District wide Director (Director of Music and Fine Arts, Director of Athletics, Director of Technology)	0.308
		Elementary Principal	0.328
		Middle school Principal	0.338
		High School Principal	0.348

Ratified 11/6/2026
WRR

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11/7/26

TIMBERLANE REGIONAL SCHOOL BOARD'S COLLECTIVE BARGAINING
PROPOSAL
TO TIMBERLANE TAAM
TEAMSTERS Local #633

December 30, 2025

The School Board makes the following tentative agreement with the Union. The tentative agreement calls for no changes to the parties' 2023-2026 collective bargaining agreement, as revised to include IT by an MOU dated November 9, 2023, except for those provisions that are expressly referenced herein. In accordance with the ground rules, all agreements are temporary until a tentative agreement on all items is achieved.

Items in **bold** are to be added and items ~~struck through~~ are to be deleted.

ARTICLE 2 – JURISDICTION AND AUTHORITY OF THE BOARD

Add a new paragraph in article 2.1 Board Authority:

Notwithstanding any other provision in this Agreement, the Board has sole jurisdiction, authority and discretion to contract with individuals, companies or agencies to provide services that otherwise would be provided by persons employed in this bargaining unit if:

- 1) the Superintendent determines that he/she cannot fill a vacant position at the applicable salary with a qualified applicant (provided, however, that the district will continue to actively recruit and hire a qualified applicant as soon as possible), or
- 2) in order to provide critical services while a regular union employee is absent due to medical disability, or
- 3) a regular union employee is unable to perform their duties for another reason.

Under no circumstances will contracting out result in the layoff of existing employees during the term of this agreement.

ARTICLE 5 – GRIEVANCES

5.0 NEW:

A grievance shall mean a claim by an employee as defined in the recognition clause (Article 1) that there has been a violation or misapplication of one or more provision(s) of this Agreement.

5.5.2 STEP 2

If no satisfactory settlement is reached through the ~~informal procedure~~ Step 1 the employee, no later than ten (10) business days after receipt of the Supervisor's decision, may appeal the Supervisor's decision to the Superintendent of Schools. The appeal to the Superintendent must be made, in writing, reciting the matter submitted to the Supervisor, as specified above, and the employee's dissatisfaction with decisions previously rendered. The Superintendent shall meet with the employee(s) and Supervisor to attempt to resolve the matter as quickly as possible, but within a period not to exceed five (5) business days. The Superintendent shall communicate his/her decision, in writing, to the employee and the Supervisor, within ten (10) business days after the meeting.

ARTICLE 6 – LEAVES OF ABSENCE

[6.2.1] ACCUMULATION

On the first workday of each calendar month, each employee working **thirty (30) hours or more per week and a year-round (260 work day) schedule** shall be granted paid sick leave due to personal illness at the rate of one and one-half (1.5) days per calendar month to a maximum of fifteen (15) days per year, with a maximum accrual of 120 days at any time. ~~Employees who work fewer than 260 days per year but greater~~ **more** than or equal to ~~190~~ **195** work days **per year** who are paid on a year-round basis shall accrue paid sick leave due to personal illness at the rate of one and one-half (1.5) days per calendar month to a maximum of fifteen (15) days per year, with a maximum accrual of 120 days at any time. Employees **working thirty (30) hours or more per week** ~~scheduled to work fewer but less~~ than ~~190~~ **195** days per year shall accrue paid sick leave due to personal illness at the rate of one and one-half (1.5) days per calendar month to a maximum of ten (10) sick leave days per year, with a maximum accrual of 90 days at any time. Sick leave may be utilized at the employee's discretion for any FMLA purpose, other family illness of the employees' parent, spouse, child, or other person who resides in the employee's household or for whom the employee has caretaking responsibilities, or for any other purpose as may be approved at the discretion of the Superintendent. Sick leave may be taken in ~~half (1/2) quarter (1/4) day~~ **hour** increments. Employees who accrue sick leave in excess of the maximum accrual amounts listed above will be permitted, on an annual basis, to cash out up to ten (10) excess sick days accrued. In the amount of \$20.00 per day, to a

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maximum payout of \$200.00 per year, per employee. Any excess sick leave accrued that is not cashed out will be forfeited.

6.2.2 EVIDENCE OF DISABILITY OR SICKNESS

The Superintendent may make reasonable demands for satisfactory evidence of a disability or sickness, including a second opinion from a mutually agreed to physician, at District expense, in those cases involving more than three (3) continuous days of absence.

6.2.4 ~~EXTENDED SICK LEAVE BANK~~ DISABILITY BANK

~~Employees shall continue to have the option of participating in the sick leave bank available to them as set forth in Appendix B.~~ **There shall be a pool of paid sick leave days for eligible employees that may be drawn upon after any and all individually accumulated sick leave days have been exhausted. One year of completed service to the District is required to qualify. This pool may be used for a disability of twenty (20) contract days or more. The Disability Bank shall be administered in accordance with Appendix B.**

6.4 BEREAVEMENT LEAVE

An employee shall be granted reasonable absences because of death in his/her immediate family with pay, not to exceed four (4) days per bereavement. **These days must commence within six (6) months of notification of death to the employee and their eligibility for leave under this provision. Leave days under this section may only be used consecutively, or in up to two (2) distinct time periods (3 days/1 day or 2 days/2 days), with supporting documentation being presented to the Superintendent (or designee) explaining the reason for the absence, who shall grant the leave at their discretion.** In determining reasonable absence, consideration shall be given to the relationship of the employee to the deceased, the responsibility of the employee for making funeral arrangements and the distance traveled. A fifth day with pay may be granted at the discretion of the Superintendent. An employee's immediate family shall be considered as husband, wife, domestic partner who resides in the employee's household, child, stepchild, parent, stepparent, sibling, stepsibling, mother-in-law, father-in-law, sister-in-law, brother-in-law, grandparents, grandchildren, son-in-law and daughter-in-law. For other persons residing in the same household the employee shall be granted bereavement leave not to exceed four (4) days. An employee shall be granted reasonable absences with pay because of the death of his/her uncles, aunts, first cousins, nieces and nephews, not to exceed two (2) days per bereavement. Additional consideration for bereavement leave shall be granted at the discretion of the Superintendent of Schools In those cases not considered immediate family.

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[6.5] VACATION

Year-round (260 day) employees who are regularly scheduled to work 6 or more hours per day (30 hours or more per week) shall accrue vacation days on a monthly basis as follows:

<u>Years of Service</u>	<u>Non-IT Employees</u>	<u>IT Employees</u>
During first 5 years of service	.833 days per month	1.25 days per month
After first 5 years of service	1.25 days per month	1.67 days per month
After 25 years of service	1.67 days per month	

Vacation time up to a maximum of 15 days unused at the end of the fiscal year may be carried over but must be used prior to June 30th of the new fiscal year.

Employees working 220 days per year or fewer, and year-round (260 day per year) employees who work fewer than 30 hours per week are not eligible for vacation leave.

~~The Three Administrative Assistants shall receive five paid vacation days per school year so long as they remain continuously employed by the School District in their Administrative Assistant positions.~~

ARTICLE 7 – REDUCTION IN PROFESSIONAL STAFF WORK FORCE

7.2 TRANSFERS OR REASSIGNMENTS

In the event the layoff involves the transfer or reassignment of employees, the change shall be made at the sole determination of the Superintendent **unless there is a volunteer to the transfer or reassignment who is acceptable to the Superintendent.**

ARTICLE 9 – INSURANCE PROTECTION

[9.1.1] PLAN

~~The Board shall offer to an employee scheduled to work six (6) or more hours per day the following medical insurance benefits as defined by New Hampshire Health Trust: HMO Blue-New England20, and AB20. Effective June 30, 2025, the Board shall offer to an employee scheduled to work six (6) or more hours per day the following medical insurance benefits as defined by New Hampshire Health Trust: AO Open Access PPO, and AB20.~~

[9.1.2] DISTRICT CONTRIBUTIONS

~~The District's contribution to health insurance premiums shall be as follows until June 30, 2025:~~

	<u>HMO-B-NE</u>	<u>AB20</u>
Single	90%	90%
2-Person	85%	85%
Family	85%	85%

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Effective June 30, ~~2025~~ **2026**, the District's contribution to health insurance premiums shall be as follows:

	AB20			OpenAccess PPO		
	<u>26-27</u>	<u>27-28</u>	<u>28-29</u>	<u>26-27</u>	<u>27-28</u>	<u>28-29</u>
Single	88%	86%	85%	88%	86%	85%
2-Person	85%	85%	85%	85%	85%	85%
Family	85%	85%	85%	85%	85%	85%

[9.2] DENTAL INSURANCE

[9.2.1] PLAN

~~For employees~~ **Employees** who work six (6) or more hours per day **may enroll in the Health Trust Dental Insurance plan 1S.** ~~the~~ **The** District shall pay **69%** of the cost of a one person premium and **46%** of the **cost of a 2 person or family premium.**

ARTICLE 10 – MISCELLANEOUS

10.3.2 RIGHT TO RESPOND

Employees will be given a copy of any and all material that may be used against them in a disciplinary action at the time that it is placed in the file. Explanatory rebuttal statements can be attached to the material housed in the file provided such statement is made within ~~ten (10)~~ **thirty (30)** working days after the employee receives the material. Any reference to allegations that are investigated and determined to be unfounded shall be removed from an employee's file.

10.3.3 ANONYMOUS MATERIALS

Allegations about an employee arising from anonymous letters or materials will be brought to the attention of the employee who will receive a copy of the material. Should the building Supervisor deem it necessary the Supervisor will initiate an investigation. The results of any investigation will be shared with the employee. Any copies of any materials resulting from a consequent investigation will be given to the employee. ~~Anonymous materials and the results consequent investigation which do not lead to immediate discipline will be placed in the employee's personnel file, in a sealed envelope. Only in the instance of a disciplinary action brought against the employee for the same time period referenced by the anonymous material or directly related to specific allegations in the anonymous material may such material be accessed by persons other than the employee, his/her representative, the Superintendent and/or the Assistant Superintendent.~~ Rumors that are determined to be unfounded shall not be the cause of disciplining an employee.

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[10.7] UNIFORM ALLOWANCE

All skilled Maintenance Employees will be provided with t-shirts and hooded sweatshirts with their school's name on them and not individual employee names. All Skilled Maintenance Employees will also receive a ~~\$200~~ **\$250** annual allowance to use for the purchase of appropriate work pants and appropriate work footwear. **Employees shall wear a portion of the uniform with the Timberlane logo or name at all times while at work.**

NEW

[10.8] PROBATIONARY STATUS:

This agreement does not apply to newly hired personnel until they have completed their ninety (90) day probationary period, nor to temporary employees.

ARTICLE 12-COMPENSATION

[12.1] WAGES

Effective July 1, 2026, 3% increase to various wage grids in the 2026-2027 and 2027-2028 school years a 2% increase to each of the wage grids for the 2028-2029 school year as set forth in Appendix A. Employees shall advance one step on July 1, annually. Salaried employees 3% COLA in 2026-2027 and 2027-2028 a 2% increase in 2028-2029.

Step placement for New Hires: No new employee shall be hired at a higher step on the wage scale than a current employee with equivalent experience. Upon mutual agreement between the District and the Union, new hires may be placed at a higher step if it is deemed necessary in order to hire a qualified employee.

New. Add a new paragraph to Article 12.1:

Employees shall not be eligible for a step increase unless they have worked at least ninety (90) days of the contract year prior to the scheduled increase.

[12.2] LONGEVITY

Bargaining unit members shall continue to receive longevity pay as follows:

Employees shall be entitled to a ~~\$0.50~~ 0.75 per hour pay differential after completing 15 years of continuous service in the District, and shall be entitled to an additional ~~\$0.50~~ 0.25 per hour pay differential after completing 20 years of continuous service in the District.

[12.2.1] IT Hourly wage employees shall be entitled to a ~~\$0.50~~ 0.75 per hour pay differential after completing 15 years of continuous service in the District, and shall be entitled to an additional ~~\$0.50~~ 0.25 per hour pay differential after completing 20 years of continuous service

in the District and shall be entitled to an additional \$0.25 per hours differential after completing 25 years of continuous service in the District.

[12.2.2] IT Salaried employees shall be entitled to a ~~\$1,040~~ \$1,560 annual pay differential after completing 15 years of continuous service in the District, and shall be entitled to an additional ~~\$1,040~~ \$520 (\$2,080 total) annual pay differential after completing 20 years of continuous service in the District, and shall be entitled to an additional \$250 (\$2,330 total) annual pay differential after completing 25 years of continuous service in the District.

[12.4] SEVERANCE PAY

Upon leaving the District, Union members may redeem unused sick leave at the following rates

After completing 10 years of service=~~\$20~~ \$25 per day

After completing 15+ years of service=~~\$25~~ \$30 per day

In no event may employees accrue or redeem more than one hundred twenty (120) days. This benefit is payable (upon written request of the employee by July 1st) on or before July 15th of the next fiscal year, after the employee leaves the District.

NEW

[12.5] FACILITIES DEPARTMENT-ON CALL

On call will be on a voluntary basis within the Facilities Department. Employees who elect to participate will rotate call and shall be paid \$30/day for a total of \$210/week. If an employee on call does not respond to a call, they will not be paid the \$30 for that day. The on-call schedule is Monday to Sunday. If there is no call an employee on call will still receive \$30/day for a total of \$ per week.

In cases of emergency, the hours of work may need to be temporarily adjusted to address emergencies or specific work needs of the schools. Reasonable notice shall be given to the employees affected by needed adjustments. The District will first attempt to cover these temporary needs on a voluntary basis. However, if there are no volunteers the District may assign this work to employees.

ARTICLE 13 – UNION RIGHTS

NEW

Bulletin Board-The District shall provide a bulletin board in each school building for the posting of Union notices and announcements to unit members. The bulletin board shall be placed in a convenient location where unit members work.

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Stewards-Stewards shall suffer no loss of pay to attend negotiations and/or conduct Union business as it relates to the administration of this Agreement occurring during their regularly scheduled work hours.

DURATION AND EFFECTIVE DATE OF AGREEMENT

This Agreement shall be effective July 1, ~~2022~~2026 and shall continue in effect, unless terminated by mutual agreement, until June 30, ~~2025~~2029.

The agreement will become effective on July 1, 2026 once ratified.

All other proposal not referenced herein are withdrawn.

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Appendix A

FY 2027				
	S1	S2	S3	S4
Step	Receptionist	Specialized Administrative Assistant	Bookkeeper/ Registrar	Executive Administrative Assistant
1	20.26	21.33	22.39	23.46
2	20.87	21.97	23.07	24.16
3	21.50	22.63	23.76	24.89
4	22.14	23.31	24.47	25.64
5	22.80	24.01	25.21	26.40
6	23.48	24.74	25.97	27.19
7	24.19	25.49	26.74	28.01
8	24.91	26.25	27.54	28.86
9	25.66	27.04	28.37	29.72
10	26.42	27.85	29.22	30.62
11	27.21	28.69	30.09	31.53
12	28.03	29.55	31.00	32.48

FY 2027				
	C1	C2	C5	C6
Step	Grounds Keeper	Licensed Grounds Keeper	Maintenance Staff	HVAC/ Electrician
1	\$20.26	\$22.39	\$31.01	\$39.37
2	\$20.87	\$23.07	\$31.94	\$40.55
3	\$21.50	\$23.76	\$32.90	\$41.77
4	\$22.14	\$24.47	\$33.89	\$43.03
5	\$22.80	\$25.21	\$34.90	\$44.32
6	\$23.48	\$25.97	\$35.95	\$45.65
7	\$24.19	\$26.74	\$37.02	\$47.02
8	\$24.91	\$27.54	\$38.13	\$48.42
9	\$25.66	\$28.37	\$39.27	\$49.87
10	\$26.42	\$29.22	\$40.45	\$51.37
11	\$27.21	\$30.09	\$41.66	\$52.91
12	\$28.03	\$31.00	\$42.91	\$54.50

FY 2027		
Step	T1 - Tech Support	T2 - Tech Specialist
1	\$23.59	\$32.37
2	\$24.26	\$33.32
3	\$24.97	\$34.27
4	\$25.69	\$35.23
5	\$26.44	\$36.17
6	\$27.20	\$37.12
7	\$28.00	\$38.07
8	\$28.81	\$39.02
9	\$29.65	\$39.96
10	\$30.53	\$40.91
11	\$31.43	\$41.87
12	\$32.35	\$42.82

FY 2027 Exempt IT Staff	
T3 - Senior Tech AV	\$84,426.01
T3 - Senior Tech Network	\$84,355.97
Principal Tech	\$115,049.97

3% COLA

FY 2028				
	S1	S2	S3	S4
Step	Receptionist	Specialized Administrative Assistant	Bookkeeper/ Registrar	Executive Administrative Assistant
1	20.87	21.97	23.07	24.16
2	21.49	22.63	23.76	24.89
3	22.14	23.31	24.47	25.64
4	22.80	24.01	25.21	26.40
5	23.48	24.73	25.96	27.20
6	24.19	25.48	26.74	28.01
7	24.91	26.25	27.55	28.85
8	25.66	27.04	28.37	29.72
9	26.43	27.85	29.22	30.61
10	27.22	28.69	30.09	31.53
11	28.03	29.55	31.00	32.48
12	28.88	30.44	31.93	33.46

FY 2028				
	C1	C2	C5	C6
Step	Grounds Keeper	Licensed Grounds Keeper	Maintenace Staff	HVAC/ Electrician
1	20.87	23.07	31.94	40.55
2	21.49	23.76	32.90	41.77
3	22.14	24.47	33.88	43.02
4	22.80	25.21	34.91	44.32
5	23.48	25.96	35.95	45.65
6	24.19	26.74	37.03	47.02
7	24.91	27.55	38.13	48.43
8	25.66	28.37	39.28	49.88
9	26.43	29.22	40.45	51.37
10	27.22	30.09	41.66	52.91
11	28.03	31.00	42.91	54.50
12	28.88	31.93	44.20	56.14

FY 2028		
Step	T1 - Tech Support	T2 - Tech Specialist
1	\$24.29	\$33.34
2	\$24.98	\$34.32
3	\$25.72	\$35.30
4	\$26.46	\$36.28
5	\$27.23	\$37.26
6	\$28.02	\$38.23
7	\$28.84	\$39.21
8	\$29.67	\$40.19
9	\$30.54	\$41.16
10	\$31.45	\$42.14
11	\$32.37	\$43.13
12	\$33.32	\$44.10

FY 2028 Exempt IT Staff	
T3 - Senior Tech AV	\$86,958.79
T3 - Senior Tech Network	\$86,886.65
Principal Tech	\$118,501.47

2% COLA

FY 2029				
	S1	S2	S3	S4
Step	Receptionist	Specialized Administrative Assistant	Bookkeeper/ Registrar	Executive Administrative Assistant
1	21.29	22.41	23.53	24.65
2	21.92	23.08	24.23	25.39
3	22.59	23.77	24.96	26.15
4	23.26	24.49	25.71	26.93
5	23.95	25.23	26.48	27.74
6	24.67	25.99	27.28	28.57
7	25.41	26.78	28.10	29.43
8	26.17	27.58	28.94	30.32
9	26.95	28.41	29.80	31.22
10	27.76	29.26	30.70	32.16
11	28.59	30.14	31.62	33.13
12	29.45	31.04	32.57	34.12

FY 2029				
	C1	C2	C5	C6
Step	Grounds Keeper	Licensed Grounds Keeper	Maintenace Staff	HVAC/ Electrician
1	21.29	23.53	32.58	41.36
2	21.92	24.23	33.55	42.61
3	22.59	24.96	34.56	43.88
4	23.26	25.71	35.60	45.20
5	23.95	26.48	36.67	46.56
6	24.67	27.28	37.77	47.96
7	25.41	28.10	38.90	49.39
8	26.17	28.94	40.06	50.87
9	26.95	29.80	41.26	52.40
10	27.76	30.70	42.49	53.97
11	28.59	31.62	43.77	55.59
12	29.45	32.57	45.08	57.26

FY 2029		
Step	T1 - Tech Support	T2 - Tech Specialist
1	\$24.78	\$34.01
2	\$25.48	\$35.01
3	\$26.23	\$36.00
4	\$26.99	\$37.01
5	\$27.78	\$38.00
6	\$28.58	\$39.00
7	\$29.41	\$40.00
8	\$30.27	\$40.99
9	\$31.15	\$41.99
10	\$32.07	\$42.98
11	\$33.02	\$43.99
12	\$33.99	\$44.98

FY 2029 Exempt IT Staff	
T3 - Senior Tech AV	\$88,697.97
T3 - Senior Tech Network	\$88,624.38
Principal Tech	\$120,871.50

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TIMBERLANE REGIONAL SCHOOL BOARD'S FINAL TENTATIVE AGREEMENT
WITH THE TIMBERLANE SUPPORT STAFF UNION
AFT Local #6530

November 14, 2025

The School Board makes the following tentative agreement with the Union. This tentative agreement replaces and incorporates changes agreed to in TA#1 and calls for no changes to the parties' 2023-2026 collective bargaining agreement, except for those provisions that are expressly referenced herein. In accordance with the ground rules, all agreements are temporary until a tentative agreement on all items is achieved.

Items in bold are to be added and items struck-through are to be deleted.

ARTICLE 1 – RECOGNITION

1.1 The Timberlane Regional School Board recognizes the Timberlane Support Staff Union, AFT Local #6530, AFT-NH, AFL-CIO for purposes of collective negotiations to be the exclusive representative of full and part-time paraeducators employed by the Timberlane Regional School District, as certified in New Hampshire Public Employee Labor Relations Board Decision No. 2013-173. Paraeducators in the following job classifications are included in the bargaining unit: educational assistant, ~~ISAAC~~, library assistant, licensed nursing assistant, sped assistant, tutor, tutor 1:1, tutor 1:1 (asst. teacher), tutor – ASD and tutor – EH. The following job classifications are excluded from the bargaining unit: certified occupational therapy assistant, speech-language assistant, Title I tutor, and transition facilitator.

1.2.5 ~~Not used. Employee categories:~~

~~a. Category "B-1" means employees who have completed a 90-day probation period, are employed at least 180 days per year and at least 6 hours per day, and were hired before July 1, 1996; or have completed a 90-day probation period, are employed at least 180 days per year and at least 4.5 hours per day, and were hired after May 1, 1976 and before July 1, 1996.~~

~~b. Category "B-2" means employees who have completed a 90-day probation period, are employed at least 180 days per year and at least 6 hours per day, and were hired after June 30, 1996.~~

~~c. Category "B-3" means employees who have completed a 90-day probation period, are employed at least 180 days per year and more than 4 but less than 6 hours per day, and were hired after June 30, 1996.~~

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~~d. Category "C 1" means employees who are not in categories B 1, B 2, or B 3. Employees in category C 1 receive no benefits.~~

ARTICLE 4 – UNION RIGHTS

- 4.7 The Union will be provided with an opportunity at the beginning of the school year to meet with bargaining unit members for at least ~~fifteen (15)~~ **thirty (30)** minutes in either district wide meetings or in building level meetings. The Union President shall be notified **monthly** of all newly hired bargaining unit employees and school assignment. The Union will also be provided with an opportunity to meet with new hires during the school year.

ARTICLE 8 – WORK DAY AND WORK YEAR

- 8.1 Work Year: The normal work year for each employee shall be the number of student days on the District calendar. The normal work year will also include ~~three (3)~~ **four (4)** non-student **professional days** days, at least two (2) of which will be scheduled before the student year ~~and the remaining day shall be used for professional development, which shall be scheduled during the school year on a teacher professional development day.~~ It is understood that it may be necessary to have some positions be assigned for less than the student days on the District calendar due to student needs.
- 8.2 Work Day: The normal work day for each employee shall be at least ~~6.5-7.0~~ hours per day except that library assistants may be scheduled for more or less hours per day based on the needs of the school. Those positions currently scheduled for less than 6 hours shall be permitted to continue with their current schedule **but an additional 15 minutes per day may be added to their day.** It is understood that it may be necessary to schedule a position for less than the ~~6.5-7.0~~ hours per day based on student **or school** needs. **One half (½) hour per day will be used for preparation/planning time as directed by administration.**
- 8.2.2 Field Trips and Work Beyond the School Day: In the event an employee is required to participate in a field trip or any other activity which extends beyond the regular work day, it is understood that the employee shall be paid at their normal rate of pay for all hours worked. **Normal rate of pay shall include additional pay received by the employee per Articles 11.1.4 and 11.1.6.**

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ARTICLE 11 – COMPENSATION

In the 2026-2027 school year the 2025 -2026 wage schedule will be consolidated and employees will be placed on the step and rank shown on Appendix 1 attached to this TA. (This language will not appear in the CBA)

11.1 Wages:

11.1.1 Employees shall be paid wage rates in accordance with the wage schedules that are attached in Appendix A. The wage schedule track for GBCC Sped certification shall be available only for those employees who held GBCC Sped certification as of July 1, 2014. Employees who are “off-step” shall only receive any COLA (**percentage or dollar amount**) that is applied to the salary schedule each year.

11.1.2 Each employee who is not yet on the top step of the applicable track of the wage schedule shall advance one step for 2027-28, provided he/she has worked more than one-half of the employee’s work year in the preceding school year.

11.1.4 Certification/**Intensive Special Education Paraeducators:**

a) Certification: In addition to the wage rates per Section 11.1.1, employees ~~in category B-1, B2, B-3, or C-1~~ who hold one or more of the following certifications from the New Hampshire Department of Education shall receive ~~one an~~ hourly pay differential for the highest such certification that they hold: teacher certification, \$0. 60; paraeducator II certification, \$0.60; or paraeducator I certification, \$0.30.

b) Intensive Special Education Paraeducators. The district may implement an additional hourly amount to be paid to Intensive Special Education Paraeducators (ISEPs), such as but not limited to: paraeducators working in the ASD program, the ED program, the IN program *and those who work with students who meet the defined criteria for a categorical program but who are not enrolled in a categorical program.* ISEP’s may be paid a differential hourly amount upon beginning their assignment. Said amount shall be one dollar (\$1.00) per hour which shall be in addition to all other compensation provided for under Article 11 to which the employee is entitled. *The differential pay shall continue for the duration of the employee’s time working as an ISEP. In addition, ISEPs shall receive a lump sum payment of \$1,000 to be paid on or before July 31 each year after they successfully complete a school year as an ISEP (said amount will be prorated for ISEPs who agree to begin work after the start of the school year but who successfully complete the year as an ISEP). The lump-sum payment shall not compound or be added to an employee’s base wage.*

ISEPs work-year may be extended by the superintendent for *up to* an additional ten days more than the number of student days (for a total of up to 190 days), with the

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additional 10 days to be used for additional professional development. ISEPs work day may be extended by the superintendent to *up to* 7.5 hours per day.

Paraeducators may apply to fill ISEP positions but they shall not be assigned, transferred to or required to provide coverage for an ISEP position. *Employees accepting an ISEP position shall receive and agree to a letter agreement per article 7 which outlines the work year and or work day and other additional requirements of the position.*

Before they accept a position, ISEPs may be asked to commit in writing to work in the Extended School Year (ESY) program during the following summer however, work in the ESY program will not be governed by the TSSU collective bargaining agreement and compensation for summer work will be paid separately from compensation paid pursuant to the TSSU agreement.

~~11.1.6~~ **11.1.5 Service Recognition:** In addition to the wage rates per Section 11.1.1, employees in categories ~~B-1, B-2, B-3, or C-1~~ shall be entitled to an hourly pay differential added to his/her base pay per the years of service to the District and in the amounts below:

And add the following to the end of the Article:

Years of service for purposes of this contract provision shall be calculated based on cumulative years of service to the District in a District employee position provided there has not been a break in service of more than twelve (12) months. Time served in a temporary, contracted, or substitute position shall not count towards years of service.

ARTICLE 13 – LEAVES

Effective July 1 2026 through June 30, 2027:

- 13.1 **Sick Leave:** On the first work day of the work year, ~~employees in category B-1, B-2, or B-3~~ employees working twenty (20) hours or more per week and 180 days or more per year shall ~~earn one paid sick day per month (10 sick days per year)~~ be granted ten (10) days of paid sick leave, up to a maximum accumulation of ~~50~~ seventy (70) days. On the first work day of the work year, ~~employees in category C-1~~ working less than twenty (20) hours per week or less than 180 days per year shall be granted ~~earn one (1) paid sick day per month, up to six (6) paid sick days per year,~~ up to a maximum accumulation of thirty (30) days. Sick days may be used for the employee's illness or injury, illness of the employee's spouse, parent, or child, or absences due to medical or dental appointments. Sick leave may also be utilized at the employee's discretion for any FMLA purpose [even if the employee is not eligible

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for FMLA] or any other purpose as may be approved at the discretion of the Superintendent. ~~Unused sick days in excess of the maximum accumulation will be bought back by the District at the rate of \$20 per day, with the total annual amount redeemed not to exceed \$200. Sick leave is available for employees to use for absences due to illness or injury or medical/dental appointments.~~

Effective July 1, 2027:

13.1 **Sick Leave:** Employees working twenty (20) hours or more per week and 180 days or more per year shall accrue paid sick leave at the rate of one and one-half (1.50) days per calendar month to a maximum of ten (10) paid sick leave days per year, with a maximum accrual of 70 days at any time. Employees working less than twenty (20) hours per week or less than 180 days per year shall accrue paid sick leave at the rate of one (1) day per calendar month to a maximum of six (6) paid sick leave days per year, with a maximum accrual of 30 days at any time. Sick days may be used for the employee's illness or injury, illness of the employee's spouse, parent, or child, or absences due to medical or dental appointments. Sick leave may also be utilized at the employee's discretion for any FMLA purpose [even if the employee is not eligible for FMLA] or any other purpose as may be approved at the discretion of the Superintendent.

13.2 **Disability Bank:** There shall be a pool of paid leave days for eligible employees in ~~categories B-1, B-2, and B-3~~ **working twenty (20) hours or more per week for 180 days or more per year** that may be drawn upon after any and all individual accumulated sick leave days have been exhausted. One year of completed service is required to qualify. This pool may be used for ~~a an~~ **an employee's** disability of twenty (20) contract days or more. The Disability Bank shall be administered in accordance with **Appendix B.**

In addition, in Appendix B change "minimum" to "maximum" in the first sentence of section 2.

13.3 **Personal Leave:**

13.3.1 ~~Employees in category B-1, B-2, or B-3~~ **Employees working twenty (20) hours or more per week and 180 days or more per year** may use up to ~~2~~ **three (3)** days per year as paid personal leave. ~~Employees in category C-1~~ **Employees working less than twenty (20) hours per week** may use up to **two (2)** days per year as paid personal leave.

13.3.2 Personal leave may be taken for urgent or unusual personal business that cannot be conducted outside school hours, subject to the building principal's approval. Personal leave may not be taken on the day before or after holidays and school vacations.

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Personal leave may not be used for recreation. The employee shall provide at least 48 hours advance written notice to the building principal of the need to take personal leave, except in emergencies.

13.3.3 Personal leave may not be accumulated and carried over year-to-year

13.4 Holidays: Employees ~~in category B-1 will receive~~ **receiving** holiday pay **as of June 30, 2026 will continue to receive pay** for Thanksgiving, Christmas, and Memorial Day. Holiday pay will be included in annual pay and divided over the school year. For purposes of calculating an employee's pay due at separation, holidays are accrued in the month they occur.

Amend the first sentence of article 13.5 as follows:

13.5 Bereavement Leave: Employees ~~in category B-1, B-2, B-3, or C-1~~ will be granted bereavement leave. An employee shall be granted reasonable absences because of death in his/her immediate family with pay, not to exceed four (4) days per bereavement.

ARTICLE 14 – INSURANCE

14.1 Medical Insurance

14.1.1 The District shall offer full-time employees, as defined in Article 1.2.8, upon completion of sixty (60) calendar days of employment, notwithstanding Article 1.2.5 a variety of medical insurance plans including, but not limited to, the following or their substantial equivalents:

Access Blue (AB20-RX10/20/45)

Access Blue Site of Service (ABSOS-20/40 IKDED)

~~HMO Blue NE (20-RX-10/20/45)~~

All plans shall have a \$20 office visit copayment and a \$10/20/45 prescription drug payment, except ABSOS 20/40 IKDED.

14.1.1.1 Notwithstanding any other provisions in this Agreement: Either party may reopen negotiations on or after April 1, 2017, to address excise taxes under the Affordable Care Act.

14.1.2 Effective July 1, 2020, the District contribution to each plan shall be as follows:

Access Blue (AB20-RX10/20/45)

Single Plan: 85%

Two-Person: 85%

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Family Plan: 85%

Access Blue Site of Service (ABSOS-20/40 IKDED)

2026-2027 2027-2028

Single Plan: ~~100%~~97% 95%

Two-Person: ~~100%~~97% 95%

Family Plan: ~~100%~~97% 95%

~~HMO Blue NE (20 RX 10/20/45)~~

~~Single Plan: 85%~~

~~Two Person: 85%~~

~~Family Plan: 85%~~

Amend the first sentence of article 14.1.4 as follows:

- 14.1.4 ~~Each year that~~ An eligible employee ~~in category B-1 or B-2, working thirty (30) hours or more per week and 180 days or more per year as defined in Article 1.2.8,~~ upon completion of sixty (60) calendar days of employment, notwithstanding Article ~~1.2.5~~ 1.3, chooses not to enroll, **for the entire fiscal year**, in one of the health insurance plans offered by the District, the employee shall receive an insurance opt-out payment from the District in the amount of \$500, provided the employee submits proof that he/she has obtained alternate insurance coverage that is not subsidized (e.g., not subsidized under the Affordable Care Act).

Amend the first sentence of article 14.1.5 as follows:

- 14.1.5 Employees ~~in categories B-1 or B-2~~ **working thirty (30) hours or more per week and 180 days or more per year** who actually retire from the District's employment through the New Hampshire Retirement System may continue to be enrolled in a District sponsored medical insurance program at their own expense during their retirement until they reach Medicare eligibility age [at which time they could purchase the supplemental insurance plans through the District], provided that they were enrolled in a District sponsored medical insurance program at the time of their retirement, and provided they are not eligible for medical insurance from another employer.

- 14.2 Dental Insurance: The District shall offer the Health Trust, Option ~~1A~~ 1S dental insurance coverage to employees ~~in categories B-1 or B-2~~ **working thirty (30) hours or more per week and 180 days or more per year**, as defined in Article 1.2.8, upon completion of sixty (60) calendar days of employment, notwithstanding Article ~~1.2.5~~ 1.3.

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District contributions for the term of this Agreement shall be ~~seventy five percent (75%)~~ **seventy percent (70%)** towards Single/Two Person/Family Coverage.

14.3 **Life Insurance:** For employees ~~in categories B-1, B-2, or B-3~~ **working twenty (20) hours or more per week and 180 days or more per year**, upon completion of sixty (60) calendar days of employment, notwithstanding Article ~~4.2.5~~ **1.3** the District will pay 100% of the premium for a \$20,000 term life insurance policy. Said employees will be given an option to buy an additional \$20,000 of coverage at the employee's expense if permitted by the insurer.

14.5 **Vision Plan** The District may offer the Anthem Vision Plan. The employee may voluntarily enroll in the vision plan annually. The employee shall be responsible for 100% of the cost of the plan they select.

14.6 **Insurance Committee**
The Timberlane Regional School Board agrees to establish a committee of TSSU bargaining unit members, appointed by the Timberlane Support Staff Union, and administrators, appointed by the Superintendent, to review all existing insurance programs and to make recommendations to the Board. The committee will meet at least one year before the expiration of this Agreement.

ARTICLE 15 – OTHER BENEFITS

15.1 **Education Benefit:** The District will pay up to \$200 per school year for each employee ~~in category B-1, B-2, or B-3~~ **working twenty (20) hours or more per week for 180 days or more per year** to take courses and workshops that are job-related and approved in advance by the Superintendent or his/her designee. Additional support for courses and workshops may be available on a limited basis, subject to the Superintendent's approval. **An employee may utilize their annual \$200 allocation to be reimbursed for the fees and costs of obtaining *initial* paraeducator certification or licensed nursing assistant licensing.**

15.2 **Retirement Incentive:** Employees ~~in category B-1, B-2, or B-3~~ **working twenty (20) hours or more per week for 180 days or more per year** who, as of June 30, 2023, have completed at least 10 years of full-time equivalent service in the District and who are at least 55 years of age shall be eligible for this retirement incentive program. Employees who have not completed 10 years of service in the District and who are not 55 years of age as of June 30, 2023, will no longer be eligible for the retirement incentive. Employees must submit notice of their intention to retire under this program to the Superintendent no later than March 30th of the last full school year of employment. Under

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extraordinary or unanticipated circumstances, employees may withdraw such notice or submit such notice after March 30th. If more than one employee in a school year seeks to withdraw or submit such notice after March 30th, the employee shall notify the Superintendent in writing of the extraordinary and/or unanticipated circumstances that justify the late withdrawal or submission. The amount of the retirement incentive shall equal 1.25% of the employee's last annual wages times the number of full-time equivalent years of service in the District; however, in no event shall the amount paid to an employee exceed the following: (1) for an employee who, at the time of retirement, has 10 years of service in the District but less than 15 years of service in the District, and who is at least 55 years of age, the amount paid shall not exceed \$5,000; (2) for an employee who, at the time of retirement, has 15 years of service in the District but less than 20 years of service in the District, and who is at least 55 years of age, the amount paid shall not exceed \$7,500; and (3) for an employee who, at the time of retirement, has 20 years of service or more in the District and who is at least 55 years of age, the amount paid shall not exceed \$10,000. The retirement benefit shall be paid as a one-time lump sum in or before August following the date of the employee's retirement. **An employee who has received a Retirement Incentive benefit as a member of another District bargaining unit or as a District employee shall not be eligible to receive the retirement incentive benefit provided for in this provision of the contract.**

- 15.3 Severance Pay: When an employee **voluntarily** leaves the District's employment, the employee may redeem unused sick leave at the following rates:

After Completing 10 Years of Service

\$1520 per day

After Completing 15 Years of Service

\$2025 per day

In no event may employees redeem more than the maximum number of sick days that may be accumulated under Section 10.1. The benefit shall be payable in the employee's final paycheck after the employee leaves the District's employment.

ARTICLE 17 – REDUCTION IN FORCE

- 17.5 For up to 15 months after ~~lay off~~ **layoff**, the District shall consider laid off employees for recall to positions from which they were laid off. If the administration concludes that a laid off employee and an external candidate are approximately equally qualified for such a position, the laid off employee will be offered the position. If a laid off employee is offered a position and does not accept it within five (5) business days, he/she shall be removed from the recall list.

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ARTICLE 20 -DURATION

- 20.1 This agreement shall be in full force and effect from July 1 ~~2023~~ **2026** through June 30, ~~2026-2028~~. The Board may reopen negotiations on health insurance and wages if it deems it necessary to do so due to the Affordable Care Act.

All other proposals are withdrawn.

APPENDIX A

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FY2027								
Step	E1	E2	E3	E-GBCC	T5	L1	L2	L3
	HS Diploma	Associates Degree	Bachelor Degree	GBCC Cert.	LNA	HS Diploma	Associates Degree	Bachelor Degree
1	\$ 16.84	\$ 17.43	\$ 18.02	\$ 17.04	\$ 20.70	\$ 17.04	\$ 17.56	\$ 18.09
2	\$ 17.65	\$ 18.24	\$ 18.83	\$ 17.85	\$ 21.66	\$ 17.85	\$ 18.37	\$ 18.90
3	\$ 18.46	\$ 19.05	\$ 19.66	\$ 18.66	\$ 22.61	\$ 18.66	\$ 19.20	\$ 19.73
4	\$ 19.29	\$ 19.88	\$ 20.46	\$ 19.49	\$ 23.55	\$ 19.49	\$ 20.01	\$ 20.53
5	\$ 20.10	\$ 20.69	\$ 21.27	\$ 20.30	\$ 24.51	\$ 20.30	\$ 20.82	\$ 21.34
6	\$ 20.90	\$ 21.50	\$ 22.09	\$ 21.10	\$ 25.46	\$ 21.11	\$ 21.63	\$ 22.16
7	\$ 21.72	\$ 22.33	\$ 22.91	\$ 21.92	\$ 26.41	\$ 21.94	\$ 22.46	\$ 22.98
8	\$ 22.54	\$ 23.14	\$ 23.72	\$ 22.74	\$ 27.37	\$ 22.74	\$ 23.27	\$ 23.79
9	\$ 23.35	\$ 23.95	\$ 24.53	\$ 23.55	\$ 28.32	\$ 23.55	\$ 24.08	\$ 24.60
10	\$ 24.16	\$ 24.76	\$ 25.36	\$ 24.37	\$ 29.26	\$ 24.37	\$ 24.91	\$ 25.43
11	\$ 24.97	\$ 25.55	\$ 26.18	\$ 25.17	\$ 30.23	\$ 25.17	\$ 25.73	\$ 26.25
12	\$ 25.77	\$ 26.35	\$ 26.98	\$ 25.97	\$ 31.03	\$ 25.97	\$ 26.53	\$ 27.05
Off Step 1	\$ 26.12							

FY2028 (\$1.00 Per Hour Increase)								
Step	E1	E2	E3	E-GBCC	T5	L1	L2	L3
	HS Diploma	Associates Degree	Bachelors Degree	GBCC Cert.	LNA	HS Diploma	Associates Degree	Bachelors Degree
1	\$ 17.84	\$ 18.43	\$ 19.02	\$ 18.04	\$ 21.70	\$ 18.04	\$ 18.56	\$ 19.09
2	\$ 18.65	\$ 19.24	\$ 19.83	\$ 18.85	\$ 22.66	\$ 18.85	\$ 19.37	\$ 19.90
3	\$ 19.46	\$ 20.05	\$ 20.66	\$ 19.66	\$ 23.61	\$ 19.66	\$ 20.20	\$ 20.73
4	\$ 20.29	\$ 20.88	\$ 21.46	\$ 20.49	\$ 24.55	\$ 20.49	\$ 21.01	\$ 21.53
5	\$ 21.10	\$ 21.69	\$ 22.27	\$ 21.30	\$ 25.51	\$ 21.30	\$ 21.82	\$ 22.34
6	\$ 21.90	\$ 22.50	\$ 23.09	\$ 22.10	\$ 26.46	\$ 22.11	\$ 22.63	\$ 23.16
7	\$ 22.72	\$ 23.33	\$ 23.91	\$ 22.92	\$ 27.41	\$ 22.94	\$ 23.46	\$ 23.98
8	\$ 23.54	\$ 24.14	\$ 24.72	\$ 23.74	\$ 28.37	\$ 23.74	\$ 24.27	\$ 24.79
9	\$ 24.35	\$ 24.95	\$ 25.53	\$ 24.55	\$ 29.32	\$ 24.55	\$ 25.08	\$ 25.60
10	\$ 25.16	\$ 25.76	\$ 26.36	\$ 25.37	\$ 30.26	\$ 25.37	\$ 25.91	\$ 26.43
11	\$ 25.97	\$ 26.55	\$ 27.18	\$ 26.17	\$ 31.23	\$ 26.17	\$ 26.73	\$ 27.25
12	\$ 26.77	\$ 27.35	\$ 27.98	\$ 26.97	\$ 32.03	\$ 26.97	\$ 27.53	\$ 28.05
Off Step 1	\$ 27.12							

The 2026–2027 and 2027–2028 step schedules have been consolidated from the 23-step schedule that existed in the 2023–2026 CBA. The chart below shows the steps that existed in 2025–2026 and the corresponding step employees will be placed on in 2026–2027. In 2027–2028 employees will advance 1 step in accordance with the terms of the CBA.

2025–2026 Step	2026–2027 Step
1 or 2	1
3 or 4	2
5 or 6	3
7 or 8	4
9 or 10	5
11 or 12	6

2025–2026 Step	2026–2027 Step
13 or 14	7
15 or 16	8
17 or 18	9
19 or 20	10
21 or 22	11
23	12



EXECUTIVE SUMMARY

K-12 PE/Health Curriculum Revisions

Our TRSD Physical Education/Health courses include the national standards from SHAPE America (Society of Health and Physical Educators). In 2024, SHAPE published revised language for the standards. For Physical Education, the number of standards has changed from five to four. For Health, the number of standards remains the same (eight), but there are slight changes to the language of each standard. These new 2024 standards were previously approved by the TRSD school board on June 19th, 2025 when the Board voted unanimously to approve the TRSD Academic Standards Approval Template for all identified content areas. All TRSD Physical Education/Health curriculum documents (K-12) have been updated with the new language of the 2024 SHAPE Standards.

While all other elements of the curriculum for K-5 Physical Education/Health and 6-12 Physical Education are not changing, there are some revisions and additions to the 6-12 Health curriculum. Some units are remaining the same, some units have a few minor language shifts, and some units are new or have current content merging with new content. All changes are detailed in the “Summary of Standards and Curriculum Changes” document.

Current TRSD curriculum content pertaining to sexual health education aligns with the 2003 NH Health Education Guidelines. SHAPE America endorses the National Sex Education Standards (Core Content and Skills, K-12 Second Edition) that was updated in 2020. The new grade 6, grade 7, and grade 8 sexual health education content aligns with these more up to date National Standard guidelines. As always, Policy IGE and Policy AB provides parents the opportunity to opt out of the content.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Physical Education- 6-12 - Summary of Curriculum Changes

G6 PE

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

G7 PE

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

G8 PE

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

Adventure Ed

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

Competitive PE

-New SHAPE standards

2 units changed from old standards 1, 2, 4, 5 to new standards 1-4

1 unit changed from old standards 1-5 to new standards 1-4

Fitness II

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

Intro to Fitness

-New SHAPE standards

3 units changed from old standards 1-5 to new standards 1-4

1 unit changed from health standards 1 and 6 to new health standards 1 and 6

Intro to PE

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

Unified PE

-New SHAPE standards

3 units changed from old standards 1-5 to new standards 1-4

1 unit changed from old standards 1, 2, 4, 5 to new standards 1-4

Health- 6-12 - Summary of Curriculum Changes

G6 Health

- New SHAPE standards
- Communication/Alcohol, Tobacco & Drugs
 - Title changed to: Communication/ Alcohol & Drugs
 - Students will know statements "ATOD" changed to "AOD"
 - Students will know statements "tobacco" changed to "nicotine"
- Additional Unit:
 - Self Management - Understanding Growth and Development

G7 Health

- New SHAPE standards
- Decision Making/Safety & Injury Prevention
 - Students will know statement about weapons
 - changed from: that it is important not to carry a weapon and when/how to report weapons, as well as gun safety
 - changed to: that it is important to understand when/how to report when weapons are carried and/or used inappropriately
- Goal Setting/Nutrition & Fitness
 - Students will know statement addition:
 - the importance of maintaining a quality sleep routine
 - Vocabulary addition:
 - My Plate (nutrition guide)
- Additional Unit:
 - Accessing Valid and Reliable Information/ Sexual Health

G8 Health

- New SHAPE standards
- Accessing Information/Alcohol and Drugs
 - Students will know statements "ATOD" changed to "AOD"
- Advocacy/Social and Emotional Health
 - Vocabulary change:
 - "bullycide" changed to "suicide"
- Decision Making/ Relationships and Growth and Development
 - changed to: Communication/ Relationships and Sexual Health

Health I:

- New SHAPE standards

Health II:

- New SHAPE standards

Studies in Women's Health:

- New SHAPE standards
- Accessing Information for Women's Health Promotion
 - PE Competencies removed
- Goal Setting/ Fitness and Body Image
 - PE SHAPE standards added to standards section
- Factors Influencing Women's Health
 - PE Competencies removed
 - Transfer statement revised
 - Enduring Understanding statements revised
 - Two vocab words removed
- Safety & Violence Prevention
 - PE Competencies removed

New PE/Health SHAPE Standards

PE

- | | |
|------------|---|
| Standard 1 | SHAPE.1 Develops a variety of motor skills. |
| Standard 2 | SHAPE.2 Applies knowledge related to movement and fitness concepts. |
| Standard 3 | SHAPE.3 Develops social skills through movement. |
| Standard 4 | SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. |

Health

- | | |
|------------|--|
| Standard 1 | SHAPE 1. Use functional health information to support health and well-being of self and others. |
| Standard 2 | SHAPE 2. Analyze influences that affect health and well-being of self and others. |
| Standard 3 | SHAPE 3. Access valid and reliable resources to support health and well-being of self and others. |
| Standard 4 | SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others. |
| Standard 5 | SHAPE 5. Use a decision-making process to support health and well-being of self and others. |
| Standard 6 | SHAPE 6. Use a goal-setting process to support health and well-being of self and others. |
| Standard 7 | SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others. |
| Standard 8 | SHAPE 8. Advocate to promote health and well-being of self and others. |

Grade 6: Communication / Alcohol & Drugs

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> verbal and non verbal skills allow people to interact and express themselves and their needs in a healthy way—including their decision to stay substance free.	ESSENTIAL QUESTIONS - Why is it important to stand up to peer pressure? - Why should you just say no?
	Acquisition	
	<i>Students will know...</i> - that assertive communication skills and body language are important in dealing with AOD situations. - that there are a variety of refusal skills that can be used in AOD (alcohol, nicotine, and other drugs) situations (leave the situation, say “no”, provide an excuse, etc...). - characteristics of nonverbal communication. - that physical, social, and emotional effects of AOD use exist. - the effects of binge drinking, inhalant use, and cough syrup abuse (DXM). - to be aware of situations that could involve AOD and avoid them. - the effects of using a variety of nicotine products (chew, cigarettes, and e-cigarettes). - the relationship between AOD use and transportation/other injuries. - that dependence and addiction are risks of using any substance. - the relationship between AOD use and mental health. - the benefits of not using AOD (physical, social, emotional, legal, financial). - that there are many positive and negative	<i>Students will be skilled at...</i> - demonstrating interactions among individuals. - demonstrating message tactics and strategies, e.g., clear, organized ideas or beliefs, use of “I” messages, respectful tone, body language. - effective speaking and listening, (I-statements, eye contact, assertiveness, reflective listening. - demonstrating refusals, e.g., clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off. - handling pressures from others to use. - encouraging others not to use. - expressing needs, wants, and feelings appropriately in a variety of situations.

	influences on your decision to use/be drug free. • that a person will have to accept personal responsibility for choices about AOD use, which involved healthy decision making. • that an individual will understand how to make a personal commitment not to use. <u>vocabulary:</u> assertiveness, body language, refusal skills, influences, marijuana, binge drinking, depression, addiction, e-cigarettes, chewing tobacco, DXM	
Content Area Literacy Standards		21st Century Skills
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• <i>communicate clearly</i> • <i>make judgments and decisions</i> • <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
1.8.1 Analyze the relationship between healthy behaviors and personal health. 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 1.8. Analyze how the environment affects personal health. 1.8.4 Describe how family history can affect personal health. 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems. 1.8. Describe the benefits of and barriers to practicing healthy behaviors. 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors. 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others. 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

Grade 6: Self Management

Understanding Growth and Development

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> SHAPE 1. Use functional health information to support health and well-being of self and others. SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	<i>Transfer</i>	
	Students will be able to independently use their learning to develop practices, routines, and behaviors to promote healthy habits into all dimensions of wellness over a lifespan.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - it is crucial to develop and apply practices and behaviors that support media balance and digital wellness - self management of behaviors and practices are vitally important to one's health - in a variety of contexts (friendships, family, digital, intimate relationships), there are individual and collective responsibilities that contribute to one's health	ESSENTIAL QUESTIONS What are healthy habits for managing my sexual health as it relates to my overall health?
	<i>Acquisition</i>	
	Students will know... that there are male and female growth and development stages during adolescence (primary and secondary sex characteristics) that the human reproductive systems include external and internal body parts and their functions that there are naturally occurring variations in human bodies including vulvas and circumcised or intact penises	Students will be skilled at... analyzing ways to build upon self management strengths and assets to support individual and collective health and well-being. analyzing how self management practices and behaviors support a variety of dimensions of wellness. analyzing self management behaviors that reduce or prevent illnesses.

	that the media, including sexually explicit media, impacts one's body image and self-esteem that there are strategies to use social media safely, legally, and respectfully that there are similarities and differences between friendships and romantic relationships that one's body changes during puberty and there are ways to maintain proper hygiene that there are daily hygiene habits that are needed for maintaining good sexual health that the menstrual cycle is connected to reproduction that there are strategies to manage the effects of PMS and TSS on one's health <u>vocabulary:</u> puberty, hygiene, primary sex characteristics, secondary sex characteristics, female reproductive system terms (vagina, vulva, urethra, uterus, ovaries, endometrium), egg, menstrual cycle, menstruation, ovulation, male reproductive system terms (penis, scrotum, testicles), sperm, circumcision, erection, ejaculation, semen, PMS, TSS	analyzing self management practices and behaviors that support health and well-being, including how to manage health conditions. analyzing connections between self management health literacy and health outcomes. analyzing how individual self management, interpersonal, community, and environmental factors impact health and well-being. explaining how self management health care promotes personal health. examining supports and barriers to health-related self management practices and behaviors. analyzing self management practices and behaviors that support personal and community health and well-being. demonstrating self management practices and behaviors that support personal and community health and well-being.
Content Area Literacy Standards		21st Century Skills
● RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. ● RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. ● RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>problem solve</i> <i>think critically</i> <i>make judgments and decisions</i> <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Grade 7: Accessing Valid and Reliable Information- Sexual Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to access valid information, products, and services to promote a healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> Shape 1. Use functional health information to support health and well-being of self and others. Shape 3. Access valid and reliable resources to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make healthy decisions based on reliable information throughout their lifetime.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - it is essential to access valid and reliable sources pertaining to sexual health. - it is crucial to comprehend core concepts related to sexual health. - there are several modern day medical advancements in sexual health prevention and treatment.	ESSENTIAL QUESTIONS - Why is it important to be able to access valid and reliable information as it pertains to sexual health? - How does one ensure that decisions associated with sexual health will lead to safe outcomes?
Acquisition		
	Students will know...	Students will be skilled at...
	that abstinence is the most reliable method of pregnancy prevention that there are tests and signs/symptoms to detect pregnancy that sexual consent and sexual agency are important elements of healthy relationships. that there is a range of sexual identities and most people have a sexual orientation	analyzing ways to build upon strengths and assets to support individual and collective sexual health and well-being. analyzing how practices and behaviors of accessing valid and reliable information supports a variety of dimensions of sexual health wellness. analyzing behaviors of accessing valid and reliable information that reduce or prevent sexual health illnesses. analyzing practices and behaviors of accessing valid and reliable information that support sexual health and well-being, including how to manage health conditions.

	that it is important to be able to find valid and reliable sources of information about puberty, adolescent development, sexual health, gender, gender identity, gender expression, sexual orientation, STDs, and HIV. that STDs and HIV are transmittable and preventable. that although some STDs produce signs and symptoms, some STDs may not have recognizable signs and symptoms. that there are some vaccines and medicines available for STIs and HIV prevention and treatment. that there are effective ways to prevent STIs. that there are contraceptive methods that lower the risk of pregnancy and STIs. that there are sexual and nonsexual ways that a person can transmit STIs to another person. that there are many methods of short and long term contraception that are safe and effective. that there are potential outcomes and consequences to engaging in sexual behaviors. vocabulary: pregnancy, sexual consent, sexual agency, gender identity, gender expression, sexual orientation, sexual identity, HIV, vaccine, STDs, STIs, contraception, condom, abstinence, fertilization, signs of pregnancy, embryo, fetus	analyzing connections between accessing valid and reliable information of sexual health literacy and sexual health outcomes. analyzing how accessing valid and reliable information for individual, interpersonal, community, and environmental factors impact sexual health and well-being. explaining how accessing valid and reliable information related to sexual health care promotes personal health. describing situations that pertain to sexual health may require support from trusted adults, other individuals, and health professionals. identifying supports and barriers to accessing valid and reliable sexual health information, products, services, and other resources. accessing valid and reliable sources of sexual health information, products, services, and other resources. analyzing the validity, reliability, and accessibility of sexual health information, products, services, and other resources. using strategies to manage misinformation and disinformation pertaining to sexual health.
Content Area Literacy Standards	21st Century Skills	
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<i>problem solve</i> <i>think critically</i> <i>make judgments and decisions</i>	

• RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<i>access and evaluate information</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

Grade 7: Decision Making/ Safety & Injury Prevention

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 5. Use a decision-making process to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that ... - the decision making process can help to make the best choice for a person who has a difficult decision to make. - there are outcomes (positive and negative) to every choice a person makes. - considering consequences in advance can help a person make the best choice.	ESSENTIAL QUESTIONS Is the right decision the same for everyone?
	Acquisition	
	Students will know.... - that the DECIDE Model steps are: determine the decision to be made, evaluate the options, consider the consequences, identify your values, decide on a choice and take action, evaluate/reflect on the decision. - the situations that require a thoughtful decision making process.	Students will be skilled at... - applying the decision making steps in the DECIDE model to a personal health decision. - determining personal situations regarding safety and injury prevention when healthy decision making is necessary. - reflecting on past decision making and lessons learned from those experiences.

	- the situations that require an individual vs. collaborative decision. - how alcohol or drugs can affect healthy decision-making. - strategies for water safety: strategies for self-rescue, rescuing others and precautions around water. - when to use protective equipment. - that it is important to understand when/how to report when weapons are carried and/or used inappropriately. - that there are universal precautions (infection control procedures). - the steps for rescue breathing, to stop bleeding, and to clear respiratory obstructions (choking). - the steps to prevent and to care for burns and poisonings. <u>Vocabulary:</u> <i>DECIDE model</i>	- identifying ways to improve personal decision making related to health choices. - using protective equipment. - using motorized vehicles safely. - using public transportation safely. - assessing the situation and getting help.
Content Area Literacy Standards		21st Century Skills
- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. - RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>reason effectively</i> <i>use and manage information</i> <i>communicate clearly</i> <i>collaborate with others</i>

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use

<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	

Grade 7: Goal Setting/ Nutrition & Fitness

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve, and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 6. Use a goal-setting process to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	<i>Transfer</i>	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... goals that are well planned and executed can help people move forward in life and improve their health.	ESSENTIAL QUESTIONS What does it mean to be healthy?
	<i>Acquisition</i>	
	Students will know.... - the benefits of healthful eating (short-term and long-term benefits and risks) - the foods associated with respective food groups and proportions of foods (using Harvard Healthy Eating Plate) - the foods associated with the six essential nutrients and the benefits (carbs, fats, proteins, minerals, vitamins and water) - the benefits of decreasing fat and sugar intake	Students will be skilled at... - identifying an area of nutrition or fitness needing improvement. - writing a personalized SMART goal related to healthy meal planning. - determining blockers and enablers to completing the goal. - planning three healthy meals for a typical day as well as healthy drinks and snacks based on personal calorie needs.

	- the suggested serving sizes of foods on all food groups. - personal blockers and enablers (helpers) that you will face to a relative goal. - strategies for following through with a goal and planning for success. - that reflection throughout the goal setting process encourages progress and growth. - strategies for overcoming barriers to healthful eating. - how energy is expended during exercise/activity. - healthful weight management practices. - the importance of maintaining a healthy sleep routine. <u>Vocabulary:</u> SMART goals (Specific, Measurable, Adjustable, Realistic, Time based), blockers, enablers, Harvard Healthy Eating Plate/My Plate, carbohydrates, proteins, fats, minerals, vitamins, water (sources & benefits), calories, calorie balance, sugars and artificial sweeteners, diabetes, obesity, heart disease	- assessing personal nutritional needs, preferences, and practices. - assessing food intake to determine energy intake.
Content Area Literacy Standards		21 st Century Skills
- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. - RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>use and manage information</i> <i>analyze media</i> <i>make judgments and decisions</i> <i>think creatively</i>

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Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

	OTHER EVIDENCE:
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Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use

<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	

8th Grade Communication - Relationships and Sexual Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> SHAPE 1. Use functional health information to support health and well-being of self and others. SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to navigate a variety of situations, interactions, and relationships in their lives.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - there are strategies and skills to use to advocate for one's self. - there are a variety of interactions and relationships that have an impact on one's health. - being aware and knowledgeable of sexual health is one factor in helping to keep one safe - there are circumstances that require thoughtful decision-making. - there are outcomes (positive and negative) to every choice a person makes. - considering consequences in advance can help a person make the best choice.	ESSENTIAL QUESTIONS - How does one evaluate the health and safety of relationships and interactions with others? - Why are community resources important as they relate to self advocacy? - Why is self advocacy important as it relates to sexual violence?
Acquisition		
	Students will know...	Students will be skilled at...
	that the DECIDE Model steps are: Determine the decision to be made, Evaluate the options, Consider the consequences, Identify your values, Decide on a choice and take action, Evaluate/reflect on the decision.	analyzing ways to build upon communication strengths and assets to support individual and collective health and well-being in relationships.
	the situations that require a thoughtful decision making process.	analyzing how communicative practices and behaviors support a variety of dimensions of wellness in relationships.
	that there are some situations that require an individual vs. collaborative decision.	analyzing communicative behaviors that reduce or prevent illnesses and injuries.

	that there will be short term and long-term impacts to one's life based on the decisions made. that reflection on a past decision helps to learn from past experiences. that there are state and federal laws related to age of consent, minors ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking. that there are characteristics of healthy and unhealthy relationships and specific strategies one might use to end an unhealthy relationship. that power differences may impact relationships. that technology impacts relationships. that there are factors that can affect one's ability to give or perceive consent to sexual activity. that instances of interpersonal sexual violence (sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) should never be blamed on the victim and may impact that victim's health. that there are strategies that sex traffickers employ to recruit youth. that there are community and other resources that one can turn to if he/she is a victim or someone he/she knows is a victim of sexual violence. <u>vocabulary:</u> DECIDE model, consequence, reflection, reputation, consent, minor, pornography, sexting, safe haven, sex trafficking, sexual harassment, sexual assault, incest, rape, domestic violence, sexual coercion, dating violence, victim	analyzing communicative practices and behaviors that support health and well-being, including how to manage health conditions and have safe relationships. analyzing connections between communicative health literacy and health outcomes. analyzing how communication about individual, interpersonal, community, and environmental factors impact health and well-being in relationships. explaining how communication about health care promotes personal health in safe relationships. using effective communication skills across various modes of communication to support health and well-being of self and relationships with others. applying active listening skills and strategies in a variety of interpersonal contexts to support healthy relationships. using various communication strategies to seek and offer support and assistance to promote healthy relationships. demonstrating ways to communicate relationship boundaries and consent for a variety of situations. using refusal skills and strategies in a variety of relationship situations. using skills and strategies to prevent, manage, or resolve conflict in relationships. using collaboration skills in a variety of relationship situations. using negotiation skills in a variety of relationship situations. demonstrating strategies to communicate with others with different perspectives and values in a relationship.
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		demonstrating ways to communicate empathy and compassion in relationships.
Content Area Literacy Standards		21st Century Skills
● RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. ● RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts ● WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Grade 8: Accessing Information/Alcohol & Drugs

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to be able to access valid information, products and services to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 3. Access valid and reliable resources to support health and well-being of self and others.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand ...</i> - There are many different sources of health information available but not all are valid and accurate. - There is help for personal and family substance abuse.	ESSENTIAL QUESTIONS How do I know if my information is valid? Does substance use only affect the individual's life?
	Acquisition	
	<i>Students will know....</i> - the home, school and community resources that can provide accurate factual information vs. opinion. - how false advertising by tobacco companies affects consumers/teens. - that advertising strategies that are used to target children/teenagers (flavorings, candy like	<i>Students will be skilled at...</i> - applying the ACCESS acronym while researching health information. - identifying or citing specific sources. - evaluating validity of sources. - Providing a rationale for the appropriateness

	products—candy cigs, big league chew, mint like products, pouches of tobacco, beef jerky imitating dip). • that there are local help services for overdose, addiction, or other substance abuse issues (cessation programs, self-help or family-help resources). • the risks of dependence and addiction (brain still developing along with other body systems) • that there are physical, social, and emotional effects of AOD use. • the signs and behaviors of AOD use. • the effects of AOD use including but not limited to alcohol and binge drinking, inhalants, marijuana (grinding, dabs and vaping), synthetic drugs (K2/Spice, Bath Salts). • the relationship between AOD use and injuries (transportation and other). • the relationship between AOD use and sexual behavior. • the relationship between AOD use and mental health. • the benefits of not using AOD (physical, social, emotional, legal, financial). <u>Vocabulary:</u> Al Anon/Alateen, false advertising, strategic advertising, FDA, vaping, binge drinking, dabbing, synthetic drugs, cessation programs, addiction/dependency	of sources. • demonstrating the ability to access appropriate community resources to meet specific needs. • identifying the type of help available from a source. • identify local help services for overdose, addiction, or other substance abuse issues.
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<i>Content Area Literacy Standards</i>	<i>21st Century Skills</i>
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• solve problems • think creatively • communicate clearly • collaborate with others • interact effectively with others

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

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Grade 8: Advocacy/ Social & Emotional Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others. - SHAPE 8. Advocate to promote health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - advocacy messages can be used in society to change opinions/norms positively and negatively. - the source of an advocacy message should be analyzed to determine validity and reliability.	ESSENTIAL QUESTIONS Does what I think about myself affect how I interact with others? Is advocacy effective?
	Acquisition	
	Students will know.... - the strategies to communicate respect for diversity, including mental and physical disabilities, culture, race/ethnicity, identity, as well as stigmas associated with anxiety and depression. - that effective advocacy includes a clear persuasive message (slogan), facts that support the health stance, engages the audience using a variety of media/images, and evokes emotion/thought.	Students will be skilled at... - advocating for the needs and rights of others. - advocating for a healthy social environment. - identifying a school health issue that needs to be addressed. - communicating respect for diversity. - analyzing stressors, e.g., death, ending relationships, changing schools, rejection. - applying coping strategies to reduce stress. - taking a clear, health-enhancing stand.

	• that an effective ad message clearly states the action to be taken. • the coping strategies to reduce, manage, or avoid stress. • the strategies for transitioning into high school and beyond. • the signs, behaviors, and symptoms of depression and other mental illness, including suicide and bullying. • the interaction of alcohol and other drug use with mental illness. • the when, why and where to get help for emotional issues. <u>vocabulary:</u> advocacy, persuasiveness, anxiety, depression, stressor, eustress, distress, suicide, coping	• supporting their position with relevant information. • demonstrating awareness of audience. • encouraging others to make healthful choices. • creating an effective/persuasive ad campaign that evokes thought or action.
Content Area Literacy Standards		21st Century Skills
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• <i>solve problems</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

	OTHER EVIDENCE:

Stage 3 – Learning Plan
<i>Summary of Key Learning Events and Instruction</i>

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	

Studies in Women's Health & Wellness:

Goal Setting, Fitness & Body Image

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will be able to analyze consequences of decisions, problem-solve, and set goals to enhance health or reduce health risks. (Health Comp 2) - Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (Health Comp 5) - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. - Participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) - Recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) <u>Content Standards:</u> - Health - SHAPE 2. Analyze influences that affect health and well-being of self and others. - Health - SHAPE 6. Use a goal-setting process to support health and well-being of self and others. - Health - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others. - PE - SHAPE.1 Develops a variety of motor skills. - PE - SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	<i>Transfer</i>	
	Students will be able to independently use their learning to create a personal goal for self improvement in the area of health and wellness.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - body image affects self esteem and ultimately overall wellness in all dimensions. - an individual can be proactive in building positive body image to then build self esteem, happiness, and healthy choices. - media, technology, perceptions or norms can impact body image positively and negatively.	ESSENTIAL QUESTIONS How does positive self image and self esteem affect personal health choices?
	<i>Acquisition</i>	
	Students will know... - benefits and risks of physical activity - exercise needs: frequency, intensity, duration and type - types of exercise: cardiorespiratory, muscular strength and endurance, and flexibility - physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate) - components of health-related fitness - personal physical activity levels - how to develop plans that include types and amounts of activity and focus on health related physical fitness	Students will be skilled at... - demonstrating personal introspection. - clarify personal expectations of self and others. - demonstrate personal responsibility to make health-enhancing choices. - identifying a realistic goal and writing a clear goal statement. - creating a plan for reaching a realistic goal. - identifying a reward for reaching a goal set. - examining the correlation between self empowerment and goal setting.

	• <i>strategies for overcoming barriers to physical activity</i> • <i>the importance of healthful eating and physical activity</i> • <i>how to assess personal nutritional needs, preferences and practices</i> • <i>strategies for overcoming barriers to healthful eating</i> • <i>how mood and emotions affect food choices</i> • <i>relationship between healthful physical activity and body composition</i> • <i>healthful weight management practices</i> • <i>how to develop and demonstrate a sense of empowerment</i> • <i>how to develop and demonstrate a positive body image</i> • <i>behaviors and symptoms of depression and other mental illness, e.g., obsessive compulsive disorder, impulse control disorders</i> • <i>interaction of alcohol and other drugs with mental illness</i> • <i>symptoms of eating disorders</i> • <i>When, where, why and how to get help</i> • <i>types of stressors, e.g., death, ending relationships, changing schools, rejection</i> • <i>coping strategies to reduce stress, including exercise</i> • <i>ways to avoid stress</i> • <i>how the use of social media is connected to health risk and health promotion</i> <u>vocabulary:</u> <i>body image, body talk, self image, self esteem, LGBT, gender identity, gender expression, transgender, self empowerment, eating disorders, stress, coping strategies, barriers to exercise</i>	
Content Area Literacy Standards		21st Century Skills
• RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS.		• <i>Goal Setting</i> • <i>Problem Solving</i> • <i>Reflecting</i>

- • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT.
- • RST.11-12.4 DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT RELEVANT TO GRADES 11-12 TEXTS AND TOPICS.
- • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

Studies in Women's Health & Wellness:

Factors Influencing Women's Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Content Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.(Health Comp 5) - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. - Participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) - Recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 2. Analyze influences that affect health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer Students will be able to independently use their learning to identify and analyze influences on women, including: gender roles, sexual identity, race, economic security, and social classes.	
	Meaning ENDURING UNDERSTANDINGS Students will understand that... - women are portrayed in the media in various ways which can impact norms and behaviors. - the media's portrayal of women can influence the thoughts, feelings, and behaviors of all people. - media uses sexuality, violence, and gender roles to appeal to senses, to sell products, or to promote media. - various influences on women's thoughts, feelings, and behaviors can lead to potential outcomes affecting their health. ESSENTIAL QUESTIONS - What positive influences can teens surround themselves with and how can these influences positively impact their health behaviors?	
	Acquisition Students will know... - intrinsic, extrinsic, positive, and negative influences on a person’s health and wellness - the connection between positive influences and positive health behaviors - ways to use social media safely, legally, and respectfully. - the impact of social media on one’s health - the different ways sexuality is used in the media. Students will be skilled at... - examining who/what influences positively promote healthy behaviors in various dimensions of health. - identifying positive influences to directly promote their own health and well being. - analyzing the external influences and societal messages that impact attitudes about bullying, sexual harrassment, sexual abuse, sexual assault, incest, rape, and dating violence.	

● 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. ● 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. ● 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. ● 7.12.1 Analyze the role of individual responsibility for enhancing health. ● 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	● <i>how media can influence one's beliefs about what constitutes a healthy sexual relationship</i> ● <i>sexuality in the media can lead to different types of violence</i> - assault - rape - domestic violence - emotional/verbal abuse - physical abuse ● <i>the variety of media forms that portray women in the media and their motivations.</i> ● <i>how cultural views of women have changed with the development of current media vs. historical media</i> ● <i>how messages of gender roles and stereotypes can have an influence on attitudes, beliefs, and behaviors</i> ● <i>people can become more aware of gender role messages around us and make decisions about which ones to accept and to reject</i> ● <i>how the feminism movement impacts women's health and role in society</i> <u>vocabulary:</u> feminism, gender roles, racism, desensitization, sexualization, connotation, consumers, demographics, critical viewing, media literacy, mass media, homophobia, sexist, slant, bias, stereotype, phallic symbolism, objectification of women, sexual orientation, and sexism	● <i>evaluating the impact of technology and the media on societal norms.</i> ● <i>determining the consequences to health because of media in our culture.</i> ● <i>analyzing the effect of media on personal and family health practices.</i> ● <i>demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</i> ● <i>analyzing how personal behaviors can lead to unhealthy risky behaviors due to media impact and values.</i>
Content Area Literacy Standards		21st Century Skills
● RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. ● RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS.		● Life & Career Skills ● Learning & Innovation Skills ● Communication, collaboration, creativity, and critical thinking ● Information, Media & Technology Skills

• RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT. • RST.11-12.4 DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT RELEVANT TO GRADES 11-12 TEXTS AND TOPICS. • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.	
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>

Studies in Women's Health & Wellness:

Safety & Violence Prevention

Stage 1 Desired Results			
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. (Health Comp 3) - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer Students will be able to independently use their learning to communicate and advocate for personal safety and injury prevention in a variety of situations.		
	Meaning ENDURING UNDERSTANDINGS Students will understand that... - proactive communication (verbal and non verbal) can create healthy relationships and solve differences with others peacefully. - individuals can use a variety of strategies for preventing injuries and staying safe from accidents, manipulation, coercion, etc. - violence and injuries can have short term and long term effects to one’s overall well being (in all dimensions). - prevention and building personal skills to increase safety and awareness can enhance a person’s health. - advocating for healthy communities increases the safety and well being of everyone. ESSENTIAL QUESTIONS - How does an individual’s communication skills affect his/her personal safety and well being?		
	Acquisition Students will know... - ways to communicate respect for self and others - diversity of relationships, e.g., family, friends, dating, marriage, same sex relationships - situational awareness tactics, principles of protection (self defense) Students will be skilled at... - demonstrating self defense tactics - demonstrate specific first-aid techniques - demonstrate personal responsibility to make health-enhancing choices - demonstrate interactions among individuals		

SHAPE 8. Advocate to promote health and well-being of self and others.	• <i>strategies for refusing unwanted or unprotected sex</i> • <i>benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals</i> • <i>importance of respecting sexual limits of others</i> • <i>strategies for dealing with pressures to cross sexual limits</i> • <i>effects of alcohol and other drug use on sexual behavior</i> • <i>influences on sexual behavior, e.g., family, peers, religion, media, culture, internal</i> • <i>influences of violence, e.g., date rape and other abuse</i> • <i>human trafficking (e.g. influences, cycle, prevention</i> • <i>valid sources of information and help for violence, abuse, sexual assault</i> • <i>online dating safety strategies, (apps, websites)</i> • <i>how to build and maintain relationships, including appropriate ways to end relationships</i> • <i>ways to avoid threatening situations</i> • <i>causes of conflict</i> • <i>conflict resolution techniques</i> • <i>how to avoid fighting/bullying</i> • <i>the importance of not carrying a weapon</i> • <i>how to prevent dating violence</i> • <i>how to prevent sexual assault</i> • <i>how to recognize sexual harassment</i> • <i>influence of AOD in conflict situations</i> • <i>nonviolent ways to calm charged situations</i> • <i>appropriate ways to end relationships</i> • <i>techniques for negotiation and compromise</i> • <i>how to advocate for needs and rights of others</i> • <i>how to advocate for healthy social environment</i> • <i>how to advocate for fairness</i> • <i>how to advocate for health services in the community</i> • <i>universal precautions (infection control procedures)</i> • <i>steps for CPR</i> • <i>techniques to give care for someone choking</i> • <i>first aid steps for severe injuries, e.g., bleeding, broken bones</i>	• <i>demonstrate message tactics and strategies</i> • <i>demonstrate refusal skills</i> • <i>Evaluate the potentially positive and negative roles of technology and social media in relationships</i> • <i>advocate a health message and persuade others to make healthful choices using passion and conviction</i> • <i>advocate for safe environments that encourage dignified and respectful treatment of everyone</i>
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vocabulary: situational awareness, self defense principles, conflict resolution strategies, sexual assault, healthy & unhealthy dating characteristics, sexual harrassment, human trafficking, sex trafficking cycle, types of human trafficking, grooming, coercion, and advocacy.

Content Area Literacy Standards

- RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT.
- • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS.
- • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT.
- • RST.11-12.4 DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT RELEVANT TO GRADES 11-12 TEXTS AND TOPICS.
- • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

21st Century Skills

- Critical thinking
- Communication skills
- Creativity
- Problem solving
- Collaboration
- Information literacy
- Technology skills and digital literacy
- Media literacy
- Global awareness
- Self-direction
- Social skills
- Literacy skills
- Social responsibility
- Thinking skills

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Studies in Women's Health & Wellness:

Accessing Information for Women's Health Promotion

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will be able to access valid information and products and services to enhance health. (Health Comp 4) - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 3. Access valid and reliable resources to support health and well-being of self and others. - SHAPE 5. Use a decision-making process to support health and well-being of self and others.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to identify and access valid health information and health-promoting products and services to achieve health literacy and enable prevention, early detection, and treatment of health problems.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - not all health claims for information, products and services are valid and accurate. - using reliable accurate sources of information (apps, websites, etc) checking can help a person make informed decisions about products and services that can enhance health.	ESSENTIAL QUESTIONS How can valid vs. invalid health information, products and services affect one's health?
	<i>Acquisition</i>	
	<i>Students will know...</i> - common symptoms of and treatment for STI's, including HIV - laws related to sexual health care services, including STD & HIV testing and treatment. - signs of pregnancy, pregnancy options (i.e IVF) - prenatal care services that contribute to or threaten healthy pregnancies. - compare and contrast laws related to pregnancy, adoption, abortion and parenting. - laws related to sexual and reproductive health care services (i.e. contraception, pregnancy options, safe surrender policies, prenatal care) - how to evaluate claims of performance-enhancing drugs and nutritional supplements - how to select products, services and facilities related to physical activity	<i>Students will be skilled at...</i> - access accurate and valid information and resources. - knowing that there is local testing and treatment services available. - identify or cite specific sources - provide reason for needing to access information - evaluate validity of source - provide rationale for appropriateness of source - demonstrate ability to access appropriate community resources to meet specific needs - similarities and differences among a variety of health care products - demonstrating a thoughtful decision making process: show what options were considered, evaluating pros and cons of options, a clear decision statement, and reflection of the decision

	• <i>how to validate fitness claims</i> • <i>validity of claims of nutritional supplements and weight loss products</i> • <i>prevention strategies associated with primary health care (i.e. BSE, pap smear, blood lipid panels)</i> • <i>benefits/risks of vaccinations</i> • <i>ways to promote skin health and factors that may affect skin health/aging</i> <u>vocabulary:</u> <i>common STIs, HIV, prenatal care, types of adoption, abortion, contraception, safe surrender, supplements, personal care products, carcinogens, product claims, “green washing”</i>	
Content Area Literacy Standards	21st Century Skills	
• RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS. • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT. • RST.11-12.4 DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT RELEVANT TO GRADES 11-12 TEXTS AND TOPICS. • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.		

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

January 8, 2026

Second Read/Adoption

Policy	Changes/Recommendations
BGAA – Policy Development, Adoption and Review	<i>No changes since first read.</i> New policy for TRSD. Updated to require that policies be posted and accessible on school websites (per Ed 306.04). Addresses public transparency and ADA accessibility.
EHAG – Use of Generative Artificial Intelligence	<i>No changes since first read.</i> New policy. Addresses guidelines for the proper management and responsible use of Generative AI in the district's educational and working environments and directs the Superintendent to create and maintain a Plan for the Responsible Use of Generative Artificial Intelligence.

Notice to Repeal

Policy	Changes/Recommendations
IKFA – Early Graduation	This is a notice to recommend revocation. The subject matter has been incorporated into Policy IK - Earning of High School Credit - Achievement of Competencies. Pursuant with Policy BGF, to recommend revocation, notice must be provided at least two weeks prior to a Board vote.

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Policy Development, Adoption, and Review

The development and adoption of policies that govern the School District is one of the School Board's most important functions. Board policies establish the goals, direction and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students and parents.

Board policies are intended to provide the framework for district operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a Board-level procedure.

- A. Policy Committee Responsibilities and Meetings. The Board's Policy Committee with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to the full Board for its consideration, including adopting new policies, revising existing policies and deleting obsolete policies.
- B. Policy Committee Meetings and Agendas. The Superintendent or his/her designee, in consultation with the Policy Committee Chair shall prepare all agendas for the meetings of the Policy Committee.
- C. Review of Existing Manual. The Policy Committee shall establish a schedule for reviewing existing Board policies, and forming recommendations regarding the same for the Board.
- D. Procedures for Policy Development and Review.
 1. Individual Board members, Board standing or special committees, the Superintendent or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.
 2. The Superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such

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updates and make recommendations deemed appropriate under this policy.

3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to District staff or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full Board.
 4. The Superintendent, should seek counsel of the School Board's attorney or the New Hampshire School Boards Association when there may be a question of legality or proper legal procedure in the substance of any proposed or current board policy.
 5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.
 6. The Policy Committee will provide reports to the full Board monthly. The reports will include the Policy Committee's recommendations for new policies (including full text of policies/revisions to be considered for action by the Board), as well as recommendations for repeal of existing policies. Policy Committee reports should also include any information requested by the full board, and any other information deemed appropriate by the Policy Committee.
- E. Board Actions Required to Approve, Revise or Repeal Policies. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the board at a public meeting.
1. Policy Committee reports shall be placed on the agenda of a regular Board meeting and will be made part of the agenda package for that meeting.
 2. All new policies, and/or revisions to existing board policies are subject to a "first reading" by the full board to occur at a regular board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual

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reading is appropriate).

3. The Board will allow opportunity for public comment on policy proposals per Board policy BEDH, as follows: _____.
4. Any changes agreed upon or requested by the Board during the first reading shall be made by the Policy Committee prior to the second reading.
5. At the next Board meeting (or a later meeting if so agreed by the Board), the policy shall be placed on the agenda for a second (or additional) reading, and action. Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc.
6. Prior to final approval by the Board, each policy will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.
7. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
8. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.

F. Minor Revisions by Policy Committee.

The Board authorizes the Policy Committee to make non-substantive corrections and minor changes to existing policies provided that the Policy Committee shall document such modifications and report the same at the next meeting of the School Board. For the purposes of this policy, “non-substantive changes” shall include: grammatical, typographical or other clerical changes; addition or deletion of legal, cross or other references; policy code or policy class designation changes; or correcting misidentified or modified job titles (e.g., “school counselor” in place of “guidance counselor”). Upon review of such a report from the Policy Committee, the Board may take such action as the Board deems appropriate, including accepting the report without objection or other formal action.

G. Suspension or Waiver of Policy Process.

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1. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that public notice of the proposed action was given at least two (2) weeks at a previous Board meeting and that each Board member was notified of the proposed action. For purposes of notification, a meeting agenda delivered to each Board member is deemed sufficient if it identifies the policy to be acted upon.
2. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy, or to suspend or revise an existing policy. In such instances, the meeting minutes should reflect the nature of the circumstances warranting the suspension of the normal procedures.

H. Policy Dissemination, Records and Manual Updates.

1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.
2. All current Board policies shall be readily available, including on the School District's website, with separate, clearly identified links on each school's independent website. Information about the location of the policies shall be included in all parent/student and employee handbooks.
3. The Superintendent will ensure that information about new Board policies and any Board policy revisions, repeals, or other changes is included in a timely manner on the District's website, is otherwise made publicly available, and is specifically communicated to affected groups (i.e., school staff, students, parents).
4. The Superintendent shall ensure that copies of all policies deleted from the Board policy manual as well as copies of former versions of revised policies are retained as permanent records of the School Board.
5. An up-to-date policy manual shall be maintained on the District's website with a hard copy, in the Superintendent's Office.

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References:

RSA 189:74 School Board Public Comment Period

RSA 91-A:2 Meetings Open to Public

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USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

A. PURPOSE AND GENERAL POLICY STATEMENT

The School Board recognizes the potential that Generative Artificial Intelligence ("Generative AI") offers in enhancing educational opportunities, streamlining operations and preparing students for a future that demands adaptability, critical thinking and digital literacy. When incorporated and used in a responsible and ethical manner, Generative AI can support dynamic education and working experiences.

The ultimate goal of this policy is to support learning, creativity, and innovation, all the while safeguarding student and employee data, academic integrity, and digital citizenship. The policy establishes the general guidelines for the responsible, ethical, and equitable selection and use of Generative AI in the District's educational and working environments, and directs the Superintendent to create and maintain a Plan for the Responsible Use of Generative AI.

The Board directs that the use of Generative AI in the educational and working environments shall be limited, as provided in this policy, to approved Generative AI tools or resources and approved purposes.

B. DEFINITIONS

"Artificial Intelligence (AI)" – means technology designed to mimic human intelligence and perform tasks requiring human-like intelligence, such as reasoning, learning, and decision-making, such as analyzing data, recognizing patterns and making decisions.

"Generative Artificial Intelligence (Generative AI)" – is an advanced subset of AI that is capable of displaying human-like capabilities for cognitive tasks such as reasoning, learning, planning, and creativity. Generative AI tools and resources may adapt their behavior to a certain degree by analyzing the effects of previous actions and operating under varying and unpredictable circumstances without significant human oversight. As such, Generative AI tools and resources have the capacity to generate new content from

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learned data and pattern recognition across various mediums such as text, code, images, audio and video data. **The focus of this policy is Generative AI.**

"Non-generative Artificial Intelligence" means AI technology/applications which can analyze, classify, or make decisions based on existing data, but, unlike Generative AI, is unable to create new content.

"AI Literacy" means the ability to understand, use and interact with AI systems effectively, efficiently and responsibly.

"AI-generated content" refers to any text, image, audio, video, or code that is created in whole or in part by a Generative AI tool rather than being directly authored by a human.

"Generative AI tool" means a software application or platform that uses generative AI to create new content (e.g., text, images, music). The user interacts directly with the Generative AI tool (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate content based on prompts or inputs.

"Generative AI resource" means any material, guide, or support content that helps users understand, use, or teach about Generative AI tools. A Generative AI resource supports learning about or how to use generative AI tools (e.g., lesson plans on AI ethics, tutorials on using Generative AI, policy documents/videos, etc.), rather than generating content itself.

"Deepfake" means a video, audio, or any other media of a person in which their face, body, or voice has been digitally altered so that they appear to be someone else, they appear to be saying something that they have never said or to manipulate the actual statement to suggest a meaning that the original statement did not convey, or they appear to be doing something that they have never done.

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C. APPROVAL OF GENERATIVE AI TOOLS AND RESOURCES

No Generative AI tool may be introduced into the District's computer and network systems without prior written approval from the Superintendent or designee. Prior to such approval, the Superintendent or designee will ensure that a Generative AI tool is (1) reviewed by personnel appropriate to the anticipated use of that Generative AI tool (e.g., Curriculum Coordinator, IT Director, Business Administrator, and (2) vetted and approved according to the provisions of Board policy EHAB and the District's Data Governance and Privacy Plan, and included in the District's Student Data Privacy Agreement Database.

When selecting and approving Generative AI tools and resources, the District will use the following as guiding principles:

1. Students and educators remain at the center of education;
2. Evidence-based Generative AI technology can and should enhance the educational experience;
3. The District has a responsibility to ensure equitable access to and use of Generative AI tools;
4. The District has a responsibility to protect student and employee data, and other confidential information (e.g., through using a "privacy-preserving AI interface" or "sandboxed AI deployment" rather than Generative AI tools that are only "open-source");
5. The Board has a responsibility to use District resources efficiently; and
6. Effective, responsible and ethical use of Generative AI requires ongoing and meaningful training for students, educators and administrative personnel.

The District's technology protection measures, including content filters, shall be enforced during use of Generative AI tools or resources on District computers/devices and network resources.

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The availability of access to Generative AI tools and resources provided to students and staff does not imply endorsement by the School Board or the District of a Generative AI tool or resource, nor does the District guarantee the accuracy of the information received from Generative AI tools or resources. The District shall not be responsible for any information that may be lost, damaged or unavailable when using a Generative AI tool or resource. The District shall not be responsible for the dissemination, replication or alteration of information or data input by any student or staff into any Generative AI tool or resource. Nothing in this policy is intended to limit the District's obligations under applicable law or regulations.

The District shall not be responsible for any unauthorized charges or fees resulting from access or use of Generative AI tools or resources.

D. GUIDELINES FOR USE OF GENERATIVE AI

D1. GUIDELINES FOR ADMINISTRATORS

1. Ensure staff compliance with this policy.
2. Support the review and approval process.
3. Monitor the impact of Generative AI tools on teaching and learning.
4. Inform parents and guardians about the use of Generative AI in classrooms.
5. Maintain a public list of approved Generative AI tools and their intended uses.
6. Ensure compliance with district data governance policies and applicable laws.

D2. GUIDELINES FOR TEACHERS

1. Teachers may only use Generative AI tools that have been formally approved by the district or school.

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2. Clearly communicate to students when and how Generative AI tools are being used.
3. Ensure Generative AI-generated content is age-appropriate and aligned with curriculum standards.
4. Avoid using Generative AI to replace core instructional responsibilities unless explicitly approved.
5. Actively supervise student use of Generative AI tools by monitoring their activities, setting clear usage boundaries, and providing ongoing instruction on ethical and responsible AI use, including issues such as plagiarism, data privacy, bias, and appropriate attribution.
6. Participate in training on Generative AI literacy and responsible classroom integration.

D3. GUIDELINES FOR STUDENTS

1. Students may only use Generative AI tools that have been reviewed and approved by the school or district.
2. Use must be directly tied to instructional goals.
3. Students must use Generative AI tools ethically and honestly.
4. Clearly label or cite AI-generated content in assignments.
5. Follow teacher instructions regarding Generative AI use.
6. Do not input personal or sensitive information into Generative AI tools unless authorized.

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E. EXAMPLES OF ACCEPTABLE USES OF GENERATIVE AI

1. Administrators.

- a. Drafting communications.
- b. Policy summaries, and/or creation of policy aligned administrative regulations/procedures/forms.
- c. Strategic planning.
- d. Professional development and training.

2. Teachers.

- a. Lesson planning, activities, or differentiated instructional strategies.
- b. Assessment creation (quiz questions, writing prompts, or rubrics aligned with learning objectives).
- c. Language support.

3. Students.

- a. Brainstorming ideas for essays or projects.
- b. Practicing writing or coding with **Generative** AI feedback.
- c. Exploring creative expression through AI-generated art or stories.
- d. Using **Generative** AI to summarize reading passages or generate quiz questions.
- e. Enhancing accessibility (g., text-to-speech or language translation).

F. PROHIBITED USES OF GENERATIVE AI

- 1. Using **Generative** AI to complete assignments or work tasks without permission.
- 2. Submitting AI-generated work without proper attribution.

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3. Generating or sharing inappropriate, violent, or discriminatory content.
4. Creating or spreading deepfakes or impersonations.
5. Using Generative AI for cyberbullying or harassment.
6. Fabricating news, data, or sources.
7. Uploading or inputting any personal data or confidential information that is not solely owned by the person uploading/inputting.
8. Circumventing school filters or accessing restricted content.
9. Any other use that violates state or federal laws or regulations, Board policies, or any District, School or Teacher rules, regulations or procedures.

G. CONSEQUENCES FOR VIOLATIONS OR IMPROPER USE

Violations of this policy can result in:

1. Revocation of access to Generative AI tools;
2. Disciplinary action in accordance with the student or staff handbooks and Code(s) of Conduct;
3. Notification to parents/guardians (for student violations);
- ~~4. [Other???]; and/or~~
4. Reporting to appropriate authorities if laws are violated.

H. CREATION, REVIEW AND MAINTENANCE OF DISTRICT GENERATIVE AI USE PLAN.

The Superintendent shall develop and maintain a Generative AI Use Plan that operationalizes this policy and provides clear guidance for implementation across the district. The Plan shall address and include:

- a. Procedures for ongoing review and approval of current and new Generative AI tools and resources;

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- b. Specific acceptable use provisions for teachers, students and administrative personnel, age appropriate when necessary;
- c. Identification of methods of ensuring equitable access to Generative AI tools and resources;
- d. Provisions for improved and ongoing training in the responsible use of Generative AI;
- e. Dissemination of information regarding use of Generative AI in the District to students, parents, teachers and other appropriate groups;
- f. Integration of Generative AI information or provisions into the Districts Acceptable Use policies and agreements;
- ~~g. [Other??]; and/or~~
- g. Provisions for obtaining stakeholder input (e.g., administrative committee(s), parent surveys/engagement, etc.).

The Superintendent in consultation with appropriate personnel (curriculum and building administrators, IT personnel, teacher representatives, shall review the District Use of Generative AI Plan and present to the school board annually.

References:

NH Statutes Description
RSA 189:65 Definitions
RSA 189:66 Data Inventory and Policies Publication
RSA 189:67 Limits on Disclosure of Information
RSA 189:68 Student Privacy
RSA 189:68-a Student Online Personal Information
Federal Statutes Description
15 U.S.C. §§ 6501-6506 Children's Online Privacy Protection Act (COPPA)
20 U.S.C. § 1232h Protection of Pupil Rights Amendment (PPRA)
20 U.S.C. § 1400-1417 Individuals with Disabilities Education Act (IDEA)
20 U.S.C. §1232g Family Educational Rights and Privacy Act (FERPA)

Timberlane Regional School District	Policy Code: IKFA
Adopted: 01-01-83 Reaffirmed: 05-02-91 Reaffirmed: 02-24-05 Revised: 04-03-08 Revised: 05-07-09 Revised: 12-19-13 Revised: 04-04-19	Page 1 of 1

EARLY GRADUATION

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The building principal or designee shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request.

Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma provided that all other requirements have been met.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.27(s), Early Graduation
RSA 189:11, Instruction in National and State History and Government

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

Article 2 – Operating Budget

The average cost-per-pupil for the preceding year as calculated in accordance with RSA 189:75, I(a) is \$23,256. ELA Proficiency: X%; Math Proficiency: X%; Science Proficiency: X%

Shall the voters of the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **\$87,970,069**? Should this article be defeated, the operating budget shall be **\$89,347,430** 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 an increase as follows:

If Article passes - Atkinson: \$1.66, Danville: \$4.28, Plaistow: \$1.87, Sandown: \$3.19 per \$1,000

If Article fails - Atkinson: \$1.85, Danville: \$4.71, Plaistow: \$2.09, Sandown: \$3.52 per \$1,000

Article 3 – 2 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	<u>2026-27</u>	<u>2027-28</u>
Estimated Increase	<u>\$787,915</u>	<u>\$400,136</u>
3-Year Total		<u>\$1,188,051</u>

And further to raise and appropriate the sum of \$787,915 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 an increase as follows:

Atkinson: \$0.11, Danville: \$0.24, Plaistow: \$0.12, Sandown: \$0.19 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	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase	<u>\$192,738</u>	<u>\$172,221</u>	<u>131,992</u>
3-Year Total			<u>\$496,951</u>

And further to raise and appropriate the sum of \$192,738 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 an increase as follows:

Atkinson: \$0.03, Danville: \$0.06, Plaistow: \$0.03, Sandown: \$0.05 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	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase	<u>\$142,148</u>	<u>\$133,498</u>	<u>\$141,201</u>
3-Year Total			<u>\$416,847</u>

And further to raise and appropriate the sum of \$142,148 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 an increase as follows:

Atkinson: \$0.02, Danville: \$0.04, Plaistow: \$0.02, Sandown: \$0.03 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 – 3 Year Collective Bargaining Agreement (Timberlane Certified Occupational Therapy Assistants and Speech Language Pathology Assistants)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Certified Occupational Therapy Assistants and Speech Language Pathology Assistants 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	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase	<u>\$61,378</u>	<u>\$17,292</u>	<u>\$18,303</u>
3-Year Total			<u>\$96,973</u>

And further to raise and appropriate the sum of \$61,378 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 an increase as follows:

Atkinson: \$0.01, Danville: \$0.02, Plaistow: \$0.01, Sandown: \$0.02 per \$1,000

Article 10 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 9 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 9 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 11 – Capital Reserve Fund by Surplus

Shall the Timberlane School District vote to discontinue the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, said fund with accumulated interest to the date of withdrawal are to be transferred to the School District's general fund; and further, to raise and appropriate the sum of **\$490,937.20**, (which is the total amount in the Capital Reserve Fund to be discontinued) to be placed in a Capital Reserve Fund established under the provisions of RSA 35:1 to be known as the “Timberlane Regional School District Capital Improvement and Maintenance Fund” for the purpose of funding the construction, reconstruction, improvement, and maintenance of the School District’s buildings and grounds; and to authorize the use of that amount from the June 30 Unreserved Fund Balance (surplus) available for transfer on July 1, and further to name the school board as agents to expend this fund?

No amount to be raised from additional taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 12 – Capital Improvement and Maintenance Fund

~~Shall the Timberlane Regional School District raise and appropriate up to \$250,000 to be placed in the Timberlane Regional School District Capital Improvement and Maintenance Fund, with this sum to come from the June 30 fund balance available for transfer on July 1, 2026? No amount to be raised from additional taxation. (MAJORITY VOTE REQUIRED) If Article 11 is adopted, shall the Timberlane Regional School District raise and appropriate \$250,000 to be placed in the Timberlane Regional School District Capital Improvement and Maintenance Fund? (MAJORITY VOTE REQUIRED)~~

Recommended by the School Board

Recommended by the Budget Committee

Article 13 – 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, **2.5%** 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

Article 14 – Full-Day Kindergarten

Shall the School District vote to amend the Timberlane Regional School District's Articles of Agreement and to implement a full day kindergarten in the District as follows (existing language that is removed is ~~struck through~~):

Amend the first sentence of Article 3 of the Articles of Agreement for the Timberlane Regional School District as follows:

The Timberlane Regional School District shall be responsible for the public education of pupils in Kindergarten through grade 12 ~~as mandated by the State of NH.~~

and further raise and appropriate the sum of **\$271,012** to implement full day kindergarten? (TWO-THIRDS MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be an increase as follows:

Atkinson: \$0.04, Danville: \$0.08, Plaistow: \$0.04, Sandown: \$0.07 per \$1,000

Article 15 – Interest on Invested Lease Proceeds

Shall the Timberlane Regional School District vote to raise and appropriate, a supplemental appropriation for the current fiscal year ~~of \$68,714.59~~ up to \$80,000 for the purpose for capital projects? This amount will be funded from existing revenues and represents the interest earned on the proceeds of the Lease Purchase Agreement authorized by a vote on Article 3 at the March 14, 2023 school district meeting.

(MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 16 – Supermajority Requirement for Certain Budget Reduction Amendments by Petition

To see if the citizens of the Timberlane Regional School District will vote to require that any amendment made from the floor at the Timberlane Regional District Deliberative Session that proposes to reduce the School District’s proposed operating budget by more than three percent (3%) of the total operating budget as recommended by the School Board shall require an affirmative vote of three-fifths (3/5) of the voters present and voting at the Deliberative Session in order to pass.

This requirement shall apply only to amendments that reduce the total operating budget beyond the three percent (3%) threshold and shall not apply to amendments that reduce the operating budget by three percent (3%) or less, nor shall it apply to amendments that increase the proposed operating budget.

The provisions of this article shall be effective beginning with the first Deliberative Session occurring after its adoption and shall remain in effect unless amended or repealed by vote of the School District.

This article may be amended or repealed only by an affirmative vote of three-fifths (3/5) of the voters present and voting at a Deliberative Session.

Recommended by the School Board

Article 17 –In-District Full-Day Enrollment by Petition

Shall the voters of Timberlane Regional School District authorize the district to develop and implement policy to remove all financial burdens from in-district full day enrollment in order to fill available full day enrollment slots whenever possible before the start of a new school year?

Recommended by the School Board

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

Job Postings

As of 12/19/25

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Administration										
5191	Administration	Director of Facilities	Director of Facilities cc2637	Timberlane Regional School District	11/4/2025	Open until filled	As soon as possible	2025-2026	45	16
Athletics/Activities										
5197	Athletics/Activities	Coaching	TRHS Varsity Girls Softball Coach	Timberlane Regional High School	12/9/2025	open until filled	Mar-26	2025-2026	10	6
5198	Athletics/Activities	Coaching	TRHS Varsity Girls Tennis Coach	Timberlane Regional High School	12/9/2025	open until filled	3/2/2026	2025-2026	10	0
Elementary School Teaching										
5193	Elementary School Teaching	Primary - Grades 1, 2, 3	Long Term Substitute - Grade 3 Classroom Teacher	Sandown North	11/13/2025	3/1/2026	2/3/2026	2025-2026	36	4
5199	Elementary School Teaching	Primary - Grades 1, 2, 3	Long Term Substitute - Grade 3 Teacher	Danville Elementary	12/17/2025	Open until filled	2/4/2026	2025-2026	2	0
High School Teaching										
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	182	10
5192	High School Teaching	Music - Vocal	High School Musical Vocal Director	Timberlane Regional High School	11/5/2025	Open until filled	As soon as possible	2025-2026	44	3
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	162	5
5196	Instructional Support Staff	Regular education Paraeducator	Library Media Assistant cc1426	Danville Elementary	11/25/2025	Open until filled	1/5/2026	2025-2026	24	10
5046	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc2386	The Learning Center at Sandown Central	1/24/2025	Open until filled	as soon as possible	2024-2025	329	14
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	93	5
Maintenance/Custodial										
5123	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	193	2
Middle School Teaching										
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	95	1
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	140	7
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	193	12
Special Education										
5194	Special Education	Special Education Teacher	Long Term Substitute - Special Education Teacher	Sandown North	11/13/2025	6/1/2026	3/2/2026	2025-2026	36	1
Substitute										
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	193	46