



Thursday, November 6, 2025

AGENDA

Regular Business Meeting
SAU 106 Boardroom

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

1. 7:00 PM Call to Order – Chair
2. Roll Call – Minute Taker
3. Pledge of Allegiance
4. Approval of Minutes
5. Student, Staff, Family Share
6. Delegates and Individuals
7. Student Representative
8. Current Business
 - a) NESDEC School Year 2025-26 Enrollment Projection Report – INFORMATIONAL
 - b) Overnight Field Trip Requests – ACTION
 - Student Council
 - Outdoor Adventure Club
 - c) Full-Day Kindergarten Presentation - INFORMATIONAL
 - d) Policies - ACTION
 - e) Draft 2026 Warrant (Presentation 2) – 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
11/10/25	6:15 PM	SAU Boardroom	Capital Improvement Plan
11/12/25	1:00 PM	SAU Boardroom	Facilities
11/20/25	7:00 PM	SAU Boardroom	School Board
12/3/25	4:00 PM	SAU Boardroom	Curriculum & Assessment
12/4/25	5:00 PM	SAU Boardroom	Policy

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
October 16, 2025
7:00 PM**

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

Call to Order

Board Members Present

Mark Sherwood, Marianne Springer, Brienna Woodworth, Alyssa Kowalczyk,
Don Woodworth, Jack Sapia, Katie Knutsen

Excused Absence: Paul LeCain, Shauna Manthorn, Cameron Stack

Seated at the Board Table

Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent

Administrators Present

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

Mrs. Knutsen called the meeting to order at 7:01 pm.

APPROVAL OF MINUTES

MOTION: Mrs. Woodworth motioned to approve the public meeting minutes of 10/2/25 as amended. Seconded by Mr. Sherwood Motion passed: 7-0-0

MOTION: Mrs. Kowalczyk motioned to approve the 10/2/25 non-public meeting minutes. Seconded by Mrs. Springer Motion passed: 7-0-0

DELEGATES & INDIVIDUALS

Michael Boucher of Atkinson spoke about the Tax Cap Committee. He stated that tax caps just don't work. Any financial mechanism that artificially limits spending doesn't work for any service you are trying to provide in which you want full functionality. He thinks the conclusions

DRAFT PUBLIC MEETING MINUTES

of the Committee agrees with his opinion. He believes the real solution is to show up at Deliberative Session.

Jack Sapia of Atkinson wanted to address some comments made at the last school board meeting about him not being prepared or not coming to the meeting prepared. He has consistently reviewed materials, asked questions, and has come more than ready to engage. He said that suggesting otherwise would be inaccurate. Mr. Sapia believes this was just another effort to silence him. When censorship enters the picture, the flow of ideas narrows, power concentrates and representation becomes hollow.

Chris Tardif of Atkinson said he was on the Tax Cap Committee so he will not express his opinion ahead of the presentation. He wanted to express gratitude to the Board and to the community for forcing this issue to happen.

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

MOTION: Mrs. Kowalczyk motioned to move the remaining 18 minutes to the end of the meeting. Seconded by Mr. Sherwood Motion passed: 7-0-0

STUDENT REPRESENTATIVE

Cameron Stack presented his school-wide report and highlighted happenings around the District via a recording. The PSAT's took place at the high school during the school day. They had an ALICE drill. The pre-k students at Sandown Central took their first walking trip to the Sandown Fire Department. The Sandown North news team has officially transitioned to the student anchors. Atkinson Academy celebrated Fire Prevention Week.

CURRENT BUSINESS

a. Tax Cap Committee Report

Mrs. Springer and Shawn O'Neil of Danville, summarized the findings by the Tax Cap Committee and read the names of committee members. They focused their study in three areas: legal considerations, the experiences of comparable NH school districts with tax caps, and the fiscal and potential collective bargaining negotiation implications for Timberlane. The committee was in agreement that under the current legislative requirements, implementation of a 2.5% tax cap would increase risk and uncertainty during the budget development process and the district could not maintain staffing, program and service levels.

They referred to the recent legislation that a warrant article to establish a tax cap will now require a 3/5th majority vote. If a tax cap is in place, a warrant article that is amended at the

DRAFT PUBLIC MEETING MINUTES

Deliberative Session to increase the value to an amount that would exceed the tax cap allowance would require a 3/5 majority at Deliberative.

There are currently two multi-town SAU's that are SB2 entities who have tax caps: Hollis-Brookline and Newfound. Because the tax cap is based on tax apportionment not total budget, fluctuating revenue estimates and receipts add additional uncertainty and risk to the budget process. Timberlane has 8 Collective Bargaining Units and some unaffiliated employees. The increases negotiated for any contracts would also be part of the total expenditures allowed under the tax cap. A spreadsheet was provided which shows how the 2.5% tax cap and the ADMR and CPI tax cap would have compared to the actual budget changes from FY23 to FY26. There is also a hypothetical calculation of the FY27 budget impact. The conclusion is that reduction to staffing, programs and/or services would be required to meet such a tax cap.

(The full Tax Cap Committee report is attached to these minutes.)

b. FY27 Full-Time Kindergarten Presentation

Mr. Krieger provided a presentation on the proposal for the district to implement a tuition-free full-time kindergarten for FY27. He provided a current model of enrollments from 22-23 up to 25-26. The enrollments were broken down by town and by Full day and Half day kindergarten. In the current model for the FY26 operating budget, there is 12.5 FTE Kindergarten teaching positions, 12 FTE Kindergarten paraeducator positions, transportation contract, facilities budget, curriculum and professional learning budgets, and the elementary school budgets.

Mr. Krieger explained if the current model changes, they will lose tuition revenue, they will gain adequacy revenue and will assess the staffing numbers. He displayed the Actual tuition revenues from FY 24 and FY 25 for each town. We would lose those tuition revenues. In FY25, the total tuition revenue was \$541,356. With the full day model, we would gain adequacy revenue. In FY27 it would be an additional \$2,175.50 per student. In FY27, full base adequacy is \$4,351. The full day model would require increasing staffing from 12.5 FTE kindergarten teachers in FY 26 to 13 FTE kindergarten teachers in FY27. We would also increase paras from 12 in FY26 to 13 in FY27.

Currently, we have 12 classrooms across the district with a maximum of 20 students per classroom.

Mr. Sherwood would like to see a cost analysis in getting some of those hypothetical numbers. He personally believes there is a benefit to having Kindergarten but we also need to weigh the cost associated with that and what the increased burden spread across the community would be. He would like the Board to charge Mr. Krieger with that.

Mrs. Woodworth asked if we move to the full day kindergarten model, that would remove the half day option for any families. She asked if those families would have the option of not attending full day kindergarten. She wanted to know what the alternative would be for them.

DRAFT PUBLIC MEETING MINUTES

Mr. Krieger said if there are parents who want a half day model, they can send their child for only half the day and they would provide their own transportation.

Mrs. Kowalczyk doesn't believe it would have a huge impact.

Mr. Sapia asked if there is data available that would quantify early intervention as it relates to what the savings are down the road. That would be a way of justifying any additional cost.

Mr. Krieger stated maybe the next time they set an agenda item here, they will have some more numbers they can share and the secondary part of that portion would be what we would see as the benefit or the documented benefit of kindergarten.

c. Athletic Turf Services Request for Proposal

Mr. Krieger provided the Board with questions from the School Board at the last meeting and the responses to those inquiries by the Administration. He stated that moving forward, they will be attaching the actual RFP when those recommendations are being made to the Board.

Mr. Sapia said he reached out to a dozen different companies and also cost out purchasing the equipment or renting it. It makes sense to look at this from all different perspectives. All the companies said the first thing you do is to test the soil. It was the general consensus of the companies that it is too late to seed. Some didn't say they couldn't do it, they said they wouldn't do it. He stated making a 3-year commitment to this before we have the soil tested gives him pause.

Mr. Krieger stated the soil was last tested in 2021.

Mr. Sherwood explained they are not doing fertilizer with this so he is comfortable with it but agrees that in the future, they should certainly look at the cost benefit of purchasing our own deep core aerator.

MOTION: Mr. Sherwood motioned to approve entering into a 3-year contract with Specialized Turf Services to provide core aeration, seeding, and top dressing services to the main campus athletic fields, in the total amount of \$70,040. Seconded by Mrs. Kowalczyk Motion passed 6-1-0 (Sapia opposed).

d. Overnight Travel Requests

Mr. Pederson presented two overnight trips for Board approval.

DRAFT PUBLIC MEETING MINUTES

The first is the Youth and Government Club. He is requesting to have the Club and advisors/chaperones for an overnight trip scheduled for this spring. It will be on April 9, 2026 at

State House in Concord, NH for Grades 9 – 12. The cost is covered by the YMCA.

MOTION: Mr. Sapia motioned to approve the Youth and Government Club's overnight trip request from April 9-11, 2026, to attend the James O'Neil Leadership Training and Model Legislature Program in Concord, NH. Seconded by Mrs. Woodworth. Motion passed: 7-0-0

The second overnight trip request is for the TRHS Diplomacy Club to attend the annual Harvard Model Congress Conference which allows TRHS students to participate in the prestigious model congress simulation. This would be held February 19-22, 2026 in Boston. The total cost is \$6,700 in which \$2,000 is covered by the budget. The remaining cost is covered by the students.

MOTION: Mrs. Kowalczyk motioned to approve the TRHS Diplomacy's Club overnight trip request from February 19-22, 2026 to attend the Harvard Model Congress Conference in Boston, MA. Seconded by Mrs. Woodworth. Motion passed: 7-0-0

Mrs. Springer suggested having the students come back to share their experiences in these field trips during the Student, Staff, Family Share portion of the school board meeting. Mr. Krieger thought that is a great idea.

E. Budget to Actual Report

Mrs. Watkins presented her monthly budget to actual report. She mentioned at the end of September they had 3,300 registered students and 596 employees and 61 Special Education contracted positions.

Mrs. Knutsen asked Mrs. Watkins to expand upon the revenue vs expenses. We are already over what we were at last year and she asked what is driving that.

Mrs. Watkins said salaries and benefits. Benefits are more expensive this year. They had a 13% increase in health insurance, higher salaries and NH Retirement is also higher due to the percentage of earnings.

F. Warrant Articles (1st presentation)

Mrs. Knutsen provided the Board with the draft warrants as of today. There are 14 warrant articles and review of the warrant articles will be a recurring theme for the upcoming school board meetings.

DRAFT PUBLIC MEETING MINUTES

G. ED306 Updates

Mrs. Allaire provided an update. The approved revisions to the Minimum Standards for Public School Approval (ED 306 rules) will take effect on July 1, 2026. Mrs. Allaire provided an overview of key updates to the standards and outlines the district's ongoing efforts to ensure full compliance with the forthcoming requirements. She explained our model for awarding credit will change. That will be the most significant change at the high school level. We have the potential for students to earn a passing grade and not earn credits because they may not have met all of the competencies for the course.

Mrs. Allaire also stated that districts must review and revise local policies, evaluate curricula, and ensure that locally developed competencies align with state standards and graduation requirements.

H. Policies

Mrs. Allaire presented two policies for a First Read.

Policy IHCA- Summer Learning has been revised to accommodate new rule 306.04(b)(21)(e)(6), requiring schools to have a policy for how career readiness activities, and opportunities to achieve graduation competencies can be included in summer activities.

Policy IK-Earning of Credit has been completely replaced, and the title changes, to better align and conform to the overhauled 306 rules.

MOTION: Mr. Sherwood motioned to approve the First Read of Policy IHCA-Summer Learning and Policy IK-Earning of high school credit – Achievement of Competencies. Seconded by Mrs. Springer Motion passed: 7-0-0

Mrs. Allaire also presented the Revocation Notice for Policy IKAA-Interdisciplinary Credits, Policy ILBAA-High School Graduation Competencies, and Policy IMBC-Alternative Credit Options for High School Graduation. These policies are being recommended to be repealed. In order to revoke a policy, they need to give the community advance notice and a majority vote of the entire school board is required.

ADMINISTRATORS REPORT

DRAFT PUBLIC MEETING MINUTES

Mr. Krieger reported on the health insurance. Their carrier is HealthTrust. HealthTrust issued their new rates as follows: On the AB20 plan, the rate increased 11.1%. On the AB SOSS plan, it is a 14.1% increase. On the Open Access which is a new plan, it is a 8.5% rate increase.

The dental plan is a 4.4% rate increase and there is no increase for life insurance or long-term disability insurance. Vision is 100% paid by the employees and there is no increase. Mr. Krieger referred to some other districts in NH who are receiving health insurance bills that were unexpected. Timberlane is not in that situation. Our exposure is our premium and no more because HealthTrust is a non-accessible carrier. He read aloud a portion of a letter from HealthTrust assuring the district of that.

The next budget committee meeting is next Thursday. They will be presenting the Special Education, Student Services and Facilities budgets. Those total about 14% of the budget.

Mr. Krieger would like to come back to the Board down the road and report out what we are investigating the number of families in our district who are accessing the Education Freedom Accounts. In NH, this is known as the Voucher Program.

Mrs. Springer has the NHSBA Delegate Assembly on Saturday, October 25, 2025.

Mr. Krieger recognized John Verity who is the newly hired Special Education Coordinator at the high school. He had his related service team write to him. They wrote about how the school participates in the NH Week for Hunger at the end of September. The related service team was able to set long and short term goals with the kids and delivered related services to kids not in isolation, but through a real event where kids were doing something in their community.

He let Mr. Woodworth and Mr. Sapia know he will be presenting to the Atkinson Select meeting on Monday night and if they wanted to attend. He will be with the Plaistow Select meeting on November 3rd if Mrs. Knutsen and Mrs. Manthorn would like to attend.

Mrs. Allaire shared with the Board that they learned earlier this week a former employee, Steven Scanlon, who was employed with Timberlane for 31 years in the high school counseling department passed away on Sunday from a battle with cancer.

COMMITTEE REPORTS

Mrs. Springer said the next Curriculum and Assessment meeting is November 5th. She attended the Danville Select meeting a week ago. She mentioned to them the idea of moving the Deliberative Session from a Thursday night to a Saturday. That has been on the Danville radar for the last two Select meetings. They received some feedback from the community expressing some interest in moving it to a Saturday.

DRAFT PUBLIC MEETING MINUTES

Mrs. Woodworth stated the CIP is meeting on November 10th and Wellness Committee meets on November 19th.

Mr. Sherwood met with Mr. Krieger and some other folks with the TSSU negotiations. He believes they are heading in the right direction.

Mr. Woodward said they just went through another session with the TAU folks. They will be moving forward from some of their concerns to some critical decision making on where we can apply increases and where we can't.

OTHER BUSINESS

Mrs. Springer referred to SB57 which created a committee to study reducing the number of SAU's in the state. She listened to one meeting and attended a second meeting this week. She would like to go to their meeting next week and make a statement on behalf of the school board.

Mrs. Springer read the statement she prepared: "In March 2019, the Timberlane Regional School District voters approved the establishment of a planning committee to study the advisability of the withdrawal of Timberlane from SAU 55. Following the recommendation of this planning committee, in March 2020, Timberlane voters approved the withdrawal of Timberlane Regional School District from SAU 55. The new single district SAU 106 began July 1, 2021, after a one-year transition period. The Timberlane Regional School Board is not in favor of state-mandated SAU consolidation, which would jeopardize the current local control of the four towns in this district. RSA 194-C:2 already provides a mechanism for districts within the state of New Hampshire to merge and create a larger SAU if doing so seems educationally and/or fiscally sound. A state-wide directive would reduce local control."

MOTION: Mrs. Knutsen motioned to grant Marianne Springer the authority to present the statement representing the Timberlane Regional School Board. Seconded by Mrs. Kowalczyk. Motion passed: 6-0-1 (Springer abstained)

Mrs. Woodworth announced she will be hosting a free yoga class tomorrow night at Sweat & Soul yoga studio in Hampstead, NH to help raise money for breast cancer.

Mr. Sapia asked Mr. Krieger where they stand with the enclosure consultant search. Mr. Krieger has a tentative date for the walkthrough on October 28th.

Mr. Sapia attended the Budget Committee meeting last week and when the CIP number came up, it got increased from \$1.75 million to \$1.892 million. This board voted on \$1.75 million for those projects and wanted to know who changed the spreadsheet and why is there another \$140,000 on it.

DRAFT PUBLIC MEETING MINUTES

Mr. Krieger explained the CIP recommended projects at a cost of \$1.75 million is a best guess and there is a little bit of a contingency in the CIP. Mr. Sapia doesn't ever remember them adding in a contingency to the CIP. He also said that \$140,000 seems to be a very specific number.

Mrs. Watkins stated the budget for that has been \$1.892 million since 2023. She explained they carry that amount every year because they leave a contingency in case those projects come up costing more or we have any other emergency in the district.

Mr. Sapia asked Mr. Krieger if he plans on doing that renovation of the varsity baseball field before the snow flies. He also asked what the plan is for the girl's JV softball field and the Middle School field which is for softball/baseball. He said those are beyond playable and it didn't have to get that way. He asked if those conditions are going to be rectified by late November.

Mr. Krieger responded he is not prepared to talk about the field maintenance tonight. He asked Mr. Sapia to send him the exact fields he wants updates on and he would be happy to come back at the next meeting and report out what the plans are for those fields.

Mrs. Knutsen asked that for the next board meeting, they can get an update and that Mr. Sapia will send Mr. Krieger an email on the specific in-fields.

DELEGATES & INDIVIDUALS (cont'd)

Chris Tardif of Atkinson expressed his opinion on the Tax Cap Committee findings. He disagrees with a statement made earlier that it was proven that the funds last year were not needed. They were needed. This tax cap creates an unnecessary hurdle for them moving forward and it limits their flexibility. It is a bad idea all around.

Michael Boucher of Atkinson thanked the Board for the Kindergarten presentation and mentioned some calculations he did on his own. He also asked if a study was ever done to find out from parents if they wanted full day or if some First Grade parents chose to opt out of kindergarten.

There was no further business before the Board.

Mrs. Knutsen closed the meeting at 9:54 PM. There was no non-public session.

Respectfully submitted,

Linda Mahoney

DRAFT PUBLIC MEETING MINUTES

Recording Secretary

Attachment A – Tax Cap Committee Report

Approved by the School Board on



Tax Cap Committee Report to School Board

October 16, 2025

Tax Cap Committee Membership

Lou Broad – TTA Union President

Bill Coye – Resident of Plaistow

Sierra Dolce – Resident of Sandown

Justin Krieger – Superintendent of Schools

Alyssa Kowalczyk – School Board Member

Liz Kosta – Budget Committee Member

Laurie Herchenroder – TSSU Appointed Representative

Shawn O'Neil – Resident of Danville

Marianne Springer – School Board Member

Chris Tardiff – Resident of Atkinson

Maria Watkins – CFO / Business Administrator

Karen White – Budget Committee Member

Report

The Tax Cap Committee reviewed the new legislation describing the calculations, warrant wording, and legal process for enacting and over-riding a tax cap in an SB2 district such as Timberlane. The initial focus was on a 2.5% tax cap, however, we also reviewed the alternative calculation methods and considered higher tax cap percentages. We focused our study in three areas: legal considerations, the experiences of comparable NH school districts with tax caps, and the fiscal and potential collective bargaining negotiation implications for Timberlane. The recent legislation requires a $\frac{2}{3}$ majority to implement or over-ride a tax cap (up from a simple majority in the previous legislation). The calculation methods are all complex and some are dependent on information that is not available until October of the budget year. The committee was in agreement that under the current legislative requirements, implementation of a 2.5% tax cap would increase risk and uncertainty during the budget development process and the district could not maintain staffing, program and service levels.



Supporting Details

Highlights of Recent Legislation

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

Unclear Circumstances under the Recent Legislation

- The legislation affects the proposed operating budget and other warrant articles requiring appropriations, but it does not mention the default budget. Using the prescribed default budget formula, the Default Budget may exceed an approved tax cap. It is uncertain how to proceed or implement a default budget.
- There is uncertainty about the outcome if any warrant article that is modified at deliberative to exceed the tax cap receives a simple majority on the ballot question, but not a $\frac{2}{3}$ majority.



Experience from other Districts with Tax Caps

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

Impacts – General

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



Impacts – Specific

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

Appendices

- 1) [RSA 32:5 b Legislative Changes](#)
- 2) [TRSD Tax Cap Impact Spreadsheet](#)



EXECUTIVE SUMMARY

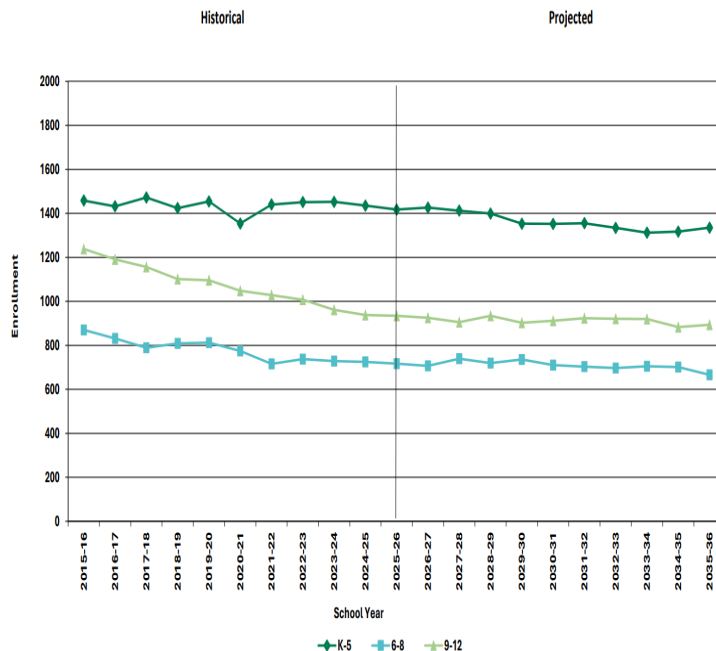
November 6, 2025

FALL 2025 NESDEC Report

The New England School Development Council (NESDEC) report is used to project enrollments in all grades across the district. As stated by NESDEC, the report displays the “past, present and projected enrollments”...”that can be used by boards and administration for effective planning and allocation of resources”. Typically this annual report is used by administration to look for enrollment trends and make decisions regarding future planning throughout the district.

In this latest report “The NESDEC enrollment projection fell within 10 students of the K-12 total, 3,078 students projected vs. 3,068 enrolled. Note: Ungraded students are not included in K-12 total. Over the next three years, District Grades K-5 enrollments are projected to decrease by 18 students, District Grades 6-8 enrollments are projected to increase by 2 students, and Grades 9-12 enrollments are projected to remain stable, as students move through the grades.”

The student population of TRSD has stabilized and is projected to remain fairly stable with minimal district wide decreases year after year.



Projected Percentage Changes			
School Year	K-12	Diff.	%
2025-26	3068		
2026-27	3058	-10	-0.3%
2027-28	3056	-2	-0.1%
2028-29	3052	-4	-0.1%
2029-30	2992	-60	-2.0%
2030-31	2974	-18	-0.6%
2031-32	2981	7	0.2%
2032-33	2952	-29	-1.0%
2033-34	2937	-15	-0.5%
2034-35	2901	-36	-1.2%
2035-36	2895	-6	-0.2%
Change		-173	-5.6%



NH School Administrative Unit 106 | Timberlane Regional School District

30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334

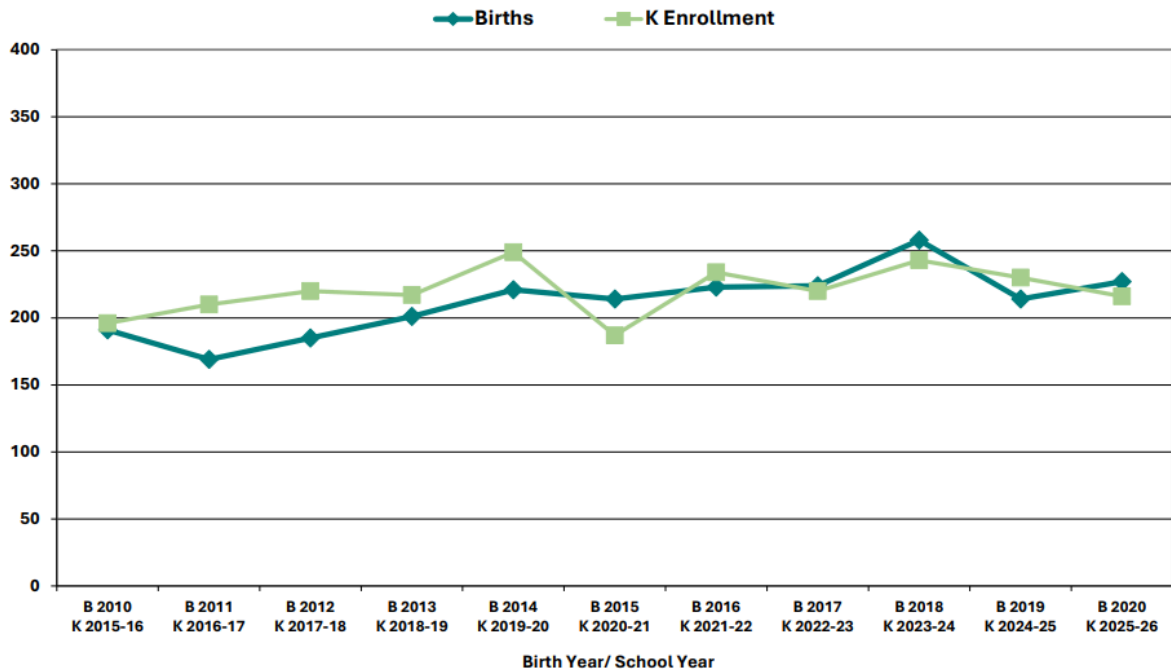
[Timberlane.net](https://www.timberlane.net)

[@TimberlaneRegional](https://www.facebook.com/TimberlaneRegional)

[@TimberlaneRSD](https://www.instagram.com/TimberlaneRSD)

[@TimberlaneRSD](https://www.tiktok.com/@TimberlaneRSD)

The NESDEC report shows that there has been a slight increase in births in the community and thus the potential for increased kindergarten enrollment, but the numbers are relatively stable.



	B 2010 K 2015-16	B 2011 K 2016-17	B 2012 K 2017-18	B 2013 K 2018-19	B 2014 K 2019-20	B 2015 K 2020-21	B 2016 K 2021-22	B 2017 K 2022-23	B 2018 K 2023-24	B 2019 K 2024-25	B 2020 K 2025-26
Births	191	169	185	201	221	214	223	224	258	214	227
Kindergarten	196	210	220	217	249	187	234	220	243	230	216



New England School Development Council

Atkinson, NH

SAU #106

Timberlane Regional School District

School Year 2025-26 Enrollment Projection Report



Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Projected Enrollment Table.....	4
Projected Enrollment Graph.....	5
Historical & Projected Enrollment Graph.....	6
Historical & Projected Enrollment in Grade Combinations Line Graph.....	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	8
Birth to Kindergarten Relationship Graph.....	9
Additional Information	10
New England PK-12 Enrollment Trends.....	11
Projection Methodology and Reliability	12



Atkinson, NH Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each year, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use annual birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 7 students of the K-12 total, 689 students projected vs. 682 enrolled. Note: Ungraded students are not included in K-12 total.

Births increased by 5 from a previous ten-year average of 41 to a projected average of 46. In most districts, Grades 1-8 are very stable in enrollments. However, there have been decreases in 5 of the 8 most recent years, leading to a net decrease averaging 3 students per year.

Over the next three years, Grades K-5 enrollments are projected to increase by 8 students, Grades 6-8 enrollments are projected to remain the same, and Grades 9-12 enrollments are projected to increase by 1 student, as students move through the grades.



Historical Enrollment

School District: SAU #106 Timberlane - Atkinson, NH

10/15/2025

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	37	2015-16	17	40	50	56	65	46	81	51	72	84	50	72	67	79		813	830
2011	25	2016-17	20	38	48	48	58	69	45	78	50	69	76	48	73	67		767	787
2012	38	2017-18	19	46	49	54	48	59	73	47	78	51	64	73	54	72		768	787
2013	35	2018-19	24	55	52	52	58	52	64	72	45	77	43	64	74	55		763	787
2014	52	2019-20	15	53	62	48	45	59	49	60	69	48	76	39	62	81		751	766
2015	40	2020-21	14	51	65	62	49	47	60	45	63	65	42	77	43	67		736	750
2016	39	2021-22	17	44	61	64	61	50	52	57	46	56	52	43	73	49		708	725
2017	48	2022-23	29	43	57	60	63	59	48	50	57	47	51	52	42	74		703	732
2018	44	2023-24	29	65	51	57	59	64	57	50	51	59	40	51	53	47		704	733
2019	47	2024-25	23	51	65	50	54	57	61	56	47	49	50	42	50	56		688	711
2020	51	2025-26	30	56	49	66	49	58	58	63	53	47	44	44	43	52		682	712

*Birth data provided by Public Health Vital Records Departments in each state.

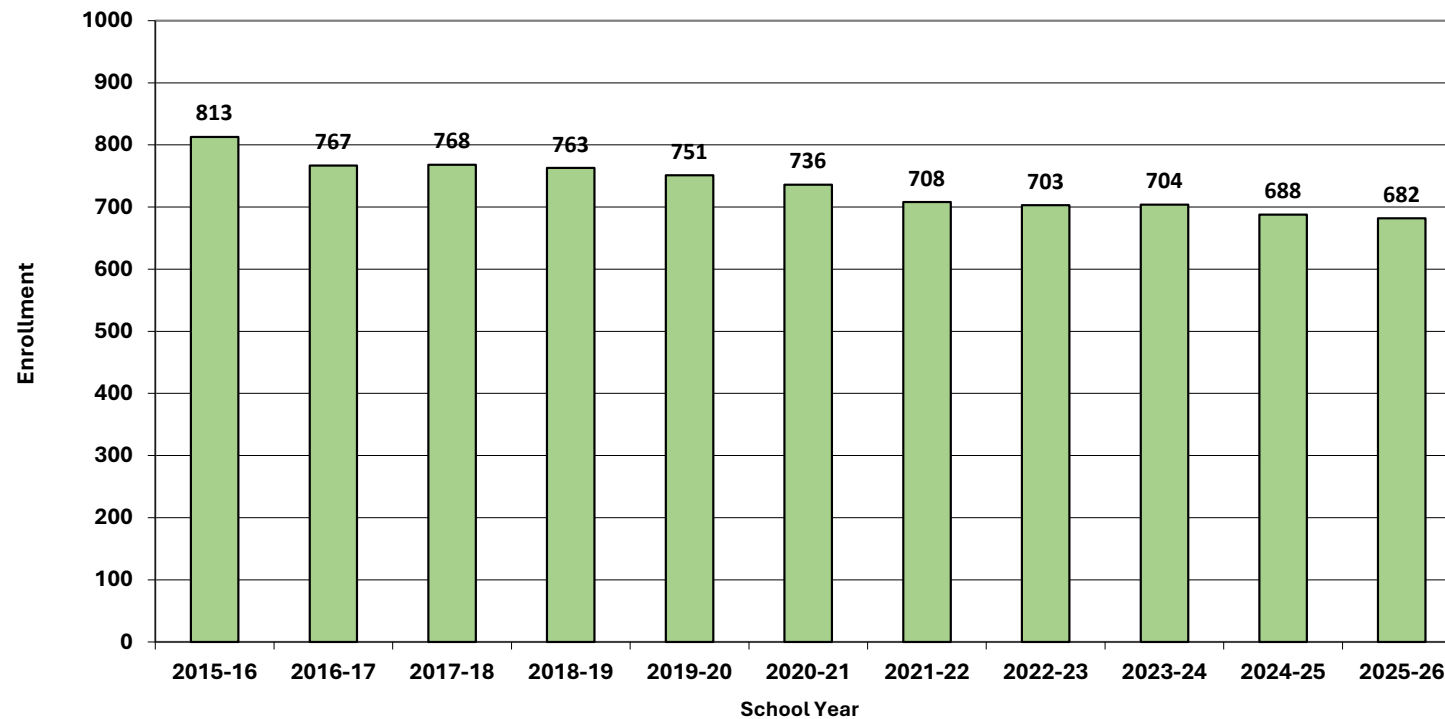
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2015-16	355	338	146	192	207	545	562	156	475	268
2016-17	326	306	134	172	197	503	523	119	461	264
2017-18	348	329	149	180	176	505	524	129	439	263
2018-19	357	333	159	174	194	527	551	122	430	236
2019-20	331	316	163	153	177	493	508	117	435	258
2020-21	348	334	178	156	173	507	521	128	402	229
2021-22	349	332	169	163	159	491	508	102	376	217
2022-23	359	330	160	170	154	484	513	104	373	219
2023-24	382	353	173	180	160	513	542	110	351	191
2024-25	361	338	166	172	152	490	513	96	350	198
2025-26	366	336	171	165	163	499	529	100	346	183

Historical Percentage Changes			
School Year	K-12	Diff.	%
2015-16	813		
2016-17	767	-46	-5.7%
2017-18	768	1	0.1%
2018-19	763	-5	-0.7%
2019-20	751	-12	-1.6%
2020-21	736	-15	-2.0%
2021-22	708	-28	-3.8%
2022-23	703	-5	-0.7%
2023-24	704	1	0.1%
2024-25	688	-16	-2.3%
2025-26	682	-6	-0.9%
Change		-131	-16.1%



Grades K-12 Historical Enrollment





Projected Enrollment

School District: SAU #106 Timberlane - Atkinson, NH

10/15/2025

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2020	51		2025-26	30	56	49	66	49	58	58	63	53	47	44	44	43	52		682	712
2021	50		2026-27	30	57	59	49	64	50	57	59	61	53	41	43	44	46		683	713
2022	55		2027-28	30	62	60	59	48	65	49	58	57	61	46	40	43	47		695	725
2023	43		2028-29	30	49	65	60	57	49	64	50	56	57	53	45	40	46		691	721
2024	36	(prov.)	2029-30	31	41	51	65	58	58	48	65	49	56	49	52	45	42		679	710
2025	47	(est.)	2030-31	31	53	43	51	63	59	57	49	63	49	48	48	52	48		683	714
2026	46	(est.)	2031-32	31	52	56	43	49	64	58	58	48	63	42	47	48	55		683	714
2027	45	(est.)	2032-33	31	51	55	56	42	50	63	59	56	48	55	41	47	51		674	705
2028	44	(est.)	2033-34	32	49	53	55	54	43	49	64	57	56	42	54	41	50		667	699
2029	44	(est.)	2034-35	32	49	51	53	53	55	42	50	62	57	48	41	54	43		658	690
2030	45	(est.)	2035-36	32	51	51	51	51	54	54	43	49	62	49	47	41	57		660	692

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

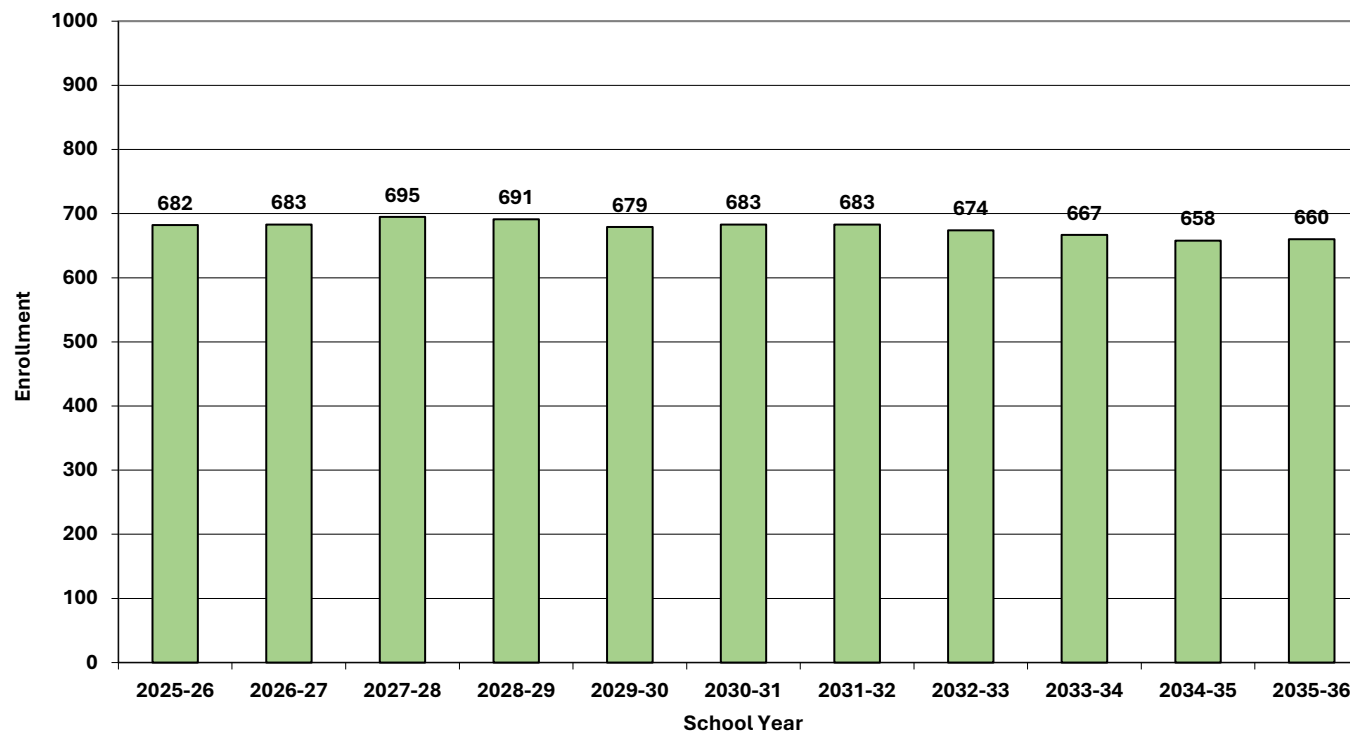
Projected Enrollment in Grade Combinations*										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2025-26	366	336	171	165	163	499	529	100	346	183
2026-27	366	336	165	171	173	509	539	114	347	174
2027-28	373	343	181	162	176	519	549	118	352	176
2028-29	374	344	174	170	163	507	537	113	347	184
2029-30	352	321	157	164	170	491	522	105	358	188
2030-31	357	326	147	179	161	487	518	112	357	196
2031-32	353	322	151	171	169	491	522	111	361	192
2032-33	348	317	162	155	163	480	511	104	357	194
2033-34	335	303	157	146	177	480	512	113	364	187
2034-35	335	303	153	150	169	472	504	119	355	186
2035-36	344	312	153	159	154	466	498	111	348	194

Projected Percentage Changes			
School Year	K-12	Diff.	%
2025-26	682		
2026-27	683	1	0.1%
2027-28	695	12	1.8%
2028-29	691	-4	-0.6%
2029-30	679	-12	-1.7%
2030-31	683	4	0.6%
2031-32	683	0	0.0%
2032-33	674	-9	-1.3%
2033-34	667	-7	-1.0%
2034-35	658	-9	-1.3%
2035-36	660	2	0.3%
Change	-22		-3.2%

*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

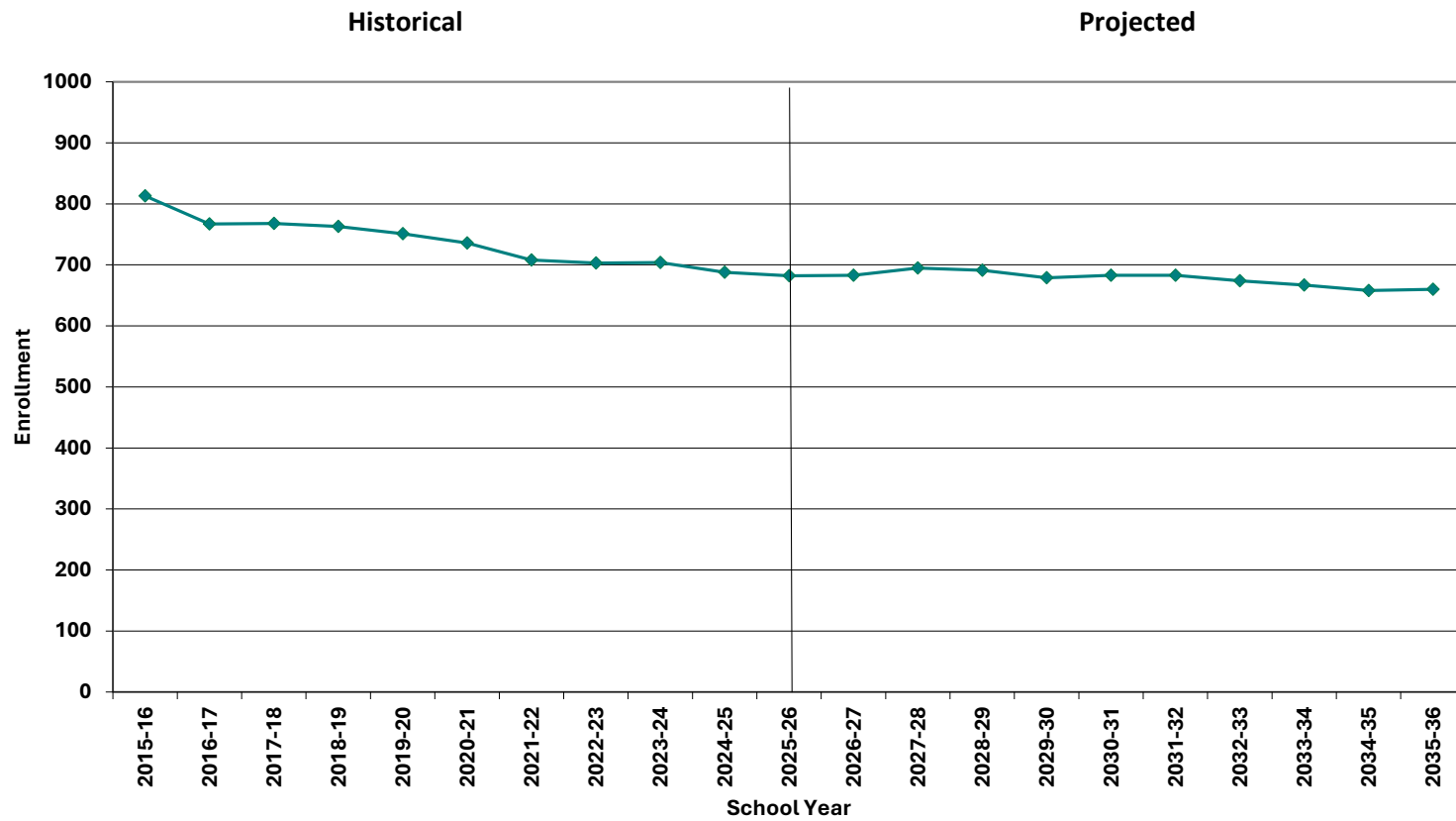


Grades K-12 Projected Enrollment



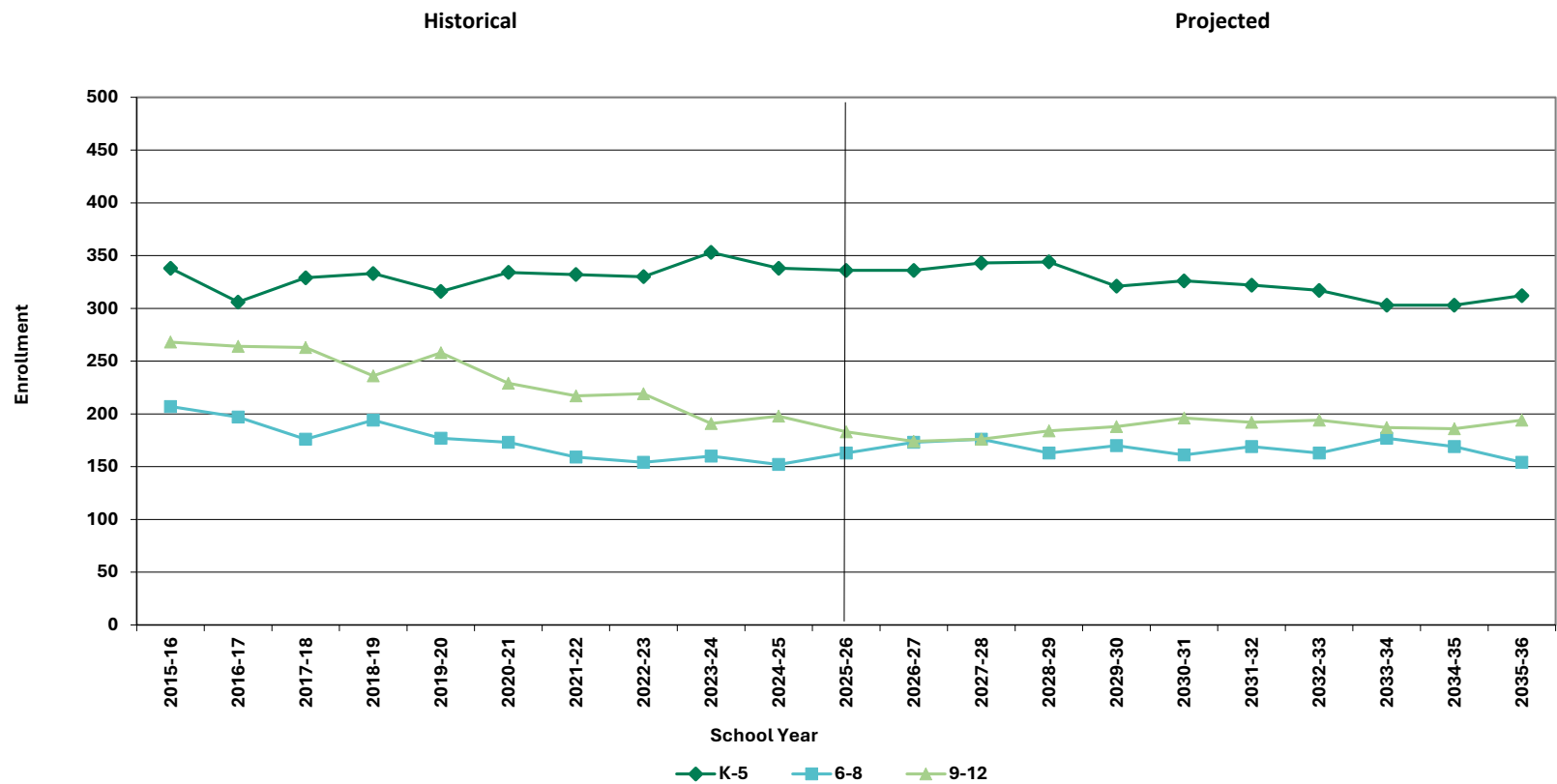


Grades K-12 Historical & Projected Enrollment



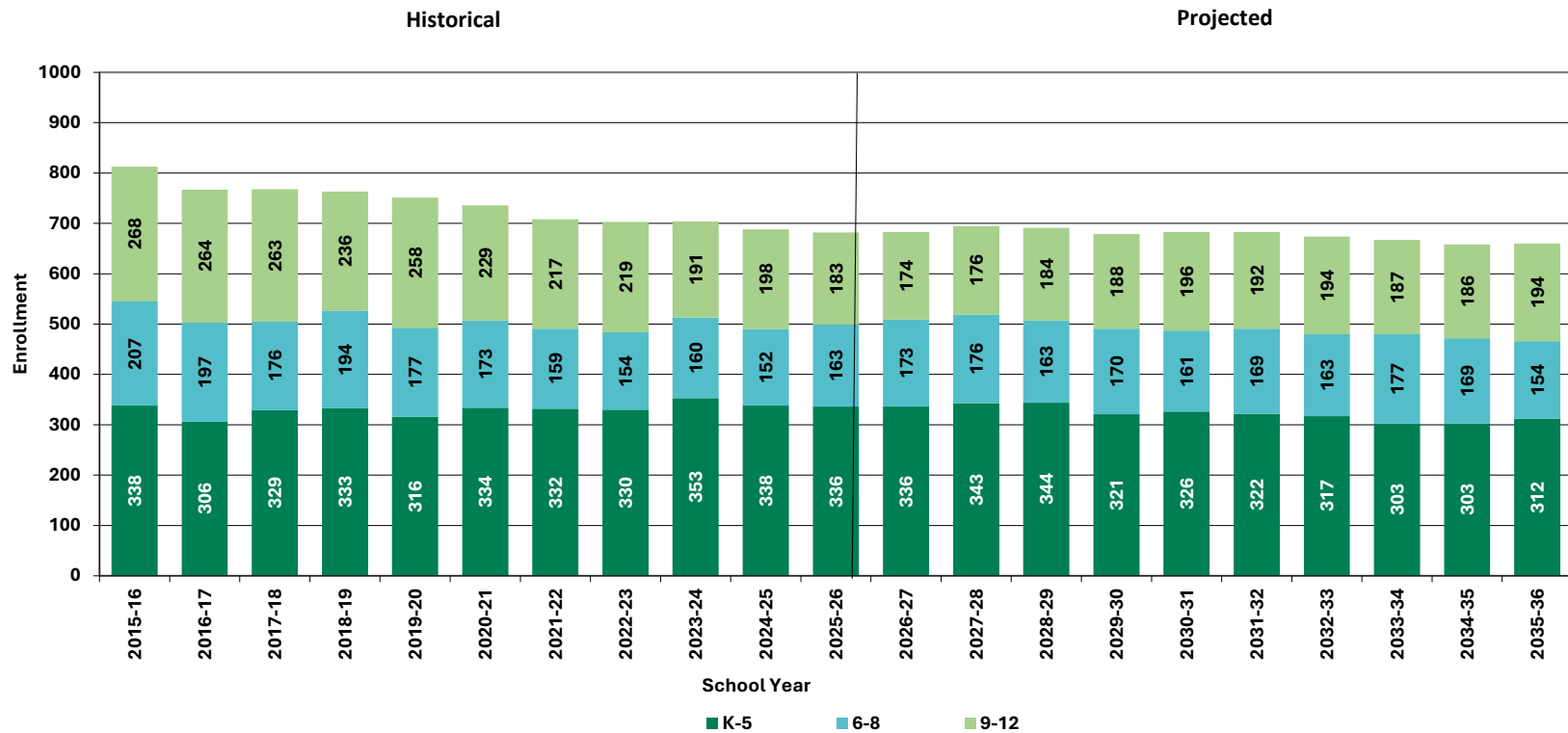


Historical & Projected Enrollment in Grade Combinations



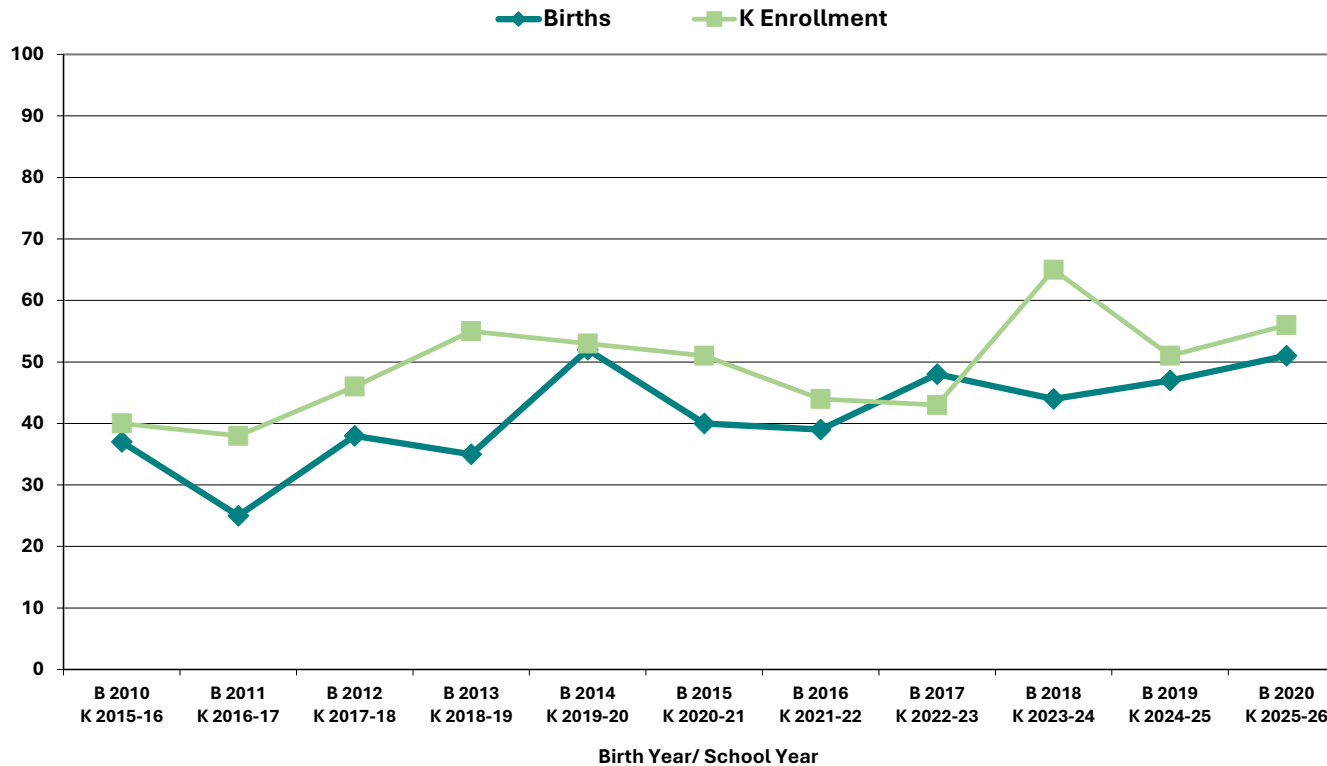


Historical & Projected Enrollment in Grade Combinations





Birth to Kindergarten Relationship



	B 2010 K 2015-16	B 2011 K 2016-17	B 2012 K 2017-18	B 2013 K 2018-19	B 2014 K 2019-20	B 2015 K 2020-21	B 2016 K 2021-22	B 2017 K 2022-23	B 2018 K 2023-24	B 2019 K 2024-25	B 2020 K 2025-26
Births	37	25	38	35	52	40	39	48	44	47	51
Kindergarten	40	38	46	55	53	51	44	43	65	51	56



Additional Information

School Year	9-12 CTE	K-12 Non-Public	K-12 Choice-In	K-12 Choice-Out	K-12 Out District SPED	K-12 Homeschool
2021-22	15	n/a	0	0	< 10 **	< 10 **
2022-23	24	n/a	0	0	< 10 **	< 10 **
2023-24	26	n/a	0	0	< 10 **	< 10 **
2024-25	27	n/a	n/a	n/a	< 10 **	< 10 **
2025-26	32	n/a	n/a	n/a	< 10 **	< 10 **

* Data provided by District.

"n/a" signifies that information was not provided by District.

** < 10 Not reported, to protect subgroups with fewer than 10 students.



New England's PK-12 Enrollments Trends

State	Fall 2013 PK - 12	Fall 2019 PK - 12	Fall 2022 PK - 12	Fall 2023 PK - 12	% Change 2013 - 23	% Change 2019-23	% Change 2022-23
USA	50,044,522	50,796,445	49,618,464	49,516,361	-1.1%	-2.5%	-0.2%
CT	546,200	523,690	513,513	512,652	-6.1%	-2.1%	-0.2%
ME	183,995	180,291	173,853	172,545	-6.2%	-4.3%	-0.8%
MA	955,739	959,394	923,349	914,958	-4.3%	-4.6%	-0.9%
NH	186,310	177,351	168,909	166,594	-10.6%	-6.1%	-1.4%
RI	142,008	143,557	137,449	136,154	-4.1%	-5.2%	-0.9%
VT	88,690	86,759	83,654	82,455	-7.0%	-5.0%	-1.4%

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2023, Table 203.20, Report Generated Oct. 2024, NESDEC 5.28.25

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.



Projection Methodology and Reliability

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment projections. NESDEC uses this method, but modifies it in order to move away from projections that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment projections (such as in/out-migration of students, resident births, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2024-25 increased to 104 students in Grade 2 in 2025-26, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the "out-years." Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October.** This service is available at no cost to affiliated school districts.



New England School Development Council

Danivlle, NH

SAU #106

Timberlane Regional School District

School Year 2025-26 Enrollment Projection Report



Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Projected Enrollment Table.....	4
Projected Enrollment Graph.....	5
Historical & Projected Enrollment Graph.....	6
Historical & Projected Enrollment in Grade Combinations Line Graph.....	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	8
Birth to Kindergarten Relationship Graph.....	9
Additional Information	10
New England PK-12 Enrollment Trends.....	11
Projection Methodology and Reliability	12



Danville, NH Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each year, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use annual birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 22 students of the K-12 total, 570 students projected vs. 548 enrolled. Note: Ungraded students are not included in K-12 total.

Births decreased by 1 from a previous ten-year average of 36 to a projected average of 35. In Danville, as in most districts, Grades 1-8 are very stable in enrollments; change per year remains stable.

Over the next three years, Grades K-5 enrollments are projected to decrease by 20 students, Grades 6-8 enrollments are projected to remain the same, and Grades 9-12 enrollments are projected to increase by 18 students, as students move through the grades.



Historical Enrollment

School District: SAU #106 Timberlane - Danville, NH

10/15/2025

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	29	2015-16	15	27	39	52	56	51	28	59	57	52	59	74	59	65		678	693
2011	33	2016-17	22	43	28	43	43	55	48	30	59	52	49	57	68	60		635	657
2012	25	2017-18	7	40	52	33	44	47	56	48	30	55	48	52	53	66		624	631
2013	33	2018-19	25	30	44	51	32	46	36	59	45	28	51	50	51	50		573	598
2014	45	2019-20	10	60	32	42	59	33	48	40	58	45	32	50	45	48		592	602
2015	29	2020-21	11	29	53	34	41	59	29	45	39	53	48	33	51	47		561	572
2016	40	2021-22	20	42	42	53	42	44	58	32	46	39	45	46	35	53		577	597
2017	41	2022-23	34	41	43	47	52	43	44	60	33	44	40	48	47	37		579	613
2018	44	2023-24	22	39	41	43	48	52	37	43	58	33	43	40	47	49		573	595
2019	42	2024-25	25	44	44	44	42	47	51	36	45	59	35	42	39	49		577	602
2020	35	2025-26	26	33	43	44	42	42	49	48	37	46	54	34	38	38		548	574

*Birth data provided by Public Health Vital Records Departments in each state.

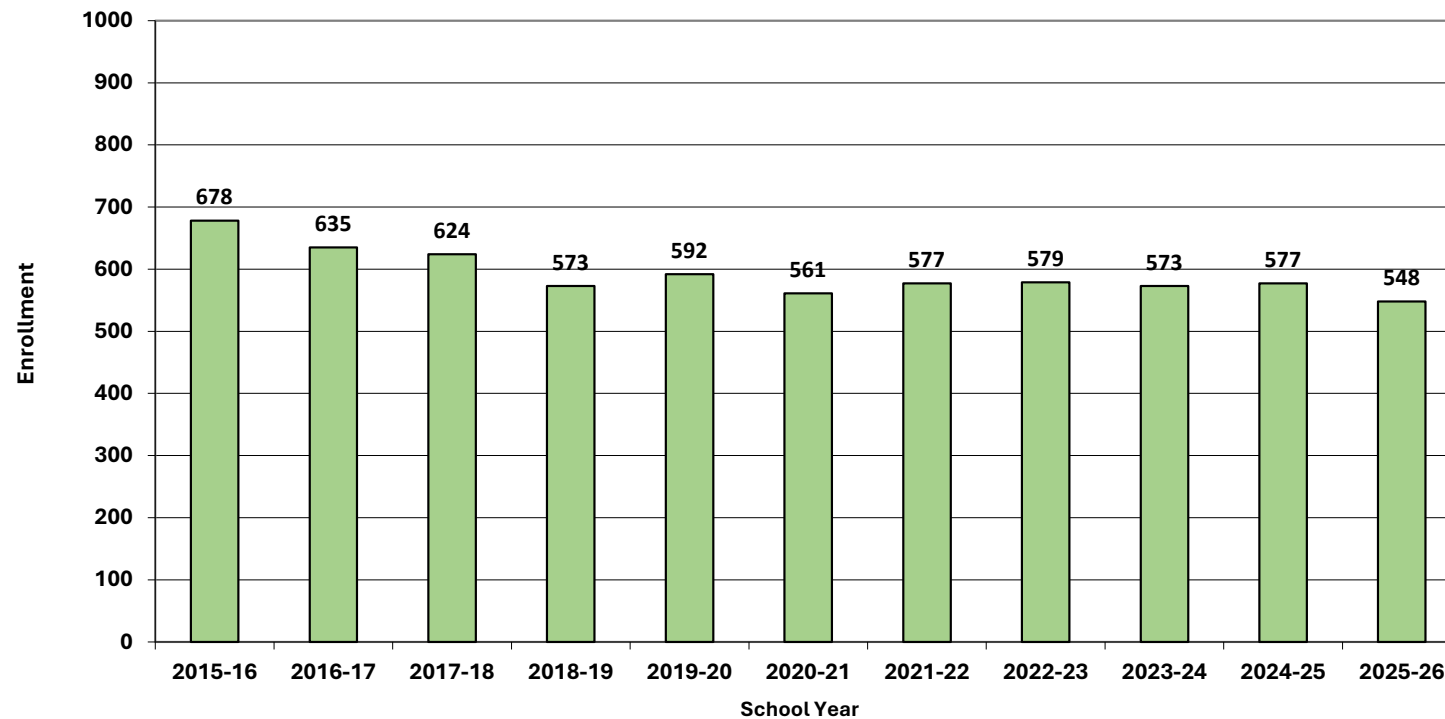
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2015-16	268	253	118	135	168	421	436	109	425	257
2016-17	282	260	114	146	141	401	423	111	375	234
2017-18	279	272	125	147	133	405	412	85	352	219
2018-19	264	239	125	114	132	371	396	73	334	202
2019-20	284	274	134	140	143	417	427	103	318	175
2020-21	256	245	116	129	137	382	393	92	316	179
2021-22	301	281	137	144	117	398	418	85	296	179
2022-23	304	270	131	139	137	407	441	77	309	172
2023-24	282	260	123	137	134	394	416	91	313	179
2024-25	297	272	132	140	140	412	437	104	305	165
2025-26	279	253	120	133	131	384	410	83	295	164

Historical Percentage Changes			
School Year	K-12	Diff.	%
2015-16	678		
2016-17	635	-43	-6.3%
2017-18	624	-11	-1.7%
2018-19	573	-51	-8.2%
2019-20	592	19	3.3%
2020-21	561	-31	-5.2%
2021-22	577	16	2.9%
2022-23	579	2	0.3%
2023-24	573	-6	-1.0%
2024-25	577	4	0.7%
2025-26	548	-29	-5.0%
Change		-130	-19.2%



Grades K-12 Historical Enrollment





Projected Enrollment

School District: SAU #106 Timberlane - Danville, NH

10/15/2025

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2020	35		2025-26	26	33	43	44	42	42	49	48	37	46	54	34	38	38		548	574
2021	38		2026-27	26	37	34	44	44	42	40	49	49	37	45	54	33	39		547	573
2022	36		2027-28	26	35	38	35	44	44	40	40	50	49	36	45	52	34		542	568
2023	38		2028-29	26	37	36	39	35	44	42	40	41	50	48	36	44	54		546	572
2024	31	(prov.)	2029-30	27	30	38	37	39	35	42	42	41	41	49	48	35	45		522	549
2025	36	(est.)	2030-31	27	35	31	39	37	39	34	42	43	41	40	49	47	36		513	540
2026	36	(est.)	2031-32	27	35	36	32	39	37	37	34	43	43	40	40	48	48		512	539
2027	35	(est.)	2032-33	27	34	36	37	32	39	36	37	34	43	42	40	39	49		498	525
2028	35	(est.)	2033-34	28	34	35	37	37	32	37	36	38	34	42	42	39	40		483	511
2029	35	(est.)	2034-35	28	33	35	36	37	37	31	37	36	38	33	42	41	40		476	504
2030	35	(est.)	2035-36	28	34	34	36	36	37	36	31	38	36	37	33	41	42		471	499

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

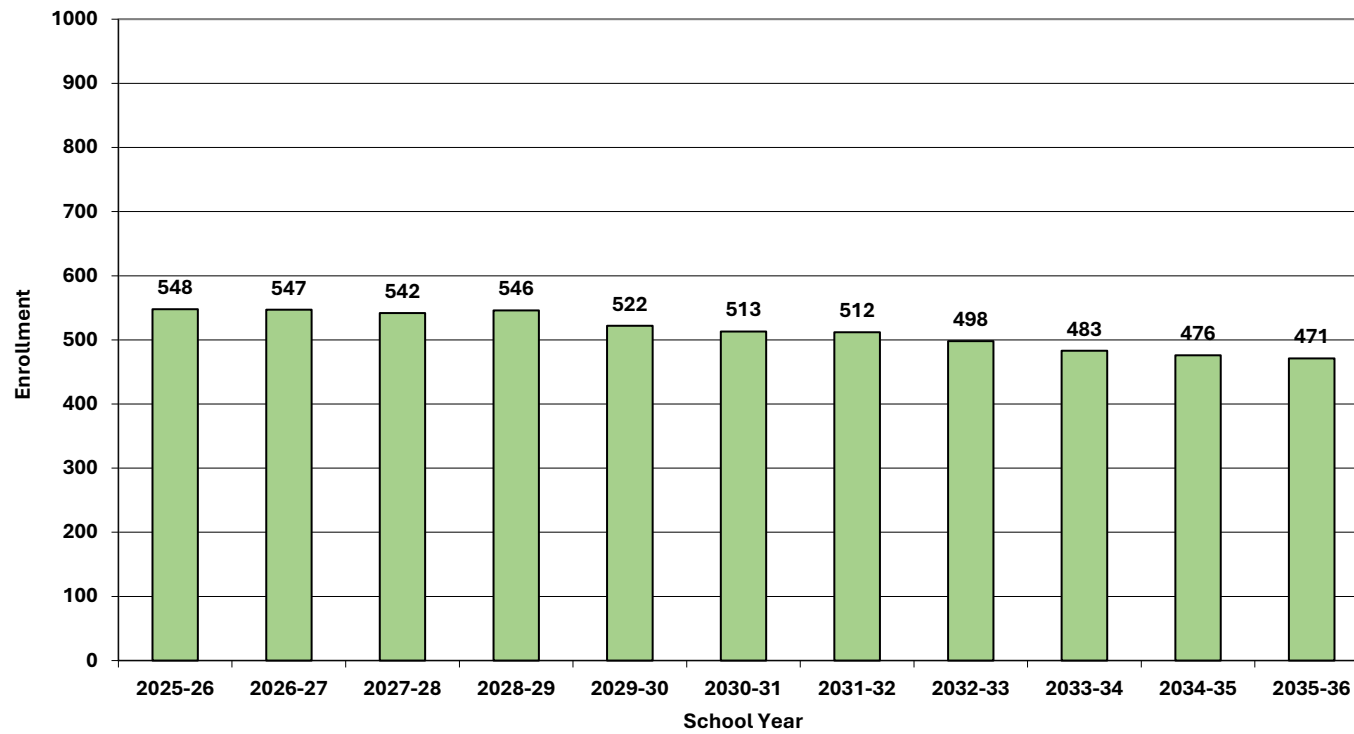
Projected Enrollment in Grade Combinations*										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2025-26	279	253	120	133	131	384	410	83	295	164
2026-27	267	241	115	126	135	376	402	86	306	171
2027-28	262	236	108	128	139	375	401	99	306	167
2028-29	259	233	112	121	131	364	390	91	313	182
2029-30	248	221	105	116	124	345	372	82	301	177
2030-31	242	215	105	110	126	341	368	84	298	172
2031-32	243	216	103	113	120	336	363	86	296	176
2032-33	241	214	107	107	114	328	355	77	284	170
2033-34	240	212	106	106	108	320	348	72	271	163
2034-35	237	209	104	105	111	320	348	74	267	156
2035-36	241	213	104	109	105	318	346	74	258	153

Projected Percentage Changes			
School Year	K-12	Diff.	%
2025-26	548		
2026-27	547	-1	-0.2%
2027-28	542	-5	-0.9%
2028-29	546	4	0.7%
2029-30	522	-24	-4.4%
2030-31	513	-9	-1.7%
2031-32	512	-1	-0.2%
2032-33	498	-14	-2.7%
2033-34	483	-15	-3.0%
2034-35	476	-7	-1.4%
2035-36	471	-5	-1.1%
Change		-77	-14.1%

*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

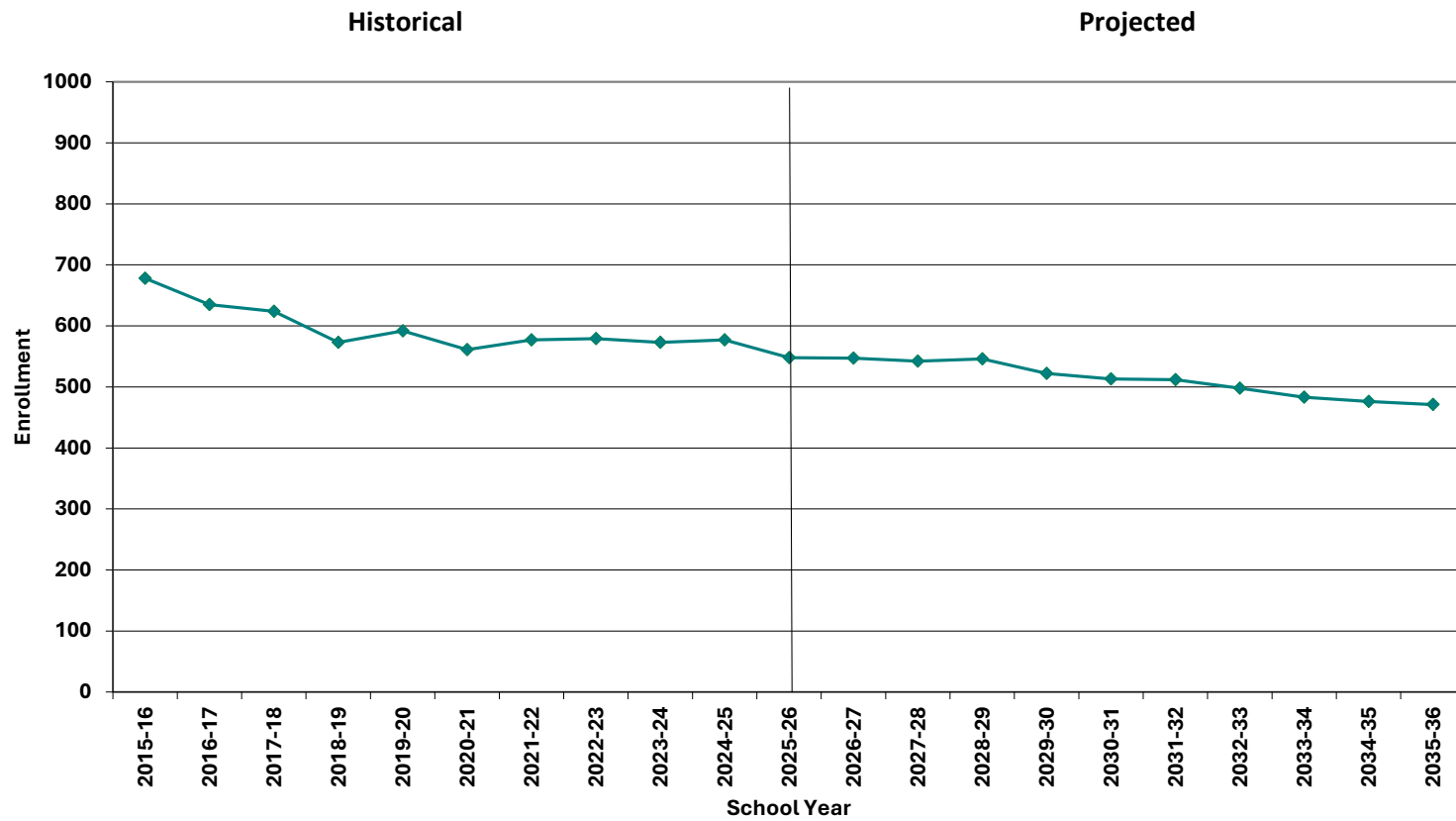


Grades K-12 Projected Enrollment



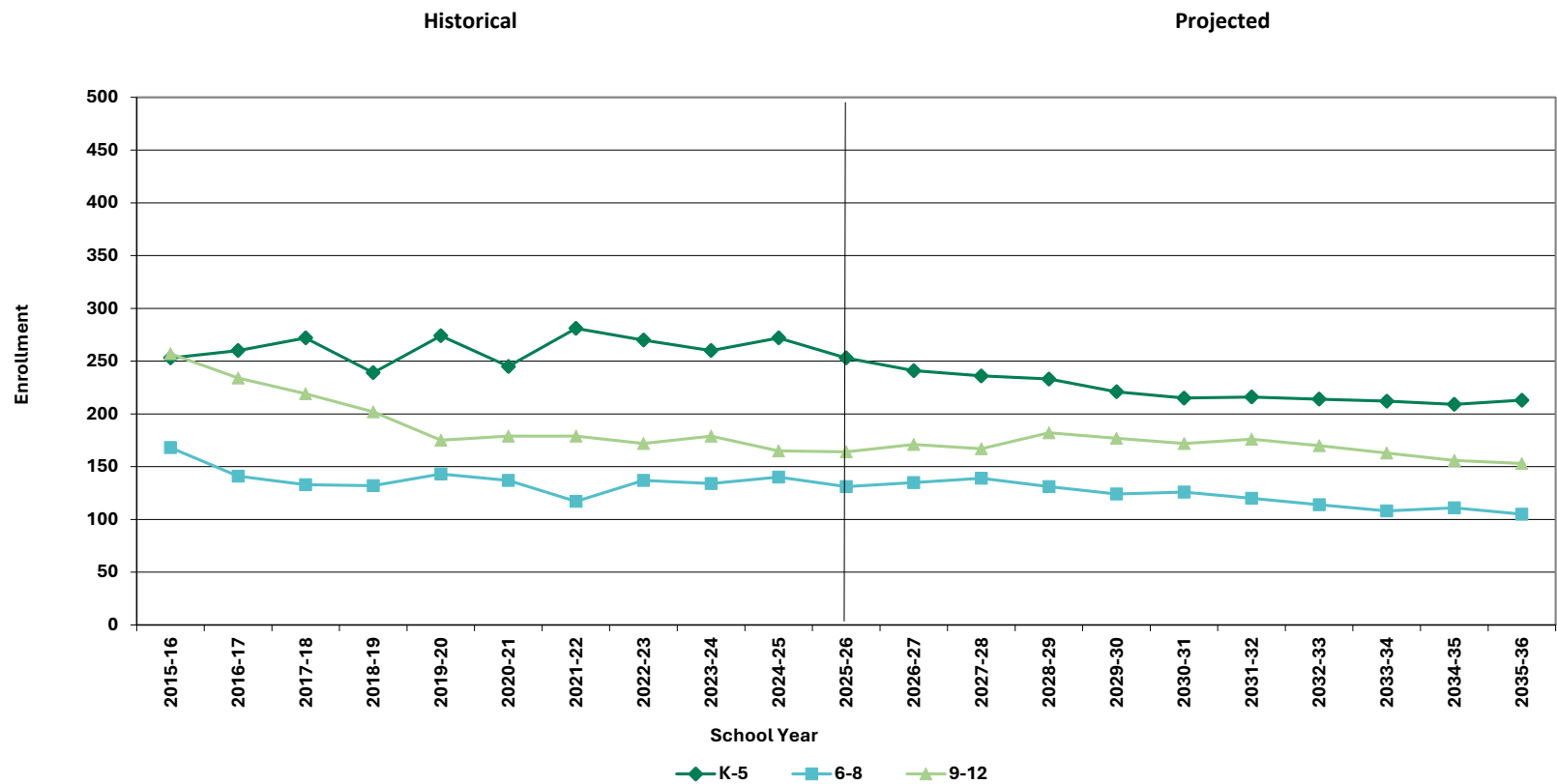


Grades K-12 Historical & Projected Enrollment



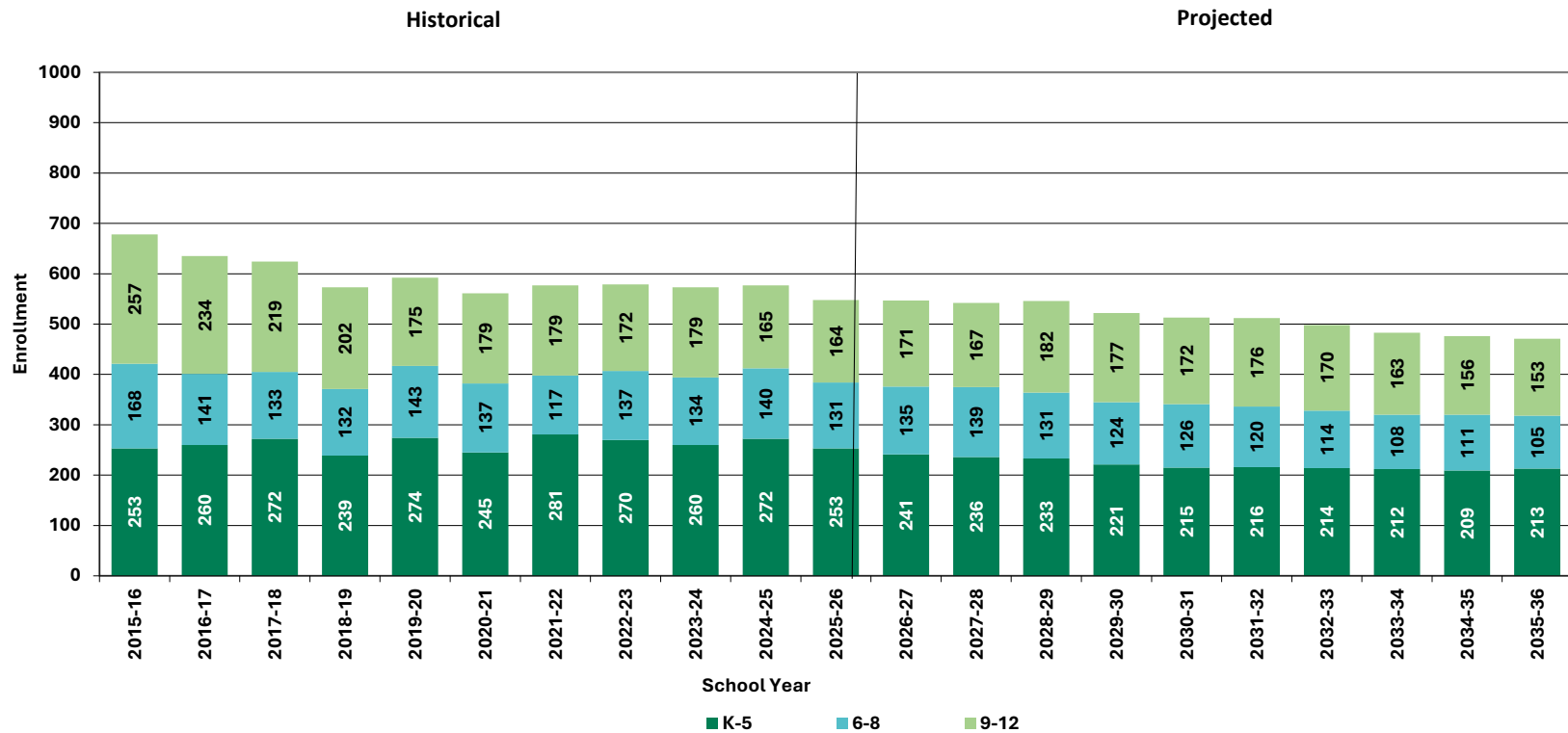


Historical & Projected Enrollment in Grade Combinations



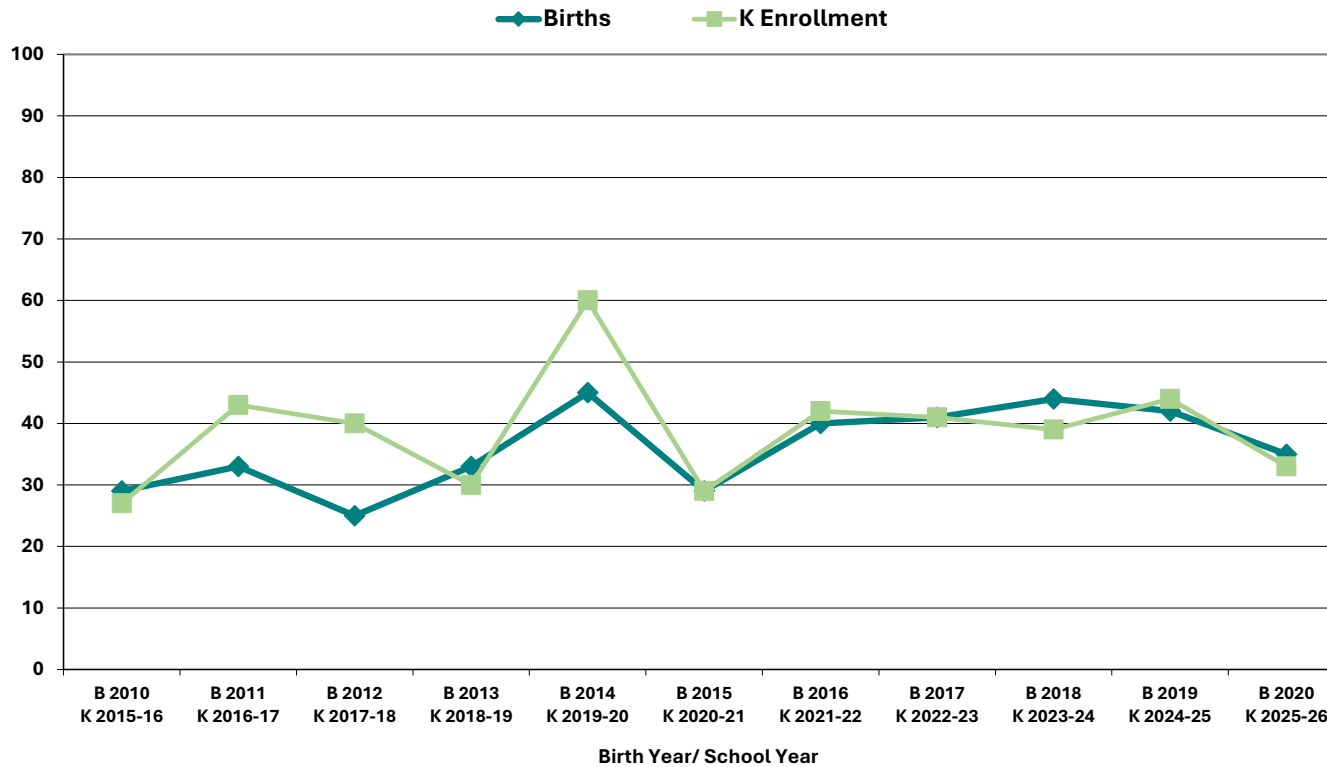


Historical & Projected Enrollment in Grade Combinations





Birth to Kindergarten Relationship



	B 2010 K 2015-16	B 2011 K 2016-17	B 2012 K 2017-18	B 2013 K 2018-19	B 2014 K 2019-20	B 2015 K 2020-21	B 2016 K 2021-22	B 2017 K 2022-23	B 2018 K 2023-24	B 2019 K 2024-25	B 2020 K 2025-26
Births	29	33	25	33	45	29	40	41	44	42	35
Kindergarten	27	43	40	30	60	29	42	41	39	44	33



Additional Information

School Year	9-12 CTE	K-12 Non-Public	K-12 Choice-In	K-12 Choice-Out	K-12 Out District SPED	K-12 Homeschool
2021-22	18	n/a	< 10 **	0	< 10 **	14
2022-23	24	n/a	0	0	< 10 **	< 10 **
2023-24	27	n/a	0	0	< 10 **	< 10 **
2024-25	34	n/a	n/a	n/a	< 10 **	< 10 **
2025-26	23	n/a	n/a	n/a	< 10 **	< 10 **

* Data provided by District.

"n/a" signifies that information was not provided by District.

** < 10 Not reported, to protect subgroups with fewer than 10 students.



New England's PK-12 Enrollments Trends

State	Fall 2013 PK - 12	Fall 2019 PK - 12	Fall 2022 PK - 12	Fall 2023 PK - 12	% Change 2013 - 23	% Change 2019-23	% Change 2022-23
USA	50,044,522	50,796,445	49,618,464	49,516,361	-1.1%	-2.5%	-0.2%
CT	546,200	523,690	513,513	512,652	-6.1%	-2.1%	-0.2%
ME	183,995	180,291	173,853	172,545	-6.2%	-4.3%	-0.8%
MA	955,739	959,394	923,349	914,958	-4.3%	-4.6%	-0.9%
NH	186,310	177,351	168,909	166,594	-10.6%	-6.1%	-1.4%
RI	142,008	143,557	137,449	136,154	-4.1%	-5.2%	-0.9%
VT	88,690	86,759	83,654	82,455	-7.0%	-5.0%	-1.4%

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2023, Table 203.20, Report Generated Oct. 2024, NESDEC 5.28.25

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.



Projection Methodology and Reliability

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment projections. NESDEC uses this method, but modifies it in order to move away from projections that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment projections (such as in/out-migration of students, resident births, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2024-25 increased to 104 students in Grade 2 in 2025-26, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the "out-years." Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October.** This service is available at no cost to affiliated school districts.



New England School Development Council

Plaistow, NH

SAU #106

Timberlane Regional School District

School Year 2025-26 Enrollment Projection Report



Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Projected Enrollment Table.....	4
Projected Enrollment Graph.....	5
Historical & Projected Enrollment Graph.....	6
Historical & Projected Enrollment in Grade Combinations Line Graph.....	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	8
Birth to Kindergarten Relationship Graph.....	9
Additional Information	10
New England PK-12 Enrollment Trends.....	11
Projection Methodology and Reliability	12



Plaistow, NH Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each year, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use annual birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 33 students of the K-12 total, 928 students projected vs. 961 enrolled. Note: Ungraded students are not included in K-12 total.

Births increased by 2 from a previous ten-year average of 70 to a projected average of 72. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 4 of the 8 most recent years, leading to a net increase averaging 1 students per year.

Over the next three years, Grades K-5 enrollments are projected to decrease by 17 students, Grades 6-8 enrollments are projected to decrease by 9 students, and Grades 9-12 enrollments are projected to increase by 17 students, as students move through the grades.



Historical Enrollment

School District: SAU #106 Timberlane - Plaistow, NH

10/15/2025

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	66	2015-16	16	62	79	87	78	77	75	96	97	90	75	91	91	113		1111	1127
2011	63	2016-17	28	74	62	80	88	73	73	81	88	93	90	74	88	97		1061	1089
2012	67	2017-18	17	67	80	58	85	86	74	79	76	87	88	89	73	87		1029	1046
2013	72	2018-19	37	64	70	79	60	79	81	75	78	80	83	90	84	77		1000	1037
2014	65	2019-20	13	66	74	75	86	71	86	84	77	73	77	85	88	80		1022	1035
2015	72	2020-21	26	47	68	67	71	79	69	71	75	79	72	74	87	87		946	972
2016	73	2021-22	24	80	66	68	66	74	78	71	73	76	80	75	74	94		975	999
2017	66	2022-23	33	69	89	65	70	72	76	80	73	75	78	78	76	79		980	1013
2018	89	2023-24	32	74	76	83	65	72	71	78	81	68	66	77	81	74		966	998
2019	73	2024-25	21	65	68	74	80	60	75	72	77	81	70	66	76	79		943	964
2020	63	2025-26	24	60	66	71	73	83	61	77	77	82	83	75	70	83		961	985

*Birth data provided by Public Health Vital Records Departments in each state.

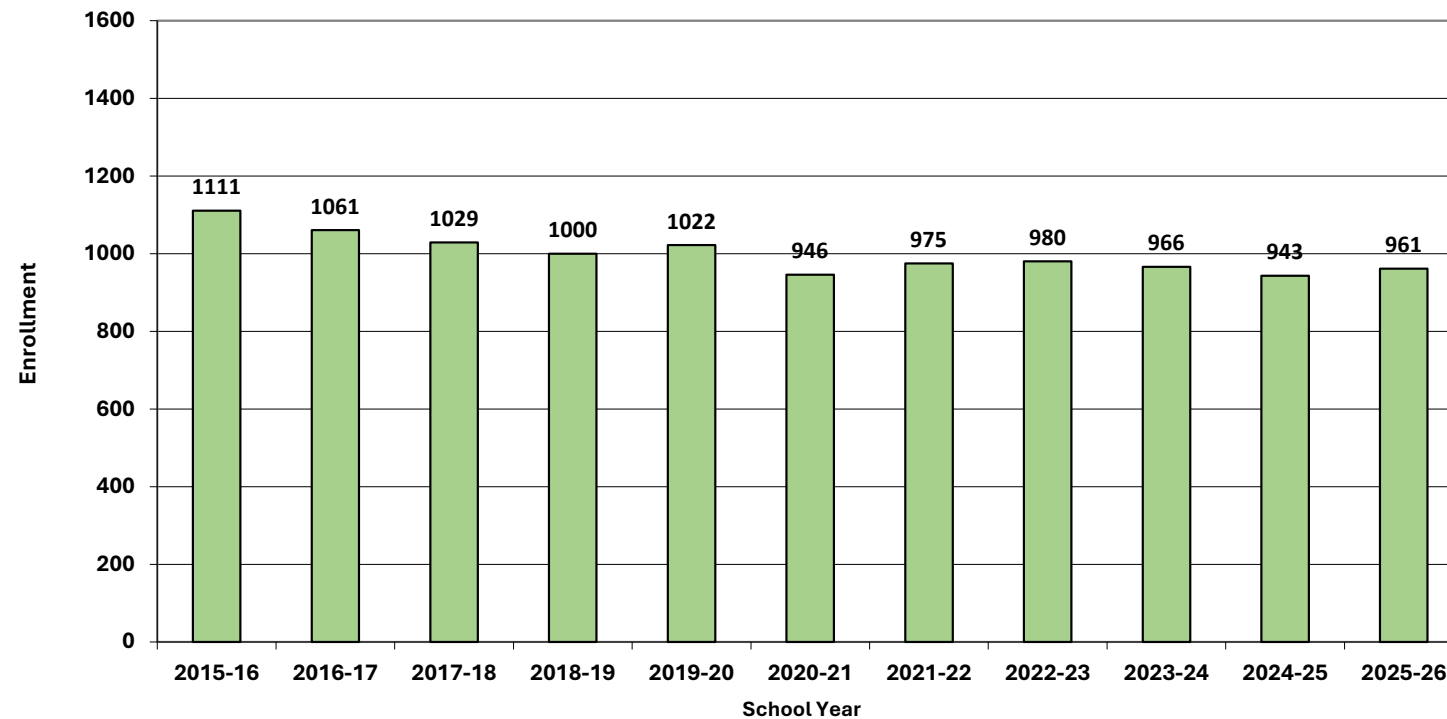
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2015-16	474	458	228	230	283	741	757	187	653	370
2016-17	478	450	216	234	262	712	740	181	611	349
2017-18	467	450	205	245	242	692	709	163	579	337
2018-19	470	433	213	220	233	666	703	158	567	334
2019-20	471	458	215	243	234	692	705	150	564	330
2020-21	427	401	182	219	225	626	652	154	545	320
2021-22	456	432	214	218	220	652	676	149	543	323
2022-23	474	441	223	218	228	669	702	148	539	311
2023-24	473	441	233	208	227	668	700	149	525	298
2024-25	443	422	207	215	230	652	673	158	521	291
2025-26	438	414	197	217	236	650	674	159	547	311

Historical Percentage Changes			
School Year	K-12	Diff.	%
2015-16	1111		
2016-17	1061	-50	-4.5%
2017-18	1029	-32	-3.0%
2018-19	1000	-29	-2.8%
2019-20	1022	22	2.2%
2020-21	946	-76	-7.4%
2021-22	975	29	3.1%
2022-23	980	5	0.5%
2023-24	966	-14	-1.4%
2024-25	943	-23	-2.4%
2025-26	961	18	1.9%
Change		-150	-13.5%



Grades K-12 Historical Enrollment





Projected Enrollment

School District: SAU #106 Timberlane - Plaistow, NH

10/15/2025

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2020	63		2025-26	24	60	66	71	73	83	61	77	77	82	83	75	70	83		961	985
2021	72		2026-27	24	66	62	65	70	73	84	62	79	77	81	85	77	71		952	976
2022	72		2027-28	24	66	68	61	64	70	74	86	63	79	76	83	87	78		955	979
2023	73		2028-29	24	67	68	67	60	64	71	76	88	63	78	77	85	88		952	976
2024	77	(prov.)	2029-30	25	71	69	67	66	60	65	73	78	88	62	80	79	86		944	969
2025	71	(est.)	2030-31	25	66	74	68	66	66	61	66	75	78	87	63	82	80		932	957
2026	73	(est.)	2031-32	25	67	68	73	67	66	67	62	68	75	77	89	65	83		927	952
2027	73	(est.)	2032-33	25	67	69	67	72	67	67	68	63	68	74	79	92	66		919	944
2028	74	(est.)	2033-34	26	68	69	68	66	72	68	68	70	63	67	75	81	93		928	954
2029	74	(est.)	2034-35	26	68	71	68	67	66	73	70	70	62	68	77	82	82		912	938
2030	73	(est.)	2035-36	26	67	71	70	67	67	67	75	72	70	69	63	70	78		906	932

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

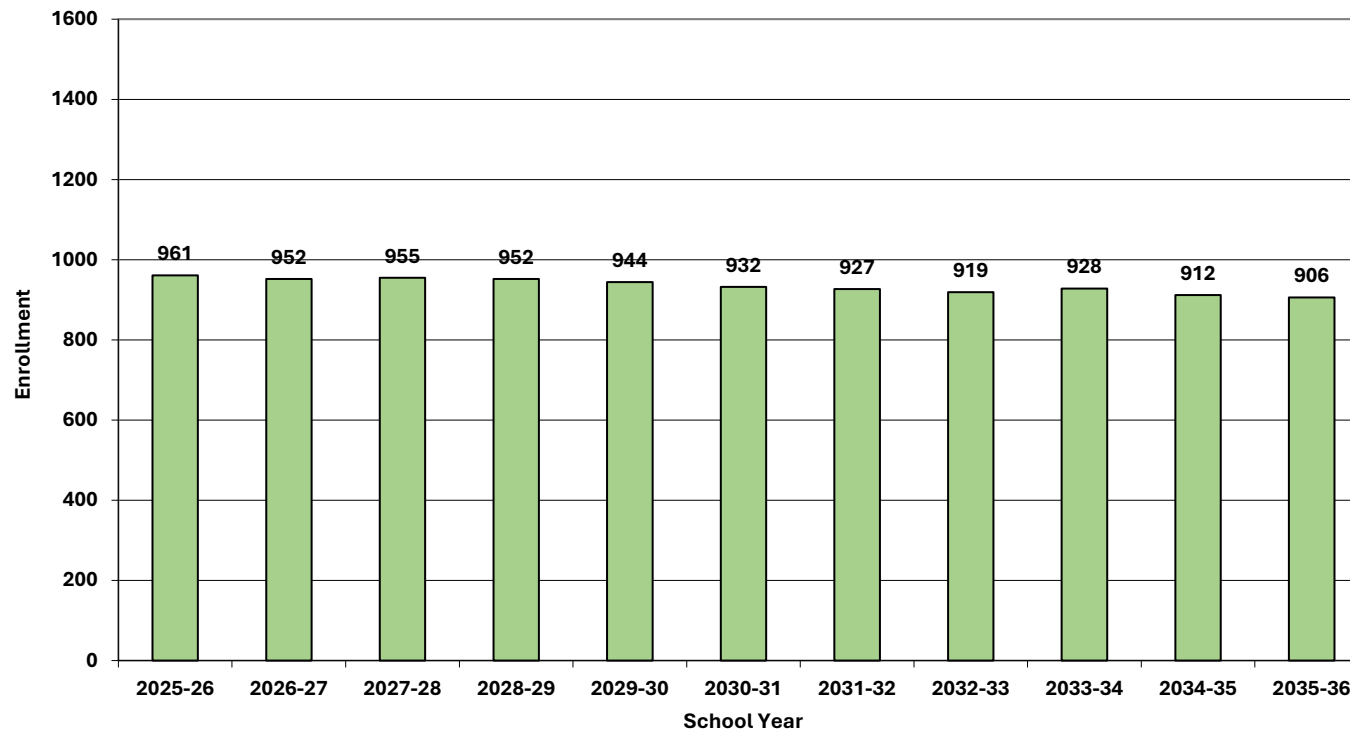
Projected Enrollment in Grade Combinations*										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2025-26	438	414	197	217	236	650	674	159	547	311
2026-27	444	420	193	227	218	638	662	156	532	314
2027-28	427	403	195	208	228	631	655	142	552	324
2028-29	421	397	202	195	227	624	648	151	555	328
2029-30	423	398	207	191	239	637	662	166	546	307
2030-31	426	401	208	193	219	620	645	153	531	312
2031-32	433	408	208	200	205	613	638	143	519	314
2032-33	434	409	203	206	199	608	633	131	510	311
2033-34	437	411	205	206	201	612	638	133	517	316
2034-35	439	413	207	206	210	623	649	140	499	289
2035-36	435	409	208	201	217	626	652	142	497	280

Projected Percentage Changes			
School Year	K-12	Diff.	%
2025-26	961		
2026-27	952	-9	-0.9%
2027-28	955	3	0.3%
2028-29	952	-3	-0.3%
2029-30	944	-8	-0.8%
2030-31	932	-12	-1.3%
2031-32	927	-5	-0.5%
2032-33	919	-8	-0.9%
2033-34	928	9	1.0%
2034-35	912	-16	-1.7%
2035-36	906	-6	-0.7%
Change		-55	-5.7%

*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

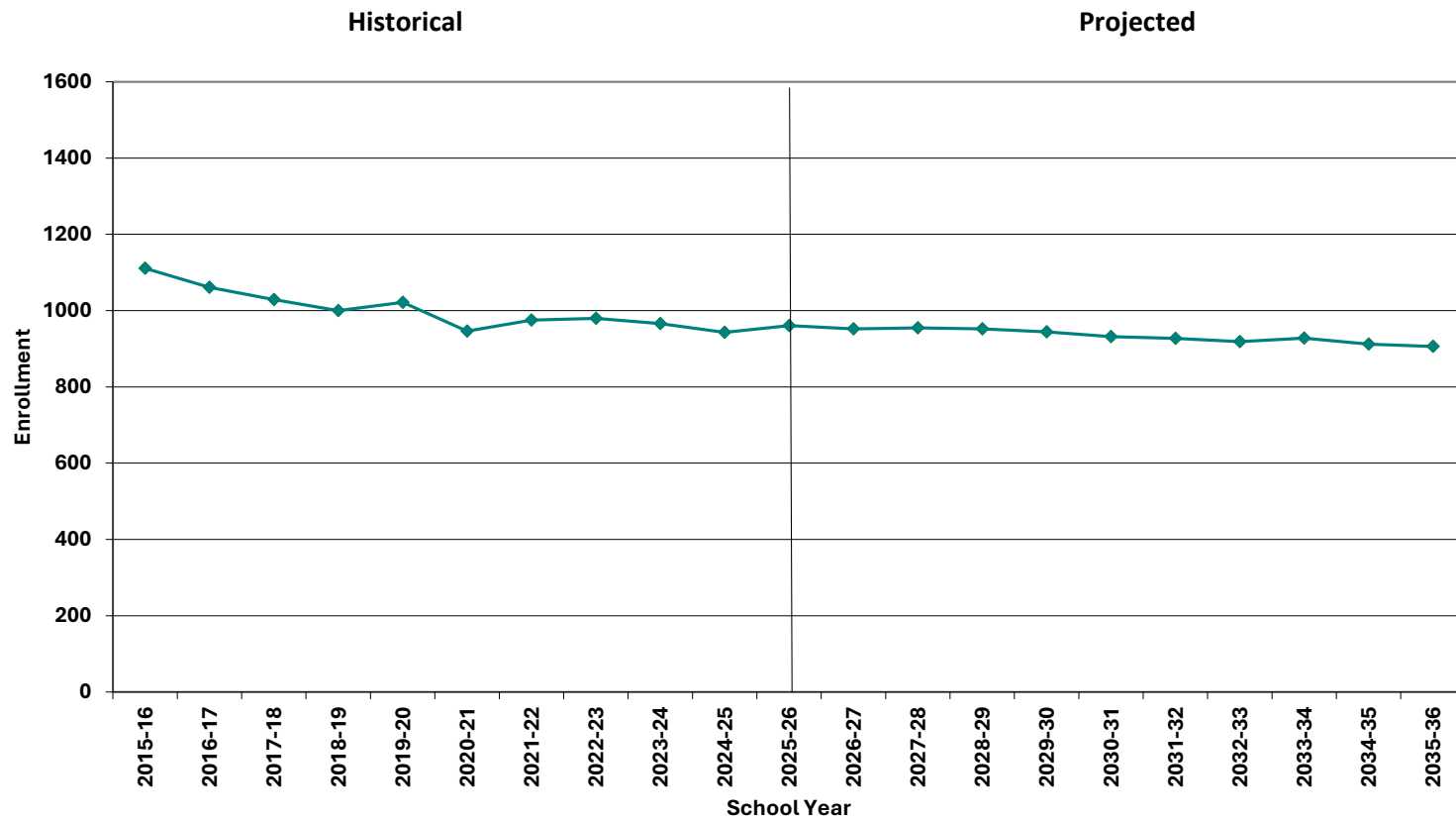


Grades K-12 Projected Enrollment



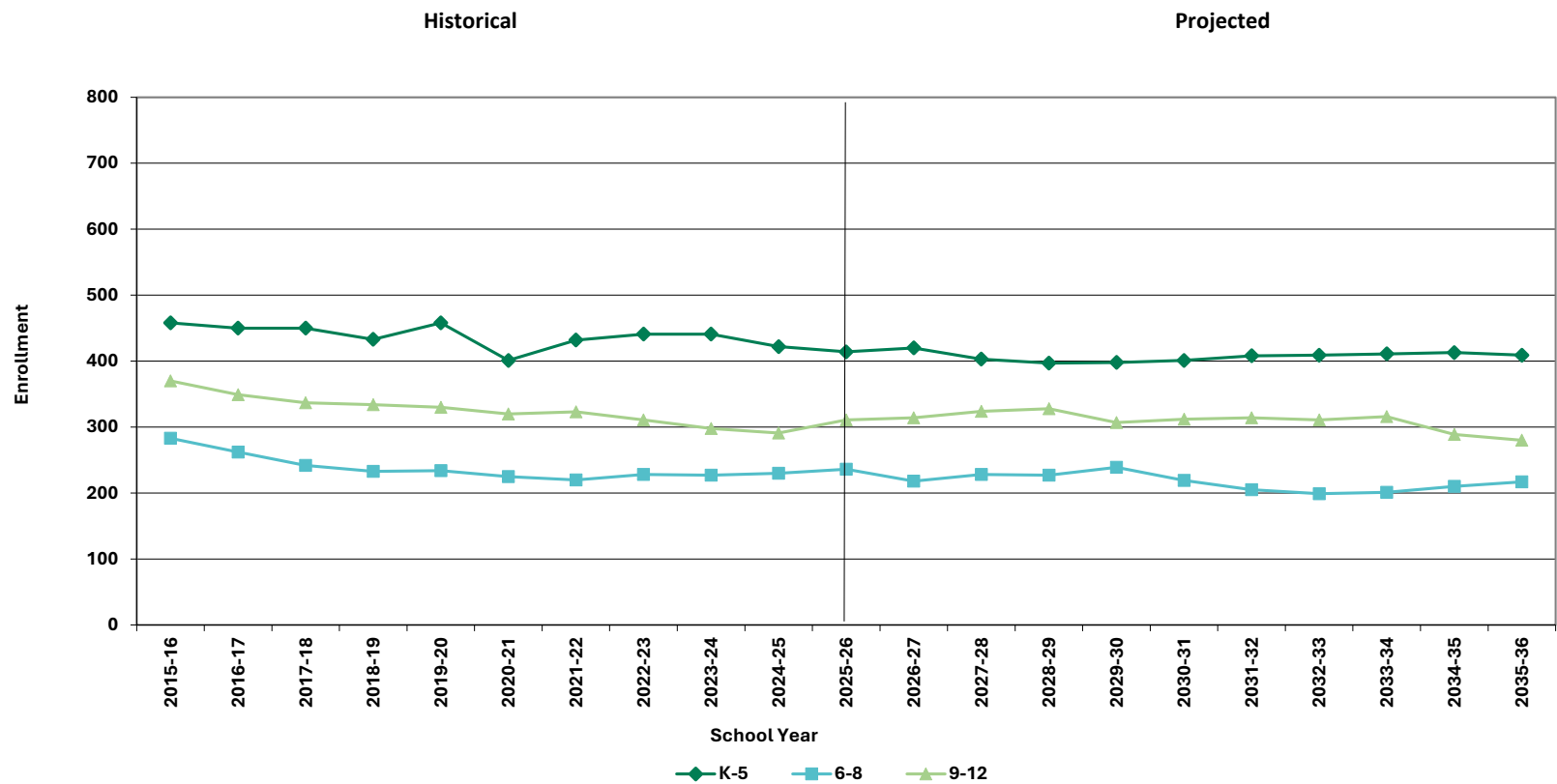


Grades K-12 Historical & Projected Enrollment



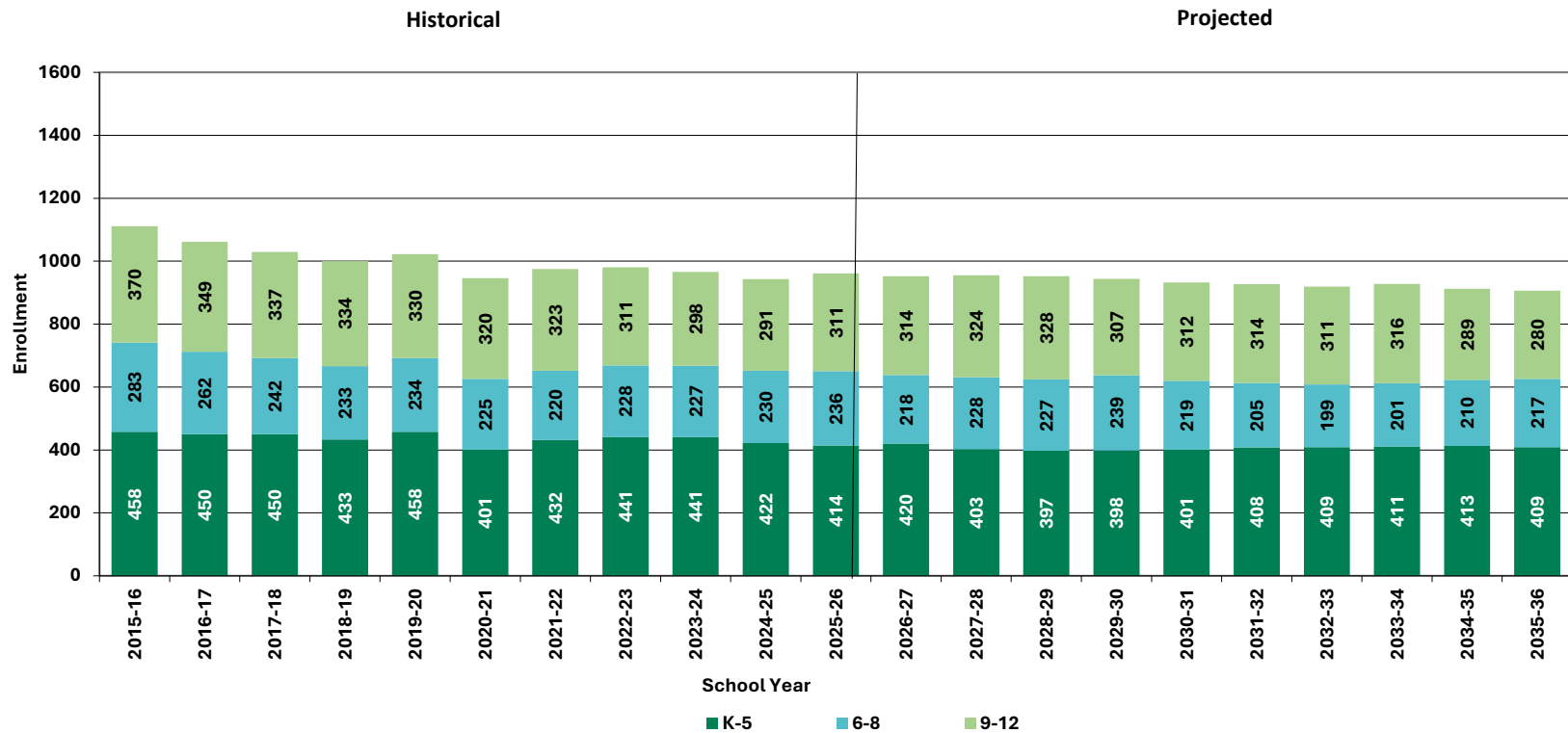


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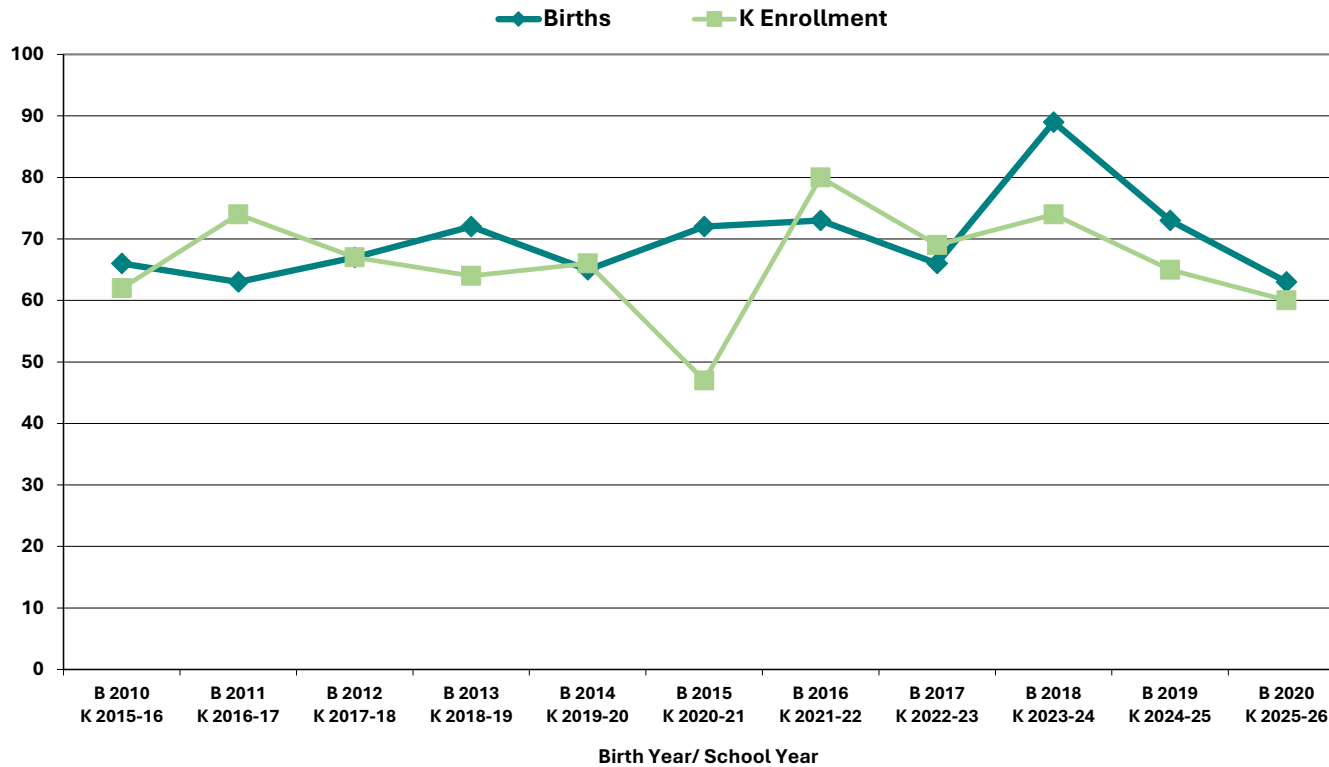


Historical & Projected Enrollment in Grade Combinations





Birth to Kindergarten Relationship



	B 2010 K 2015-16	B 2011 K 2016-17	B 2012 K 2017-18	B 2013 K 2018-19	B 2014 K 2019-20	B 2015 K 2020-21	B 2016 K 2021-22	B 2017 K 2022-23	B 2018 K 2023-24	B 2019 K 2024-25	B 2020 K 2025-26
Births	66	63	67	72	65	72	73	66	89	73	63
Kindergarten	62	74	67	64	66	47	80	69	74	65	60



Additional Information

School Year	9-12 CTE	K-12 Non-Public	K-12 Choice-In	K-12 Choice-Out	K-12 Out District SPED	K-12 Homeschool
2021-22	21	n/a	< 10 **	0	19	19
2022-23	22	n/a	< 10 **	0	14	< 10 **
2023-24	29	n/a	< 10 **	0	13	< 10 **
2024-25	37	n/a	< 10 **	n/a	12	< 10 **
2025-26	41	n/a	< 10 **	n/a	12	< 10 **

* Data provided by District.

"n/a" signifies that information was not provided by District.

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New England's PK-12 Enrollments Trends

State	Fall 2013 PK - 12	Fall 2019 PK - 12	Fall 2022 PK - 12	Fall 2023 PK - 12	% Change 2013 - 23	% Change 2019-23	% Change 2022-23
USA	50,044,522	50,796,445	49,618,464	49,516,361	-1.1%	-2.5%	-0.2%
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After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

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Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the “Projected Enrollment” tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October.** This service is available at no cost to affiliated school districts.



New England School Development Council

Sandown, NH

SAU #106

Timberlane Regional School District

School Year 2025-26 Enrollment Projection Report

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Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Projected Enrollment Table.....	4
Projected Enrollment Graph.....	5
Historical & Projected Enrollment Graph.....	6
Historical & Projected Enrollment in Grade Combinations Line Graph.....	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	8
Birth to Kindergarten Relationship Graph.....	9
Additional Information	10
New England PK-12 Enrollment Trends.....	11
Projection Methodology and Reliability	12



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Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 14 students of the K-12 total, 891 students projected vs. 877 enrolled. Note: Ungraded students are not included in K-12 total.

Births increased by 3 from a previous ten-year average of 63 to a projected average of 66. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 5 of the 8 most recent years, leading to a net increase averaging 4 students per year.

Over the next three years, Grades K-5 enrollments are projected to increase by 11 students, Grades 6-8 enrollments are projected to increase by 11 students, and Grades 9-12 enrollments are projected to decrease by 36 students, as students move through the grades.



Historical Enrollment

School District: SAU #106 Timberlane - Sandown, NH

10/15/2025

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	59	2015-16	52	67	58	63	72	72	77	60	67	85	93	73	87	90		964	1016
2011	48	2016-17	42	55	78	58	67	80	78	84	68	79	86	95	72	91		991	1033
2012	55	2017-18	94	67	67	75	62	67	83	79	86	73	80	87	94	76		996	1090
2013	61	2018-19	46	68	67	68	75	67	74	83	84	83	72	79	87	91		998	1044
2014	59	2019-20	85	70	63	62	71	72	68	80	92	86	86	74	81	92		997	1082
2015	73	2020-21	41	60	61	52	61	74	66	68	83	88	79	84	74	83		933	974
2016	71	2021-22	40	68	72	59	55	66	75	66	71	83	80	74	80	75		924	964
2017	69	2022-23	52	67	78	72	62	60	71	77	64	77	79	76	72	78		933	985
2018	81	2023-24	66	65	58	79	72	64	60	67	78	62	75	72	74	72		898	964
2019	52	2024-25	54	70	66	62	74	69	62	59	69	75	57	78	74	75		890	944
2020	78	2025-26	55	67	72	70	65	73	67	62	55	70	71	54	76	75		877	932

*Birth data provided by Public Health Vital Records Departments in each state.

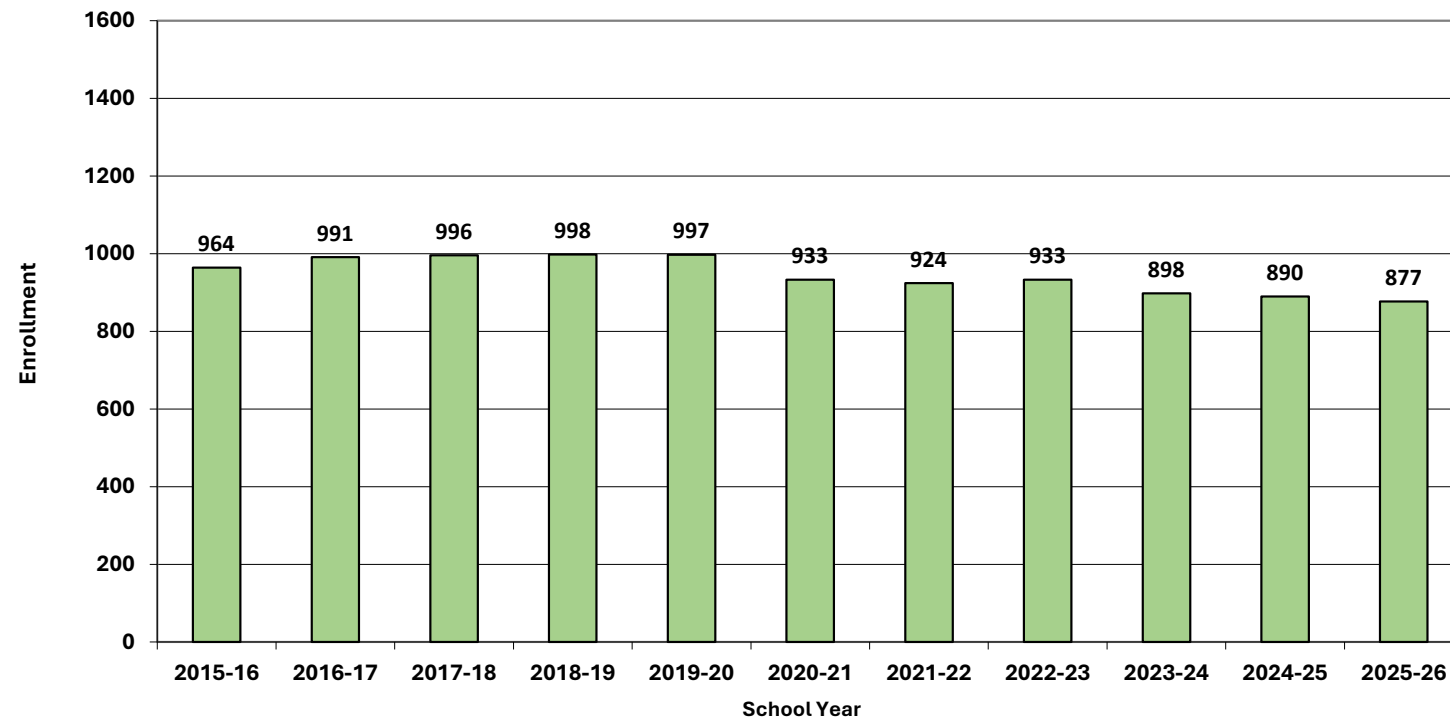
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2015-16	461	409	188	221	212	621	673	152	555	343
2016-17	458	416	191	225	231	647	689	147	575	344
2017-18	515	421	209	212	238	659	753	159	575	337
2018-19	465	419	203	216	250	669	715	167	579	329
2019-20	491	406	195	211	258	664	749	178	591	333
2020-21	415	374	173	201	239	613	654	171	559	320
2021-22	435	395	199	196	220	615	655	154	529	309
2022-23	462	410	217	193	218	628	680	141	523	305
2023-24	464	398	202	196	207	605	671	140	500	293
2024-25	457	403	198	205	203	606	660	144	487	284
2025-26	469	414	209	205	187	601	656	125	463	276

Historical Percentage Changes			
School Year	K-12	Diff.	%
2015-16	964		
2016-17	991	27	2.8%
2017-18	996	5	0.5%
2018-19	998	2	0.2%
2019-20	997	-1	-0.1%
2020-21	933	-64	-6.4%
2021-22	924	-9	-1.0%
2022-23	933	9	1.0%
2023-24	898	-35	-3.8%
2024-25	890	-8	-0.9%
2025-26	877	-13	-1.5%
Change		-87	-9.0%



Grades K-12 Historical Enrollment





Projected Enrollment

School District: SAU #106 Timberlane - Sandown, NH

10/15/2025

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2020	78		2025-26	55	67	72	70	65	73	67	62	55	70	71	54	76	75		877	932
2021	78		2026-27	55	78	68	74	70	66	73	65	61	55	66	69	54	77		876	931
2022	70		2027-28	55	70	79	70	74	71	66	71	64	61	52	64	68	54		864	919
2023	57		2028-29	55	57	71	81	70	75	71	64	70	64	58	50	63	69		863	918
2024	55	(prov.)	2029-30	56	55	58	73	81	71	75	69	63	71	61	56	50	64		847	903
2025	68	(est.)	2030-31	56	68	56	60	73	82	71	73	68	63	67	59	56	50		846	902
2026	66	(est.)	2031-32	56	66	69	58	60	74	82	69	72	68	60	65	59	57		859	915
2027	63	(est.)	2032-33	56	63	67	71	58	61	74	80	68	73	64	58	64	60		861	917
2028	62	(est.)	2033-34	57	62	64	69	71	59	61	72	79	68	69	62	58	65		859	916
2029	63	(est.)	2034-35	57	63	63	66	69	72	59	60	71	80	64	67	62	59		855	912
2030	64	(est.)	2035-36	57	64	64	65	66	70	72	58	60	72	76	62	66	63		858	915

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

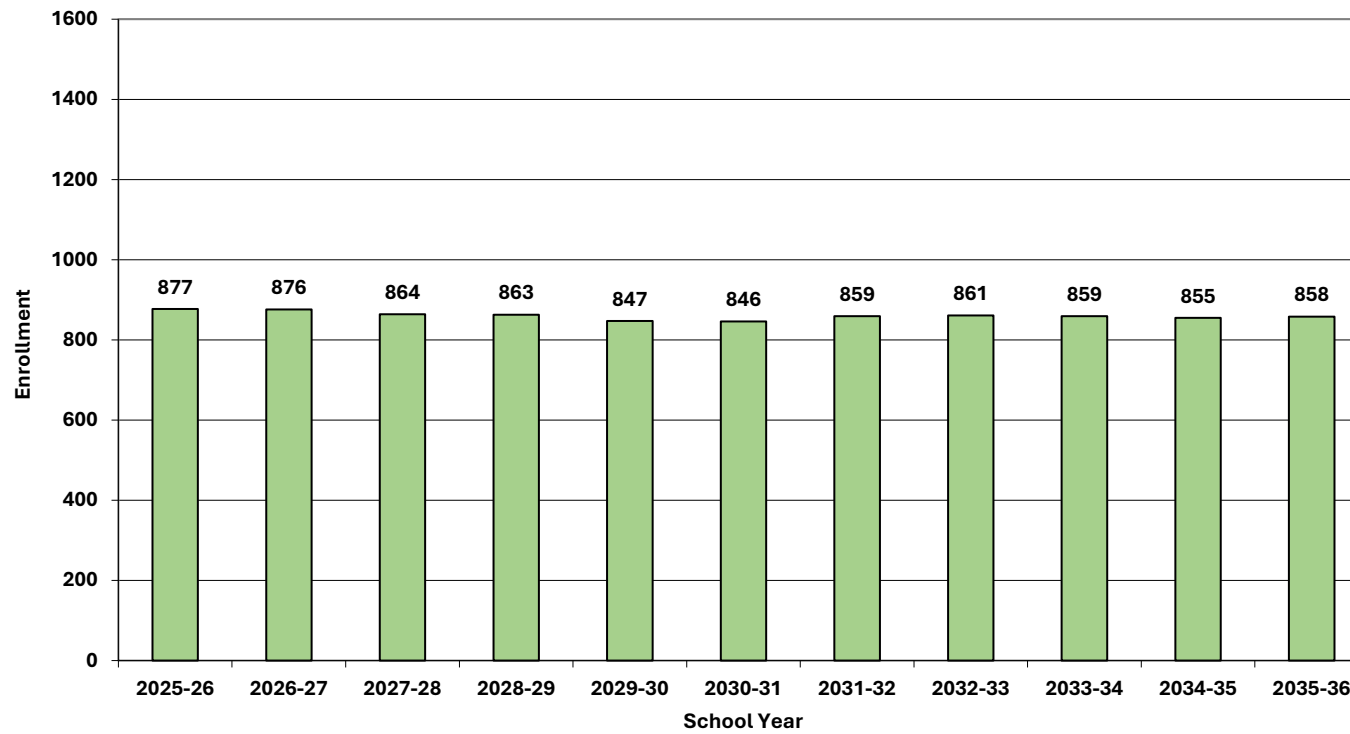
Projected Enrollment in Grade Combinations*										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2025-26	469	414	209	205	187	601	656	125	463	276
2026-27	484	429	220	209	181	610	665	116	447	266
2027-28	485	430	219	211	196	626	681	125	434	238
2028-29	480	425	209	216	198	623	678	134	438	240
2029-30	469	413	186	227	203	616	672	134	434	231
2030-31	466	410	184	226	204	614	670	131	436	232
2031-32	465	409	193	216	209	618	674	140	450	241
2032-33	450	394	201	193	221	615	671	141	467	246
2033-34	443	386	195	191	219	605	662	147	473	254
2034-35	449	392	192	200	211	603	660	151	463	252
2035-36	458	401	193	208	190	591	648	132	457	267

*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

Projected Percentage Changes			
School Year	K-12	Diff.	%
2025-26	877		
2026-27	876	-1	-0.1%
2027-28	864	-12	-1.4%
2028-29	863	-1	-0.1%
2029-30	847	-16	-1.9%
2030-31	846	-1	-0.1%
2031-32	859	13	1.5%
2032-33	861	2	0.2%
2033-34	859	-2	-0.2%
2034-35	855	-4	-0.5%
2035-36	858	3	0.4%
Change	-19		-2.2%

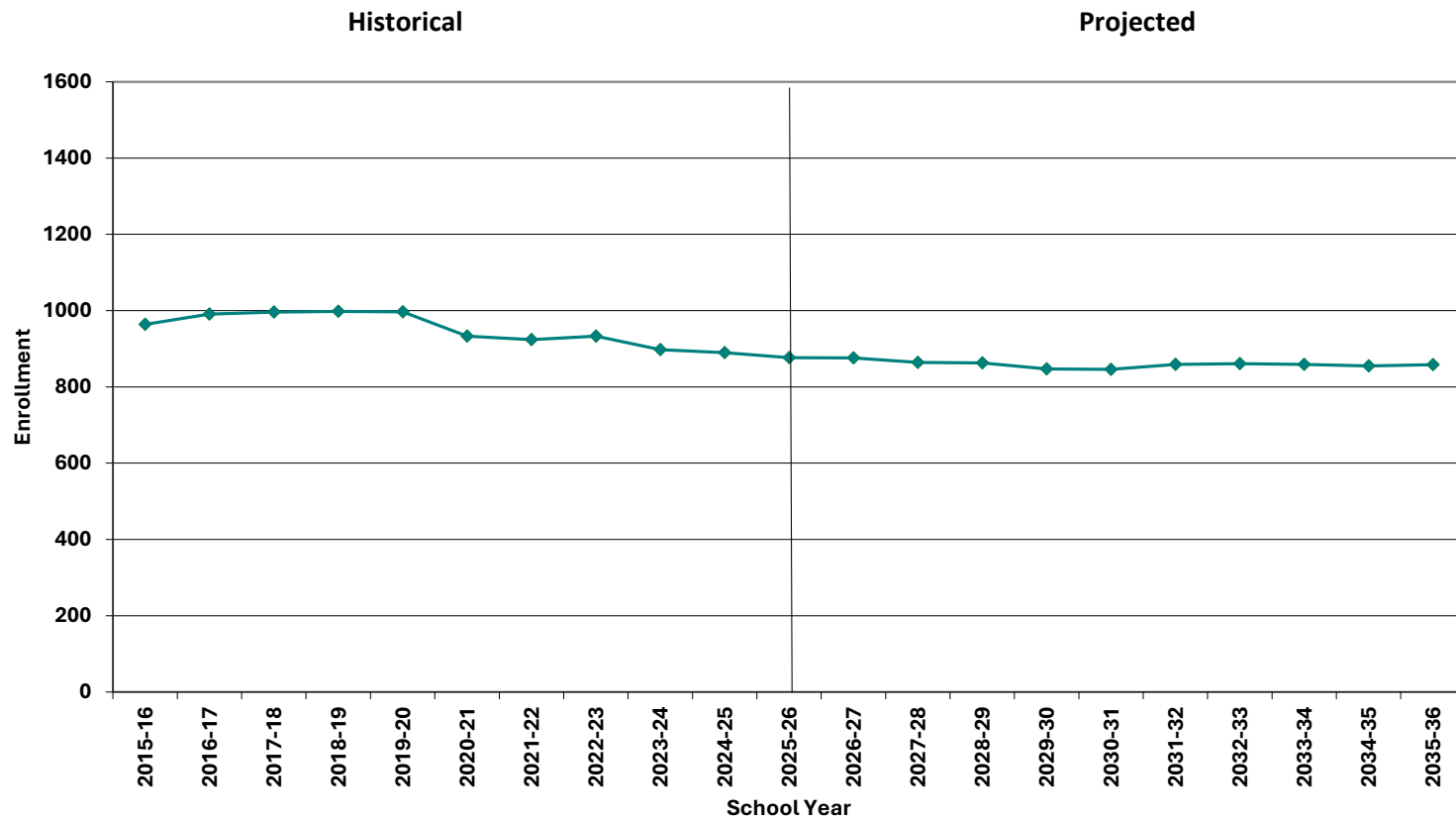


Grades K-12 Projected Enrollment



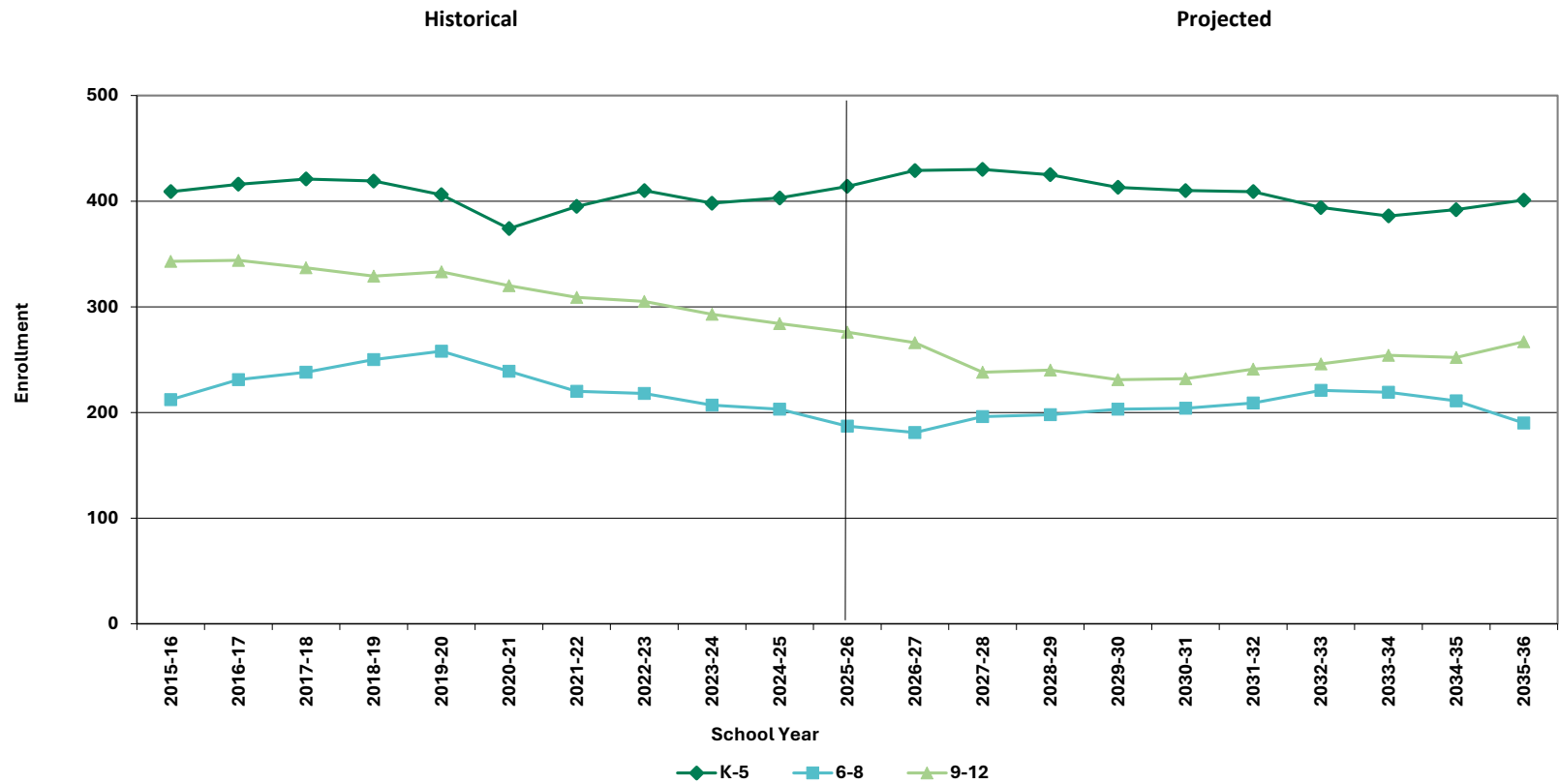


Grades K-12 Historical & Projected Enrollment



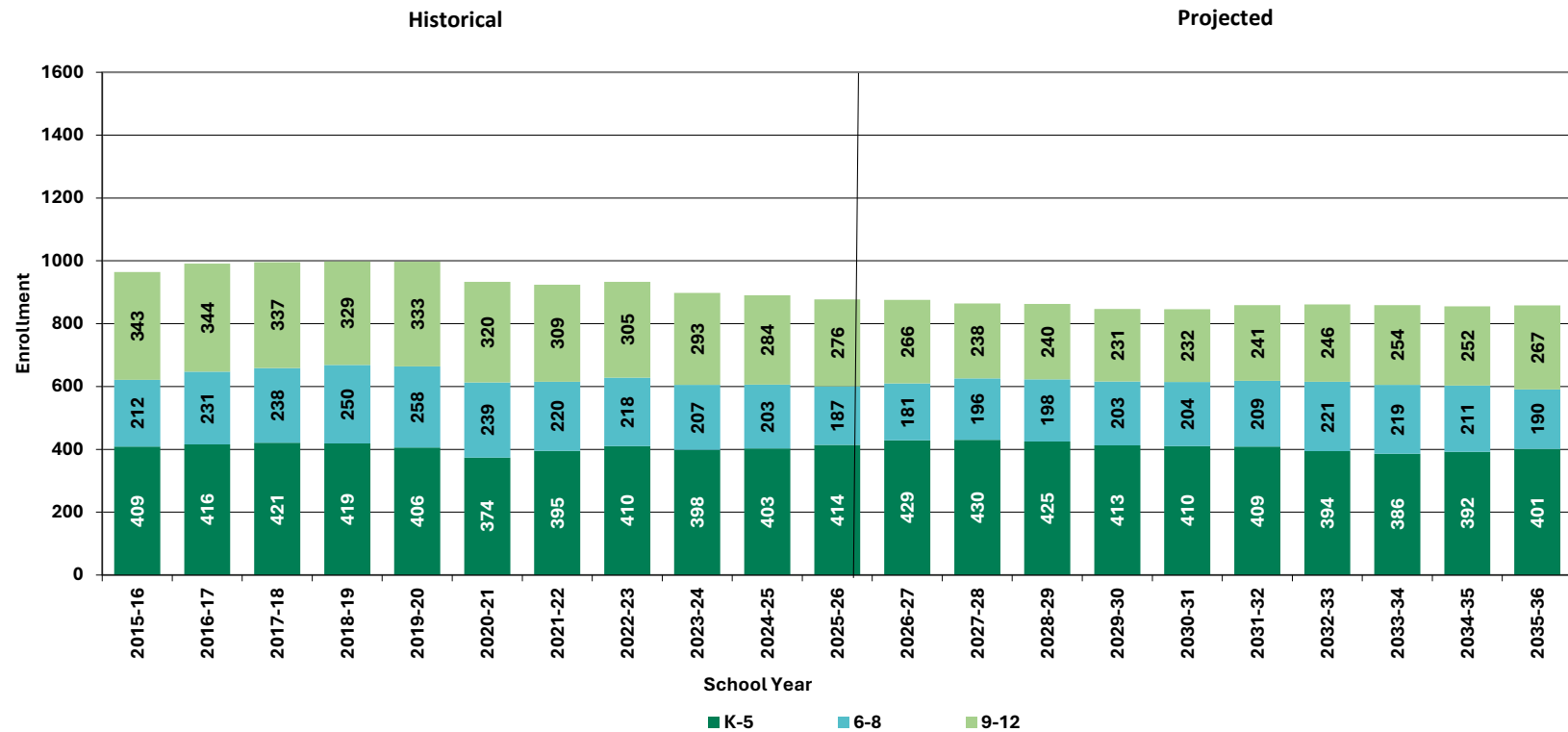


Historical & Projected Enrollment in Grade Combinations



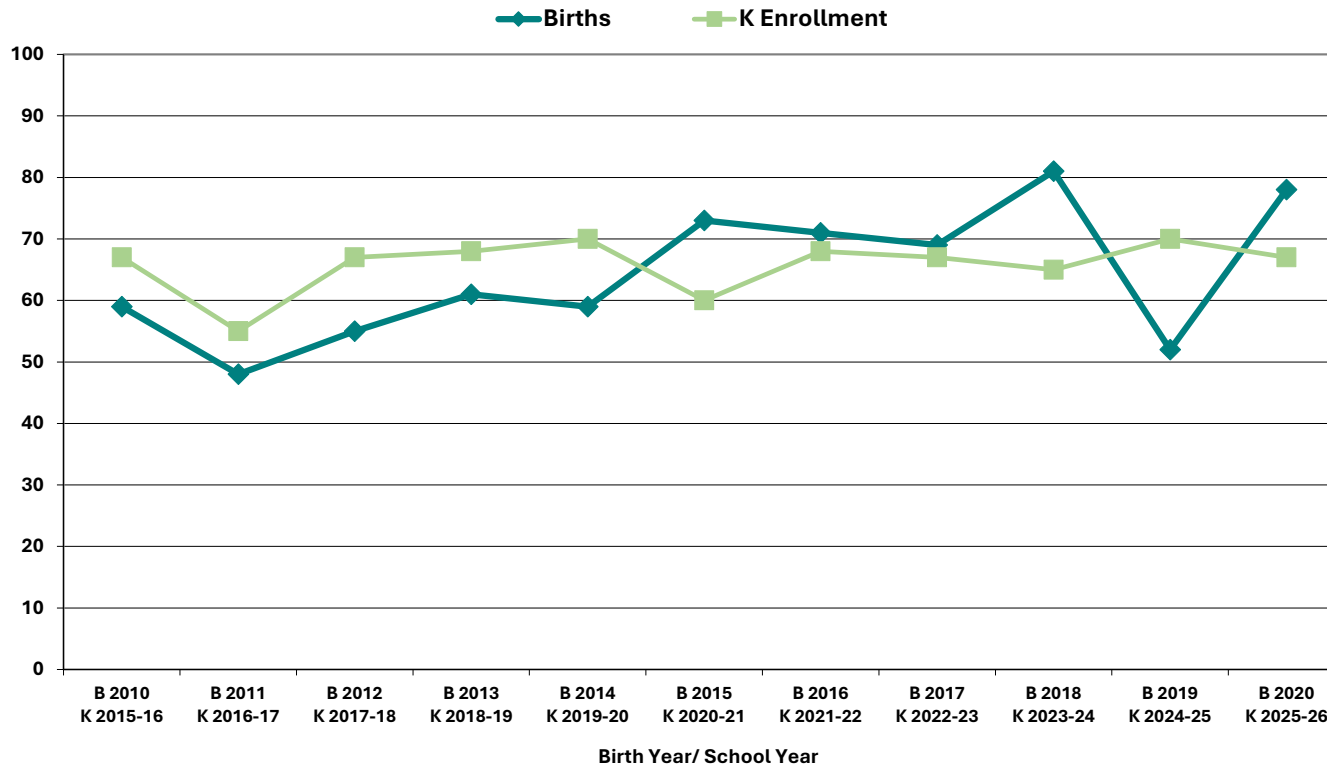


Historical & Projected Enrollment in Grade Combinations





Birth to Kindergarten Relationship



	B 2010 K 2015-16	B 2011 K 2016-17	B 2012 K 2017-18	B 2013 K 2018-19	B 2014 K 2019-20	B 2015 K 2020-21	B 2016 K 2021-22	B 2017 K 2022-23	B 2018 K 2023-24	B 2019 K 2024-25	B 2020 K 2025-26
Births	59	48	55	61	59	73	71	69	81	52	78
Kindergarten	67	55	67	68	70	60	68	67	65	70	67



Additional Information

School Year	9-12 CTE	K-12 Non-Public	K-12 Choice-In	K-12 Choice-Out	K-12 Out District SPED	K-12 Homeschool
2021-22	29	n/a	0	0	< 10 **	11
2022-23	37	n/a	< 10 **	0	< 10 **	10
2023-24	43	n/a	0	0	< 10 **	20
2024-25	45	n/a	n/a	n/a	< 10 **	< 10 **
2025-26	56	n/a	n/a	n/a	< 10 **	< 10 **

* Data provided by District.

"n/a" signifies that information was not provided by District.

** < 10 Not reported, to protect subgroups with fewer than 10 students.



New England's PK-12 Enrollments Trends

State	Fall 2013 PK - 12	Fall 2019 PK - 12	Fall 2022 PK - 12	Fall 2023 PK - 12	% Change 2013 - 23	% Change 2019-23	% Change 2022-23
USA	50,044,522	50,796,445	49,618,464	49,516,361	-1.1%	-2.5%	-0.2%
CT	546,200	523,690	513,513	512,652	-6.1%	-2.1%	-0.2%
ME	183,995	180,291	173,853	172,545	-6.2%	-4.3%	-0.8%
MA	955,739	959,394	923,349	914,958	-4.3%	-4.6%	-0.9%
NH	186,310	177,351	168,909	166,594	-10.6%	-6.1%	-1.4%
RI	142,008	143,557	137,449	136,154	-4.1%	-5.2%	-0.9%
VT	88,690	86,759	83,654	82,455	-7.0%	-5.0%	-1.4%

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2023, Table 203.20, Report Generated Oct. 2024, NESDEC 5.28.25

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.



Projection Methodology and Reliability

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment projections. NESDEC uses this method, but modifies it in order to move away from projections that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment projections (such as in/out-migration of students, resident births, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2024-25 increased to 104 students in Grade 2 in 2025-26, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the “out-years.” Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the “Projected Enrollment” tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October.** This service is available at no cost to affiliated school districts.



New England School Development Council

SAU #106

Timberlane Regional School District

School Year 2025-26 Enrollment Projection Report

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Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Historical Enrollment by Town.....	4
Projected Enrollment Table.....	5
Projected Enrollment Graph.....	6
Projected Enrollment by Town.....	7
Historical & Projected Enrollment Graph.....	8
Historical & Projected Enrollment in Grade Combinations Line Graph.....	9
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	10
Birth to Kindergarten Graph.....	11
Additional Information	12
New England PK-12 Enrollment Trends.....	13
Projection Methodology and Reliability	14



SAU #106, NH Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each year, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use annual birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 10 students of the K-12 total, 3,078 students projected vs. 3,068 enrolled. Note: Ungraded students are not included in K-12 total.

Births increased by 9 from a previous ten-year average of 210 to a projected average of 219. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 5 of the 8 most recent years, leading to a net increase averaging 2 students per year.

Over the next three years, District Grades K-5 enrollments are projected to decrease by 18 students, District Grades 6-8 enrollments are projected to increase by 2 students, and Grades 9-12 enrollments are projected to remain stable, as students move through the grades.



Historical Enrollment

School District: SAU #106 Timberlane - Sandown, NH

10/15/2025

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	191	2015-16	100	196	226	258	271	246	261	266	293	311	277	310	304	347		3566	3666
2011	169	2016-17	112	210	216	229	256	277	244	273	265	293	301	274	301	315		3454	3566
2012	185	2017-18	137	220	248	220	239	259	286	253	270	266	280	301	274	301		3417	3554
2013	201	2018-19	132	217	233	250	225	244	255	289	252	268	249	283	296	273		3334	3466
2014	221	2019-20	123	249	231	227	261	235	251	264	296	252	271	248	276	301		3362	3485
2015	214	2020-21	92	187	247	215	222	259	224	229	260	285	241	268	255	284		3176	3268
2016	223	2021-22	101	234	241	244	224	234	263	226	236	254	257	238	262	271		3184	3285
2017	224	2022-23	148	220	267	244	247	234	239	267	227	243	248	254	237	268		3195	3343
2018	258	2023-24	149	243	226	262	244	252	225	238	268	222	224	240	255	242		3141	3290
2019	214	2024-25	123	230	243	230	250	233	249	223	238	264	212	228	239	259		3098	3221
2020	227	2025-26	135	216	230	251	229	256	235	250	222	245	252	207	227	248		3068	3203

*Birth data provided by Public Health Vital Records Departments in each state.

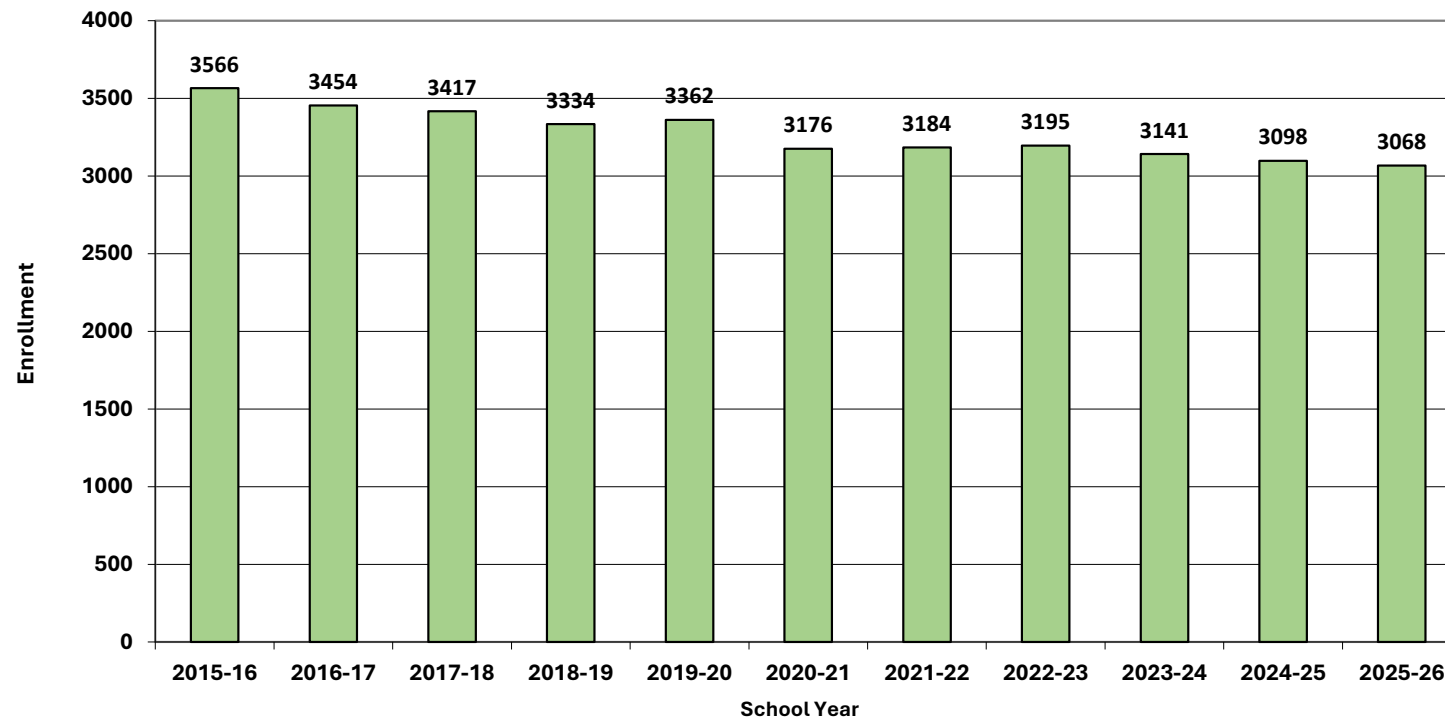
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2015-16	1558	1458	680	778	870	2328	2428	604	2108	1238
2016-17	1544	1432	655	777	831	2263	2375	558	2022	1191
2017-18	1609	1472	688	784	789	2261	2398	536	1945	1156
2018-19	1556	1424	700	724	809	2233	2365	520	1910	1101
2019-20	1577	1454	707	747	812	2266	2389	548	1908	1096
2020-21	1446	1354	649	705	774	2128	2220	545	1822	1048
2021-22	1541	1440	719	721	716	2156	2257	490	1744	1028
2022-23	1599	1451	731	720	737	2188	2336	470	1744	1007
2023-24	1601	1452	731	721	728	2180	2329	490	1689	961
2024-25	1558	1435	703	732	725	2160	2283	502	1663	938
2025-26	1552	1417	697	720	717	2134	2269	467	1651	934

Historical Percentage Changes			
School Year	K-12	Diff.	%
2015-16	3566		
2016-17	3454	-112	-3.1%
2017-18	3417	-37	-1.1%
2018-19	3334	-83	-2.4%
2019-20	3362	28	0.8%
2020-21	3176	-186	-5.5%
2021-22	3184	8	0.3%
2022-23	3195	11	0.3%
2023-24	3141	-54	-1.7%
2024-25	3098	-43	-1.4%
2025-26	3068	-30	-1.0%
Change	-498		-14.0%

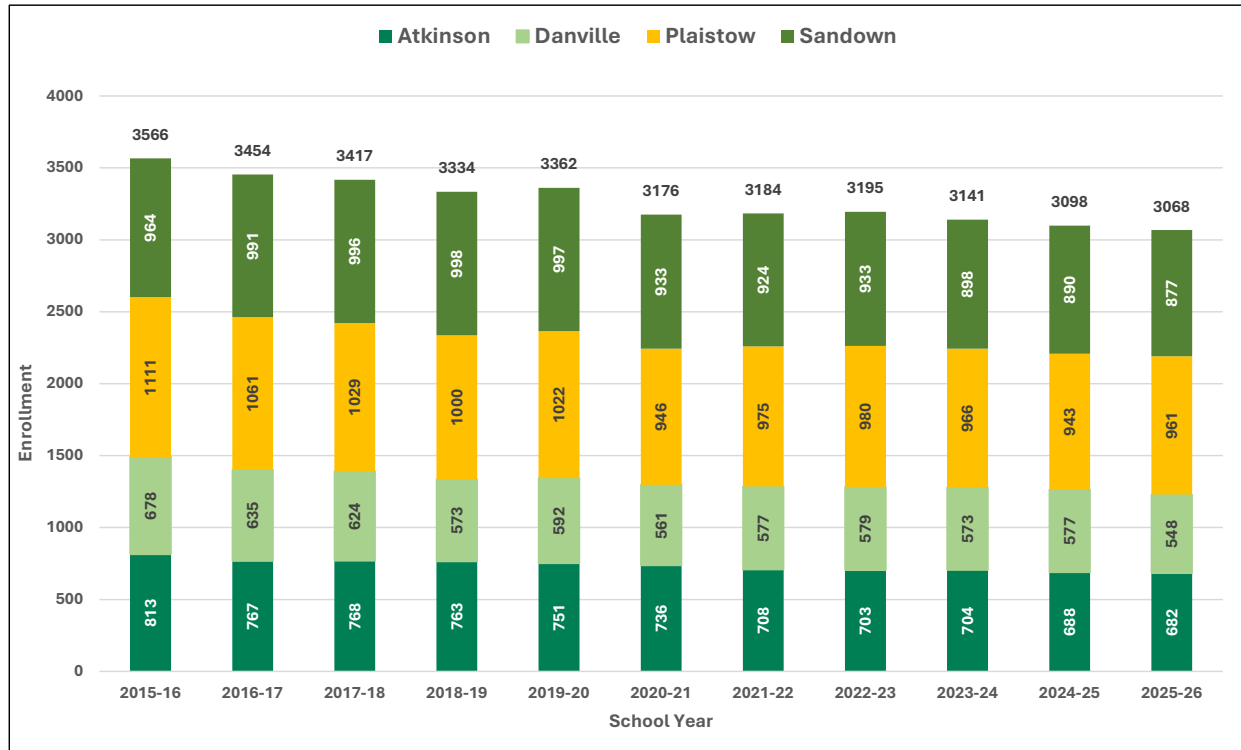


Grades K-12 Historical Enrollment





Grades K-12 Historical Enrollment by Town



Town	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Atkinson	23%	22%	22%	23%	22%	23%	22%	22%	22%	22%	22%
Danville	19%	18%	18%	17%	18%	18%	18%	18%	18%	19%	18%
Plaistow	31%	31%	30%	30%	30%	30%	31%	31%	31%	30%	31%
Sandown	27%	29%	29%	30%	30%	29%	29%	29%	29%	29%	29%

* percentages rounded



Projected Enrollment

School District: SAU #106 Timberlane - Sandown, NH

10/15/2025

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2020	227		2025-26	135	216	230	251	229	256	235	250	222	245	252	207	227	248		3068	3203
2021	238		2026-27	135	238	223	232	248	231	254	235	250	222	233	251	208	233		3058	3193
2022	233		2027-28	135	233	245	225	230	250	229	255	234	250	210	232	250	213		3056	3191
2023	211		2028-29	135	210	240	247	222	232	248	230	255	234	237	208	232	257		3052	3187
2024	199	(prov.)	2029-30	139	197	216	242	244	224	230	249	231	256	221	236	209	237		2992	3131
2025	222	(est.)	2030-31	139	222	204	218	239	246	223	230	249	231	242	219	237	214		2974	3113
2026	221	(est.)	2031-32	139	220	229	206	215	241	244	223	231	249	219	241	220	243		2981	3120
2027	217	(est.)	2032-33	139	215	227	231	204	217	240	244	221	232	235	218	242	226		2952	3091
2028	214	(est.)	2033-34	143	213	221	229	228	206	215	240	244	221	220	233	219	248		2937	3080
2029	214	(est.)	2034-35	143	213	220	223	226	230	205	217	239	245	207	218	234	224		2901	3044
2030	217	(est.)	2035-36	143	216	220	222	220	228	229	207	219	240	231	205	218	240		2895	3038

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

*Birth data provided by Public Health Vital Records Departments in each state.

Based on an estimate of births

Based on children already born

Based on students already enrolled

** < 10 Not reported, to protect subgroups with fewer than 10 students.

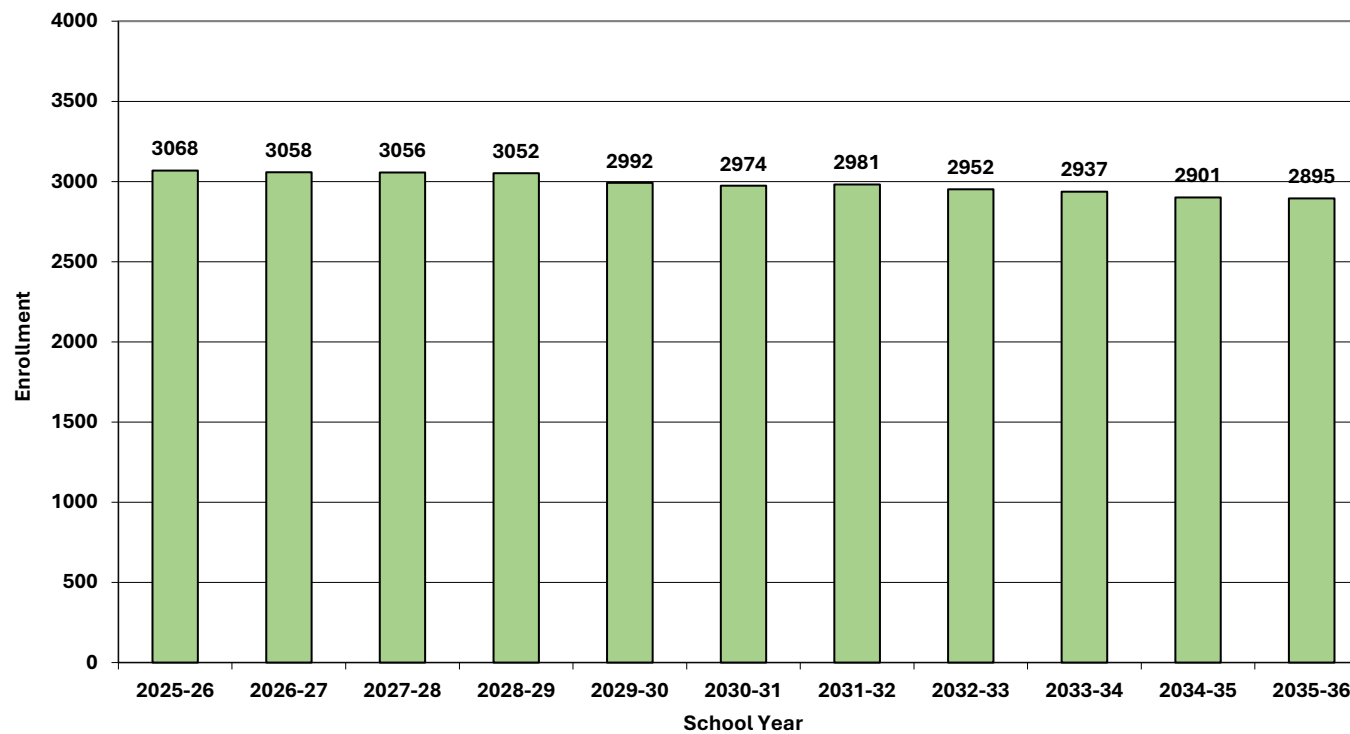
Projected Enrollment in Grade Combinations*										
School Year	PK-5	K-5	K-2	3-5	6-8	K-8	PK-8	7-8	6-12	9-12
2025-26	1552	1417	697	720	717	2134	2269	467	1651	934
2026-27	1561	1426	693	733	707	2133	2268	472	1632	925
2027-28	1547	1412	703	709	739	2151	2286	484	1644	905
2028-29	1534	1399	697	702	719	2118	2253	489	1653	934
2029-30	1492	1353	655	698	736	2089	2228	487	1639	903
2030-31	1491	1352	644	708	710	2062	2201	480	1622	912
2031-32	1494	1355	655	700	703	2058	2197	480	1626	923
2032-33	1473	1334	673	661	697	2031	2170	453	1618	921
2033-34	1455	1312	663	649	705	2017	2160	465	1625	920
2034-35	1460	1317	656	661	701	2018	2161	484	1584	883
2035-36	1478	1335	658	677	666	2001	2144	459	1560	894

*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

Projected Percentage Changes			
School Year	K-12	Diff.	%
2025-26	3068		
2026-27	3058	-10	-0.3%
2027-28	3056	-2	-0.1%
2028-29	3052	-4	-0.1%
2029-30	2992	-60	-2.0%
2030-31	2974	-18	-0.6%
2031-32	2981	7	0.2%
2032-33	2952	-29	-1.0%
2033-34	2937	-15	-0.5%
2034-35	2901	-36	-1.2%
2035-36	2895	-6	-0.2%
Change		-173	-5.6%

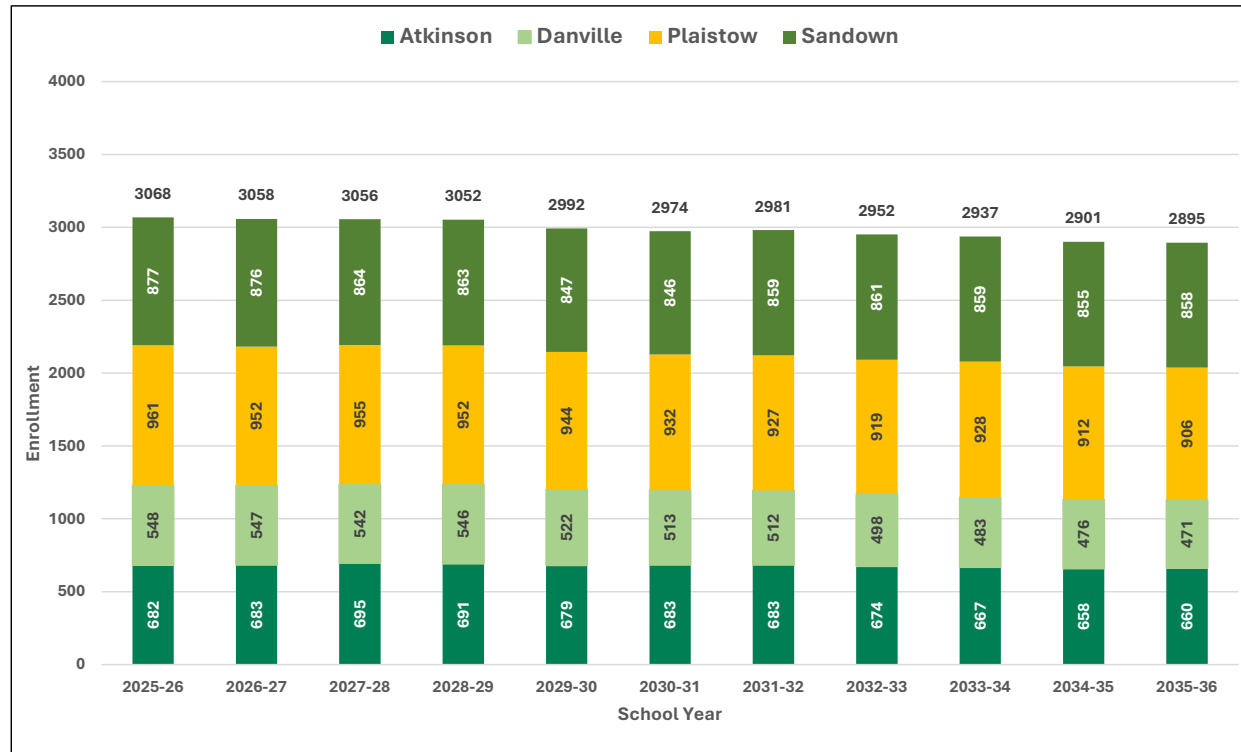


Grades K-12 Projected Enrollment





Grades K-12 Projected Enrollment by Town

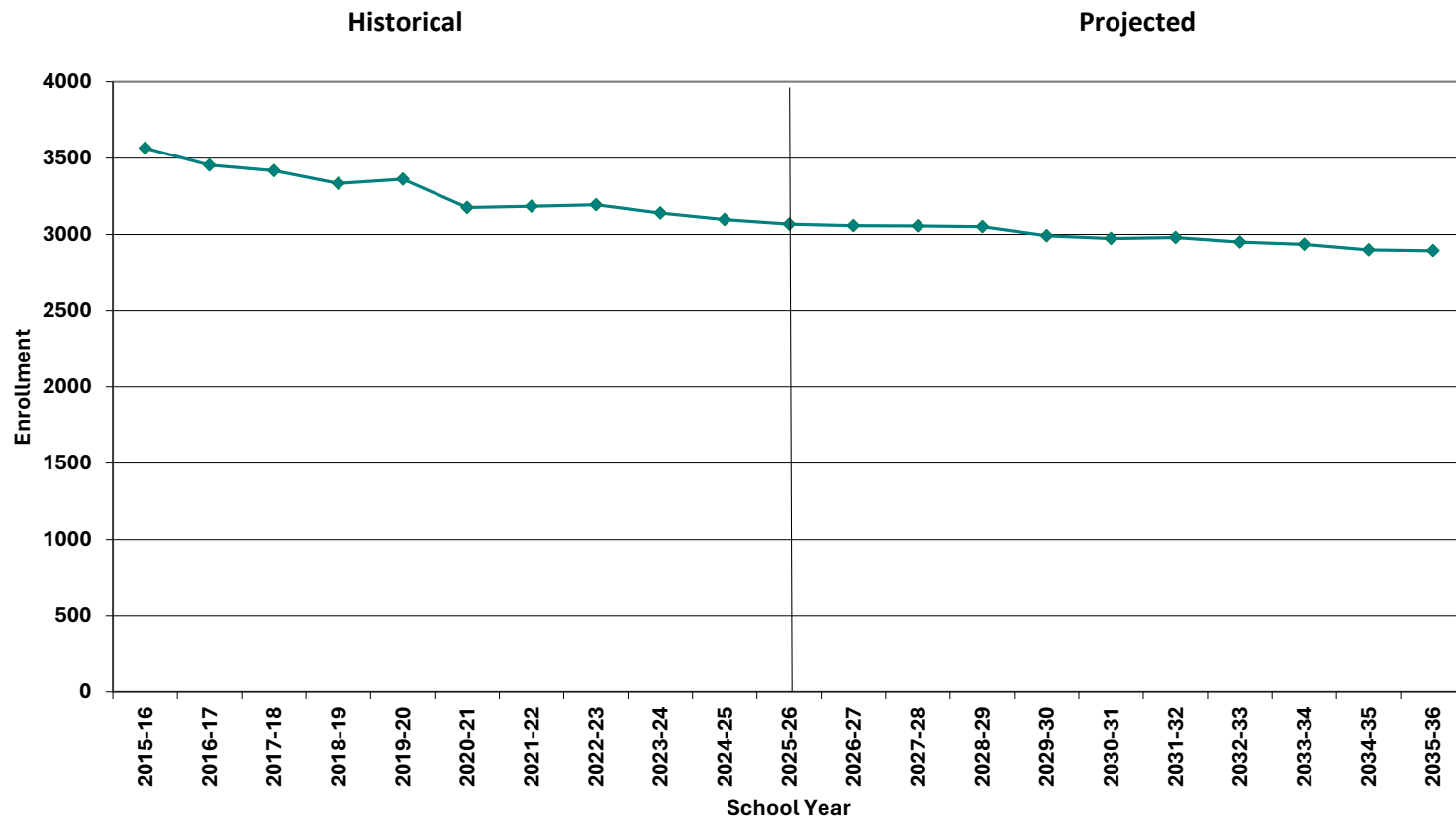


Town	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
Atkinson	22%	22%	23%	23%	23%	23%	23%	23%	23%	23%	23%
Danville	18%	18%	18%	18%	17%	17%	17%	17%	16%	16%	16%
Plaistow	31%	31%	31%	31%	32%	31%	31%	31%	32%	31%	31%
Sandown	29%	29%	28%	28%	28%	28%	29%	29%	29%	29%	30%

* percentages rounded

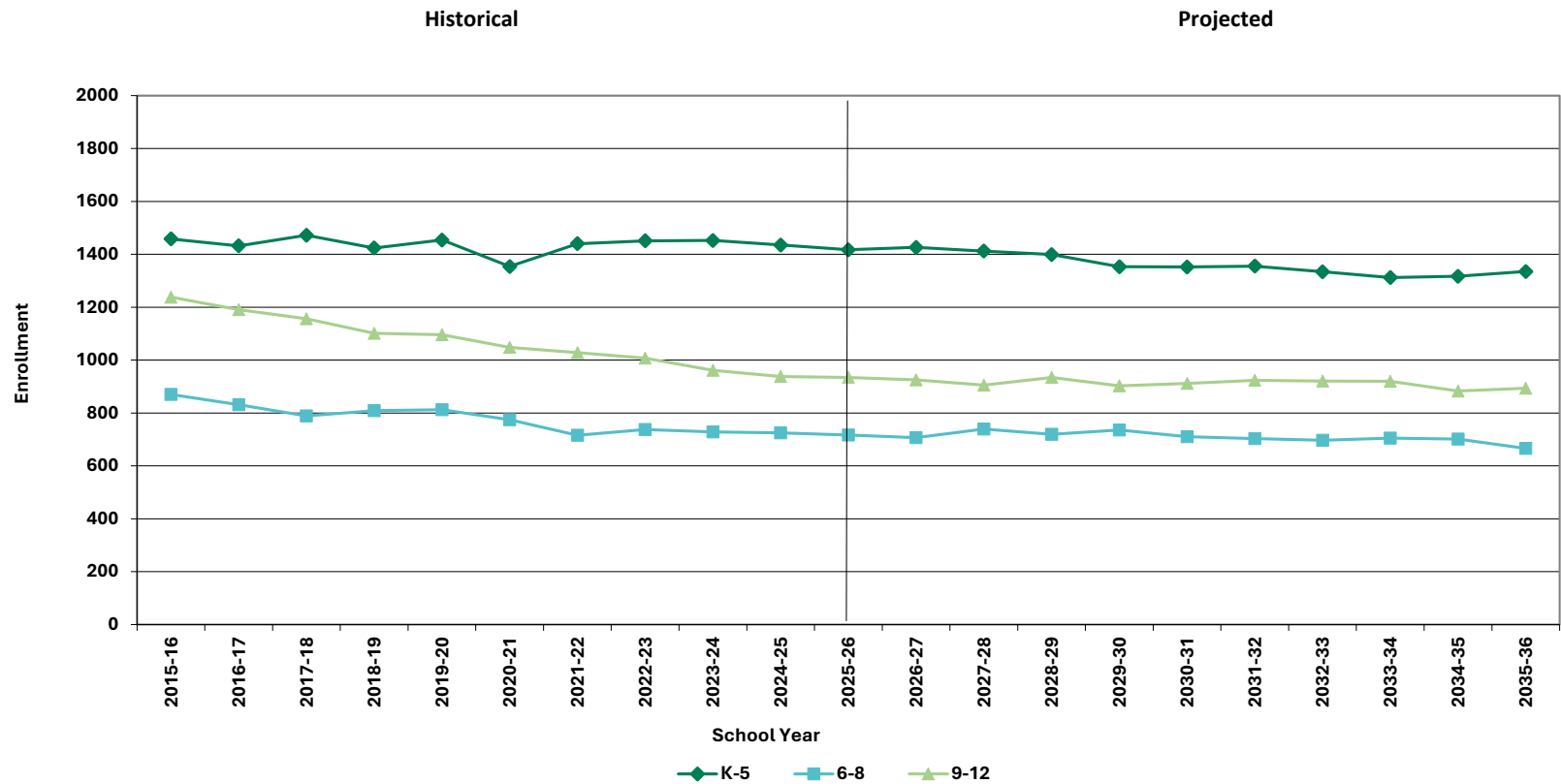


Grades K-12 Historical & Projected Enrollment



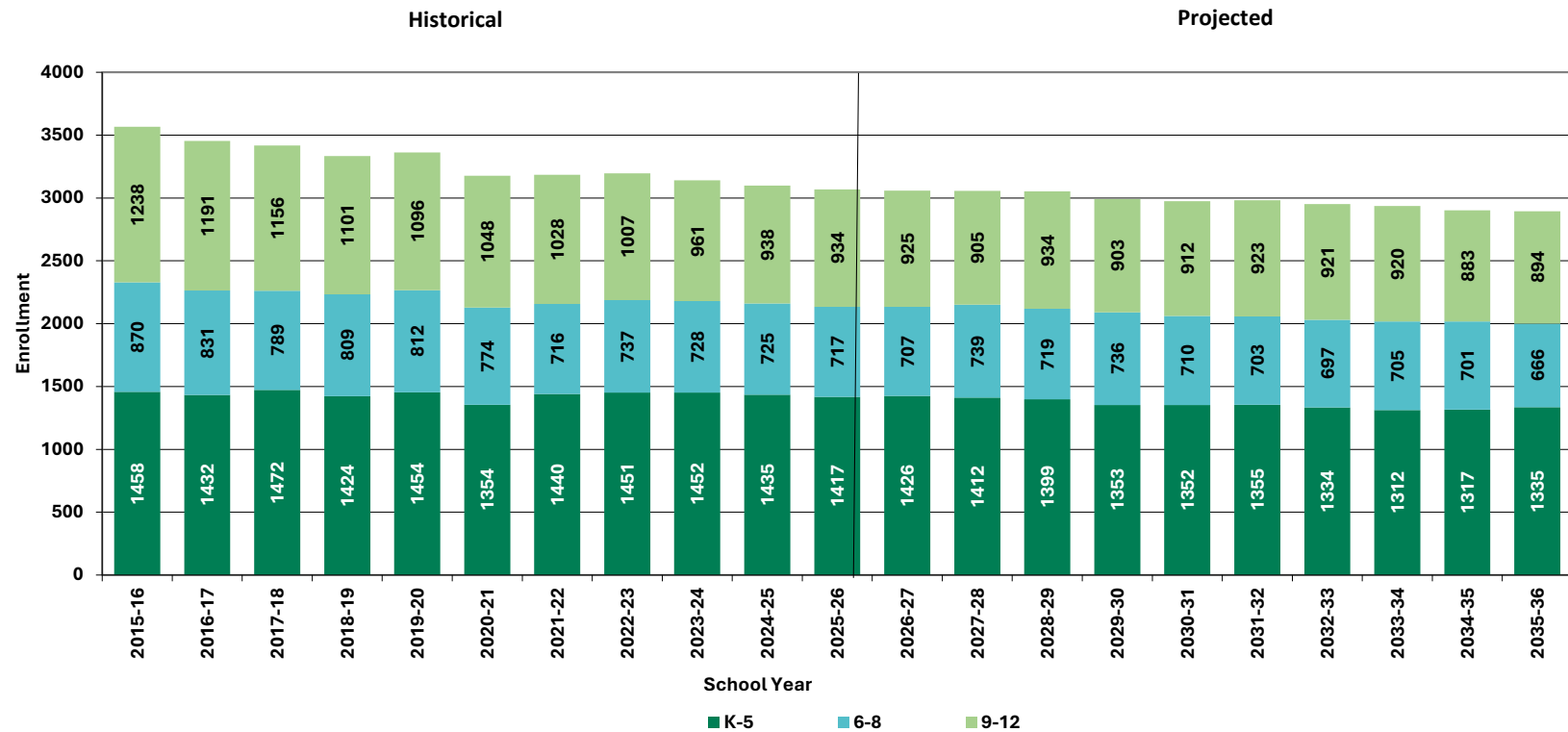


Historical & Projected Enrollment in Grade Combinations



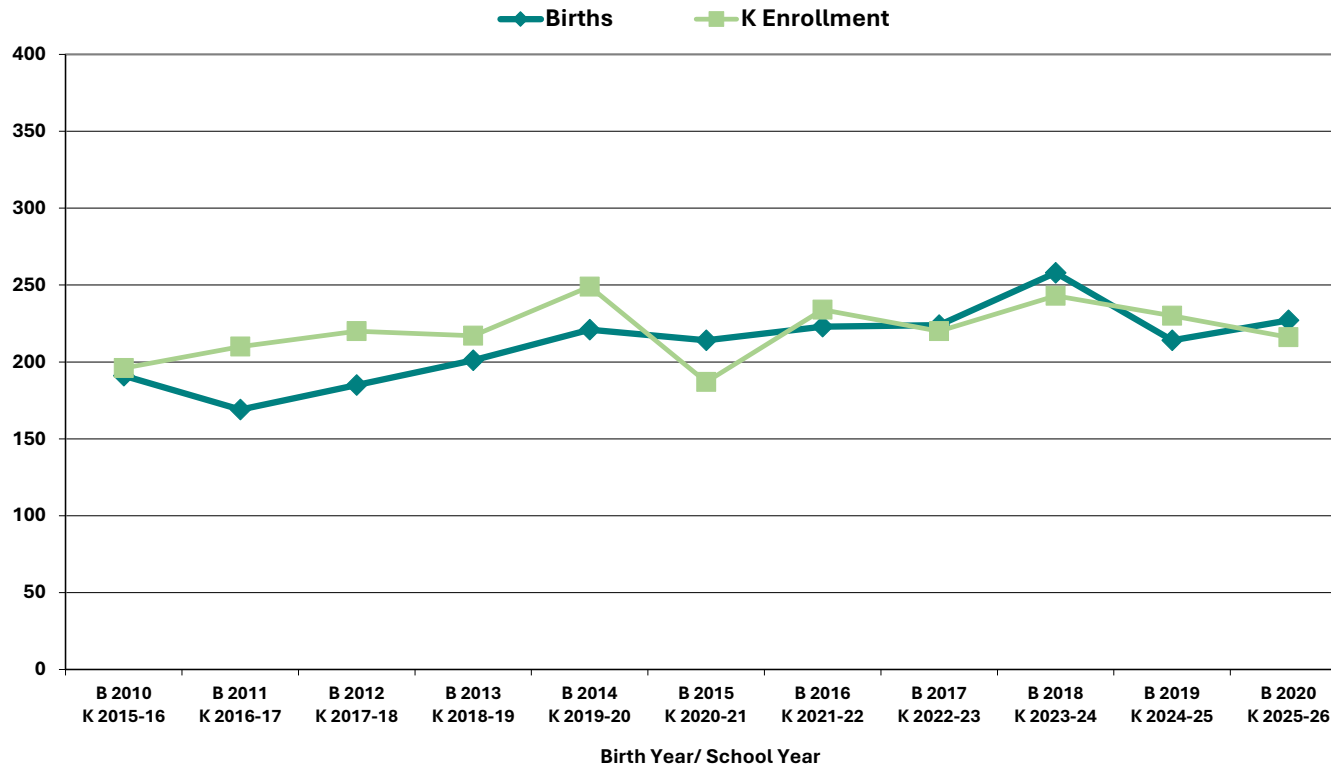


Historical & Projected Enrollment in Grade Combinations





Birth to Kindergarten Relationship



	B 2010 K 2015-16	B 2011 K 2016-17	B 2012 K 2017-18	B 2013 K 2018-19	B 2014 K 2019-20	B 2015 K 2020-21	B 2016 K 2021-22	B 2017 K 2022-23	B 2018 K 2023-24	B 2019 K 2024-25	B 2020 K 2025-26
Births	191	169	185	201	221	214	223	224	258	214	227
Kindergarten	196	210	220	217	249	187	234	220	243	230	216



Additional Information

School Year	9-12 CTE	K-12 Non-Public	K-12 Choice-In	K-12 Choice-Out	K-12 Out District SPED	K-12 Homeschool
2021-22	83	n/a	< 10 **	0	36	46
2022-23	107	n/a	< 10 **	0	25	22
2023-24	125	n/a	< 10 **	0	25	33
2024-25	143	n/a	< 10 **	0	22	21
2025-26	152	n/a	< 10 **	n/a	25	23

* Data provided by District.

"n/a" signifies that information was not provided by District.

** < 10 Not reported, to protect subgroups with fewer than 10 students.



New England's PK-12 Enrollments Trends

State	Fall 2013 PK - 12	Fall 2019 PK - 12	Fall 2022 PK - 12	Fall 2023 PK - 12	% Change 2013 - 23	% Change 2019-23	% Change 2022-23
USA	50,044,522	50,796,445	49,618,464	49,516,361	-1.1%	-2.5%	-0.2%
CT	546,200	523,690	513,513	512,652	-6.1%	-2.1%	-0.2%
ME	183,995	180,291	173,853	172,545	-6.2%	-4.3%	-0.8%
MA	955,739	959,394	923,349	914,958	-4.3%	-4.6%	-0.9%
NH	186,310	177,351	168,909	166,594	-10.6%	-6.1%	-1.4%
RI	142,008	143,557	137,449	136,154	-4.1%	-5.2%	-0.9%
VT	88,690	86,759	83,654	82,455	-7.0%	-5.0%	-1.4%

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2023, Table 203.20, Report Generated Oct. 2024, NESDEC 5.28.25

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.



Projection Methodology and Reliability

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment projections. NESDEC uses this method, but modifies it in order to move away from projections that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment projections (such as in/out-migration of students, resident births, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2024-25 increased to 104 students in Grade 2 in 2025-26, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the "out-years." Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October.** This service is available at no cost to affiliated school districts.



EXECUTIVE SUMMARY

Student Council - Waterville Valley - Overnight Travel

Conference:

TRHS Student Council would like to attend the NHASC (NH State) Fall Conference. This leadership conference provides training for Student Council members, connections with other NH students, opportunities to hear from speakers and mentors, and time to plan programs for school.

Trip Info:

Dates: November 13-14 2025

Location: Waterville Valley Conference Center

Number of Students: 5

Number of Chaperones: 2

Lodging location: Black Bear Lodge

Transportation: Bus (shared bus with Sanborn High School)

Funding: students pay \$250 (per person) (\$200 for conference fee and \$50 to cover the cost of the bus).

Respectfully submitted,
Jennifer Puchlopek, Secondary Curriculum Coordinator



EXECUTIVE SUMMARY

Outdoor Adventure Club - Crawford Notch Hiking Trip - Overnight Travel

Overview:

The Outdoor Adventure club is seeking board approval for a two-day, one-night hiking trip to Crawford Notch State Park. The trip, organized in partnership with the Appalachian Mountain Club (AMC), will provide students with an immersive outdoor education experience that focuses on leadership, resilience, teamwork, environmental awareness, and safety.

Dates:

December 6–7, 2025

Location:

Crawford Notch, New Hampshire

Lodging and Meals:

AMC Highland Center in bunk rooms of 4

Dinner on Saturday and breakfast on Sunday will be provided as part of the lodging package

Itinerary:

- **Saturday, December 6:**
Students will meet at Timberlane Regional High School and travel by rented vehicles to the AMC Highland Center in Crawford Notch. The group will complete a hike to Mount Pierce, with an optional extension to Mount Eisenhower. The total distance will be approximately 10 miles round trip for those that choose to hike both peaks.
- **Sunday, December 7:**
Students will participate in a shorter hike to either Mount Jackson or Mount Willard before returning back to the school in the afternoon.

Funding and Equipment:

The trip is fully grant-funded through the Appalachian Mountain Club.

A previous grant from the National Energy Education Development (NEED) Project will cover vehicle rental for transportation.

All students will borrow appropriate winter hiking equipment from AMC to ensure safety and preparedness.

Participation and Supervision:

A total of nine students and five faculty chaperones will participate.

All chaperones are experienced hikers and trained in first aid and outdoor safety.

One chaperone is a certified Wilderness First Responder and a CPR/First Aid trainer.

Respectfully submitted,
Jennifer Puchlopek, Secondary Curriculum Coordinator

Timberlane Regional School District

Kindergarten

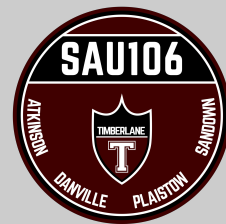
What is our current model?

What is the fiscal impact of moving to a full-day, tuition-free model?

What are the benefits of moving to a full-day model?



November 6, 2025



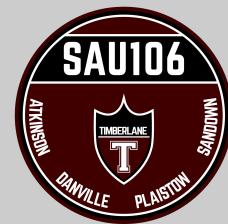
Current Model

Two Pathways

Tuition-Free ½ Day Program

or

Tuition Full Day Program



Current Model Enrollments

216

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

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

228

244

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

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

220



NESDEC...238 (26-27) | 233 (27-28) | 210 (28-29)



Current Model

In FY26 Operating Budget

12.5 FTE K Teaching Positions

12.0 FTE K Paraeducator Positions

Transportation Contract

Facilities Budget

Curriculum and Professional Learning Budgets

Elementary School Budgets



Changing the Model In FY27

- (1) Lose Tuition Revenue
- (2) Gain Adequacy Revenue
- (3) Assess Staffing Numbers
- (4) Adjust Transportation Numbers



Full Day Model In FY27

(1) Lose Tuition Revenue

FY24 Actual
\$709,238

FY25 Actual
\$541,356

240 → total # of projected K students

70 → # of projected ½ day K students

of projected tuition waivers

170 → total # of projected K tutioned students

\$4,500 → tuition \$ per full-day K student

(\$765,000) → projected FY27 loss of revenue



Full Day Model In FY27

(2) Gain Adequacy Revenue

FY27

\$2,175.50 additional per student

$$\$2,175.50 \times 170 = \$369,835$$

FY28

Receive full base adequacy per student.

In FY28, full base adequacy will be \$4,439.



Full Day Model In FY27

(3) Increase/Decrease Staffing Capacity

FY26

12.5 FTE K Teachers

12.0 FTE K Paras

216



FY27

12.0 FTE K Teachers

12.0 FTE K Paras

240

\$50,000

NESDEC...238 (26-27) | 233 (27-28) | 210 (28-29)



Full Day Model In FY27

(4) Adjust Transportation Numbers

If current model, then

FY27

\$102.99 midday bus

4 busses per day

\$74,152.80



If full-day model, then

FY27

\$102.99 midday bus

0 busses per day

\$0



Full Day Model In FY27

Projected Cost

●	(\$765,000)	→	loss of tuition revenue
+	\$369,835	→	gain of adequacy revenue
+	\$50,000	→	reduce .5 FTE K Teacher
+	\$74,153	→	midday bus cost

\$271,012



Benefits of Full Day Kindergarten

TIME

Instructional delivery
(all tiers)

Access to Unified
Arts (specials)

Increased
social
development

Increased safe
relationships/
community
integration

Opportunities
for Science
and SS

Depth of instruction
for foundational
reading and math
skills



Full Day vs Half Day Schedules

8:15-8:45	Arrival/Soft Start Activities
8:45-9:00	Morning Meeting
9:00-9:30	Small Group Instruction - Literacy
9:30-10:00	Word Work/Phonics
10:00-10:15	Snack
10:15-10:50	Literacy – Vocabulary/Writing
10:50-11:40	Lunch/Recess
11:40-11:50	Read Aloud
11:50-12:25	Calendar/Math lesson
12:25-1:10	Unified Arts
1:15-1:45	Small Group Instruction - Math
1:45-2:15	Snack/Recess
2:15-2:35	Integrated Studies
2:35-2:55	Play Choices
2:45-3:05	Closing Circle/Pack Up/Jobs/Dismissal

8:15-8:35	Soft Start
8:40-8:55	Morning Meeting
9:00-9:30	Phonics Instruction
9:35-9:45	Snack
9:50-10:00	Integrated Units/Read Aloud
10:05-10:30	Math
10:30-10:50	Literacy centers/small groups
10:50-11:00	Exploration/choice time
11:00-11:05	Closing circle/pack up/dismissal

Full Day vs Half Day Schedules

8:15-8:40	Unpack/Exploration
8:45-9:00	Morning Meeting
9:05-9:20	Math Talk/lesson
9:25-9:40	Snack
9:45-10:20	Math small group
10:25-11:10	Guided Play (inc. literacy and math)
11:15-11:40	Lunch
11:45-12:10	Recess
12:15-1:30	Phonics and Literacy small group
1:35-2:20	Unified Arts
2:25-2:55	Writing/Science
2:55	Closing Meeting/Pack up
3:00	Dismissal

8:15-9:00	Arrival and Structured Play
9:00-9:25	Morning Meeting
9:25-10:00	Small group math or writing/phonics (with 15 min snack)
10:00-10:30	Phonics
10:30-10:55	Calendar and Math lesson
10:55	Pack up/Dismissal – Read Aloud/Mystery Science, if time



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

November 6, 2025

Second Read/Adoption

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

Revocation

(Notice was provided on 10/16/25)

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

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

SUMMER ~~LEARNING~~ ACTIVITIES

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

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

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

EARNING OF HIGH SCHOOL CREDIT – ACHIEVEMENT OF COMPETENCIES

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

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

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

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

Legal References:

Ed 306.02(e), Credit

Ed 306.04(a)(15), How Credit Can Be Earned

Ed 306.04(a)(16), How A Credit Used To Track Achievement Of Graduation

Competencies

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

A. Definitions.

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

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

B. Credits Awarded Upon Demonstration of Achievement of Competencies.

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

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

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

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

D. Interdisciplinary Credit.

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

E. Transfer Credit

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

F. Learn Everywhere

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

- b. The District will accept Learn Everywhere credits for at least 1/3 of the total number of credits required for graduation. A student may petition the Principal to allow for a greater percentage of credits, up to 100%, to be allowed. The Principal will review the request and make a recommendation to accept or deny the request to the Superintendent, whose decision to approve or deny the request will be final.
- c. Students may petition the Principal to allow credit earned through this program to be applied towards a different required subject (including electives), in compliance with Section E (Transfer Credit), above:
 - i. The Superintendent will make the final approval or denial,
 - ii. If the petition is denied, the credit shall be applied to the originally designated area, even if it results in an excess of credits in that area.
- 2. Should a student with an IEP seek credit through a learn everywhere program, the IEP team may decide not to redraft, revise, amend, or modify the IEP to include the desired learn everywhere program, as described in 1406.01(c).

G. Denial of Credit

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

H. Minimum Course Load

- 1. Students shall be enrolled in no less than 3 credits or its equivalent per year, unless the student: (306.23(i)(1-3))
 - a. Has an approved IEP plan that has determined the need for fewer credits per year; (Ed1109)
 - b. Has been approved for early graduation (see Board policy IKF;
 - c. Pursuant to any other Board policy; or
 - d. Special or unusual circumstances exist such that a waiver might be appropriate under applicable Department of Education rules or policy BAAA. 306.23(i)(3)

I. Implementation

- 1. The Superintendent, in consultation with the high school principal(s) and curriculum coordinators, shall be responsible for establishing adequate procedures to ensure implementation of this policy. Procedures should address such matters as:
 - a. Identifying competency assessments consistent with the provisions of Board policy ILBA,
 - b. Application and approval processes (when permitted) for alternative methods to earn a credit or demonstrate achievement of competencies,
 - c. Identification of person(s) responsible for approval, supervision, monitoring progress, and appropriate assessment in individualized learning opportunities/alternative learning plans,
 - d. Practices to strive for student safety, and
 - e. Practices that strive for equal access for all students.
- 2. Any such regulations or procedures will be included in the Student Handbook, as will information pertaining to the various learning opportunities and methods for earning credits.

References

RSA 193-E Adequate Public Education

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

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

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

INTERDISCIPLINARY CREDIT

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

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

Legal References:

NH code of Administrative Rules, Section Ed 306.04(a)(14), Earning of Credit

NH code of Administrative Rules, Section Ed 306.14(f) Awarding of Credit

NH code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies

NH code of Administrative Rules, Section Ed 306.27(p), Counting Credits

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

HIGH SCHOOL GRADUATION COMPETENCIES

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

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

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

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

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

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

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

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

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

Legal References:

Ed 306.02(d), Competencies

Ed 306.02(g), District competencies

Ed 306.02(j), Graduation competencies

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

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

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

ALTERNATIVE CREDIT OPTIONS FOR HIGH SCHOOL GRADUATION

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

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

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

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

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

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

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

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

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

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

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

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

Funding

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

Legal Reference:

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

2026 Timberlane Regional School District Warrant

State of New Hampshire

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

First Session of Annual Meeting (Deliberative)

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

Second Session of Annual Meeting (Voting)

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

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

Article 1 - Election of Officers

To choose the following school district officers:

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

2024-2025 Cost Per Pupil: \$X

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

Article 2 – Operating Budget

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

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:

If Article passes - Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

If Article fails - Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

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

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Support Staff Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of \$X for the 2026-27 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:

Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

Article 4 – Authorization for Special Meeting on Cost Items

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

Recommended by the School Board

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

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Employees’ Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of \$X for the 2026-27 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:

Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

Article 6 – Authorization for Special Meeting on Cost Items

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

Recommended by the School Board

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

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

Fiscal Year	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of \$X for the 2026-27 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:

Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

Article 8 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 7 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 7 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 9 – 3 Year Collective Bargaining Agreement (Timberlane Certified Specialists Union)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Certified Specialists' Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of \$X for the 2026-27 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a DECREASE/INCREASE as follows:

Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

Article 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 voters of the School District raise and appropriate up to \$250,000 to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2026 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2025-2026 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 12- 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, **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

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 10/31/25

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Athletics/Activities										
5190	Athletics/Activities	Coaching	Assistant Varsity Swim Coach	Timberlane Regional High School	10/28/2025	open until filled	Nov-25	2025-2026	3	0
5189	Athletics/Activities	Coaching	TRHS Assistant Indoor Track Coach	Timberlane Regional High School	10/28/2025	open until filled	12/1/2025	2025-2026	3	1
5184	Athletics/Activities	Coaching	TRHS Freshmen Boys Basketball Coach	Timberlane Regional High School	10/2/2025	open until filled	12/1/2025	2025-2026	29	3
5171	Athletics/Activities	Coaching	TRMS Girls Basketball A Coach	Timberlane Regional Middle School	9/11/2025	open until filled	Nov-25	2025-2026	50	6
5172	Athletics/Activities	Coaching	TRMS Girls Basketball B Coach	Timberlane Regional Middle School	9/11/2025	open until filled	Nov-25	2025-2026	50	1
Elementary School Teaching										
5185	Elementary School Teaching	Music - General	Elementary Music Teacher cc1569	Atkinson Academy	10/7/2025	Open until filled	As soon as possible	2025-2026	24	1
5179	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Long Term Substitute - Grade 4 Teacher	Danville Elementary	9/23/2025	Open until filled	11/30/2025	2025-2026	38	4
High School Teaching										
5181	High School Teaching	English	High School English Teacher cc581	Timberlane Regional High School	10/1/2025	Open until filled	As soon as possible	2025-2026	30	6
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	133	9
Instructional Support Staff										
5152	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	7/10/2025	Open until filled	8/25/2025	2025-2026	113	5
5188	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc2257	Sandown North	10/21/2025	Open until filled	As soon as possible	2025-2026	10	3
5177	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1428	Timberlane Regional Middle School	9/22/2025	Open until filled	As soon as possible	2025-2026	39	4
5169	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1666	Sandown North	9/2/2025	Open until filled	9/8/2025	2025-2026	59	6
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	44	4
Maintenance/Custodial										
5182	Maintenance/Custodial	Custodian	Custodian - Mid Shift cc2568	Atkinson Academy	10/2/2025	Open until filled	As soon as possible	2025-2026	29	1
5123	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	144	3
Middle School Teaching										
5160	Middle School Teaching	Science	Long Term Substitute - 7th Grade Science Teacher	Timberlane Regional Middle School	7/23/2025	Open until filled	10/15/2025	2025-2026	100	7
5173	Middle School Teaching	Science	Long Term Substitute - STEAM Teacher	Timberlane Regional Middle School	9/15/2025	Open until filled	1/5/2026	2025-2026	46	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	91	6
5124	PAC TECHNOLOGY AND INSTRUCTORS	Private Music Instructors	Private Music Instructors	Performing Arts Center	6/9/2025	Open until filled	7/1/2025	2025-2026	144	8
Special Education										
5086	Special Education	Psychologist	School Psychologist cc1708	Timberlane Regional High School	4/11/2025	Open until filled	8/25/2025	2025-2026	203	4
5043	Special Education	Special Education Teacher	Special Education Teacher cc1723	Timberlane Regional High School	12/31/2024	Open until filled	8/25/2025	2025-2026	304	8
5140	Special Education	Special Education Teacher	Special Education Teacher cc286	Danville Elementary	6/23/2025	Open until filled	8/25/2025	2025-2026	130	9
5135	Special Education	Speech and Language Pathologist	Speech and Language Pathologist cc1559	The Learning Center at Sandown Central	6/20/2025	Open until filled	8/25/2025	2025-2026	133	0
Student Services										
5180	Student Services	School Counselor	School Counselor cc952	Pollard School	10/1/2025	Open until filled	As soon as possible	2025-2026	30	6
Substitute										
5170	Substitute	Substitute Nurse	School Nurse Substitutes 2025 - 2026 School Year	Timberlane Regional School District	9/4/2025	Open until filled	8/25/2025	2025-2026	57	8
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	144	32