



Thursday, August 14, 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. Delegates and Individuals
6. Student Representative
7. Current Business
 - a. Annual Athletics Report – INFORMATIONAL
 - b. Annual Review Sports Injury Emergency Action Plan – INFORMATIONAL
 - c. Booster Signs Sponsorship – ACTION
 - d. 2025-26 School Calendar – ACTION
 - e. Softscape Landscaping Services Request for Proposals (RFP) – ACTION
 - f. Audit Engagement Authorization – ACTION
 - g. Budget to Actual Report – INFORMATIONAL
 - h. Elementary Enrollment Update – INFORMATIONAL
 - i. TTA Evaluation Plan – ACTION
 - j. Elementary Math Curriculum Update – ACTION
 - k. Policies – ACTION
 - First Read: EBBB-Pregnant Students; IKL-Academic Honesty & Integrity; JLCJ-Concussions & Head Injuries; JICJ-Unauthorized Communication Devices; AB-NH Parental Bill of Rights; ACN-Accommodation of Nursing Mothers
 - Notice of Revocation of Policy JIE: Pregnant Students
 - l. Annual Suspension Authorization - ACTION
8. Administrator's Report
9. Personnel Report
10. Committee Reports/Reports of the School Board
11. Other Business
12. Nonpublic Session – if required.

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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
June 19, 2025
7:00 PM**

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

Call to Order

Board Members Present

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

Seated at the Board Table

Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Chris Martin, Executive Director

Administrators Present

Lucy Canotas, Director of Elementary Education
Kurt Schweiss, Director of Music

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

APPROVAL OF MINUTES

MOTION: Mr. Sherwood motioned to approve the public minutes of 6/5/25. Seconded by Mrs. Woodworth Motion passed: 7-0-2 (Knutsen, LeCain abstained)

MOTION: Mr. Sapia motioned to approve the non-public minutes of 6/5/25. Seconded by Mr. Sherwood Motion passed: 7-0-2 (Knutsen, LeCain abstained)

DELEGATES & INDIVIDUALS

John Downing of Sandown congratulated the students who graduated. He referred to the unassigned fund balance and questioned what the amount is. He encouraged the School Board to have a robust conversation and to try to be as responsible as possible.

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MOTION: Mr. Sapia motioned to move the remaining 27 minutes to the end of the meeting. Seconded by Mr. Sherwood Motion passed: 9-0-0

STUDENT REPRESENTATIVE

Cameron Stack presented his school-wide report and highlighted happenings around the District via a video that was displayed on the screen. Some of the highlights include the work that is scheduled to be done to the front of the high school this summer. The 8th Grade celebration went well. Over the past few weeks, the elementary students who will be attending the middle school in the fall, visited the middle school. Sports highlights were given. Music trials for the 2nd, 3rd, and 4th graders were held in the PAC. The Improve team will be having a fund raiser this summer in the PAC.

CURRENT BUSINESS

a. 2025-2026 Performing Arts Center (PAC) Schedule

Mr. Schweiss presented the PAC events schedule for the upcoming year. This comes before the Board annually for approval. There are 68 performances scheduled in the PAC, and 38 performances that will be off campus.

MOTION: Mrs. Manthorn approved the 25/26 Performing Arts calendar as amended with the correct dates. Seconded by Mr. Sherwood. Motion passed: 9-0-0

b. Request for Proposals (RFP's)

Dr. Martin presented three RFP's.

1. Heating Oil – They received bids from Haffners, Palmer, and Hilton. The recommendation is to go with Palmer Oil. Mr. Sherwood suggested looking into a multi-year contract for next year.

MOTION: Mrs. Manthorn motioned to approve entering into a contract with Palmer Oil for heating oil at \$2.449 per gallon. Seconded by Mrs. Kowalczyk Motion Passed: 9-0-0

2. High School Perimeter Fencing – They received bids from Atlantic Coast Fence, Finnegan, Reliable Fencing, Fences Unlimited. The recommendation is to go with

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Fences Unlimited based on the number of employees they have available for this work and are efficient, thorough, and reliable. This project will happen over the summer.

MOTION: Mr. Sherwood motioned to approve entering into a contract with Fences Unlimited for TRHS perimeter fencing at \$138,249.00. Motion passed: 9-0-0

3. Painting – They received bids from Yannaco, Ultra Paint Brothers, Noonan Brothers and King Painting. The recommendation is to go with Noonan Brothers. They are a local vendor whose reputation was validated through inquiries.

Mr. Sapia asked if this painting includes exterior painting. Dr. Martin said exterior painting is being done by the Maintenance Department. Typically painting occurs every year. There is a cycle they go through.

MOTION: Mrs. Manthorn motioned to approve entering into a contract with Noonan Brothers for district-wide painting at \$99,950.00. Seconded by Mr. Sapia Motion passed: 9-0-0

c. Controls Technology Service Contract Renewal - 2026

Dr. Martin presented the request to extend the contract with (CTI) Control Technologies Incorporated. CTI has been our control installer of choice for the HVAC work, particularly with the Lease Project. This service contract consists of addressing building automation controls and software maintenance for nine buildings. She is requesting to waive policy DJE in order to continue with CTI for FY26.

Mr. Sherwood asked if there is an expense to having software updates. Dr. Martin stated they will need someone to manage that going forward.

Mr. LeCain believes they should entertain bids next year and to start the bid process earlier in the year.

MOTION: Mr. Sapia motioned to waive Policy DJE to continue a relationship with Controls Technology for FY26. Seconded by Mrs. Springer Motion passed: 9-0-0

MOTION: Mr. Sapia motioned to approve a contract extension with CTI for FY26 at a cost of \$61,638.00. Seconded by Mrs. Woodworth. Motion passed: 8-0-1 (Sherwood abstained)

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d. Lease Prepayment Option

Mr. Krieger presented this to the Board. The Prepayment amount is \$3,077,415 which will result in significant interest savings of \$1,207,039. This strategic move aligns with our goal of optimizing financial resources and reducing liabilities. Phase 1 of the project is complete.

Mr. Krieger explained the Administrative Team can utilize our capital lines first to make the prepayment. We will use SY24/25 funds. The penalty for prepayment is around \$60,000 and it is included in the total payment.

Mr. LeCain referred to the previous year when they were going to retain funds to do the same thing they want to do now, but then discovered they couldn't do it procedurally. There were members of the public when they attempted to do that, despite a lot of clarity during the meeting, he heard words like "You are keeping our money, you need to return it to the people." We were clear it would go for a vote and if they voted against it, the funds would be returned. He understands this time is a little different, but he can already hear the cries that we are spending all this money even though there is over \$1 million in savings in doing so.

Mrs. Knutsen explained the Board has to make decisions and we are never going to make decisions that are going to please everybody. We have to make decisions as to what is best for the taxpayers, our community and our children. This is within our authority of the Board to do this.

Mrs. Woodworth asked how they would see the cost savings.

Mr. Krieger explained when we began phase 1, we began paying phase 1 and that would take us out to 2043. When we prepay that, that payment will be about \$200,000 per year. You won't have that \$200,000 included in the lease payment.

Mrs. Springer clarified that these funds are in the budget that was voted and we have the funds in the budget now to make this savings? She commented that at the last meeting she had asked to hold off until tonight for a vote so it would give members from the community an opportunity to be heard. Since they have not heard from anyone, she believes they should move forward.

MOTION: Mr. Sherwood motioned to approve prepaying Phase 1 of the \$25 million lease in the amount of \$3,077,415. Seconded by Mr. LeCain Motion passed: 9-0-0
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e. Budget to Actual Report

Mr. Krieger presented the monthly budget to actual report. The revenue is at 95% of the budget and they should receive all expected revenue by the end of June. We are trending up in

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expenses. We will be closing the year from somewhere between \$80 million to \$80.5 million range which is essentially \$8 million to \$9 million up from spending last year.

Mr. Sherwood asked where those major deltas come from regarding expenses. Mr. Krieger said from salaries and work they are doing with facilities.

Mrs. Woodworth asked if the vote they just took tonight is reflected in the projection. Mr. Krieger doesn't believe so, but he will get back to her. He wants to be accurate.

f. Elementary Enrollment Update

Mrs. Canotas presented the monthly elementary enrollment report in accordance with Policy IIB. There are some classes within one or two students from the maximum allowed. They are continuing to watch Grade 3 in Danville which is at capacity but the number hasn't changed.

Mrs. Kowalczyk asked what the capacity is for Pre-K, PK, and Kindergarten. Mrs. Canotas stated the capacity for Pre-K is 17 and for PK is 12. The capacity for kindergarten is 20.

g. Academic Standards Approval

Mrs. Allaire presented her executive summary. This will mostly be a standing item on the agenda. It will be ongoing work and will impact all the schools. She talked about the changes to the NH Minimum Standards for School Approval (ED 306 Rules). They were adopted in December 2024. These state standards form the basis for district curricula and local competencies. The rules also require a review of each set of academic standards every 10 years to determine necessary updates. She informed the Board that while districts are expected to adopt the state's academic standards, ED306.26.j allows local boards to approve alternative standards if they meet or exceed the rigor of the state's. She reviewed the Academic Standards Approval Template which outlines all the academic standards used in TRSD as compared to those used by the state.

Mrs. Allaire informed the Board we have been exceeding the national standards and we far exceed the state standards. The Curriculum and Assessment Committee voted unanimously to recommend the adoption of the standards as presented.

MOTION: Mrs. Manthorn motioned to adopt the academic standards outlined in the Academic Standards Approval Template for all identified content areas. Seconded by Mrs. Springer. Motion passed 9-0-0

h. Revocation of Policy DO: Food Services Meal Account Balances

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MOTION: Mrs. Woodworth motioned to repeal Policy DO: Food Service Meal Account Balances. Seconded by Mrs. Manthorn. Motion passed: 9-0-0

i. New England Center for Children (NECC) 2025-2026 Programming

Mr. Krieger presented a recommendation to contract with NECC for a secondary classroom program for SY 25-26 funded by FY25 monies. We currently contract with NECC to provide special education programming to students on the autism spectrum at the preschool level at Sandown Central and at the elementary level at Atkinson Academy.

Mr. Krieger stated the administration is recommending to fund a NECC program at the secondary level to this budget planning cycle in order to support current elementary students who will rise to the secondary level as 6th graders.

He asked the School Board to consider utilizing FY25 funds to enter into a contract with NECC to establish a secondary partner classroom to begin operations in the fall of 2025.

Mr. Krieger also presented a budget transfer request for approval in the amount of \$218,000 in order to provide special education programming to students at the secondary level during 25-26 school year.

MOTION: Mr. Sherwood motioned to utilize FY25 to enter into a contract with NECC to establish a secondary classroom beginning in the Fall of 2025 for \$218,000. Seconded by Mrs. Manthorn. Motion passed 8-0-1 (Springer abstained)

MOTION: Mr. Sherwood motioned to approve those budget transfers in the amounts and accounts specified in the Budget Transfer Request dated June 19, 2025 totaling \$218,000. Seconded by Mrs. Manthorn. Motion passed 8-0-1 (Springer abstained)

ADMINISTRATORS REPORT

Dr. Martin reminded the Board they have a walk through on June 24, 2025 at 11:00 AM for the bathroom renovations at the high school. The bid opening will be July 10, 2025.

Dr. Martin received notice today that the District is 100% compliance in the NHSEIS system for Special Education. Also, they also received notification that we have no determination of significant disproportionality for discipline or identification of students.

She announced that Danielle Bates is the New England Champion and is off to Nashville.

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Mrs. Allaire provided highlights over the past year and had given updates on activities for grant funding. They developed a new program this year. They worked in conjunction with the educators at the high school who work with our Life Skills programming. She requested funding from the state through Title IV funding to purchase supplies to build and put into operation four hydroponic tower gardens at the high school.

Mr. Krieger let the Board know the glasses in front of them are from the Student Council.

He is looking for two board members to sit on the negotiation teams for the four contracts.

TAAM - Shauna Manthorn and Don Woodworth
TSSU – Marianne Springer and Mark Sherwood
TAU- Katie Knutsen and Alyssa Kowalczyk
CODA/SLP – Shauna Manthorn and Katie Knutsen

He mentioned a poll that was sent to the Board for a date and time during the week of July 14th to meet with legal counsel.

They will be closing tomorrow with an all staff assembly in the PAC from 9:00 to 9:30. All Board members are invited to attend.

Mr. Krieger stated the Tax Cap Committee will start meeting in July.

He stated the DRA did not accept their rationale regarding the fund balance retention. Legal Counsel has sent a letter to the DRA on May 30th but they have not heard back yet.

They will be tracking where the cell phone legislation ends up.

Mr. Krieger referred to the Health Trust fund. The bill is non-concurred which means coverage is not ending.

Mr. Krieger let the Board know that this year, they brought back having the Seniors go to the elementary school. It went well and they will continue to do that next year.

Mr. Krieger made a request of the Board. They worked this spring to realign the budget to the voted budget given to them by the voters. In doing so, they eliminated a great number of positions that had money attached to those position. As he looks forward and looks at their paraeducators, we are now in a position as a district where we don't have any open control codes for paraeducators. If they were to find someone they want to hire, they don't have a position to hire them in. He asked the Board if they can create tonight, possibly five TSSU paraeducator

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positions without any funding attached to them. This is not a money or fiscal piece. It is creating a position so we can create the control code. That will allow us over the summer that if some of our contracted paraeducators want to come and work for TRSD, it would allow them to have a job they can go into and apply for. He would then come back before the Board and request a transfer from the contracted services line which is currently supporting that paraeducator into the position created tonight to fund it. It would cost us less money in the end. He spoke with legal council today and they believe it is a brilliant idea and a legal one.

MOTION: Mrs. Manthorn motioned to create five paraeducator positions to be funded through the special education contracted services in FY 24-25 if we are able to hire our own employees. Seconded by Mr. Sherwood. Motion passed: 9-0-0.

PERSONNEL REPORT

MOTION: Mrs. Manthorn motioned to accept the professional nominations of Kelly Beattie, Library/Media Specialist, Pollard School; Brenna Brown, 0.5 Preschool Teacher, Atkinson Academy; Katie Coppola, Special Education Teacher, TRHS; Angela Miller, Technology Integration Specialist, District; Casey Sheehan, Elementary Teacher, Sandown North. Seconded by Mrs. Kowalczyk Motion passed 8-0-1 (Mr. Woodworth abstained)

MOTION: Mrs. Manthorn motioned to accept the professional resignations of Heather Bartlett, Speech Language Pathologist, TLC; Danielle Larson-Clark, English Teacher, TRHS. Seconded by Mr. Sherwood Motion passed 9-0-0

COMMITTEE REPORTS

Mrs. Springer – The Curriculum and Assessment committee meeting she attended was covered this evening. She attended the Excellence in Academics Award and the Senior Clapout at Danville School.

Mrs. Woodworth – The CIP met on Monday. They are making good progress. The next meeting will be in August. She attended the Danville Field Day today.

Mr. Sherwood – He attended the Middle School graduation ceremony which was very memorable and positive. He spoke about the Facilities meeting. They talked about year-end stuff, specifically the ballfields. With the students now out of the buildings, there will be maintenance work happening.

Mrs. Knutsen – She attended the High School graduation ceremony. The Governor spoke at the graduation.

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Mr. Sapia – He attended the CIP meeting and they have gotten the list down to 5/6 items and they are archiving the others. They will be offering the Board a prioritized list.

OTHER BUSINESS

No other business discussed.

DELEGATES AND INDIVIDUALS (cont'd) -

John Downing of Sandown asked Mr. Krieger about the legality of adding positions into an already voted budget. He asked what the unassigned fund balance is. They knew early last year. He referred to the discussion earlier involving the prepayment of the lease and stated that it is not entirely true they were against it last year. It was a good idea at one point, but then they determined it was not a good idea. To say we were not in favor of it is not entirely true. To be mocked by a school board member tonight was not very pleasant to hear and questioned whether they want to wake the bear again.

Jack Sapia of Atkinson spoke as a private citizen. He spoke very highly of the work that is done by the School board. Speaking for himself, he referred to the previous speaker and said if the shoe fits wear it. The Board should not be subjected to ridicule, being called dishonest, being called thieves and that has happened on a continuous basis. When it comes to mocking, the School Board has been mocked plenty.

There was no further business before the Board.

MOTION: Mrs. Manthorn motioned to enter non-public under RSA 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mr. Sherwood Motion passed 9-0-0

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

The Board entered non-public session at 9:19 PM.

The Board returned to public session at 9:43 PM to seal the minutes and adjourn.

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MOTION: Mr. Woodworth motioned to seal the non-public minutes. Seconded by Mrs. Springer Motion passed: 9-0-0

The meeting was adjourned at 9:46 PM.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

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Timberlane Regional School Board Meeting Minutes

Regular Board Meeting
July 14, 2025
4:53 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Board Members Present

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

Excused Absence: Paul LeCain

Seated at the Board Table

Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Chris Martin, Executive Director
Cameron Stack, Student Representative

Mrs. Knutsen called the meeting to order at 4:53 pm.

APPROVAL OF MINUTES

MOTION: Mr. Sherwood motioned to approve the public minutes of 6/19/25 as amended. Seconded by Mrs. Woodworth Motion passed: 8-0-0

MOTION: Mrs. Manthorn motioned to approve the non-public minutes of 6/19/25. Seconded by Mr. Sherwood Motion passed: 8-0-0

DELEGATES & INDIVIDUALS

State Representatives Debra DeSimone and Jay Markell of Atkinson, NH spoke to the Board concerning the new bill that passed, SB 206, regarding cell phone use in school. The new law prohibits cell phone use in school. There are some exceptions to that bill for students with an IEP or 504. Rep. DeSimone said the only concerns with this new law is that School Districts

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don't know what to do. It will be up to the School Board to create a policy. The law goes into effect on August 27, 2025. They both offered their assistance to the School Board.

Rep. DeSimone referred to the other bill, the Parental Rights bill, which they don't believe the School Board will have much of an issue with.

Chris True of Sandown spoke to the assessment proficiency results which he states is nothing short of shocking. He stated the School Board is responsible for ensuring that the children of the School District are educated. He read through the proficiency results and feels the School Board has been negligent in their job function. It is his expectation for school year 2025, the School Board will establish policies so that the superintendent is charged and held responsible to bring about the constant improvement in the test results.

MOTION: Mr. Sapia motioned to move the remaining 15 minutes to the end of the meeting. Seconded by Mrs. Springer Motion passed: 8-0-0

CURRENT BUSINESS

a. Request for Proposals (RFP's): Waste Removal

Dr. Martin presented the results of the Waste Removal RFP. Four companies submitted bids. She is recommending entering into a 3-year contract with K-Town Disposal for a total of \$157,405.00. She provided the costs for years 1, 2, and 3. She received positive recommendations from other school districts who also use K-Town Disposal. Dr. Martin stated there is no additional cost for Waste Management to collect their dumpsters or for K-Town Disposal to add their dumpsters.

MOTION: Mrs. Manthorn motioned to approve entering into a 3-year contract with K-Town Disposal for the District's waste management services at a total of \$157,405.00. Seconded by Mrs. Kowalczyk. Motion passed: 8-0-0

b. Request for Proposals (RFP's): Pest Control

Dr. Martin made the recommendation to continue using Pest End with a 3-year contract. She explained they know the buildings and where the problems have been in the past.

Mr. Woodworth commented on how dissimilar the pricing is among the bidders.

Mr. Krieger said they have concerns with the prices from the other companies and believes they do not have a full understanding of what our needs are. The contract for Pest End has expired and they have given us to the end of July to make a determination.

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Mrs. Springer stated that she understands they were moving toward 3-year contracts to see if there was a cost savings. In this case, the annual cost remains the same for all 3 years. She asked if it is possible to have a 1-year contract with Pest End.

MOTION: Mr. Sherwood motioned to approve entering into a 1-year contract with Pest End for the District's pest mitigation services at a total of \$17,580.00. Seconded by Mrs. Springer. Motion passed 7-0-1 (Mrs. Woodworth abstained)

c. School Board Goals

The School Board reviewed their goals for the Academic Year 24-25 and made edits for the School Board Goals Academic Year 2025-2026.

They reviewed the goals under Community, Connection and Communication.

It was the consensus of the Board to remove goals 1 and 2 and to keep goal 3. Mrs. Knutsen explained the goals should be broad reaching and not too specific.

Mr. Sapia would like for the Board to challenge the administration and all of us to work together along with the community to set a goal and a stretch goal for those proficiencies, for example, to raise them by a certain percentage each year.

Mrs. Knutsen asked if they should possibly develop a goal that regularly we can get information out as to the other measures of success they use. With regards to putting a percentage on the improvement of assessments, the goals should be broad reaching and the percentage can be done after the fact in directing Mrs. Allaire and give them time to figure that out.

The Board moved on to the Learning section of their goals. This section has 3 goals.

It was the consensus of the Board to keep goal 1 as is.

Mrs. Kowalczyk suggested changing Pre-K in goal 2 to Preschool.

Mrs. Manthorn suggested goal 2 to read: "Approve professional development opportunities that align with enhancing personalized learning for all students of the Timberlane Regional School District." It was the consensus of the Board in favor of that wording.

The Board discussed goal 3. Rather than have K-12 instruction, change it to district-wide instruction. Another suggestion would be to add standardized and non-standardized assessment.

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Mrs. Woodworth made a suggestion instead of “monitor the alignment”, change it to “monitor and communicate the alignment”. She wants to get all the facts instead of looking at this one thing and making a goal for one thing.

Mrs. Springer suggested adding a goal to read: “Use a comparison group of New Hampshire school districts to evaluate recent state proficiency data and establish TRSD goals for the upcoming years.” She believes this should go under the Learning category.

Mrs. Knutsen said they will keep goal 3 and the only thing they will change is to have “district wide instruction” instead of K-12 instruction.

They added a 4th goal under Learning to read: “Use a comparison group of New Hampshire school districts to evaluate recent State proficiency data and establish goals for the academic year of 26/27.” The Board was in favor of this new wording.

The Board moved on to Personnel of the goals. The Board agreed to keep goal 1 as is. The Board agreed to keep goal 2 as is because it is an on-going goal.

Mrs. Knutsen referred to the Community, Connection and Communication section. They will remove goals 1 and 2 and will keep goal 3, 4, 5 and 6 because those goals are from prior years and are on-going. These will be renumbered as goal 1, 2, 3 and 4.

Mrs. Springer would like to split up goal 5 into two goals. Goal 5 should read: “Address subcommittee work through regular updates at School Board meetings to improve communication.” Goal 6 should read: “Increase engagement with stakeholders, students, staff and community.”

Mrs. Springer referred to the Delegates & Individuals portion of the public school board meetings. It is not intended to be a back and forth with the School Board. However, there are times when the individual asks a question of the Board. She would like someone from the Board to respond to those questions via an email.

Mrs. Knutsen said they can establish something like that.

Mr. Sherwood would be hesitant to put in writing that we are committing to responding to everything.

Mrs. Knutsen agrees that goal 5 could be split up but believes goal 5 could be reworded.

Mrs. Manthorn suggested goal 5 to read: “Increase engagement with stakeholders, student, staff and community including, but not limited to, regular subcommittee work, updates at school board meetings to improve communication and responsiveness to queries.” The Board was in agreement with this wording.

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For goal 6, the board would like to add the words “and learning”. It would read “Develop opportunities for parents, students, staff, stakeholders, and community to engage in activities to support improved mental health/wellness and learning.”

Mrs. Knutsen moved on to the last section of the goals Facilities and Learning Environments.

It was the consensus of the Board to keep goal 1 as is and they agreed to leave goal 2 the same for this year.

Mrs. Woodworth suggested possibly reviewing the Strategic Plan bi-annually.

MOTION: Mr. Woodworth motioned to approve the 25/26 School Board goals as amended. Seconded by Mr. Sapia Motion passed 8-0-0
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OTHER BUSINESS

Mrs. Woodworth asked about whether they may need a cell phone subcommittee.

Mr. Krieger let the Board know that they are all set and he is already moving on it. Mrs. Knutsen requested to have an update from the Policy Committee.

Mrs. Allaire informed the Board the Policy Committee met today and they received a sample policy from the NH School Board Association regarding the cell phone RSA. They have a plan and are actively working on it. They will be looking it over at their next policy meeting on August 14th.

Mr. Sapia is concerned about the parents and students getting this information last minute. He said something should be in place by the meeting on August 14th.

Mrs. Allaire stated the policy will align to the law.

ADJOURNMENT

Mrs. Knutsen closed the public meeting at 6:32 PM

Respectfully submitted,

Linda Mahoney
Recording Secretary

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Approved by the School Board on



Timberlane Regional High School

36 Greenough Road • Plaistow, NH 03865 • Phone: 603-382-6541 • Fax: 603-382-8086 • www.timberlanehs.com

July 14, 2025

Annual Report: Athletics

Timberlane Regional High School is a member of the New Hampshire Interscholastic Athletic Association (NHIAA) and is a recognized Division 1 Athletic Program. TRHS offers over 30 sports programs for boys and girls. This year, Esports was added as an NHIAA sanctioned sport. Thank you to coach Matthew Jablonski for serving as the school's coach. Additionally, many of our student-athletes are also involved in a variety of student activities including band, music, and student government.

MIDDLE SCHOOL ATHLETICS:

The Timberlane Regional Middle School Athletic Program is a member of the Tri-county League and competes against schools from around the state of New Hampshire. The purpose of the Tri County League is to organize, coordinate, and stimulate interest in athletic activities while developing young athletes at the middle school/junior high school level. During the 2024-2025 school year, the TRMS Boys' Lacrosse team made it to the Tri County League Finals, and the Girls Track team finished 2nd at the Tri County Championships.

HIGH SCHOOL ATHLETICS:

Collectively, the Timberlane Athletic Department put on approximately 773 events between the middle and high school programs during the 2024-2025 school year. At TRHS, 402 students participated in at least 1 NHIAA sanctioned sport and 54% of those students played multiple sports. At TRMS, 282 students participated in at least 1 Tri County League sanctioned sport and 40% of those students played multiple sports.

Outstanding Accomplishments on the Field:

The TRHS Athletic Programs enjoyed tremendous success throughout the year. The TRHS Wrestling team captured the Division 1 State Championship! The TRHS Girls' Soccer and Tennis Teams made it to the NHIAA State Semi Finals. The Girls' Basketball team made the Division 1 playoffs for the first time in over 10 years. Two student-athletes broke school records in Outdoor Track. Sophomore, Danielle Bates set a new TRHS high jump record at 5'8". Junior, Charlotte Beaudoin also set a new HS record in the 400 running it in 57.87 seconds. Both have gone on to compete in National Invitationals. Danielle also was the winner in both the winter and spring NHIAA State High Jump competitions. Overall, 77% of TRHS varsity teams and 64% of TRMS teams participated in post-season play.



Timberlane Regional High School

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Outstanding Accomplishments in the Classroom:

Senior Scholar-Athletes:

NHADA/NHIAA recognized 36 TRHS Senior Scholar-Athletes for their excellence in the classroom, as well as on the playing field. A ceremony recognizing the NH Scholar Athletes took place in April at the Capitol Center for the Arts in Concord, NH.

At the conclusion of the school year, the Timberlane Athletic Department recognized our Senior Athletes with an awards ceremony that took place in the TRHS Gymnasium. At this event, Jeremy Mlocek and Emma Norcott received the Outstanding Athlete Awards. Liam Kelley and Ava Stewart were awarded the Leadership Awards, while Tatenda Chanakira and Caleb Goldman won the Athletic Director Awards. Additionally, 14 of our seniors were presented with the NHIAA 12 season sport award. These seniors played an NHIAA sport in all 12 seasons over their 4 years.

NHIAA Student Leadership Trainings:

Aside from conducting our annual Life of an Owl Student Leadership Training Workshops, Timberlane student leaders (Taylor Alperin, Lila Fitzgerald, Grace Gerhard, and Luke Swanney) were invited to the NHADA Spring Conference in Laconia to present information on Leadership to Athletic Directors from around the State of NH. These students did an amazing job and have been instrumental in creating statewide leadership conferences.

We are very proud of our student-athletes, coaches, and the community-at-large. Thank you for your continued support.

GO OWLS

Prepared by: Angelo Fantasia, CMAA. Director of Athletics



Timberlane Regional High School

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July 14, 2025

Executive Summary: Emergency Action Plan

Senate Bill 148-FN was signed into law on August 10, 2021 and took effect on September 1, 2022. This Bill requires all athletic departments to create and implement Emergency Action Plans for sports-related injuries.

The Timberlane Athletic Department continues to collaborate with our athletic trainer to update the EAP. A revised document has been sent to the SAU for the upcoming August 14, 2025 School Board meeting.

Coaches and student-athletes from our middle school and high school teams are required to practice emergency drills in preparation for a traumatic incident. Coaches assign roles and responsibilities to members of the team. The athletic trainer coordinates drills for each team, and feedback is provided after each drill. We continue to assess our Emergency Action Plan for relevance and best practices.

The safety and security of our coaches, student-athletes, and community members is our highest priority. We believe that this plan will equip our student athletes to respond quickly and effectively in the event of an emergency.

Prepared by: Mr. Angelo Fantasia, CMAA Director of Athletics, TRSD

Emergency Action Plan (EAP)

New Hampshire Law 148-FN requires schools to have Emergency Action Plans (EAPs) for sports-related injuries. These plans outline procedures for handling emergencies, including sports injuries, and are to be implemented by the start of each academic year. Key components include specific actions for coaches and users, reporting procedures, and identifying emergency contacts.

Emergency Roles:

1. Acute care provided by the most qualified personnel on scene.
 - a. Check life-threatening conditions.,
 - b. Apply basic first aid as a situation arises.
2. Activation of EMS by a calm person with good communication skills.
3. Contact Gina Carbone (Athletic Trainer).
4. Have someone (administrator if possible) awaiting EMS to direct them to the best emergency exit.

AED:

- An AED will be available with our Athletic Trainer or in the specified location indicated in this EAP depending on your location.
- The school will regularly check and maintain the AED according to the manufacturer's instructions.
- Each AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies. AEDs shall not be locked in an office or be stored in a location that is not easily and quickly accessible during any school sponsored athletic activity; and
- An AED should be onsite or available within one to 3 minutes of the school venue during any school sponsored athletic activity.

Athletics Contact List

- Director of Athletics: Angelo Fantasia, CMAA.
angelo.fantasia@timberlane.net
603-382-6541 Ext 3941
- Athletic Trainer: Gina Carbone, NHLAT, ATC.
gina.carbone@timberlane.net
(603) 382-6541, ext. 3346
- Middle School Athletic Coordinator: Zachary Champion
zachary.champion@timberlane.net
603-382-6541 Ext 3923
- High School Principal: John Vaccarezza
john.vaccarezza@timberlane.net
603-382-6541 Ext 3901

Emergency Team Roles(Athletic Trainer, School Administration, Coaches):

- A. Acute care is provided by the most qualified individual at the scene
- B. Emergency equipment retrieval
- C. Activation of EMS
- D. Meet and direct EMS to the scene (unlock all doors and gates)
- E. Head Coaches make sure there is at least one cell phone accessible at all times

Emergency Phone Numbers:

- A. Emergency: 911
- B. Plaistow Fire: (603) 382-5012
- C. Plaistow Police: (603) 382-1200

Local Hospitals and Clinics**A. Hospitals:**

- **Lawrence General Hospital**
(978) 683-4000
1 General St. Lawrence, MD 01841
- **Exeter Hospital**
(603) 778-7311
5 Alumni Dr. Exeter, NH 03833
- **Holy Family Hospital**
(978) 374-2000
140 Lincoln Ave Haverhill, MA 01830

B. Urgent Care Centers:

- **Plaistow Emergency Room: A campus of Parkland Medical Center**
(603) 257-6100
26 Plaistow Rd, Plaistow, NH, 03865
- **ClearChoiceMD Urgent Care**
(603) 797-9289
127 Plaistow Rd, Plaistow, NH 03865

Practice and Competition Fields/Facilities



1. Athletic Wing TRHS (36 Greenough Rd)
 - a. Athletic Training Office (Door B12 @ Mini Gym)
 - b. 302 A/B Gymnasium Doors B9
 - c. 300 Mini Gym
 - d. Weight Room
 - e. Boys/Girls Locker Rooms (PE and Sports)
2. JV Softball Field
3. JV Soccer Field
4. Varsity Baseball Field
5. Tennis Courts
6. Varsity Softball Field
7. Field Hockey Field
8. Marching Band Practice Field
9. Football/ Boys' Lacrosse/ Track
10. Pole Vault/ Long Jump/ High Jump/ Throwing Circle
11. Varsity Soccer/ Girls' Lacrosse Field
12. JV/ Freshmen/ Middle School Baseball Field
13. Football Practice Field
14. Middle School Soccer Fields
15. Middle School Softball Field
16. Athletic Wing TRMS (44 Greenough Rd)
 - a. Gymnasium
 - b. Boys'/Girls' Locker Rooms (PE and Sports)
17. Middle School Field Hockey/ Lacrosse Field
18. Cross Country Trails
19. Ropes Course
20. Science Pond

Off-Site Venues

****Please note that coaches and players must be aware of EAP procedures at off-site venues****

- Methuen High School Ice Rink - 1 Ranger Rd, Methuen, MA, 01844
- Salem ICENTER - 60 Lowell Rd, Salem, NH, 03079
- Pat's Peak Ski Resort - 686 Flanders Rd, Henniker, NH, 03242
- Cedardale Aquatics Center- 931 Boston Rd, Haverhill, MA, 01835
- A2 Gym and Cheer - 16 Garabedian Dr, Salem, NH, 03079
- Phanzone Indoor Complex - 142 NH-111, Hampstead, NH, 03841
- Granite Fields Indoor Complex - 7 NH-125, Kingston, NH, 03848
- Atkinson Country Club - 85 Country Club Dr, Atkinson, NH, 03811

Field Location, Upper fields (Varsity Soccer/Girls Lacrosse, Baseball, Football/Boys Lacrosse Practice field, middle school fields): 36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
 - With Athletic Trainer
 - Maintenance shed near 1st base of baseball field
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Upper fields:**

Direct ambulance to go to the field entrances by either dirt road access
Have someone (an administrator if possible) waiting at the gate to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Field Location, Lower Fields (Field Hockey, Varsity Softball, Varsity Baseball, Tennis): 36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
 - With Athletic Trainer
 - Concession Stand
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Lower fields:**

Direct ambulance to go to the SAU parking lot
Have someone (an administrator if possible) waiting at the gate to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Field Location, Lower Fields (JV Softball, Track, JV Soccer, Football/Boys Lacrosse): 36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
 - With Athletic Trainer
 - Concession Stand
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Lower fields:**

Direct ambulance to go to top of track hill entrance
Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Field Location, Main Gymnasium/Cafe: 36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
 - With Athletic Trainer
 - Outside Gym or Cafe
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Gymnasium/Cafe:**

Direct ambulance to go door B9
Have someone (an administrator if possible) waiting at the door to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Field Location, Mini Gym, Weight Room, Athletic Training Room:

36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
 - With Athletic Trainer
 - 300 Hallway (Athletic Wing)
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Athletic Wing:**

Direct ambulance to go to door B12

Have someone (an administrator if possible) waiting at the door to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.

Monitor the athlete until help arrives.

Field Location, Middle School Gym:

44 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
 - With Athletic Trainer
 - Main Office Hallway near staff bathroom
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Athletic Wing:**

Direct ambulance to go to door D14

Have someone (an administrator if possible) waiting at the door to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.

Monitor the athlete until help arrives.

Field Location, Middle School Annex:

44 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
 - With Athletic Trainer
 - Main Office Hallway near staff bathroom
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Athletic Wing:**

Direct ambulance to go to door D17

Have someone (an administrator if possible) waiting at the door to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Salem Ice Arena

60 Lowell Rd, Salem, NH, 03079

- **AED locations:**
 - With Athletic Trainer
 - Top Floor Main Lobby
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Ice Rink:**

Direct ambulance to go to the back entrance of the Ice Center/Zamboni entrance

Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Methuen High School Ice Rink

1 Ranger Rd, Methuen, MA, 01844

- **AED locations:**

- With Athletic Trainer
- Ice Rink

- **Emergency Phone Numbers:**

- Fire/EMS 911

- **Directions to Ice Rink:**

Direct ambulance to go to the Main entrance For Ice Rink Door in the front of the building, it will be labeled

Have someone (an administrator if possible) waiting at the entrance to ensure direct access.

- **To Activate EMS system, dial 911**

- State name, address, telephone number
- State nature of injury, indication of severity, and number of people injured
- State that the ambulance will be met by a representative at the entrance (be specific).
- Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Cedardale Aquatics Center

931 Boston Rd, Haverhill, MA, 01835

- **AED locations:**

- Main Lobby

- **Emergency Phone Numbers:**

- Fire/EMS 911

- **Directions to Pool:**

Direct ambulance to go to the Main entrance

Have someone (an administrator if possible) waiting at the entrance to ensure direct access.

- **To Activate EMS system, dial 911**

- State name, address, telephone number
- State nature of injury, indication of severity, and number of people injured
- State that the ambulance will be met by a representative at the entrance (be specific).
- Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

A2 Gym and Cheer

16 Garabedian Dr, Salem, NH, 03079

- **AED locations:**
 - Main Lobby
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Gym:**

Direct ambulance to go to the Main entrance
Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Phanzone Indoor Complex

142 NH-111, Hampstead, NH, 03841

- **AED locations:**
 - Main Lobby
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Indoor fields:**

Direct ambulance to go to the Main entrance
Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Granite Fields Indoor Complex

7 NH-125, Kingston, NH, 03848

- **AED locations:**
 - None on site
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Field:**

Direct ambulance to go to the Main entrance and field location
Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Atkinson Country Club

85 Country Club Dr, Atkinson, NH, 03811

- **AED locations:**
 - Main Building
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Golf course (specific hole):**

Direct ambulance to go to the Main entrance/closest access to emergency
Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.

Pat's Peak Ski Resort

686 Flanders Rd, Henniker, NH, 03242

- **AED locations:**
 - With Ski Patrol, First Aid Building
- **Emergency Phone Numbers:**
 - Ski Patrol (603) 428-7911
 - Fire/EMS 911
- **To Activate Ski Patrol, call the number listed, they are available whenever the lifts are running**
- In case of an injury, individuals should go to the First Aid room, located next to the Main Lodge, or call (603) 428-7911.
- Medical evaluations will be done by First Aid staff. If hospital transport is needed, a parent or guardian will be called, and the individual will be transported by ambulance to Concord Hospital

Greenwood Pond

10 Church Street, Kingston, NH 03848

- **AED locations:**
 - None on-site
- **Emergency Phone Numbers:**
 - Fire/EMS 911
- **Directions to Greenwood Pond:**

Direct ambulance to go to the Main entrance to pond
Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
 - State name, address, telephone number
 - State nature of injury, indication of severity, and number of people injured
 - State that the ambulance will be met by a representative at the entrance (be specific).
 - Ask if further information is needed and allow EMS to hang up first.
Monitor the athlete until help arrives.



Timberlane Regional High School

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July 14, 2025

Executive Summary: Booster Sign Sponsorships

Booster groups wishing to display sign sponsorships from businesses on school grounds must have School Board approval. Per the School board, requests need to be made every year. As a result, Booster presidents must complete the fundraising form outlining the sign sponsorship details.

To streamline the approval process, we ask that the School Board approve **ALL** sign sponsorships for the booster groups at the first August School Board meeting. The information from each booster group is attached and will be kept on file in the Athletic Office.

On behalf of the TRHS Booster Groups, thank you for considering this request.

Prepared by: Mr. Angelo Fantasia, CMAA Director of Athletics, TRSD

TIMBERLANE REGIONAL HIGH SCHOOL ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Booster Soccer Club
Contact Person	Sharon Norcott
Telephone #	781-910-5454
Activity Proposed	Sponsor banners
Facilities Needed	Varsity Soccer field
Activity Date	duration of Fall Season
Time	
Location of Activity	Varsity Soccer field
# of Students Involved	
# of Adults Supervising	
Estimated Profit	\$3,200

Description or Purpose: ☐ Ad Book ☐ Tag Day ☐ Concession ☐ Clinic ☒ Other

Please Describe _____

Required Signatures:

Athletic Director: _____

Date: 6/30/25

Head Coach: Samantha Palata

Date: 6/13/25

Town Official: _____

Date: _____

Other: Sharon Norcott

Date: 6/12/25

If you are fundraising during school hours, a school activity request must also be filled out.

(PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs Incorporating Businesses:

Entrance to soccer field

2. The size of any signage:

2 1/2' x 5'

3. The cost to the business:

\$400

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

No

5. How will the profits be used by the Booster Club

End of season banquet, food / buses for away games, Sr. night, scholarships.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL **ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM**

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Girls Lacrosse Boosters
Contact Person	Meg Fitzgerald
Telephone #	603-5548-3962
Activity Proposed	Sign Business Sponsorship
Facilities Needed	—
Activity Date	Spring 2026
Time	Spring Season
Location of Activity	Athletic Field
# of Students Involved	—
# of Adults Supervising	—
Estimated Profit	\$100 - \$1000 Depending on sponsorships.

Description or Purpose: ☐ Ad Book ☐ Tag Day ☐ Concession ☐ Clinic ☒ Other

Please Describe Sign/Business Sponsorships

Required Signatures:

Athletic Director: [Signature]

Date: 6/30/25

Head Coach: [Signature]

Date: 6/18/25

Town Official: _____

Date: _____

Other: _____

Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs Incorporating Businesses: Signs would be around the girls lacrosse field.
2. The size of any signage: This is dependent on conversations with the business and what works with our program and the area we have.
3. The cost to the business: This would be a business donation and details would have to be spoken about at booster's meeting this coming spring. We would have a minimum donation TBD.
4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN
As this is a new activity we are still working out details but feel between 5 & 10 would be a good amount.
5. How will the profits be used by the Booster Club? We use these funds to buy items that go directly to the team. Food for away games, apparel for the team, etc.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL

ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Baseball Boosters
Contact Person	Alex Morgan - Melanie Pantano
Telephone #	603 686 2850 - 978 596-5554
Activity Proposed	Banners
Facilities Needed	Baseball Fence
Activity Date	4/1/26 - 7/1/26
Time	_____
Location of Activity	Varsity Baseball Field
# of Students Involved	_____
# of Adults Supervising	_____
Estimated Profit	\$1000

Description or Purpose: ☐ Ad Book ☐ Tag Day ☐ Concession ☐ Clinic ☒ Other

Please Describe Banners Sponsorship

Required Signatures:

Athletic Director: [Signature]

Date: 6/30/25

Head Coach: [Signature]

Date: 6/11/26

Town Official: _____

Date: _____

Other: _____

Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs Incorporating Businesses:

Varsity baseball Panel

2. The size of any signage:

standard

~~24x36~~ 24x36

24x36

3. The cost to the business:

\$100 - 250

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

1 per company

5. How will the profits be used by the Booster Club

help with costs and expenses banquet/ticket/equipment

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL

ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

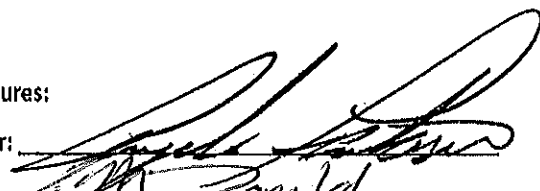
In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Track & Cross Country Boosters
Contact Person	Jessica Aprlle
Telephone #	9786215707
Activity Proposed	Sponsor signs
Facilities Needed	Fence surrounding track
Activity Date	Spring 2026.
Time	N/A
Location of Activity	Fence surrounding track
# of Students Involved	30-40
# of Adults Supervising	5
Estimated Profit	\$3000

Description or Purpose: ☐ Ad Book ☐ Tag Day ☐ Concession ☐ Clinic ☒ Other

Please Describe Sponsor signs

Required Signatures:

Athletic Director: 

Date: 6/30/25

Head Coach: Donald

Date: 7/15/25

Town Official: _____

Date: _____

Other: _____

Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs Incorporating Businesses:

Fence surrounding track

2. The size of any signage:

3x5

3. The cost to the business:

\$250

4. Are there limits to the number of signs/businesses to be posted, PLEASE EXPLAIN

No, we are able to fit as many businesses that are willing to sponsor

5. How will the profits be used by the Booster Club

Banquet, scholarship, snacks, meals

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL

ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

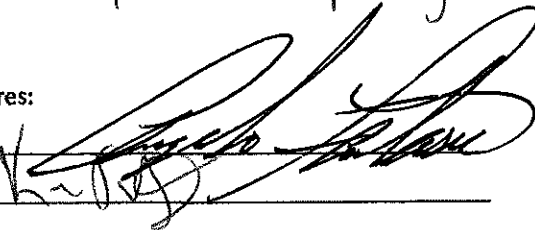
Name of Booster Organization	Football
Contact Person	Jaclyn M. Kelley
Telephone #	603-853-1144
Activity Proposed	Sponsorship Signs
Facilities Needed	N/A
Activity Date	Length of Football Season
Time	N/A
Location of Activity	Fence along football field
# of Students Involved	N/A
# of Adults Supervising	N/A
Estimated Profit	Unknown

Description or Purpose: ☐ Ad Book ☐ Tag Day ☐ Concession ☐ Clinic ☒ Other

Please Describe Sponsorship Signs

Required Signatures:

Athletic Director:



Date:

6/30/25

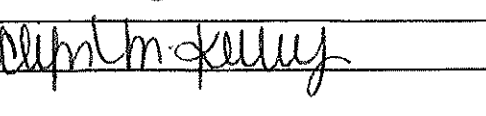
Head Coach:



Date:

06/11/25

Town Official:



Date:

06/11/25

Other:

If you are fundraising during school hours, a school activity request must also be filled out.

(PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs Incorporating Businesses:

Along fence of football field.

2. The size of any signage:

3 ft x 5 ft.

3. The cost to the business:

\$500.00 / \$1,000.00

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

NO

5. How will the profits be used by the Booster Club

Scholarships, apparel, away game food transportation, banquet etc.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL

ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Boys Lacrosse
Contact Person	Jaelyn Kelley
Telephone #	603-553-1144
Activity Proposed	Sign Sponsorships
Facilities Needed	N/A
Activity Date	Length of 2024 Season
Time	N/A
Location of Activity	Fence along Lacrosse Field
# of Students Involved	N/A
# of Adults Supervising	N/A
Estimated Profit	UNKNOWN

Description or Purpose: ☐ Ad Book ☐ Tag Day ☐ Concession ☐ Clinic ☒ Other
 Please Describe Sign Sponsorships

Required Signatures:

Athletic Director: [Signature]

Date: 6/30/25

Head Coach: [Signature]

Date: 06/11/2025

Town Official: [Signature]

Date: _____

Other: Jaelyn M. Kelley

Date: 06/11/2025

If you are fundraising during school hours, a school activity request must also be filled out.

1. The Location of any Signs Incorporating Businesses:

Fence along lacrosse field.

2. The size of any signage:

3' x 5'

3. The cost to the business:

\$250.00 / \$500.00

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

NO

5. How will the profits be used by the Booster Club

Scholarships, coach busses, apparel
food for away games, banquet, etc.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Softball Boosters
Contact Person	Jillian Salafia
Telephone #	603-303-3461
Activity Proposed	Sponsor Signs
Facilities Needed	Varsity and JV Softball
Activity Date	Spring 2026
Time	N/A
Location of Activity	Varsity and JV Softball Field Fences
# of Students Involved	N/A
# of Adults Supervising	2-3
Estimated Profit	\$3,000

Description or Purpose: ☐ Ad Book ☐ Tag Day ☐ Concession ☐ Clinic ☒ Other

Please Describe Sponsor Signs

Required Signatures:

Athletic Director:



Date:

6/30/25

Head Coach:

Cris Schmitt

Date:

6/06/25

Town Official:

Date:

Other:

Date:

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:

Fence of both the JV and Varsity softball fields

2. The size of any signage:

3 x 5

3. The cost to the business:

\$200 - \$400 depending on sponsorship

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

No

5. How will the profits be used by the Booster Club

Senior scholarships, Keene bus, banquet, team bonding events, senior night and gifts

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL **ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM**

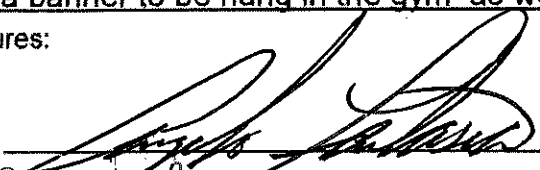
In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out

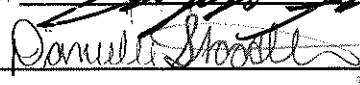
Name of Booster Organization	Timberlane Girls Volleyball Boosters
Contact Person	Laurie Shanley
Telephone #	603-548-7861
Activity Proposed	T-shirt Sponsor and banner to be hung in gym
Facilities Needed	N/A
Activity Date	8/1/2025-11/15/2025
Time	N/A
Location of Activity	N/A
# of Students Involved	30-40
# Of Adults Supervising	5
Estimated Profit	\$250-\$1000

Description or Purpose: ☐ Ad Book ☐ Tag Day ☐ Concession ☐ Clinic ☐ Other

Please Describe We will be asking for sponsors from local businesses and printing their name on a banner to be hung in the gym as well as on t-shirts

Required Signatures:

Athletic Director:  Date: 6/30/25

Head Coach:  Date: 6/25/25

Town Official: _____ Date: _____

Other: _____ Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.
(PLEASE TURN OVER FOR DETAILED DESCRIPTION)

sponsor t-shirt/banner

1. The Location of any Signs incorporating Businesses:

on t-shirts and one banner hanging on gym wall

2. The size of any signage:

around 5'x3'

3. The cost to the business:

\$150.00

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

they will all be listed on one banner (no limit - as long as they fit on)

5. How will the profits be used by the Booster Club

banquet, coach bus for Keene, warm-ups, senior gifts, etc. poster/banner

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.



EXECUTIVE SUMMARY

TRSD Calendar - ALICE Trainings

August 11, 2025

Background - TRSD ALICE Implementation

TRSD is committed to providing the safest possible environment for our students and staff by taking proactive steps in securing our schools. We want to ensure they have a safe place to learn, work and grow. To maintain our safety standards and adapt to the societal threat of a violent intruder inside our schools, the district has adopted ALICE proactive strategies.

ALICE is an acronym for Alert, Lockdown, Inform, Counter and Evacuate. The ALICE protocols empower individuals to participate in their survival using proactive options-based responses. Since 2022, the district has implemented these safety strategies in age and ability appropriate ways. Safety protocols require ongoing training in ALICE, including on-campus active shooter drills for staff, facilitated by ALICE certified trainers that include TRSD staff working in collaboration with local law enforcement officers. These trainings can only be conducted when students are not in the buildings. For this reason, we are requesting a change to the TRSD 2025-2026 school calendar.

TRSD Calendar Change

The Timberlane Regional School Board is asked to review and approve one additional early release day for each of the four town's elementary schools (four days in total), to provide time for staff to be fully trained at the start of the academic school year in ALICE strategies. Training for the secondary schools will be conducted on the previously-scheduled early release days identified below.

School	Date
Timberlane Regional High School	Wednesday, September 24th (already on calendar)
Sandown North / Sandown Central	Monday, September, 29th
Atkinson Academy	Tuesday, September 30th
Pollard Elementary	Wednesday, October 1st
Danville Elementary	Thursday, October 2nd
Timberlane Regional Middle School	Wednesday, October 22nd (already on calendar)



NH School Administrative Unit 106 | Timberlane Regional School District

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 @TimberlaneRSD

On these early release days, staff in each building will be fully trained on the ALICE strategies through online and hands-on training with our local ALICE Certified Instructor(s). We are very pleased with the comprehensive roll-out procedure ALICE Training Institute has in place and believe this is the right choice for our students, staff, schools, and the community.

For more information on ALICE please visit: <https://nav360.link/alice-360>

Respectfully Submitted,

Sandra Allaire, Assistant Superintendent

Lucy Canotas, Director of Elementary Education

Mark Pedersen, Director of Secondary Education

Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2025 - 2026 School Calendar

The Mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

	<i>M</i>	<i>T</i>	<i>W</i>	<i>TH</i>	<i>F</i>		<i>M</i>	<i>T</i>	<i>W</i>	<i>TH</i>	<i>F</i>
August (2)					<i>X</i>	February (15)	2	3	4	5	6
	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		9	10	<i>ER</i>	12	13
	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		16	17	18	19	20
	<i>X</i>	19-NTI	20-NTI	21-NT	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
	25 B-PD	26-D-PD	27	28	<i>X</i>	March (21)	2	3	4	5	6
September (21)	<i>X</i>	2	3	4	5		9	<i>PD</i>	11	12	13
	8	9	10	11	12		16	17	18	19	20
	15	16	17	18	19		23	24	25	26	27
	22	23	<i>ER</i>	25	26		30	31			
	29* SN/SC- ER	30* AA-ER				April (18)			<i>ER</i>	2	3
October (22)			1* PS-ER	2* DE-ER	3		6	7	8	9	10
	6	7	8	9	10		13	14	15	16	17
	<i>X</i>	14	15	16	17		20	21	22	23	24
	20	21	<i>ER</i>	23	24		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	
	27	28	29	30	31	May (19)					<i>X</i>
November (15)	3	4	5	6	7		4	5	6	7	8
	<i>PD</i>	<i>X</i>	12	13	14		11	12	<i>ER</i>	14	15
	17	18	19	20	21		18	19	20	21	22
	24	25	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>	26	27	28	29
December (17)	1	2	3	4	5	June (12)	1	2	3	4	5
	8	9	<i>ER</i>	11	12		8	9	10	11	12
	15	16	17	18	19		15	<i>ER</i>			
	22	23	<i>X</i>	<i>X</i>	<i>X</i>						
	<i>X</i>	<i>X</i>	<i>X</i>								
January (18)	5	6	7	<i>X</i>	<i>X</i>						
	12	13	14	15	16						
	<i>X</i>	20	21	22	23						
	<i>PD</i>	27	28	29	30						

PD = Professional Development Day (no school for students)
D-PD = District Professional Development **NT**=New Teacher Day
B-PD = Building Level Professional Development
X = Holiday/School Break **MU**= Make-Up Day **ER**= Early Release

Student Year = 180 days
Teacher Year = 187 days
New Teacher Year = 188 days
TSSU Year = 183 days
End of Quarter 1: October 31st; Quarter 2: January 23rd; Quarter 3: April 6th;
Quarter 4: last day of school
End of Trimester 1: November 25th; Trimester 2: March 16th; Trimester 3: last day of school

*Indicates an Early Release Day for each of the elementary schools for ALICE training.

SN/SC: Sandown North and Sandown Central – September 29, 2025

AA: Atkinson Academy – September 30, 2025

PS: Pollard School – October 1, 2025

DE: Danville Elementary School – October 2, 2025

August 19-21 New Teacher Induction/Orientation	Dec 24-Jan 2 Holiday Break
August 25-26 Professional Development TTA & TSSU	January 19 Martin Luther King Jr. Civil Rights Day
August 27 First Day of School	January 26 Professional Development TTA
August 29 Labor Day Extended	February 11 Early Release
September 1 Labor Day	February 23-27 Winter Break (Presidents' Day is observed on 2/23/25)
September 24 Early Release	March 10 Professional Development TTA & TSSU
October 13 Columbus Day	April 1 Early Release
October 22 Early Release	April 27-May 1 Spring Break
November 10 Professional Development TTA	May 13 Early Release
November 11 Veteran's Day	May 25 Memorial Day
November 26-28 Thanksgiving Break	June 16 Last Day of School/Early Release
December 10 Early Release	



August 8, 2025

EXECUTIVE SUMMARY - Softscape Landscaping Services Bid - 2025-2028

In order to beautify our school properties for the opening of school and just prior to graduation/promotion ceremonies, an RFP for softscape landscaping services (one - three year contract) was disseminated for all nine of our buildings. Landscaping would take place in early spring and late summer. Services requested include bed preparation, weeding, shrub maintenance, edging, weed preventer and fertilizer application. Lastly, black mulch would be applied in the spring which would then be turned over in late August. Bids were advertised on July 11, 2025 and opened on Friday, August 8, 2025. After careful consideration, we propose awarding the bid to Auger Landscaping. Auger came in at the lowest bid and has performed well for us in the past.

Action - For the Board to accept the district Softscape Landscaping Services bid from Auger Landscaping.

Year 1 - \$38,110.00

Year 2 - \$38,110.00

Year 3 - \$38,875.00

Total - **\$115,095.00**

Respectfully submitted,

Chris Martin, Ed.D.
Executive Director



NH School Administrative Unit 106 | Timberlane Regional School District

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Bid Opening Record

Bid: Softscape Landscaping Services (1 Year with Year 2 & 3 Option)

Date: 08/08/2025

Ref. Policy DJE

<u>Bidder</u>	<u>Description</u>	<u>Qty</u>	<u>Unit Price</u>	<u>Total Amount</u>	<u>Attend ed</u>
Outdoor Pride	FY26 64,215.00 FY27 66,150.00 FY28 68,135.00			\$198,500.00	No
Auger	FY26 38,110.00 FY27 38,110.00 FY28 38,8575.00			\$115,095.00	No
Kershaw	FY26 42,760.00 FY27 44,050.00 FY28 45,375.00			\$132,185.00	Yes

Witnesses:

Recorder:

Heather Greenfield

Name

Signature

Low bidder submittal will be reviewed to insure compliance with bid specs.

Reference checks will be completed prior to awarding of bid.

This form will be on file in the District Office for one year and attached to electronic Purchase Requisition.

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant opportunities, emphasizing high aspirations and personal growth.



Plodzick & Sanderson, P.A.

Certified Public Accountants

July 7, 2025

Sheryl A. Pratt, CPA

Michael J. Campo, CPA

Sylvia Y. Petro, CPA, CFE, MSA

Janet L. Spalding, CPA, MST

To the Members of the School Board
and Ms. Maria Watkins, Business Administrator
Timberlane Regional School District
30 Greenough Road
Plaistow, NH 03865

Dear Members of the School Board and Ms. Watkins:

The following represents our understanding of the services we will provide the Timberlane Regional School District.

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Timberlane Regional School District, as of June 30, 2025, and for the year then ended, and the related notes to the financial statements, which collectively comprise the Timberlane Regional School District's basic financial statements.

In addition, we will audit the Timberlane Regional School District's compliance over major federal award programs for the period ended June 30, 2025. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the Timberlane Regional School District's major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) and in accordance with *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and *Government Auditing Standards*, if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards School Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

- Management's Discussion and Analysis
- Schedule of the School District's Proportionate Share of Net Pension Liability
- Schedule of the School District's Contributions – Pensions
- Schedule of the School District's Proportionate Share of Net Other Postemployment Benefits Liability

193 North Main Street, Concord, NH 03301
170 South River Road, Box 9, Bedford, NH 03110
633 Elm Street, Suite 103, Milford, NH 03055

- Schedule of the School District's Contributions – Other Postemployment Benefits, and
- Schedule of Changes in the School District's Total Other Postemployment Benefits Liability and Related Ratios

Supplementary information other than RSI will accompany the Timberlane Regional School District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

- Schedule of Expenditures of Federal Awards
- Combining Schedules
- Individual Fund Schedules

Schedule of Expenditures of Federal Awards

We will subject the Schedule of Expenditures of Federal Awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the Schedule of Expenditures of Federal Awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts, and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings, and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audits in accordance GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). As part of an audit of financial statements in accordance with GAAS and in accordance with *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Timberlane Regional School District's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Timberlane Regional School District's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America. Please note that the determination of abuse is subjective, and *Government Auditing Standards* does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the Timberlane Regional School District's basic financial statements. Our report will be addressed to the School Board of the Timberlane Regional School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

Audit of Major Program Compliance

Our audit of the Timberlane Regional School District's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance, and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the Timberlane Regional School District's compliance based on the audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS and in accordance with *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and, performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs, and performing such other procedures as we consider necessary in the circumstances. The purpose of those procedures will be to express an opinion on the Timberlane Regional School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the Timberlane Regional School District's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the Timberlane Regional School District's major federal award programs. Our tests will be less

in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the Timberlane Regional School District's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management's Responsibilities

Our audit will be conducted on the basis that management and those charged with governance acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the Schedule of Expenditures of Federal Awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs, and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
8. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including the disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit;
 - c. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence;
 - d. A written acknowledgement of all the documents that management expects to issue that will be included in the annual report and the planned timing and method of issuance of that annual report;⁴ and
 - e. A final version of the annual report (including all the documents that, together, comprise the annual report) in a timely manner prior to the date of the auditor's report.
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying Maria Watkins, Business Administrator/CFO, to oversee nonattest work;
18. For maintaining adequate records, selecting, and applying accounting principles, and safeguarding assets;

19. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the Schedule of Expenditures of Federal Awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the Schedule of Expenditures of Federal Awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the Schedule of Expenditures of Federal Awards, (c) to include our report on the Schedule of Expenditures of Federal Awards in any document that contains the Schedule of Expenditures of Federal Awards and that indicates that we have reported on such schedule, and (d) to present the Schedule of Expenditures of Federal Awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the Schedule of Expenditures of Federal Awards no later than the date of issuance by you of the schedule and our report thereon.

As part of our audit process, we will request from management and those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or master's for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

We will also provide the nonattest services as detailed in the attached addendum for the Timberlane Regional School District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the services detailed in the attached addendum. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

We will not assume management responsibilities on behalf of the Timberlane Regional School District. However, we will provide advice and recommendations to assist management of the Timberlane Regional School District in performing its responsibilities.

The Timberlane Regional School District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning Maria Watkins, Business Administrator/CFO, a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the detailed attached addendum previously outlined. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities, including determining account coding and approving journal entries.

Other

Michael J. Campo, CPA is the engagement partner for the audit services specified in this letter. His responsibilities include supervising Plodzick and Sanderson, P.A.'s services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility. Invoices will be rendered every month and are payable upon presentation. Our fee for these services is \$28,850, which includes the basic financial statement audit and the single audit in accordance with Uniform Guidance for the fiscal year ended June 30, 2025. We anticipate commencing the audit on August 4, 2025, with the expectation the final audit will be completed no later than one hundred days after the completion of

field work. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. In the event the School District is not prepared or that significant additional time is necessary that creates a delay in the delivery of the audit, the Timberlane Regional School District may be subject to additional costs. Whenever possible, we will attempt to use the Timberlane Regional School District's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit.

During the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your internet website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

To the extent you provide our firm with access to electronic data via a local or online database from which we will download documents or information for the audit, you agree that the data is accurate as of the date and time you make it available to be downloaded by us.

The audit documentation for this engagement is the property of Plodzik & Sanderson, P.A. and constitutes confidential information. However, we may be requested to make certain audit documentation available to regulators and federal agencies and the U.S. Government Accountability Office pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of Plodzik & Sanderson, P.A.'s personnel. Furthermore, upon request, we may provide copies of selected audit documentation to these agencies and regulators. The regulators and agencies may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We agree to retain our audit documentation or work papers for a period of at least five years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

During the course of the audit, we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

We agree to retain our audit documentation or work papers for a period of at least five years from the date of our report.

You agree to inform us of facts that may affect the financial statements of which you may become aware during the period from the date of the auditor's report to the date the financial statements are issued.

At the conclusion of our audit engagement, we will communicate to the School Board the following significant findings from the audit:

- Our view about the qualitative aspects of the Timberlane Regional School District's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

In accordance with the requirements of *Government Auditing Standards*, we have attached a copy of our latest external peer review report of our firm for your consideration and files.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements and compliance over major federal award programs including our respective responsibilities.

We appreciate the opportunity to be your financial statement auditors and look forward to working with you and your staff.
Respectfully,

Plodzik & Sanderson

PLODZIK & SANDERSON
Professional Association

RESPONSE:

This letter correctly sets forth the understanding of the **Timberlane Regional School District**.

Governance

Signature: _____

Printed Name & Title: _____

Date: _____

Management

Signature: _____

Printed Name & Title: _____

Date: _____

Attachment:

Addendum to Engagement Letter: Non-Attest Services Performed - for the period ending June 30, 2025.

Timberlane Regional School District

Non-Attest Services Performed – for the period ending June 30, 2025

- Draft of the audited financial statements and related footnote disclosures.
- Trial balances for all funds trial balances and other conversion trial balances.
- Copies of our workpapers prepared for reporting purposes of the liabilities, deferred outflows and inflows of resources related to GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, and GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which were prepared using the actuarial reports from the School District's contracted actuary and State of New Hampshire actuaries.
- Management Discussion and Analysis financial tables (comparative government-wide statement of net position and statement of activities, a statement of capital assets, and a statement of long-term debt) which were taken directly from Exhibits A and B of the financial statements and the capital assets and long-term debt notes in the notes to the financial statements.
- Preparation of the Schedule of Expenditure of Federal Awards and related notes.
- Preparation of the Data Collection Form.

215 Pleasant St. Fl. 4 – PO Box 3634
Fall River, Massachusetts 02722

Tel: (508)679-6079 (508)999-0020
Fax: (508)672-4938

Report on the Firm's System of Quality Control

To Plodzik & Sanderson, PA and the
Peer Review Committee of the Massachusetts Society of CPAs;

We have reviewed the system of quality control for the accounting and auditing practice of Plodzik & Sanderson, PA (the Firm) in effect for the year ended May 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The Firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the Firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act. As a part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Plodzik & Sanderson, PA in effect for the year ended May 31, 2019 has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency (ies)* or *fail*. Plodzik & Sanderson, PA, has received a peer review rating of *pass*.

JMR & Company, LLC

October 18, 2019

Where Your Financial Success Begins

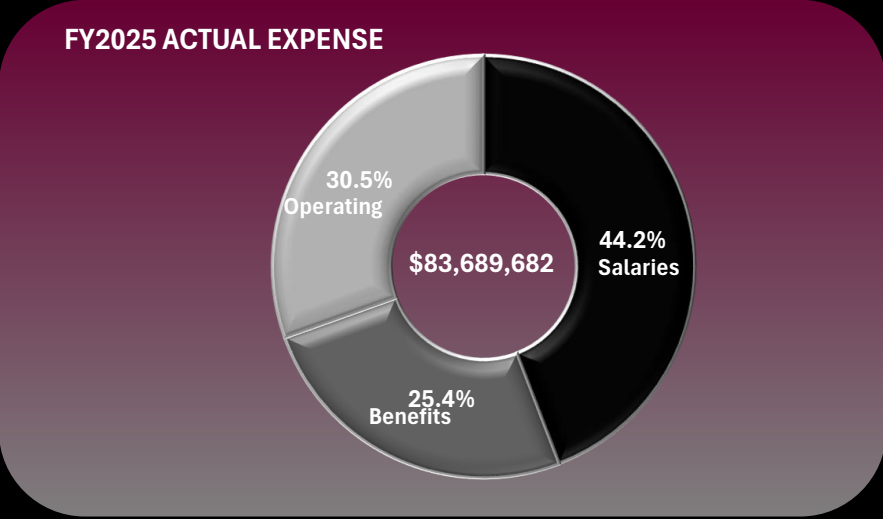
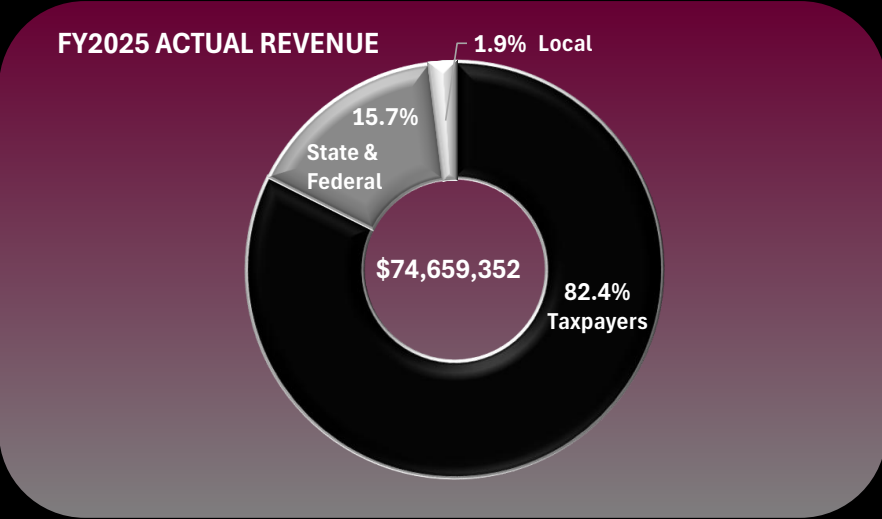
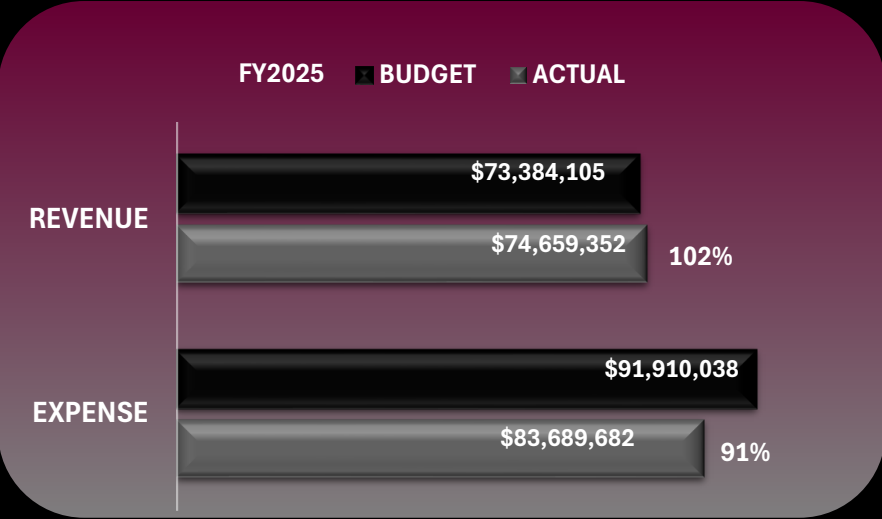
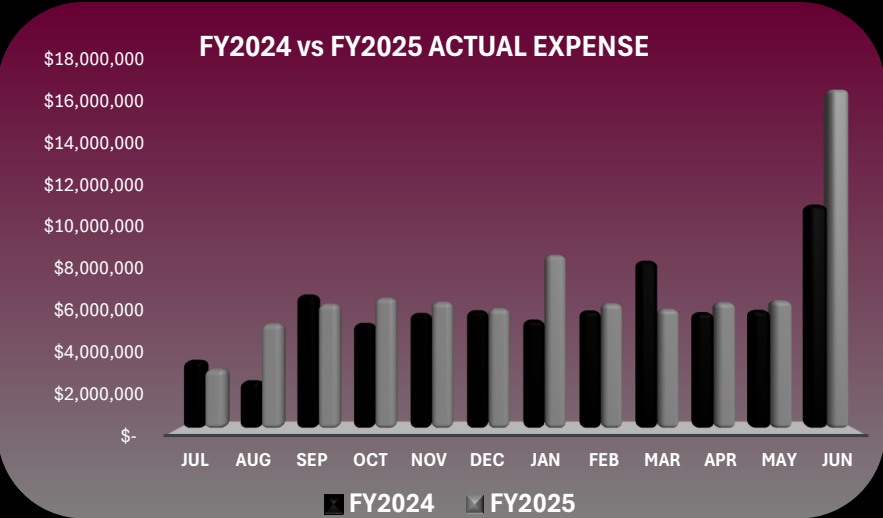
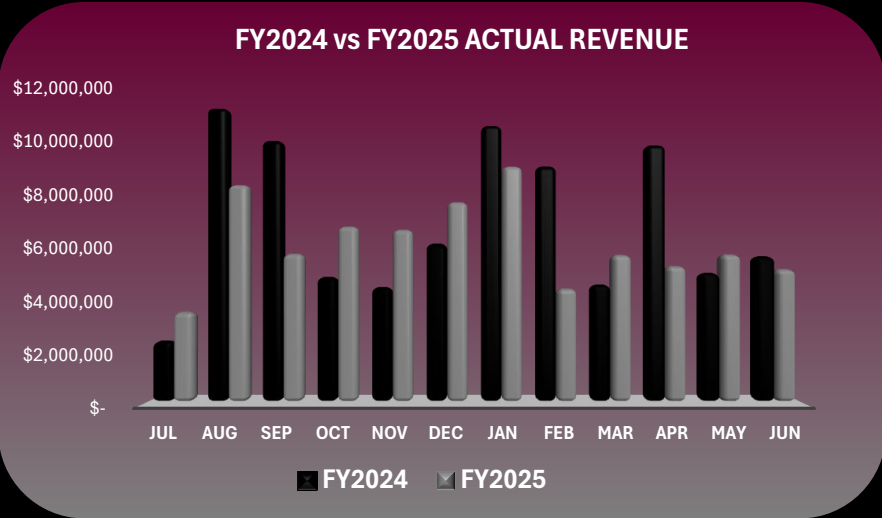
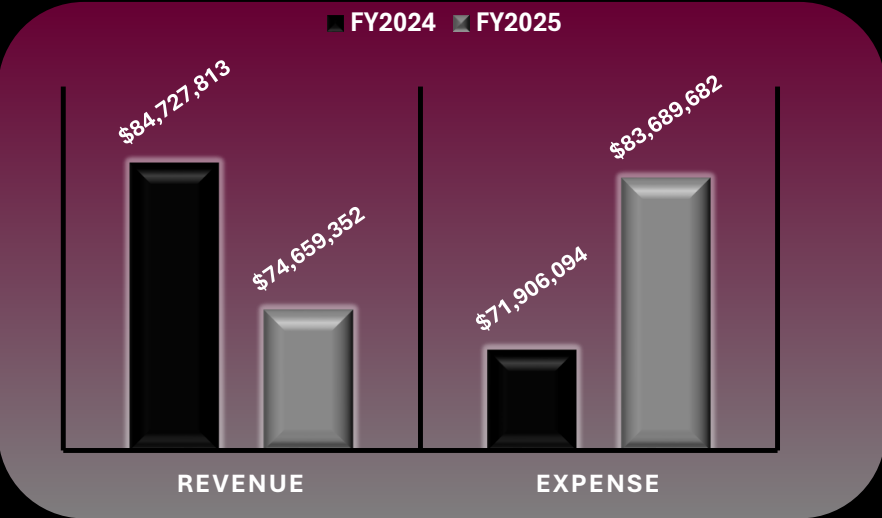
Member: American Institute of Certified Public Accountants - Division for Firms

Web: WWW.jmrpcpas.com

Email: Doug@rodriguesaccounting.com

TIMBERLANE REGIONAL SCHOOL DISTRICT

DASHBOARD OF THE GENERAL FUND AS OF JUNE 2025



EXPENSES	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
FY2024 ACTUAL	\$ 3,430,299	\$ 2,411,241	\$ 6,671,503	\$ 5,264,009	\$ 5,753,495	\$ 5,888,269	\$ 5,422,705	\$ 5,878,355	\$ 8,347,613	\$ 5,796,601	\$ 5,906,811	\$11,135,195	\$71,906,094
As a % of Total	5%	3%	9%	7%	8%	8%	8%	8%	12%	8%	8%	15%	
FY2025 ACTUAL	\$ 3,008,044	\$ 5,246,734	\$ 6,218,312	\$ 6,513,697	\$ 6,316,593	\$ 5,996,547	\$ 8,638,655	\$ 6,246,131	\$ 5,971,723	\$ 6,298,802	\$ 6,393,570	\$16,840,874	\$83,689,682
As a % of Total	4%	6%	7%	8%	8%	7%	10%	7%	7%	8%	8%	20%	
Increase (Decrease)	\$ (422,255)	\$ 2,835,493	\$ (453,191)	\$ 1,249,689	\$ 563,098	\$ 108,279	\$ 3,215,950	\$ 367,776	\$ (2,375,890)	\$ 502,201	\$ 486,759	\$ 5,705,679	\$11,783,588
Numbers in red indicate months with three pay period. Numbers in green indicate projected expenses.													



3,210 STUDENTS



621 EMPLOYEES



59 CONTRACTORS



August 14th, 2025

EXECUTIVE SUMMARY

Elementary Enrollment SY25-26

The following charts provide Elementary enrollment for school year 25-26, as of July 30th, 2025.

Three pressure points, identified by the orange/shaded cells, are being watched. Each is 1-3 students from max capacity at the grade.

Atkinson Academy

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
students enrolled	53	71	49	61	61
class size by policy	20	22	22	25	25
projected classes	18/18/17	18/18/18/17	17/16/16	21/20/20	21/20/20

Danville School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
students enrolled	43	46	43	42	51
class size by policy	20	22	22	25	25
projected classes	15/14/14	16/15/15	22/21	21/21	17/17/17

Pollard School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
students enrolled	66	67	75	81	61
class size by policy	20	22	22	25	25
projected classes	17/17/16/16	17/17/17/16	19/19/19/18	21/20/20/20	21/20/20

Sandown North

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
students enrolled	73	67	64	72	63
class size by policy	20	22	22	25	25
projected classes	19/18/18/18	17/17/17/16	22/21/21	24/24/24	21/21/21



NH School Administrative Unit 106 | Timberlane Regional School District

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Early Childhood Programs

Early Childhood program enrollments are reflected below. These registrations are separated to show the number of students in each program at each school with finalized enrollment (completed the registration process) and those who have requested the program/school/time, but have outstanding documents or payment.

class capacity is 12	Atkinson Academy	
	finalized	requested/ outstanding
Preschool AM	12	
Preschool PM		

The Learning Center at Sandown Central	
finalized	requested/ outstanding
10/9	2
9	2

class capacity is 18	Atkinson Academy		Danville School		Pollard School		The Learning Center at Sandown Central	
	finalized	requested/ outstanding	finalized	requested/ outstanding	finalized	requested/ outstanding	finalized	requested/ outstanding
Pre-Kindergarten AM	18		17		17		13/13	5
Pre-Kindergarten PM							8	1

class capacity is 20	Atkinson Academy		Danville School		Pollard School		The Learning Center at Sandown Central	
	finalized	requested/ outstanding	finalized	requested/ outstanding	finalized	requested/ outstanding	finalized	requested/ outstanding
Kindergarten Half Day	8	1			11	1	16	0
Kindergarten Full Day	46 16/15/15	1	26 13/13	6	36 18/18	2	52 18/17/17	2

Respectfully submitted,
Lucy Canotas, Director of Elementary Education

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant opportunities, emphasizing high aspirations and personal growth.



EXECUTIVE SUMMARY

TRSD Educator Evaluation Plan, 2025-2030

August 8, 2025

Background

The Timberlane Regional School Board is asked to review and approve the TRSD Educator Evaluation Plan for the 2025–2030 cycle in accordance with Article 14 of the Timberlane Teachers’ Association (TTA) Collective Bargaining Agreement (CBA). This Evaluation Plan has been in place since it was first developed and approved by the School Board in 2015. The plan operates on a five-year cycle; this updated version represents the third cycle of implementation. Article 14.4 of the TTA CBA requires that “Evaluations shall be done in accordance with the procedures in the School District Professional Evaluation Plan. Any modifications to the procedures in the School District Professional Evaluation Plan shall be mutually agreed upon by the Board and the Association.”

Updates to the 2025-2030 Plan

Alignment to the 2022 Danielson Framework for Teaching

The 2025–2030 Evaluation Plan was collaboratively developed by a committee composed of TTA teacher representatives alongside school and district administrators. The committee worked to ensure that the plan remains aligned with district goals for professional growth, instructional excellence, and continuous improvement. As part of this revision, the Evaluation Plan now reflects the most recent version of the Charlotte Danielson Framework for Teaching (2022), ensuring that the evaluation process aligns with current, research-based standards for effective teaching.

Revised Professional Goal Structure

The plan also introduces a refined goal-setting process. Teachers will complete a self-reflection of their performance against the Danielson Framework for Teacher and then work with their evaluators to develop a professional goal that aligns directly to a specific domain or component of the 2022 Danielson Framework that will facilitate their professional growth and/or advance a school or district goal. This focused alignment strengthens the connection between individual professional development and district-wide instructional expectations.

Transition in Observation Model

The updated plan includes changes in the format and frequency of observations. The primary change includes a shift from required formal and informal observations to required “Mini Observations” for all teachers. Influenced by current research on effective models of evaluation, this model emphasizes short, frequent, unannounced classroom visits with timely feedback. Research supports this approach as an effective way to



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foster ongoing professional dialogue and lead to stronger instructional practice and improved professional outcomes by promoting a continuous growth mindset.

The revised plan reflects a shared commitment to maintaining a fair, transparent, collaborative, and supportive evaluation process that fosters educator growth and instructional quality across the Timberlane Regional School District. Board approval is required to move forward with the implementation of the 2025–2030 cycle. The TTA membership will review and vote on the updated plan on August 26th.

Respectfully Submitted,
Sandra Allaire
Assistant Superintendent

TIMBERLANE REGIONAL SCHOOL DISTRICT

EDUCATOR EVALUATION PLAN

2025-2030

Evaluation Committee:

Sandra Allaire	Assistant Superintendent
Louis Broad	Science Teacher & TTA President, Timberlane Regional High School
Lucy Canotas	Director of Elementary Education
Andrea Castano	Teacher, Sandown North Elementary School
Ashley Harbel	Assistant Principal, Timberlane Regional High School
Mark Pasquini	PE/Health Teacher & TTA Vice-President, Timberlane Regional High School
Mark Pedersen	Director of Secondary Education
Kurt Schweiss	Director of Music and the Performing Arts Center
Mary Sullivan	Principal, Pollard School
Ashleigh White	Special Education Teacher, Danville Elementary School

This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.

—Maya Angelou

Approved by the Timberlane Regional School Board on

Approved by the Timberlane Teachers Association on

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Timberlane Regional School District Educator Evaluation Plan

I. INTRODUCTION

This evaluation plan was developed by the Timberlane Evaluation Committee with the help of other Timberlane educators. It is the result of an extensive study dedicated to redefining the *spirit* of evaluation in our district to include positive collaborative effort, reflection, trust, and shared control of a process that embodies the professional growth of educators. The dialogue that shaped the final plan was guided by:

- previous versions of the the approved TTA Evaluation Plan (2015-2020 and 2020-2025)
- current research in Teacher Effectiveness and Teacher Evaluation,
- the work of other progressive school districts,
- the Mission, Beliefs, and Goals as stated in our Timberlane District Strategic Plan.

Consistent with our belief in the power of reflection, the implementation of this evaluation plan is predicated on goal setting, the collection of feedback, documentation of shared experiences, reflective writing, and modification of the plan itself.

The Timberlane Regional School District recognizes that continual professional growth and a thoughtfully constructed evaluation process will have a long-lasting and positive impact on the quality of education it offers its students. This plan allows educators to determine goal areas, plans for working in these areas, methods for the collection and documentation of growth, and the best way to present their performance. Continual reflection on professional practice is considered an essential aspect of this plan. It helps ensure that the performance and practice of professional educators are viewed holistically; indeed, the evaluation takes into account all of the ways educators interact in the school community. Essentially, this plan combines the district's commitment to support both the educators and the community by making a high standard of practice the goal of a collaborative effort.

Timberlane Philosophy of Evaluation

The Timberlane Regional School District Evaluation Program focuses on the professional enhancement of each educator so that s/he can best facilitate the education of all students, promoting high standards and continuous improvement for students while preparing them to be self-sufficient, contributing citizens.

The district believes that learning is a continual process that must be embraced by students and educators. It values and supports an evaluation plan that

- promotes a spirit of professional inquiry,
- encourages collegiality,
- ensures a connection between teacher effectiveness and student performance,
- empowers the individual to regularly reflect upon his/her expectations and practices,
- creates a positive professional atmosphere marked by mutual respect and commonality of purpose.

Components of the Evaluation System

The components of the evaluation plan include the following:

1. The foundation of the system is built on the standards of professional practice. Timberlane uses the Framework for Teaching from Charlotte Danielson’s 2022 edition or subsequent editions.
2. Individual goals collaboratively developed between the evaluator and educator that advance the district.

Enhancing Professional Practice: A Framework for Teaching

Collaboration and reflection in an educational community need to be supported by commonly held standards of excellent teaching practices and a common language by which to describe them. After considering a variety of models that articulate good teaching practice, the Timberlane Evaluation Committee has adopted, with some adaptation, the model of teaching described in *Enhancing Professional Practice: A Framework for Teaching, 3rd edition*, written by Charlotte Danielson, Jim S. Furman, and Lee Kappes (2025 edition or subsequent editions).

The framework identifies four domains of professional practice and the components of each. The framework also provides a continuum of descriptors and “elements of success” connected to each component in the framework. These elements of success include critical attributes that delineate the way practices in each component look in action at each performance level. These domains, components, elements of success, and critical attributes provide educators with common language and specific targets for pursuing excellent practice, which results in student growth. This framework was developed through substantive research. This research is described fully in *Enhancing Professional Practice: A Framework for Teaching, 3rd edition*. For the remainder of this document, we will refer to the contents of this book, or a later edition, as *The Frameworks for Teaching*, or Danielson’s Domains.

Educators are expected to meet the proficient level (or above) of *The Frameworks for Teaching* and show growth in their professional practice. For educational specialist positions, rubrics can be adapted in a collaborative and joint process to reflect their specialization (e.g. nurses, counselors, librarians, etc.).

The four Domains of Professional Practice for classroom educators are:

Domain I: Planning and Preparation

- 1a: Applying Knowledge of Content and Pedagogy
- 1b: Knowing and Valuing Students
- 1c: Selecting Instructional Outcomes
- 1d: Using Resources Effectively
- 1e: Planning Coherent Instruction
- 1f: Designing and Analyzing Student Assessments

Domain II: Learning Environments

- 2a: Cultivating Respectful and Affirming Environments
- 2b: Fostering a Culture for Learning
- 2c: Maintaining Purposeful Environments
- 2d: Supporting Positive Student Behavior
- 2e: Organizing Spaces for Learning

Domain III: Learning Experiences

- 3a: Communicating about Purpose and Content
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment for Learning
- 3e: Responding Flexibly to Student Needs

Domain IV: Principled Teaching

- 4a: Engaging in Reflective Practice
- 4b: Documenting Student Progress
- 4c: Engaging Families and Communities
- 4d: Contributing to School and Community Culture
- 4e: Growing and Developing Professionally

II. OUTLINE OF EVALUATION PROCESS

Overview of the Timberlane Evaluation Plan

The primary purpose of the evaluation system is to focus on educator practice, which maximizes student learning. This evaluation plan reflects specific beliefs that are based on current research in teacher effectiveness, assessment, and professional development. The beliefs include:

- aligning evaluation with goal setting that will advance the district,
- understanding effective educators consistently improve student growth and achievement,
- emphasizing self-assessment, reflection and collegial support,
- valuing the documentation and presentation by an individual of his/her accomplishments,
- allowing a varied focus in different years by using a three-year cycle for assessment,
- maximizing autonomy, collaboration, and accountability,
- taking a holistic view of an educator's contribution to the district.

The management of the evaluation process is an ongoing collaboration between a primary evaluator and an educator. For this purpose, an evaluator will be any district employee who is on an administrative contract and whose area of administration concerns students and school programs. This group would include, but not be limited to, principals, assistant principals, department chairs, coordinators, directors, assistant directors, associate directors, superintendent, and assistant superintendent.

Educators will be defined as all district employees who are included in the Timberlane Teachers' Association bargaining unit. Educators will fall into four categories for the purpose of this plan.

1. **New Educator** - Educators who are new to the profession and/or the Timberlane District.
2. **Experienced Educator** - Educators who are on a continuing contract are in this group. The vast majority of Timberlane educators fall into this group.
3. **Support Plan Educator** - This level is used to support an educator who is, based on evidence, experiencing difficulty meeting one or more of *The Frameworks for Teaching*, or requires additional support during a transition phase or implementing district or school programs.
4. **Improvement Plan Educator** - An educator who is, based on documented evidence, experiencing substantial difficulty meeting one or more of the district's teaching

standards or has been informed by his/her evaluator that s/he is in serious danger of not being employed by the Timberlane Regional School District.

All educators will be assigned a primary evaluator to join with them in this collaborative, collegial process. Mini Observations and Planned Observations may include additional evaluators. Improvement Plan educators will be assigned a second evaluator to provide additional support and another point of view in the growth process. If any other educator wishes to have a second evaluator as a part of his/her Evaluation Plan, s/he will need to make that known at a goal setting or goal review conference.

This Evaluation Plan is based on a three-year cycle and is intended to run concurrently with the New Hampshire recertification cycle. Dates of hiring, or other factors, may interfere with this cycle. Upon recertification, a one or two-year cycle will be fashioned by the evaluator, to allow the educator to synchronize their evaluation plan with recertification. The first year of a new cycle is designed to begin in the fall after recertification has been received.

The Evaluation Plan will incorporate Danielson's Domains and consists of a series of processes including:

Self-Reflection

The educator begins each year by reflecting on his/her performance in each the Domains and Components of the Danielson Framework for Teaching. The self-reflection must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

Goal Setting/ Goal Review

Goal setting begins each cycle. During the three-year cycle, an educator will monitor his/her goals, work on any domain components, reflect on his/her progress, and make any necessary changes with his/her evaluator.

The educator will develop a measurable goal that will lead to improved educator practices, in collaboration with the evaluator. This goal should align to a focus area for professional growth that connects to the Danielson Framework and/or a district/ school goal.

Three Categories of Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and an educator have some element of evaluation.

There are three categories of observations: 1) Mini Observations, 2) Planned Observations, and 3.) Unassociated Observations.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what

constitutes resolution. Notification should include a written form (email, memo, letter or written evaluation) for clarity and documentation.

1) Mini Observations (Required):

In alignment with our commitment to fostering professional growth and enhancing instructional effectiveness, this evaluation plan incorporates the powerful tool of mini-observations, as articulated by Kim Marshall. Drawing upon the principles of Charlotte Danielson's Framework for Teaching, we recognize that frequent, focused feedback is paramount for continuous improvement. Marshall's mini-observations offer a practical and efficient mechanism to regularly observe, document, and discuss specific elements of teaching practice, allowing for timely and actionable feedback that can directly inform and refine an educator's pedagogical approach. This systematic integration of mini-observations will not only support individual teacher development but also contribute to a culture of reflective practice and shared learning across our district, ultimately benefiting student outcomes.

- *New Teacher - Minimum of 6 Mini Observations per year (minimum 1 alternative setting observation)*
- *Experienced Educator - Minimum of 4 Mini Observations per year (minimum 1 alternative setting observation)*
- *Support Plan Educator - Will have observations as identified in the plan.*
- *Improvement Plan Educator - Will have observations as identified in the plan*

Mini Observations are approximately 10 minutes in length (may be longer). Evaluators may engage and interact with staff and students during these observations. These observations will be conducted by the primary evaluator and any additional agreed upon evaluators.

Mini Observations may include, but are not limited to, classroom observations or alternative settings. (E.g., technology and/or document reviews, staff meetings, parent conferences, IEPs, professional development experiences, school programming, hallways, after school activities, committees, etc...). The majority of observations in this category should be based on the domain areas linked to the educator goal.

Feedback of these mini-observations will be documented at minimum with written feedback and with face to face follow up when possible, appropriate, or requested by the educator.

2) Planned Observations (Optional or as Necessary):

Planned observations may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences.

Such Planned Observations will focus on predetermined Domains of The Frameworks for Teaching: Planning and Preparation, Learning Environments, Learning Experiences, and/or Principled Teaching and may connect to the educator's goal.

All Planned Observation Cycles will be composed of

- a pre-observation conference with educator pre-observation form completed,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.),
- a written reflection by the educator related to the observation, organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

3) Unassociated Observations (At Administrator Discretion):

Unassociated Observations are unplanned observations that are not necessarily connected with the educator's goal(s). These may include classroom observations, day to day interactions, or any professional obligations. Unassociated observations may be completed by any administrator in the district. Unassociated interaction that results in an evaluation (positive or negative) should include written feedback. The form of written feedback is at the discretion of the Administrator/Evaluator, will be documented on the district Unassociated Observation Form, and should be shared with the evaluator. Such written documentation must comply with the duty to inform if there is a concern.

Evaluation Conferences

There will be three required and scheduled evaluation conferences annually:

3. Goal-setting / Goal-review (early in year)

The Self-Reflection document must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

4. Mid-Year Check in (at mid-year)
5. Annual Reflection of Progress (prior to 4 weeks before end of the school year)

Summary Evaluation Report

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the educator's performance in the four Danielson Domains and the results of the individual goal(s). This is the final step in the three-year cycle.

III. NEW EDUCATOR PLAN

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The goals for New Educators are predetermined so they are successful in their first years of teaching at Timberlane.

Goal Setting

Goal setting for New Educators in the first year of the cycle consists of a discussion of four goal areas that have been predetermined by the district. All educators new to Timberlane will have the following four goal areas for the first year to enable the educator and evaluator to focus attention and support on activities that help ensure a successful foundation in the district's teaching standards. The four goal areas are:

1. Plan and prepare for quality instruction that shows an understanding of the curriculum and student needs.
2. Develop a plan for maintaining a positive learning environment that is supportive, challenging, and conducive to successful learning.
3. Employ a variety of instructional strategies during effective learning experiences that enhance student learning and growth through meaningful work.
4. Become familiar with the components of principled teaching and fulfill all professional responsibilities that extend beyond their classrooms and the learning experiences they facilitate.

Each educator will have to define his/her goals and activities specific to his/her role and position.

At the start of each year, New Educators will reflect on their performance in the four predetermined goal areas. At the beginning of the second or third year, an educator may revise or create new goals with his/her evaluator, if necessary.

Starting with the second or third year, the evaluator and new educator can make an agreement to move the new educator to the Experienced Educator Plan, as described in Section IV, if the

educator is meeting all the New Educator criteria in a proficient manner and has prior teaching experience.

The plan for New Educators will focus on how they will achieve the four preset goals. They will have a mentor as a part of this plan. The mentor will be guided by the Timberlane *Induction with Mentoring* program. The mentor will provide support for the educator. The interactions between the mentor and the educator are confidential and not shared with the evaluator. If there is a matter of safety concerned, the mentor should inform an administrator within the building and this may have bearing on one's evaluation.

Three Categories of Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and an educator have some element of evaluation.

There are three categories of observations: 1) Mini Observations, 2) Planned Observations, and Unassociated Observations.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or written evaluation) for clarity and documentation.

1) Mini Observations (Required):

In alignment with our commitment to fostering professional growth and enhancing instructional effectiveness, this evaluation plan incorporates the powerful tool of mini-observations, as articulated by Kim Marshall. Drawing upon the principles of Charlotte Danielson's Framework for Teaching, we recognize that frequent, focused feedback is paramount for continuous improvement. Marshall's mini-observations offer a practical and efficient mechanism to regularly observe, document, and discuss specific elements of teaching practice, allowing for timely and actionable feedback that can directly inform and refine an educator's pedagogical approach. This systematic integration of mini-observations will not only support individual teacher development but also contribute to a culture of reflective practice and shared learning across our district, ultimately benefiting student outcomes.

- *New Teacher - Minimum of 6 Mini Observations per year (minimum 1 alternative setting observation)*

Mini Observations are approximately 10 minutes in length (may be longer). Evaluators may engage and interact with staff and students during these observations. These observations will be conducted by the primary evaluator and any additional agreed upon evaluators.

Mini Observations may include, but are not limited to, classroom observations or alternative settings. (E.g., technology and/or document reviews, staff meetings, parent conferences, IEPs,

professional development experiences, school programming, hallways, after school activities, committees, etc...). The majority of observations in this category should be based on the domain areas linked to the educator goal.

Feedback of these mini-observations will be documented at minimum with written feedback and with face to face follow up when possible, appropriate, or requested by the educator.

2) Planned Observations (Optional or as Necessary):

Planned observations may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences.

Such Planned Observations will focus on predetermined Domains of The Frameworks for Teaching: Planning and Preparation, Learning Environments, Learning Experiences, and/or Principled Teaching and may connect to the educator's goal.

All Planned Observation Cycles will be composed of

- a pre-observation conference with educator pre-observation form completed,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.),
- a written reflection by the educator related to the observation, organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

3) Unassociated Observations (At Administrator Discretion):

Unassociated Observations are unplanned observations that are not necessarily connected with the educator's goal(s). These may include classroom observations, day to day interactions, or any professional obligations. Unassociated observations may be completed by any administrator in the district. Unassociated interaction that results in an evaluation (positive or negative) should include written feedback. The form of written feedback is at the discretion of the Administrator/Evaluator, will be documented on the district Unassociated Observation Form, and should be shared with the evaluator. Such written documentation must comply with the duty to inform if there is a concern.

Evaluation Conferences

There will be three required and scheduled evaluation conferences annually:

1. Goal-setting / Goal-review (early in year)

The Self-Reflection document must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

2. Mid-Year Check in (at mid-year)

3. Annual Reflection of Progress (prior to 4 weeks before end of the school year)

At the end of the first and second year, educators will complete a reflection regarding the progress they are making toward their predetermined goals and in the four Danielson Domains.

Summary Conference (End of third year)

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four domains and the predetermined goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three-year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the educator's performance in the four Danielson Domains and the results of the individual predetermined goals. This is the final step in the three-year cycle.

IV. EXPERIENCED EDUCATOR PLAN

Self- Reflection

The educator completes a self- reflection survey in year one of the 3-year cycle. The self-reflection process is designed for each educator to thoughtfully consider every component in each domain and accurately determine where on the continuum his/her practice is best described. The document must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The educator will reflect on his/her skills and knowledge of the Danielson Four Domains (2022) using the rubric. Educators will select areas of improvement and work on these areas over the three-year cycle. Components that are rated as "Unsatisfactory or Basic" need to be improved to the "Proficient" level. For any components rated as "Unsatisfactory or Basic", the educator and evaluator should engage in a conversation about why the educator rated his/herself in this way. If mutually agreed that an area is in need of additional growth, the educator and evaluator

will craft an action plan to support the educator's growth. Collection of evidence and evaluation of the Domains is ongoing and will be included in the Three-Year Summary report.

Goal Setting

Goal setting begins each cycle. During the three-year cycle, an educator will monitor his/her goals, work on any domain components, reflect on his/her progress, and make any necessary changes with his/her evaluator.

The educator will develop a measurable goal that will lead to improved educator practices, in collaboration with the evaluator. This goal should align to a focus area for professional growth that connects to the Danielson Framework and/or a district/ school goal.

Goal setting begins each three-year cycle, and goals can be one, two, or three years in length. During the three-year cycle, educators will revisit their goals yearly, reflect on their progress, keep evidence, and make any necessary changes and/or set new goals with their evaluator.

While the goal setting process should represent consensus between the teacher and the evaluator, there may be instances where there is significant disagreement to the final goal or objective. In a case where the past performance of an educator has not demonstrated a consistent level of "proficient" in a specific component area of the Framework, based on evidence, a specific focus goal for growth of that area can be set by the evaluator. This focus goal will replace the goal for the individual educator.

Educators will complete and submit district forms according to district procedures.

If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the domain rubric will be counted in the summative evaluation.

Three Categories of Observations

All interactions are evaluative. It should be recognized that any and all interactions between administrators/evaluators and a teacher have some component of evaluation.

There are three categories of observations: 1) Mini Observations, 2) Planned Observations, and 3.) Unassociated Observations.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or written evaluation) for clarity and documentation.

1) Mini Observations (Required):

In alignment with our commitment to fostering professional growth and enhancing instructional effectiveness, this evaluation plan incorporates the powerful tool of mini-observations, as

articulated by Kim Marshall. Drawing upon the principles of Charlotte Danielson's Framework for Teaching, we recognize that frequent, focused feedback is paramount for continuous improvement. Marshall's mini-observations offer a practical and efficient mechanism to regularly observe, document, and discuss specific elements of teaching practice, allowing for timely and actionable feedback that can directly inform and refine an educator's pedagogical approach. This systematic integration of mini-observations will not only support individual teacher development but also contribute to a culture of reflective practice and shared learning across our district, ultimately benefiting student outcomes.

- *Experienced Educator - Minimum of 4 Mini Observations per year (minimum 1 alternative setting observation)*

Mini Observations are approximately 10 minutes in length (may be longer). Evaluators may engage and interact with staff and students during these observations. These observations will be conducted by the primary evaluator and any additional agreed upon evaluators.

Mini Observations may include, but are not limited to, classroom observations or alternative settings. (E.g., technology and/or document reviews, staff meetings, parent conferences, IEPs, professional development experiences, school programming, hallways, after school activities, committees, etc...). The majority of observations in this category should be based on the domain areas linked to the educator goal.

Feedback of these mini-observations will be documented at minimum with written feedback and with face to face follow up when possible, appropriate, or requested by the educator.

2) Planned Observations (Optional or as Necessary):

Planned observations may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences.

Such Planned Observations will focus on predetermined Domains of The Frameworks for Teaching: Planning and Preparation, Learning Environments, Learning Experiences, and/or Principled Teaching and may connect to the educator's goal.

All Planned Observation Cycles will be composed of

- a pre-observation conference with educator pre-observation form completed,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.),
- a written reflection by the educator related to the observation, organized around the Domains of The Frameworks for Teaching or the identified goals,

- a post-observation conference,
- written feedback by the evaluator,
- educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

3) Unassociated Observations (At Administrator Discretion):

Unassociated Observations are unplanned observations that are not necessarily connected with the educator's goal(s). These may include classroom observations, day to day interactions, or any professional obligations. Unassociated observations may be completed by any administrator in the district. Unassociated interaction that results in an evaluation (positive or negative) should include written feedback. The form of written feedback is at the discretion of the Administrator/Evaluator, will be documented on the district Unassociated Observation Form, and should be shared with the evaluator. Such written documentation must comply with the duty to inform if there is a concern.

Evaluation Conferences

There will be three required and scheduled evaluation conferences annually:

1. Goal-setting / Goal-review (early in year)

The Self-Reflection document must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

2. Mid-Year Check in (at mid-year)
3. Annual Reflection of Progress (prior to 4 weeks before end of the school year)

At the end of each year, educators will complete a reflection regarding the progress they are making toward their goal(s). At the end of the third year, educators will complete a reflection in the four Danielson Domains.

Summary Conference (End of third year)

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four domains and the two individual goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three- year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss educator's performance in the four Danielson Domains, the

educator's reflection upon the evidence, and results of the individual goal. This is the final step in the three-year cycle.

V. SUPPORT PLAN EDUCATOR

This level is used to support an educator who is, based on documented evidence, experiencing difficulty meeting one or more of the Domains of Danielson's *Frameworks for Teaching* or requires additional support during a transition phase or implementing district or school programs. Support plans are to be used with Continuing Contract teachers only. Educators may include a third party in all meetings to listen and ask clarifying questions. The third party may be a union representative or officer.

Notification

An educator being placed on a support plan is notified by the evaluator or principal. A teacher may also initiate a request for a support plan. The educator will be provided a letter explaining the specific concerns in performance or areas needing support within the framework of the specific Danielson Domains and components that need to be improved, as well as, the details of associated evidence.

Support Plan Goals

Goals for the areas of concern will be clear and measurable. They will delineate specific outcomes with reasonable timelines. The Support Plan is intended to result in the educator's support, improvement, and retention.

Educators who are on a Support Plan will have specific plans for their support and improvement made jointly with their evaluator. The need for reflection and documentation will be outlined in their individual plan. These plans will include details of the areas of concern, specific timelines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the support plan prior to implementation. There will be clear, measurable goals set by the educator and evaluator to show acceptable performance in all components being addressed.

The Support Plan may involve a second evaluator, who is a specialist in an area of instruction or content, to act in an advisory capacity for either the evaluator or educator, if the educator and evaluator both agree. The educator's individual goal may be put on hold until the successful completion of the Support Plan.

The evaluator and educator will mutually agree on an observation schedule including any Planned Observations and the expected frequency or schedule of these observations. Amounts and approximate timelines for Mini Observations will also be specified in the Support Plan. Written feedback from the evaluator will be given to the educator within one week of either

observation. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The Support Plan will be monitored. The evaluator and educator will mutually agree on a schedule of meetings to review progress of the plan and any mutually agreed modifications that may be needed.

The evaluator will provide to the educator at least two written progress reports, of which one should be at the midpoint in the timeline and the other at the conclusion of the Support Plan. The educator may request a written progress report from the evaluator at any time.

The support plan timeline should be of sufficient length to allow for all aspects to be successfully implemented but will not exceed 36 weeks. It is recommended that if possible, a support plan should not carry over a summer break into the following school year. If the timeline carries over through a summer break to the following school year, the plan must address specifics of implementation.

Summary Conference

The educator will prepare any documentation required by his/her individual plan for the Summary Conference. At the Summary Conference, the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Support Plan Summary Report.

Support Plan Summary Report

The Support Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the educator within one week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. A Support Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the evaluator after this report has been received.

After the educator has been deemed as meeting the outcomes in the Support Plan, the educator is returned to the Experienced Educator Plan and Support Plan documentation does not become a part of the personnel file.

If the educator has been deemed as not meeting the outcomes in the Support Plan, there could be three options: 1) continue the support plan for a longer time, 2) revise the support plan in content, or 3) advance to an Improvement Plan, as outlined in Section VI.

VI. IMPROVEMENT PLAN EDUCATOR

The district's commitment to the professional growth of our educators demands that evaluators and administrators offer clarity in describing and identifying areas of concern in writing, provide support for improvement in the areas of concern, furnish fair documentation of progress, and inform the educator in accordance with the legal time-line, if the evaluator does not see improvement and does not intend to offer a contract for the next year. It is the responsibility of the district to provide an explicit Improvement Plan that has the intention and potential to result in the support, improvement, and retention of the educator.

When an evaluator's or administrator's concern for the actions or performance of an Experienced Educator becomes too serious to be effectively addressed by the normal evaluation and administrative procedures or a Support Level Plan, it would indicate that *improvement in the area(s) of concern is imperative* to the continued employment of the educator.

In this instance, which occurs very rarely, several factors must be considered equally including the district's commitment to the students, parents, community, and our profession. If it is determined that employing the educator is not in the best interest of the students, action should be taken. Due to the serious nature of these circumstances, an Improvement Plan would be required. **The educator's individual goal is put on hold until the successful completion of the Improvement Plan.**

An educator who is experiencing substantial difficulty will be placed on an Improvement Plan. This difficulty is based on evidence that the educator is not meeting one or more of the district's teaching standards or has been informed by his/her evaluator that s/he is in serious danger of not being employed by Timberlane Regional School District. If the difficulty has been known over a period of time, there should be previously documented attempts to address the concern through the normal evaluation and administrative procedures. Improvement Plans are to be used with Experienced Educators, unless there are substantive reasons to assign it for a New Educator.

Notification

Any educator who needs to be on an Improvement Plan would be clearly informed, in writing, that s/he is on probation, the nature of his/her deficiency, and that s/he is going to be put on an Improvement Plan.

Establishing the Improvement Plan Goals

Once the educator is notified, a second evaluator would be assigned by the superintendent (or his/her designee) to offer support and an additional point of view. If the educator would like a third party to attend the conferences and participate in the Improvement Plan, s/he should make that known to the evaluator before the goals are written. A third party at this stage of the process would be differentiated from an advocate or representative, as in the case of a

grievance. In this setting, the role of a third party would be to add clarity, act as another set of ears, support, and another point of view to assist the educator in processing the information and participating in the activities that are designed to produce improvement.

Within two weeks of notification a Goal Setting Conference (GSC) will result in a written statement of specific areas of concern and clear measurable goals set by the evaluator to demonstrate needed improvement in all area(s) of concern. All parties will be present.

Within two weeks of the GSC, the Improvement Plan is written by the evaluator to include specific steps to be taken by the educator, evaluator or others with timelines and outcomes specified. The Improvement Plan will include details of the areas of concern, specific timelines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the Improvement Plan prior to implementation.

The Improvement Plan timeline should be of sufficient length (recommendation is a minimum of 12 weeks) to allow for all aspects to be successfully implemented but will not exceed 36 weeks. The Improvement Plan must address specifics of implementation if the timeline carries over through a summer break to the following school year.

An Improvement Plan must include:

- Clarity in describing and identifying areas of concern in writing
- Goals that are clearly stated and related directly to area(s) of concern
- Expected outcomes necessary to the successful completion of improvement
- Strategies for measuring and documenting the improvement
- Resources to increase the likelihood of the desired outcomes
- Frequency of observations, mini-observations and planned observations.

An Improvement Plan may include:

- Structured reflections
- Regular conferencing
- Peer mentor or coach
- Required workshops or other professional development activities
- Professional reading
- Professional visitation
- Monitoring of professional responsibilities

The evaluator(s), in consultation with the educator, will establish a schedule of regular meetings to review progress of the plan.

The evaluator(s), in consultation with the educator, will establish an observation schedule including any planned observations and expected frequency of mini observations. Written feedback from any evaluator will be given to the educator within one week after any observation. The educator may request a third party present at planned observations. Additional planned or mini observations may be initiated by the evaluator or educator. The educator and evaluator can mutually agree that planned observations will not require pre-observation conferences.

The evaluator(s) will provide to the educator at least two written progress reports, of which one should be at the midpoint in the timeline and the other at the conclusion of the Improvement Plan. The educator may request a written progress report from the evaluator(s) at any time.

Summary Conference

The educator will prepare any documentation required by their individual Improvement Plan for the Summary Conference. At the Summary Conference, the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Improvement Plan Summary Report. Evaluators who have played a part in the Improvement Plan may attend. The educator can ask to have a union representative during this meeting.

Improvement Plan Summary Report

The Improvement Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the evaluators involved in the meeting and the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. An Improvement Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the evaluator after this report has been received. The educator can also submit a written response to the Summary Report within one week of receipt of it.

After the educator has been deemed as meeting the outcomes in the Improvement Plan, the educator is returned to the Experienced Educator Plan, and Improvement Plan documentation becomes a part of the educator's personnel file.

If the educator has been deemed as not meeting the outcomes in the Improvement Plan, there could be two options: 1) revise the Improvement Plan, or 2) be recommended for non-renewal or termination.

VII. CONFLICTS

Conflicts of Interest

A conflict of interest should disqualify an administrator from being part of the evaluation process. The evaluator has a duty to identify such conflict of interest and take appropriate action toward resolution. If the evaluator fails to identify or act on a conflict of interest, then the teacher should consult union representation and pursue a grievance as outlined in the grievance section of the CBA.

Such conflicts of interest can include, but are not limited to:

- A student related to the evaluator is currently or recently enrolled in the teacher's class or enrolled in a sport/activity that the teacher coaches/advises.
- The teacher is participating or has participated in grievance, union, or contract action or dispute, complaint, disciplinary action, political action, or other matter that is of concern to the evaluator.
- A direct relationship exists between teacher and evaluator such as, but not limited to: spouse/partner, child, parent, sibling, in-law, close relative.
- There exists a close friendship or long-standing social ties.
- There exists a history of prior conflicts.

Other Conflicts and Conflict Resolution

CBA Article 14 establishes the evaluation agreement as a provision of the CBA. Interpretation and past practice establishes that teachers may use the CBA grievance process to attempt to resolve conflicts in the evaluation process. At any point in the process, the teacher may consult with TTA. Conflicts between evaluators and teachers should continue to use the CBA grievance process as outlined in CBA Article 4.

Since conflicts can grow and change at unpredictable rates or times, the standard time limits [CBA 4.2] are dropped. Addressing conflicts via the CBA grievance process can occur at any time during the evaluation cycle.

VIII. TIMELINE / PLAN OUTLINE GRIDS

Experienced Educator

Educators who are on continuing contract are in this group. The vast majority of Timberlane educators fall into this group and will use the following timeline.

	Activities	Timeline
SET GOALS	<u>Year One (or as needed in following years)</u> 1. The educator completes the Self-Assessment form to share with the evaluator. 2. The educator prepares a draft of a measurable goal that aligns to a focus area for professional growth connected to the Danielson Framework and/or a district/ school goal 3. A collaborative goal setting conference is held. The goal is mutually agreed upon.	By 11/1 or within 2 months of hire
OBSERVE	Required: A minimum of four Mini Observations will be completed each year (minimum of 1 alternative setting observation). These observations should be spread equitably throughout the year. Optional or as Necessary: Planned Observations may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences. At Administrator Discretion: Unassociated Observations are unplanned observations that may be completed by any administrator in the district.	All observations completed prior to 5/15
REFLECT, DOCUMENT, REVIEW	<u>Annually:</u> 1. Mid-Year Check-In meeting is held to reflect on feedback from Mini Observations and progress toward goal. 2. Annual Reflection of Progress meeting: Educators will complete a reflection form regarding the progress they are making toward their goal(s). An annual end of year reflection meeting is held. <u>Year Three</u> 1. Educator prepares and submits recertification documentation to evaluator. (<i>Teachpoint</i>) 2. Educator prepares and presents documentation of performance in the four domains and presents to evaluator	Mid-Year: By 2/1 Annual Reflection: By 5/15 By 2/1 Between 3/15 – 5/15

	at Summary Conference. Progress on goal and reflections are included.	
SUMMARY REPORT	Evaluator prepares written Summary Report referencing performance in all four domains and accomplishments on goal(s).	By 6/15

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New Educator

Educators who are new to the profession and/or within their first five years in the Timberlane School District.

	Activities	Timeline
SET GOALS	<u>Year One</u> 1. The educator completes the Self-Assessment form to share with evaluator. 2. A goal setting conference is held to discuss preset district goals and to identify annual action steps to meet this goal by domain. <u>Years Two and Three</u> 1. Educator completes self-assessments and refines preset goals. 2. Educator and evaluator reflect on previous performance with reference to the four domains. 3. Goal review conference is held and new action steps are mutually agreed upon. <u>Years Three, Four, and Five</u> as determined by evaluator: • Option 1: Continue on New Educator Plan following the process for Years Two and Three, or • Option 2: Move to Experienced Educator Plan	By 11/1 or within 2 months of hire
OBSERVE	Required: A minimum of six Mini Observations will be completed each year (minimum of 1 alternative setting observation). These observations should be spread equitably throughout the year. Optional or as Necessary: Planned Observations may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences. At Administrator Discretion: Unassociated Observations are unplanned observations that may be completed by any administrator in the district.	All observations completed prior to 5/15
REFLECT, DOCUMENT,	<u>Annually:</u> 1. Mid-Year Check-In meeting is held to reflect on feedback from Mini Observations and to progress toward goal 2. Annual Reflection of Progress meeting: Educators will complete a reflection form regarding the progress they are	Mid-Year: By 2/1 Annual Reflection: By 5/15

REVIEW	making toward their goal(s). An annual end of year reflection meeting is held. <u>Year Three</u> 1. Educator prepares and submits recertification documentation to evaluator. (<i>Teachpoint</i>) 2. Educator prepares reflection and discusses progress on preset district goals or other goals during Summary Conference. 3. At Summary Conference, educator and evaluator meet to determine if the educator will move to the Experienced Educator Plan or remain on New Educator Plan.	By 2/1 Between 3/15 – 5/1
SUMMARY REPORT	Before moving to the Experienced Educator Plan (year three, four or five) the evaluator prepares a written Summary Report referencing accomplishments on preset goals.	By 6/15

ORIGINAL AUTHORS OF TRSD EVALUATION PLAN 2015-2020

Debra Armfield	Executive Director of Professional Development & Curriculum
Michelle Auger	Principal, Pollard School
Louis Broad	Teacher, Timberlane Regional High School, President TTA
Scott Desmond	Special Education, Timberlane Regional Middle School
Jan Gilman	4 th Grade Teacher, Sandown Central School
Lorraine Mascioli	Math Teacher, Timberlane Regional High School, VP TTA
Jennifer Toth	School Librarian, Atkinson Academy
Lois Paul	District Technology Coordinator
Dr. Roxanne Wilson	Assistant Superintendent

Curriculum Changes Overview:

Spelling errors, punctuation/spacing, and “that” from several will knows were made in addition to the tracked changes below.

Kindergarten

Unit	Section	Action	Language
Counting and Cardinality	Students will know	Add	that counting is sequential.
Counting and Cardinality	Students will be skilled at	Add	counting backwards from 20.
Number and Operations in Base Ten	Students will know	Remove	that counting is sequential.
Number and Operations in Base Ten	Transfer	Remove	“Count to and”: ...use their learning to compose or decompose numbers 11-19.

Grade 1

Unit	Section	Action	Language
Number and Operations in Base Ten	Students will be skilled at	Add	Counting backwards by 1s and 10s from 100.

[Grade 2](#)

Grade 3

Unit	Section	Action	Language
Geometry	Students will know	Add	the names and attributes of polygons.
Operations and Algebraic Thinking	Students will know	Change	algorithms to strategies: the <u>strategies</u> for solving multiplication and division problems.
Operations and Algebraic Thinking	Students will know	Remove	which key words in a word problem tell them which operation to use.
Operations and Algebraic Thinking	Students will know	Change	(0-9) to (0-10): their multiplication facts <u>(0-10)</u> with automaticity.
Operations and Algebraic Thinking	Students will be skilled at	Change	(0-9) to (0-10): multiplication facts <u>(0-10)</u> with automaticity.

Grade 4

Unit	Section	Action	Language
Number and Operations in Base Ten	Students will be skilled at	Add	multiplying single digits by powers of 10 (if $7 \times 2 = 14$, $70 \times 2 = 140$).

Grade 5

Unit	Section	Action	Language
Number and Operations in Base Ten	Students will know	Remove	the patterns in the number of zeros of a product when multiplying numbers by powers of 10.
Measurement and Data	Students will know	Add	“and metric”: conversion factors for the common US customary <u>and metric</u> units.



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

August 14, 2025

First Read

Policy	Changes/Recommendations
EBBB – Accident Reports	Revised the language of “requires first aid” to “requires emergency services”. Legal counsel authorizes that change and requests the additional line to be included “Nothing in this policy is intended to supersede or invalidate reporting requirements for employer”.
IKL – Academic Honesty & Integrity	AI sub-committee reviewed and revised NHSBA’s sample policy, which pertains to the concerns over AI tools to replace students’ own work and the detriment to the development of their critical thinking, writing, and other skills.
JLCJ – Concussions and Head Injuries	The passage of RSA 200:63 requires school boards to adopt a policy for concussion and traumatic brain injury return to learning environments.
JICJ - Unauthorized Communication Devices	New required policy. Revisions were made to the NHSBA’s sample policy.
AB - NH Parental Bill of Rights	New required policy. Approved NHSBA sample policy’s language.
ACN – Accommodation of Nursing Mothers	Passage of HB 358 and the Pump for Nursing Mothers (“PUMP”) Act mandates – with limited exceptions - accommodations in the workplace for employees who have lactation or lactation related needs. Students who are pregnant or have related medical conditions (including lactation) are protected from discrimination under other statutes like Title IX and RSA 193:38.

Revocation Notice (2-weeks prior to vote)

Policy	Changes/Recommendations
JIE – Pregnant Students	Recommendation to repeal. Pregnant students are covered under TRSD’s non-discrimination policy per the 2020 rules and the guidelines that were given with the 2024 rules no longer apply/or are a requirement.

Timberlane Regional School District	Policy Code: EBBB
Adopted: 01-01-83 Reaffirmed: 02-07-91 Revised: 10-07-99 Revised: 04-03-08 Revised: 11-16-17 Revised:	Page 1 of 3

ACCIDENT/~~INJURY/INCIDENT~~ REPORTS

~~In case of accident/injury/incident, the responsible party (supervising adult) must fill out an accident/injury/incident form the day of any accident/injury/incident that involves the student, staff, or visitor.~~

~~The procedures for accidents/injuries/incidents and accident/injury/incident reporting are to be reviewed at the start of each school year by the Principals and the staffs of each school.~~

~~All accidents/injuries/incidents judged to be other than minor require an accident/injury/incident report to be filled out by the responsible party (supervising adult) and filed with the Principal and the School Nurse within 24 hours of the accident/injury/incident. If the accident/injury/incident involves the services of a physician and/or is likely to result in an insurance claim, a copy of said report will be forwarded to the TRSD Business Administrator. If the accident/injury/incident is not one involving a physician's care and is unlikely to be an insurance case, it will be sufficient to prepare one copy to be filed with the School Nurse. In all cases in which the School Nurse provides the care, documentation will be made on the individual student's health record.~~

~~If the accident/injury/incident is one involving the use of an Automated External Defibrillator (AED), the School Nurse, or his/her designee, shall report all instances of the AED use with the New Hampshire Department of Safety. See incident report forms at www.state.nh.us/safety/ems/aed-public-registry-packet.pdf~~

~~See also policies EBBC & JLCE~~

Legal Reference:

~~NH Code of Administrative Rules—Section Ed. 306.12(b)(1), School Health Services
 NH Code of Administrative Rules—Section Ed. 311, School Health Services
 RSA 200 Health and Sanitation~~

Appendix EBBB-R
EBBB-X

Timberlane Regional School District	Policy Code: EBBB
Adopted: 01-01-83 Reaffirmed: 02-07-91 Revised: 10-07-99 Revised: 04-03-08 Revised: 11-16-17 Revised:	Page 2 of 3

A. General Accident Reporting: An accident report shall be required whenever an accident occurs:

1. in a school;
2. on a school playground; or
3. at any school-sponsored activity

which requires a student or employee to be:

1. out of class or absent from school;
2. necessitates the services of a health care provider (physician, advanced registered nurse practitioner, licensed physician's assistant or dentist);
3. ~~requires first aid;~~ requires emergency medical services;
- or
4. which might reasonably be anticipated to give cause to an insurance or liability claim or case for liability at a later date.

The school district employee who witnessed or first responded to the accident must fill out an accident form as soon as possible, but in no event more than 24 hours of the accident. The form shall be submitted to the building principal and forwarded to the Superintendent. The building principal, or in the principal's absence the supervisor on duty at the time of the accident, shall assure that an accident form is completed in a timely manner.

Nothing in this policy is intended to supersede or invalidate reporting requirements for employers under the New Hampshire Workers' Compensation law, RSA 281-A. Any accidental injury arising out of and in the course of employment must be reported to the commissioner of the Department of Labor within five (5) days of learning of the injury.

B. Insurance Notification: For accidents which might lead to an insurance or liability claim, the Superintendent shall notify the District's liability carrier promptly.

C. Additional Reporting Required for Accidents Involving Death or Serious Injuries.

- a. Within eight (8) hours of any accident involving a death which occurs during the school day, or on school property, the building principal or other supervisor on duty at the time, shall report the death to the Commissioner of the New Hampshire Department of Labor via telephone or email. This initial report shall state as fully as possible the cause of the death and the place where the body of the deceased person was sent.

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Adopted: 01-01-83 Reaffirmed: 02-07-91 Revised: 10-07-99 Revised: 04-03-08 Revised: 11-16-17 Revised:	Page 3 of 3

b. Within twenty-four (24) hours of any accident involving a serious injury which occurs during the school day, or on school property, the building principal or other supervisor on duty at the time, shall report the serious injury to the Commissioner of the New Hampshire Department of Labor via telephone or email. This initial report shall state as fully as possible the cause of the death and the place where the injured person was sent for medical evaluation or treatment. For the purposes of this provision, “serious injury” means an incident that results in amputation, loss or fracture of any body part, head injury or internal injury that necessitates hospitalization.

D. Training: All staff shall receive annual training relative to accident and accident reporting protocols.

Legal References:

RSA 200, Health and Sanitation

RSA 277:15-b, Reports of Death or Serious Injury

N.H. Code of Administrative Rules, Section Ed 306.12, School Health Services

N.H. Code of Administrative Rules, Section Ed 311, School Health Services

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ACADEMIC HONESTY AND INTEGRITY

- A. **Statement of Policy.** All students are expected to demonstrate academic integrity and honesty. Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect towards their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of their educational experience or their full academic potential. These expectations are directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior.
- B. **Prohibited Behavior.** In addition to any standards or rules established by individual classroom teachers, the following behaviors are in violation of the standards of academic integrity and honesty and are specifically prohibited:
1. **Cheating.** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
 2. **Improper Use of AI Tools.** Improper use of generative artificial intelligence ("AI") tools (e.g., ChatGPT, Google Gemini, Harvey.AI, Canva, etc.) is use which is inconsistent with the purpose, spirit, or specific instructions for assigned school work or homework. Students may only use AI tools in accordance with the teacher's specific instructions or pre-existing class, school or District guidelines. When use is permitted, students must state their use of the AI tools and, where applicable, find a legitimate, independent source to cite information. Teachers will provide general instructions related to the acceptable use of AI tools, but students are expected to obtain clarification from the teacher if they are uncertain of whether and how AI tools may be used on any given assignment.
 3. **Plagiarism.** Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct

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quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. Sources of work that must be cited or otherwise acknowledged in order to avoid plagiarism include, but are not limited to, books, articles, websites, work of classmates/others, and AI tools (such as ChatGPT, Google Gemini, Harvey.AI, Canva, etc.). Teachers should provide clear instructions related to the applicable standards of attribution and citation for a given assignment, but students are expected to obtain clarification from the teacher if they are uncertain of the applicable standards.

4. **Academic Misrepresentation.** Academic misrepresentation occurs when a student has another student or individual substitute for himself or herself during the taking of a test or other assessments.
5. **Academic Collusion.** Academic collusion is the sharing of test or other assessment questions or answers with another student without the instructor's permission. Academic collusion includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.
6. **Dishonesty in Papers or Other Academic Work.** Dishonesty in papers or other academic work occurs when one submits work prepared by a writing service, an AI tool, or any another person. All work submitted for a course must be the student's own original work unless the sources are cited, or are otherwise in compliance with the teacher's instructions, or school or District guidelines.
7. **Self-Plagiarism (Work Done for One Course and Submitted in Another).** Self-Plagiarism occurs when a student for a class refers to work previously submitted in another class in order to fulfill the academic requirements in that latter class. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.
8. **Unfair academic advantage.** Unfair academic advantage occurs when a student acts in such a way as to prevent or hinder another student's performance with respect to an academic activity. Examples include: concealing, destroying, or

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stealing research or library materials with the purpose of depriving others of their use; sabotaging another student's work; or attempting intimidation for academic advantage.

9. **Facilitating academic dishonesty.** Facilitating academic dishonesty occurs when one student completes an academic activity (e.g., homework, test, paper, etc.) for another student, or collaborates with another student on an academic activity when instructions have called for independent work.
10. **Other Academic Dishonesty.** This policy also prohibits any intentional act that violates the spirit of academic integrity and this policy. Such prohibited conduct includes, but is not limited to, stealing assessments; tampering with academic records; including inaccurate academic information on any application or resume; altering academic tests or assessments, grades or other student records; distributing materials for the purpose of cheating or facilitating; inappropriate or unethical use of technology (pre-program of graphing calculator, smart phones, etc.); or feigning illness or personal circumstances to avoid an academic activity (e.g., test, quiz, paper, homework, lecture, etc.).

- C. **Consequences.** The disciplinary measures will align with the policies set by the Administration and are referenced in student handbooks.

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Concussions and Head Injuries

The School Board recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges that risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. This policy is for both student who obtain head injuries/concussions in and out of sports. The Board recognizes that the majority of concussions will occur in "contact" or "collision" sports. However, in order to ensure safety of all District student-athletes this policy will utilize the following definition:

- A "student-athlete" is defined as a student involved in any intramural sports program conducted outside the regular teaching day or competitive student sports program between schools in grades 6-12, including all NHIAA sanctioned activities or any district-sponsored sports or activity as determined by Superintendent or designee.

Consistent with the National Federation of State High School Associations (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA), the District will utilize recommended guidelines, procedures, and other pertinent information to inform and educate coaches, youth athletes, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

~~Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians of student athletes in competitive sport activities prior to the student athlete's initial practice or competition.~~

- For purposes of this policy, "head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion which is the most common type of sports- related brain injury.

All coaches, including volunteers, will complete training as recommended and/or provided by NHIAA, New Hampshire Department of Education and/or other pertinent organizations. Additionally, all coaches of competitive sports activities will comply with NHIAA recommended procedures for the management of head injuries and concussions.

Diagnosed concussion or suspected head injuries must be reported to the school nurse and (if students associated with sports within the school district) to the athletic trainer.

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Athletic Director or Administrator in Charge of Athletics

Updating: Each spring, the athletic director or designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA. If there are any updated procedures, they will be adopted and used for the upcoming school year.

~~Identified Sports: Identified sports include all NHIAA-sanctioned activities, including cheer/dance squads, and any other district-sponsored sports or activities as determined by the district.~~

Coach/Contact Sports Advisor Training: All coaches and sports club advisors (as identified by the Superintendent or designee) shall undergo training in head injury and concussion management at least once every two years by viewing the NFHS concussion clinic.

~~Parent Information Sheet: On a yearly basis, a concussion and head injury information sheet shall be distributed to the student athlete and the athlete's parent/guardian prior to the student athlete's initial practice or competition. This information sheet may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics.~~

Coach's Responsibility: A student-athlete who is suspected of sustaining a concussion or head injury or other serious injury in a practice or game shall be immediately removed from play for evaluation by the designated medical professional identified prior to the commencement of game play.

- A designated healthcare professional may consist of a Physician, Physician's Assistant, Nurse Practitioner or Certified Athletic Trainer.

Administrative Responsibilities: The Superintendent or ~~his/her~~ designee will keep abreast of up to date with changes in standards regarding concussions, explore staff professional development programs relative to concussions, and will explore other areas of education, training and programs.

Protocol For Return To Play

~~Protocol for Return to Play will be in accordance with NHIAA Suggested Guidelines for Management of Concussions in Sport Concussion Awareness and Education.~~

~~To the extent possible, the Board encourages the administration to implement concussion awareness and education into the district's physical education and/or health education curriculum. The administrative decision will take into account all relevant considerations, including time, resources, access to materials, and other pertinent factors.~~

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Removal From Play and Protocol For Return To Play

Any designated Timberlane Regional School District coach, certified athletic trainer, medical personnel, health care provider, or assigned game official who suspects that a student-athlete has sustained a concussion or head injury in a practice or game shall immediately remove the student-athlete from play. Upon removal, the student-athlete will be evaluated by a designated health care professional, as defined above. The student-athlete's parents or guardians will be notified about the possible concussion and given information on concussions. If the designated medical personnel on site does not suspect a concussion, the athlete may return to play. If a concussion is suspected, the student-athlete will be kept out of play the day of the injury and until an appropriate health-care professional provides written documentation stating he or she is symptom free and allowed to return to activity. The Certified Athletic Trainer will then institute a progressive physical activity program to allow the student to readjust to exercise. If symptoms of a concussion reoccur, or if concussion signs and/or behaviors are observed at any time during the return to activity program, the athlete must discontinue all activity and be reevaluated by their health care provider.

Concussion Awareness and Education

To the extent possible, the district will implement concussion awareness and education into physical education and/or health education curriculum.

Return To Learning Protocols

1. Return to Learning Protocols. After a student has been diagnosed with a concussion, whether in school or not, before full resumption of academic work, the building principal or his/her designee will work with the school nurse, a student's parent/guardian, medical provider, teacher(s) and other appropriate district staff, to establish a graduated learning re-entry plan as laid out in the health care providers ACE form recommendations. The plan will support the students' full return to academic activities, and ease the stress of making up past work while engaged in present work. The Plan must include:

- Step-by-step instructions and details for students, parents/guardians and school personnel
- Time frames for physical and cognitive rest within the first few days post-injury and throughout the recovery as needed
- Guidance on graduated return to extracurricular athletic activities and classroom studies, including classroom accommodations or modifications

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- Frequency of assessments by the school nurse, school physician if applicable, neuropsychologist or (if involved with in school sports) Certified athletic trainer until full return to the classroom and extracurricular athletic activities are authorized.
- Any provisions relative to "return-to-play" for student athletes
- **A documented plan for communication and coordination among school personnel and with the parents/guardians and the student's medical provider.**
Recommend ACE form.

Section 504 or other such accommodations or modifications when appropriate will be developed in accordance with applicable law and Board policies.

Academic Issues in Concussed Students

In the event a student is concussed, regardless of whether the concussion was a result of a school related or non-school related activity, school district staff should be mindful that the concussion may affect the student's ability to learn. In the event a student has a concussion, the student's teachers will be notified. Teachers should report to the school nurse if the student appears to have any difficulty with academic tasks that the teacher believes may be related to the concussion. The school nurse will notify the student's ~~parents, guidance counselor, and make necessary referrals~~ parents/guardians and/or the treating physician.

Administrators and district staff will work to establish a protocol and course of action to ensure the student is able to maintain his/her academic responsibilities while recovering from the concussion.

~~Section 504 accommodations may be developed in accordance with applicable law and board policies.~~

Legal References :

RSA 200:49, Head Injury Policies for Student Sports RSA

200:50, Removal of Student-Athlete

RSA 205:51, School Districts; Limitation of Liability

RSA 200:52, Definitions

Additional Resources:

<http://nhiaa.org/PDFs/3076/SuggestedGuideline4r>rManagementofConcussioninSports.pdf>

<http://www.bianlz.org>

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UNAUTHORIZED COMMUNICATION DEVICES

A. Purpose

The District is committed to providing students with a learning environment free from disruptions. Use of personal communication devices (cell phones, tablets, laptops, other communication devices, smartwatches, etc.) for nonacademic means often leads to disruptions in the learning environment for both individual students and the classroom.

For the purposes of this policy, a personal communication device is defined as any non-district provided internet/ cellular-capable device that can support voice or video calls, texts, emails, or instant messages. Personal communication devices include, but are not limited to: cellphones, tablets, laptops, and smartwatches. For ease of reference, devices provided by the district for instructional use shall be referred to as "district-owned" or "district-provided" devices.

B. Restrictions

Student use of personal communication devices is **strictly prohibited** from when the first bell rings to start instructional time until the dismissal bell rings to end the academic school day (referred to as "the school day"). The school day includes lunch periods, passing time, and recesses.

Students participating in extracurricular activities, **off-campus** field trips, co-curricular activities, **and/or** other activities outside of the school day shall abide by the rules and consequences established for personal communication devices set by the coach, instructor, sponsor or other designated supervisor for the activity. However, **in no event** shall personal communication devices (or any other device with photographic or recording capabilities) be used in locker rooms, bathrooms, or any other location where such use could violate another person's reasonable expectation of privacy.

If digital devices are used to enhance learning in the classroom, the District is responsible for

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providing District-owned devices.

While it is best practice that these devices are not brought to school, if these devices are brought to school, they shall be kept with the power turned off ~~in a student's assigned locker, backpack, or handbag in the area designated by the school.~~ The District ~~and District personnel~~ will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

C. Exceptions

Students with medical needs, such as insulin pumps and glucose sensors, or disabilities that require a device to support their learning as identified by their individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794, or a multilingual student with appropriate language access programs and services pursuant to Title VI of the Civil Rights Act of 1964 shall ~~not be prohibited from using personal communication devices to address identified needs. be exempt from this policy.~~ Additionally, the superintendent or their designee may approve additional exceptions on a case-by-case basis or through an administrative decision recorded in the student handbook, with respect to student medical, disability, or language proficiency needs.

D. Consequences and Violations

Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without their permission. The distribution of any unauthorized media may result in disciplinary action. The school reserves the right to monitor, inspect, copy, and review a student's personal electronic device subject to the limitations of RSA 189:70, if there is reasonable suspicion to believe that a student has violated board policies, regulations, school rules, or has engaged in other misconduct while using their personal electronic device.

Consequences for violations of this policy will be pursuant to the Student Code of Conduct.

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Additionally:

1. ~~First Infraction Offense:~~ Student will be directed to turn off their personal communication device and place the device in the area designated by the school. A disciplinary referral will be submitted to administration under the Code of Conduct. The administrator will issue a written warning to the student and the parent or guardian. ~~Warning and confiscation of the device for the remainder of the school day.~~
2. ~~Second Infraction Offense and Subsequent Offenses:~~ ~~The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal or superintendent's office.~~ Student will be directed to turn off their personal communication device and place the device in the area designated by the school. A disciplinary referral will be submitted to administration under the Code of Conduct. Repeated violations of school policy will include graduated consequences, ranging from detention to suspension. The parent / guardian will be notified of the infraction.
3. Third and Subsequent Infractions: Student will be directed to turn off their personal communication device and place the device in the area designated by the school. A disciplinary referral will be submitted to administration under the Code of Conduct. The administrator will contact the student's parent or guardian to develop a plan to address the ongoing infraction of state law and School Board policy. Repeated violations of school policy will include graduated consequences, ranging from detention to suspension.

E. Review

The Superintendent shall annually review policy in collaboration with parents and teachers with a report and recommendations for policy changes to be delivered to the Board no later than April 1st of each school year.

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F. Dissemination

The Superintendent shall ensure that information regarding the prohibition against using personal communication devices during the school day is included in all student handbooks, and included in "beginning of school year" materials provided to parents/guardians.

References:

RSA 198-68, 198:68-a

RSA 189:70

RSA 644:21

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NEW HAMPSHIRE PARENTAL BILL OF RIGHTS

A. New Hampshire Parental Bill of Rights

- I. All parental rights are reserved to the parents of a minor child in this state without obstruction or interference from any school. These rights include, but are not limited to, the right:
 1. To direct the upbringing and the moral or religious training.
 2. To direct the education, including the right to choose to enroll the minor child in an assigned resident public school, a public charter school, a non-public school, including a religious school, a home education program, or any other state-based education program, as authorized by law, as an alternative to public education, as set forth in RSA 193:1 and RSA 194-F:1, et seq.
 3. To request that a minor child be enrolled in a public school other than the public school assigned to them by their residence to avoid a manifest educational hardship, as set forth in RSA 193:3.
 4. To enroll his or her minor child in gifted or special education programs if the child qualifies for such programs.
 5. To inquire of the school or school personnel and promptly receive accurate, truthful, and complete disclosure regarding any and all matters related to their minor child, unless an immediate answer cannot be provided when the initial request is made, in which case, the answer shall be provided no later than 10 business days after the request.
 6. To be informed of the school's policy regarding discipline policies and procedures, as set forth in RSA 193:13.
 7. To obtain access for a minor child to public curricular courses and co-curricular programs offered by the local school district where the student resides while choosing to enroll their child in a non-public, public chartered, home education, or any other state-based education program, as set forth in RSA 193:1-c and RSA

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194-F:2, II(d).

8. To inspect any instructional material used as part of the educational curriculum within a reasonable period following a request, as set forth in 20 U.S.C. section 1232h(c)(1)(C).
9. To opt out of health or sex education and any other objectionable material, as set forth in RSA 186:11, IX-b and IX-c.
10. To be advised of and have the right to opt the minor child out of any nonacademic survey or questionnaire.
11. To opt out of any district-level data collection relating to his or her minor child not required by federal or state law.
12. To exempt their public-school minor child from participating in required statewide assessments in English, language arts, mathematics, and/or science, as set forth in RSA 193-C:6.
13. To receive information regarding the level of achievement and academic growth of their minor child in the state academic assessments in English, language arts, mathematics, and/or science, as set forth in the Every Student Succeeds Act, 20 U.S.C. section 1112 (e)(1)(B)(i).
14. To receive a school report card and be informed of his or her minor child's attendance requirements and compliance with such requirements.
15. To access and review all education records relating to their minor child within 10 business days after the day the school receives a request for access, as set forth in RSA 189:66, IV and 34 C.F.R. 99.5.
16. To consent in writing before the state or any of its political subdivisions, including, without limitation, any school pursuant also to the provisions of RSA 189:68, III-V, makes a video or voice recording, unless such recording is made during or as part of a court proceeding or part of a forensic interview in a criminal or other investigation by the bureau of child protective services or it is to be used solely for the purpose of a safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation

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vehicles.

17. To be notified whenever seclusion or restraint has been used on their minor child as set forth in RSA 126-U:7.
18. To access and review all medical records of their minor child maintained by a school or school personnel, unless otherwise prohibited by law.
19. To exempt their minor child from immunizations if, in the opinion of a physician, the immunization is detrimental to the child's health or because of religious beliefs, as set forth in RSA 141-C:20-a and RSA 141-C:20-c.

II. Federal law provides for additional parent and family involvement for schools that are receiving Title I, Part A; Title I, Part C (migrant); Title III, Part A (EL) funds, including:

1. The right to receive information, including student reports, in an understandable and uniform format and to the extent practicable, in a language that parents can understand, as set forth in 20 U.S.C. sections 1112(e)(4); 1114(b)(4); 1116(e)(5); and 1116(f).
2. Upon request of the parent, the right to receive information regarding state qualifications of the student's classroom teachers and paraprofessionals providing services to their minor child, as set forth in 20 U.S.C. section 1112(e)(1)(A)(i-ii).
3. The right to receive an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency, as set forth in 20 U.S.C. section 1111(h)(2)(A-B)(i-iii).

B. Dissemination

Pursuant to RSA 189-B:5, II, the Board directs that the Superintendent cause a **complete copy of Section A** (the Parental Bill of Rights) of this policy to be published:

1. Each year in the School District's annual report each year;
2. Permanently on the District's website; and

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3. Each year in every student and employee handbook.

References:

RSA 126-U

RSA 141-C:20-a

RSA 141-C:20-c

RSA 186:11, IX-b

RSA 186:11, IX-c

RSA 186:11, IX-d

RSA 186:11, IX-e

RSA 189:66

RSA 189:67

RSA 189:68

RSA 193:1

RSA 193:13

RSA 193:3

34 CFR. Part 99

20 U.S.C. § 1232h

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ACCOMODATION OF NURSING MOTHERS

A. Statement of Purpose.

The District provides a supportive environment as to time and place for students and employees (collectively “persons with lactation needs”) to express milk and address other lactation related needs. Subject to the terms and exceptions set forth in this policy, the District will accommodate the needs of a person with lactation needs by providing reasonable times and suitable spaces for the person with lactation needs to express milk during school and work hours for one year after pregnancy. Lactation for purposes of this policy will include expression of milk by manual or mechanical means, medical conditions related to lactation, and other lactation related needs.

No person will be discriminated against for milk expression or related activities as provided in this policy, and reasonable efforts will be made to assist people with lactation needs in meeting their lactation needs while at work or school.

B. Accommodation Notice and Plans.

Persons with lactation needs should contact the building Principal or employee’s supervisor at least two weeks before the need for lactation accommodations arises. The District will endeavor to meet the break and space needs of each person with such needs. However, when ordinary accommodations (as discussed below) create undue hardship for the operations of the school/workplace, the District will work with the person with lactation needs to determine whether other reasonable accommodations may be made. Such other accommodations could include items like a change in work/class assignments, or schedules, additional break periods, permitted absences for medical appointments, or access to extra food and water throughout the day. When reasonable accommodations are unattainable, the building Principal or other administrator working with persons with lactation needs should consult with the District’s Title IX Coordinator.

A lactation accommodation plan should be revisited upon request of the individual who requested the accommodations, or at least every three months, with adjustments made to the accommodations for lactation breaks as lactation needs change.

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C. Reasonable Time to Express Milk during the School Day.

Absent other accommodations as established under Section B, above, a person with lactation needs will have a minimum of three opportunities (“lactation period”) during a work or school day, at agreed upon intervals (which should include flexibility as appropriate and practicable) for the purpose of lactation or to address other needs relating to lactation. An employee or student can choose to use usual break and meal periods.

A person with lactation needs who are an hourly employee will be paid during lactation periods. A person with lactation needs shall not be required to “make up” time relating to the use of unpaid lactation periods.

D. Suitable Private Areas for Lactation.

Persons with lactation needs will be provided with a private place, other than a bathroom, in each school district building in which an individual with such needs spends the working or school day. The lactation area:

1. May be temporary or permanent;
2. Shall be shielded from view and free from intrusion by other persons, including without limitation other staff or students;
3. Shall be within a reasonable walk of the workstation or classroom of the individual requesting lactation accommodations, unless otherwise agreed by that individual;
4. Have at a minimum:
 - a. An electrical outlet;
 - b. Appropriate seating;
 - c. A surface sufficient to place a breast pump;
 - d. A sink with running water or be in reasonable proximity to one;
 - e. A refrigerator for milk storage or be in reasonable proximity to one; and
 - f. Shall be cleaned regularly by District staff assigned to that duty.

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E. Responsibilities of the Person with Lactation Needs.

A person with lactation needs will:

1. Provide at least two weeks' advance notice of the need for lactation accommodations, preferably prior to their return to school. This will allow school administrators the opportunity to establish a location and work out scheduling issues. Note that, notwithstanding the requested two weeks' notice, an unnecessary delay in making a reasonable accommodation for a person with lactation needs could constitute a violation of the PWFA.
2. Maintain the lactation area by wiping down surfaces with antibacterial wipes so the area is clean for the next user.
3. Provide their own supplies as is necessary.

F. Prohibited conduct.

Any intentional act which violates a person with lactation needs' privacy, aims to frustrate a persons with lactation needs' intentions to use the lactation space, or constitutes harassment on account of a person with lactation needs' or lactating status is prohibited, and shall be treated as violation of the applicable code of conduct with possible disciplinary consequences, and may constitute sex discrimination and shall be reported to the Title IX Coordinator in accordance with policy ACAC.

G. Dissemination of Policy.

This policy shall be printed or summarized in applicable employee and student handbooks. For employees, if the handbook is not provided at the time of hire, then the District will provide a copy of this policy at the time of hire.

References:

RSA 275:78-83

RSA 354-A:1; 354-A:6; 354-A:27

89 FR 29182

20 U.S.C. 1681, et seq

42 U.S.C. 2000gg; 42 U.S.C. 218d

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PREGNANT STUDENTS

The Board has adopted this policy to comply with its obligations not to discriminate in its education programs and activities against students based on a student's current, potential, or past pregnancy or related conditions. The Title IX Coordinator is responsible for implementing this procedure, in consultation with the Superintendent, Human Rights Officer, and others as appropriate.

For the purposes of this policy, pregnancy or related conditions include:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
- Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

A. Notifications

When a student or their parent/guardian informs any school district employee of a student's pregnancy or related condition(s), the employee must promptly provide the student or the parent/legal guardian with the Title IX Coordinator's contact information so that the Title IX Coordinator can take any necessary actions to ensure the student's equal access to the school district's education programs and activities. The employee should also notify the Title IX Coordinator of the pregnancy or related condition(s), unless the employee reasonably believes that the Title IX Coordinator has already been notified.

Once the Title IX Coordinator is informed of a student pregnancy, they shall inform the student (or the parent/legal guardian if they informed the Title IX Coordinator), of the school district's obligations (outlined below) and provide a copy of Board Policy AC.

B. Reasonable Modifications

1. Reasonable modifications to the school district's policies, procedures, and practices shall be made to prevent sex discrimination and ensure equal access to education programs and activities, based on the student's individualized needs.

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The Title IX Coordinator will consult with the student regarding any such modifications. Modifications that fundamentally alter the nature of an education program or activity are not considered “reasonable” under Title IX regulations.

2. The student has the discretion to accept or decline each reasonable modification offered. If a student accepts a modification, the Title IX Coordinator will see that it is implemented.
3. Reasonable modifications may include, but are not limited to:
 - a. Breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions (such as eating, drinking, or using the restroom);
 - b. Intermittent absences to attend medical appointments;
 - c. Access to online or homebound education;
 - d. Change in schedule or course sequence;
 - e. Extensions of time for coursework and rescheduling of tests and examinations;
 - f. Allowing a student to sit or stand, or carry or keep water nearby;
 - g. Counseling;
 - h. Changes in physical space or supplies (such as access to a larger desk or a footrest);
 - i. Elevator access; and/or
 - j. Other reasonable changes in policies, procedures, or practices.

C. Voluntary Access to Separate and Comparable Portions of Education Programs or Activities

1. If the school district offers a separate and comparable portion of an education program or activity, the student must voluntarily agree to participate in such program or activity.

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D. Voluntary Leave of Absence

1. The school district shall allow a student to voluntarily be absent from school to cover, at a minimum, the period of time deemed medically necessary by the student's licensed health care provider.
2. When the student returns to the school district's education programs and activities, they shall be reinstated to the academic status, and to the extent practical, any extracurricular status, that they held prior to the voluntary leave.

E. Lactation Space

1. The student shall be able to access a lactation space, other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by the student for expressing breast milk or breastfeeding as needed.

F. Limits on Requiring Documentation

1. The Title IX Coordinator shall not require supporting documentation from the student, except to the extent it is necessary and reasonable to determine the reasonable modifications to make or to determine whether additional specific actions are needed.
2. Examples of situations where requiring supporting documentation is not necessary and reasonable include, but are not limited to, when the student's need for a specific action under this procedure is obvious, such as when a pregnant student needs a larger uniform or desk, needs break time, etc. Supporting documentation is also not necessary and reasonable if a specific action is available to other students who are not pregnant or have related conditions.
3. The Title IX Coordinator shall not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in a class, program, or extracurricular activity unless:
 - a. The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;

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- b. The school district requires such certification of all participating students; and
- c. The information obtained is not used as a basis for discrimination against the student.

Legal References:

*Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681-1688; 34 C.F.R. § 106.40.
RSA 193:38.
RSA 354-A:27-28.*

Cross Reference:

AC – Nondiscrimination/Equal Opportunity and Affirmative Action

ACAA – Harassment of Students

ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure

Job Postings

As of 8/4/25

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Administration										
5161	Administration	Principal	Anticipated Elementary School Principal cc853	Danville Elementary	7/30/2025	Open until filled	9/1/2025	2025-2026	5	8
5121	Administration	Director	Director of Facilities cc2637	Timberlane Regional School District	6/5/2025	Open until filled	7/1/2025	2025-2026	60	19
Athletics/Activities										
5151	Athletics/Activities		Freshman Girls Volleyball Coach	Timberlane Regional High School	7/10/2025	Open until Filled	Aug-25	2025-2026	25	0
5132	Athletics/Activities	Coaching	TRHS Fall Junior Varsity Spirit Coach	Timberlane Regional High School	6/12/2025	Open until filled	8/18/2025	2025-2026	53	4
5126	Athletics/Activities	Coaching	TRMS Girls Volleyball B Coach	Timberlane Regional Middle School	6/12/2025	Open until filled	8/18/2025	2025-2026	53	1
5127	Athletics/Activities	Coaching	TRMS Spirit Coach	Timberlane Regional Middle School	6/12/2025	Open until filled	10/1/2025	2025-2026	53	1
Elementary School Teaching										
5148	Elementary School Teaching	Art Teacher	Elementary Art Teacher cc148	Sandown North	7/1/2025	Open until filled	8/25/2025	2025-2026	34	8
5144	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Classroom Teacher - Grade 5 cc332	Danville Elementary	6/24/2025	Open until filled	8/25/2025	2025-2026	41	9
5149	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Classroom Teacher - Grade 5 cc391	Atkinson Academy	7/1/2025	Open until filled	8/25/2025	2025-2026	34	9
High School Teaching										
5163	High School Teaching	Science - Physical Science	Anticipated High School Science Teacher cc1896	Timberlane Regional High School	8/4/2025	Open until filled	8/25/2025	2025-2026		0
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	45	5
5095	High School Teaching	Science - Physical Science	High School Science Teacher cc644	Timberlane Regional High School	4/16/2025	Open until filled	8/25/2025	2025-2026	110	14
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	25	3
5154	Instructional Support Staff	Regular education Paraeducator	Library Media Assistant cc1143	Timberlane Regional High School	7/14/2025	Open until filled	8/25/2025	2025-2026	21	17
5150	Instructional Support Staff	Regular education Paraeducator	Part Time Regular Education Paraeducator cc2386	Atkinson Academy	7/2/2025	Open until filled	8/25/2025	2025-2026	33	6
5146	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc1841	Pollard School	6/27/2025	Open until filled	8/25/2025	2025-2026	38	8
5092	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator - ASD Program cc1046	The Learning Center at Sandown Central	4/11/2025	Open until filled	8/25/2025	2025-2026	115	3
5093	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator - ASD Program cc2582	Atkinson Academy	4/11/2025	Open until filled	8/25/2025	2025-2026	115	6
5139	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1079	Timberlane Regional High School	6/20/2025	Open until filled	8/25/2025	2025-2026	45	1
5155	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2004	Danville Elementary	7/14/2025	Open until filled	8/25/2025	2025-2026	21	1
5138	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2274	Timberlane Regional High School	6/20/2025	Open until filled	8/25/2025	2025-2026	45	2
5128	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2332	Pollard School	6/12/2025	Open until filled	8/25/2025	2025-2026	53	2
5107	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2581	Danville Elementary	5/15/2025	Open until filled	8/25/2025	2025-2026	81	2
5137	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2593	Timberlane Regional High School	6/20/2025	Open until filled	8/25/2025	2025-2026	45	0
5141	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc62	Atkinson Academy	6/23/2025	Open until filled	8/25/2025	2025-2026	42	1
Maintenance/Custodial										
5153	Maintenance/Custodial	Custodian	Part Time Custodian - Second Shift cc991	Atkinson Academy	7/10/2025	Open until filled	As soon as possible	2025-2026	25	6
5123	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	56	1
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	12	1
5159	Middle School Teaching	Science	Long Term Substitute - 8th Grade Science	Timberlane Regional Middle School	7/23/2025	Open until filled	11/24/2025	2025-2026	12	0
5097	Middle School Teaching		Long Term Substitute - Family and Consumer Science Teacher	Timberlane Regional Middle School	4/16/2025	Open until filled	8/25/2025	2025-2026	110	6
5108	Middle School Teaching	Mathematics	Middle School Mathematics Teacher cc819	Timberlane Regional Middle School	5/15/2025	Open until filled	8/25/2025	2025-2026	81	11
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	3	2
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	56	4
5118	PAC TECHNOLOGY AND INSTRUCTORS	Summer Music Instructors	Summer Program Music Instructor	Performing Arts Center	6/2/2025	Open until filled	As soon as possible	2025-2026	63	7
Secretarial/Clerical										
5134	Secretarial/Clerical	Administrative Assistant	Health Office Administrative Assistant cc2289	Timberlane Regional Middle School	6/20/2025	Open until filled	8/25/2025	2025-2026	45	44
Special Education										
5142	Special Education	Special Education Teacher	Behavior Program Special Education Teacher cc2301	Danville Elementary	6/24/2025	Open until filled	8/25/2025	2025-2026	41	2
5086	Special Education	Psychologist	School Psychologist cc1708	Timberlane Regional High School	4/11/2025	Open until filled	8/25/2025	2025-2026	115	3
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	216	6
5140	Special Education	Special Education Teacher	Special Education Teacher cc286	Danville Elementary	6/23/2025	Open until filled	8/25/2025	2025-2026	42	4
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	45	1
Substitute										
5122	Substitute	Substitute Teacher	Substitute Teachers, Paraeducators, and LNA 2025-2026 School Year	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	56	8