



Thursday, November 7, 2024 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. Student, Staff, Family Share
5. Student Representative
6. Delegates and Individuals
7. Approval of Minutes
8. Current Business
 - a. TRHS Psychology Curriculum Revisions (Second Read) – ACTION
 - b. Medicaid Billing Provider – ACTION
 - c. BCBA Budget Transfer – ACTION
 - d. Position Title Change – ACTION
 - e. Policies – ACTION
 - f. Draft Warrant – INFORMATIONAL
9. Administrator's Report
10. Personnel Report
11. Committee Reports/Reports of the School Board
12. Other Business
13. Nonpublic Session – if required.

DATE	TIME	LOCATION	TYPE OF MEETING
11/18/24	6:15 PM	SAU Boardroom	Capital Improvement Plan
11/19/24	1:00 PM	SAU Boardroom	Facilities
11/21/24	5:30 PM	TRHS Library	Strategic Plan
11/21/24	7:00 PM	SAU Boardroom	School Board

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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
October 17, 2024
7:00 PM**

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

Call to Order

Board Members Present

Katie Knutsen, Mark Sherwood, Kim McCormick, Shauna Manthorn, Brienna Woodworth, Jack Sapia, Alyssa Kowalczyk

Excused Absence: Donald Woodworth, Paul LeCain

Seated at the Board Table

Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Abigail Robinson, Student Representative

Administrators Present

Angelo Fantasia, Athletics Director
Mark Pedersen, Director of Secondary Education
Ken Henderson, Director of Technology
Maria Watkins, Business Administrator/CFO

STUDENT, STAFF, AND FAMILY SHARE

Mrs. Yacek, Principal at Sandown North and Mrs. Difeo, Reading Specialist introduced several 5th Grade students who work on the school newspaper named The North Star Newspaper. The students provided a visual presentation of the work that goes into writing a school newspaper. The 5th graders will be mentoring 4th graders on the newspaper to prepare them when they move up to 6th Grade.

STUDENT REPRESENTATIVE

Abigail Robinson presented her district-wide report of the happenings in the schools and the following are some of the highlights. Atkinson Academy practiced their emergency offsite drill. The Danville PTA hosted their Fall Festival. The Pollard PTA will host a trick or treat event in

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the school. Sandown North practiced their ALICE drill. The high school will be holding spirit week. Abigail presented the sports highlights.

DELEGATES AND INDIVIDUALS

Madison Jamison of Atkinson described an incident involving her elementary school student who became very upset when she saw the word “dead” written on her desk. Mrs. Jamison expressed her dissatisfaction as to how the situation was handled and needs her daughter to feel safe in school.

Shawn O’Neil of Danville spoke to the lease agreement and believes the School Board will have enough funds to still pay off the lease early. He referred to an issue that was raised at the previous meeting in regards to adding Jack Sapia to the Facilities Committee. He did not agree with the way the Board handled it and cited a portion of the Policy BDE Board Standing Committees.

MOTION: Mrs. Manthorn motioned to move the remaining 24 minutes for Delegates and Individuals to the end of the meeting. Seconded by Mr. Sherwood
Motion passed: 7-0-0

APPROVAL OF MINUTES

MOTION: Mrs. Woodworth motioned to accept the regular public meeting minutes of October 3, 2024. Seconded by Mrs. McCormick **Motion passed: 7-0-0**

CURRENT BUSINESS

a. Construction Update

Chris Roy and Mike Davey with EEI presented a construction update to the Board. A visual presentation was given showing the work that was completed at the high school over the summer. They described how the work installing the ventilator units to the roof was accomplished and spoke of the benefits the new units will offer. They also spoke on the new window installation at the high school. In addition to the high school, they also installed a new ventilator unit at the Middle School. The Danville kitchen masonry upgrades were discussed. There are other projects that were also completed this summer regarding safety. New fire alarm panels and smoke detectors were installed. They replaced all the sprinkler heads at Pollard. Lighting upgrades were also done. Some demo work was done at Atkinson Academy in preparation for the repair of the Belfry tower. They have applied for a Conservation Grant to help with the cost.

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Mr. Sapia asked about the need to continue duct cleaning with the new units. Mr. Davey said they would need to maintain them but cleaning, if needed at all, should be cleaned every 12-15 years. He mentioned they should maintain the filters.

Mr. Davey recommends providing the Board with construction updates again in December or June and annually thereafter.

b. Annual Athletics Report

Mr. Fantasia presented his 2023-2024 annual report. At the high school level, 395 students participated in at least one NHIAA sanctioned sport, and 56% of those student-athletes participated in multiple sports. At the middle school, 370 students participated in at least one tri-county league sanctioned sport and 51% of those student-athletes participated in multiple sports.

NHADA/NHIAA recognized 39 high school senior scholar-athletes for their excellence in the classroom and on the field. The high school also hosted and provided leadership training opportunities for schools from around the State.

Mrs. McCormick asked if he experiences difficulty finding coaches. Mr. Fantasia stated it can be a challenge but people have been great in the school and in the community. They have 30 different sports programs and that is a lot of coaches.

The Board thanked him for his report

c. Draft Warrant

Mr. Krieger provided the Board with the first draft of the warrant articles. This is just informational and will be bringing it back before the Board when it gets updated. It will need to be completed by the end of January.

d. FY2024 Financials

Mrs. Watkins presented an overview of the FY2024 Financials. This also includes grant spending and food service spending. It includes the entire spending of the Timberlane Regional School District. She provided graphs which were reviewed with the Board. She provided graphs for Salaries & Benefits, Expenses by category, Technology, Student Services, and Facilities.

Mrs. Watkins referred to the Professional Services line under Student Services. That increased \$1.2 million which is the result of needing to hire contracted personnel because of positions we cannot fill in-house. The special education tuition line increased about \$500,000 due to an increase of out of district placements.

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Mr. Krieger explained these were the exact financials that have been presented to the Budget Committee.

Mr. Sapia asked about the possibility of having a workshop with the Budget Committee. Mrs. Knutsen said that could be arranged if it is the will of the Board.

e. Policies

Mrs. Manthorn presented a new policy as a First Read. It is Policy EG – District Communication Plan. They do not currently have this policy and this is recommended by the NHSBA. She stated that this policy would need to be reviewed and updated every two years.

MOTION: Mr. Sapia motioned to accept Policy EG as a First Read. Seconded by Mrs. McCormick Motion passes 7-0-0

f. Annual Data Governance Plan

Mr. Henderson presented his 2024-2025 Data Governance Manual. This manual is a collection of RSA's, Policies and Procedures, and reference materials. This manual is exactly the same as it was last year other than for Appendix N: Data Breach Response Plan. He explained he has been working with Primex these past few months on revamping this response plan. The Data Breach Response Plan enables the District to respond effectively and efficiently to a data breach. This is not subject to being posted publically.

Mrs. Woodworth asked if data retention is in the manual. Mr. Henderson said the Policy is cited in the manual but not the specifics of the policy.

Mr. Sapia thanked Mr. Henderson for doing a great job for the District.

g. Assessment Calendar

Mrs. Allaire explained the District administers a variety of assessments to students through the school year. She provided a calendar which includes the assessment dates or windows. She also stated that in addition to i-Ready, PSAT, and statewide assessments, our educators also administer a variety of other classroom or grade-level assessments to diagnose student needs, monitor progress, and report on student learning outcomes.

She talked about the State requirement that we meet 95% of student participation for the SAT exam. Anything below that amount is counted as zero toward our percent proficient with regard to accountability.

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Mr. Sapia commented on the lead time from when the students take the test to when the results are received. The lead time makes it difficult when we are trying to find out why these kids may need assistance. Mrs. Allaire stated they use different assessments for different purposes. I-Ready is what they use as a universal screener for the students. State assessments are administered for state accountability and funding.

h. TRHS Psychology Curriculum Revisions

Mr. Pedersen spoke to this. He explained the TRHS Social Studies Department is proposing a curriculum revision for the 11th/12th Grade Psychology elective. They currently have 3 units in the course and are proposing 5 units. The goal of this revision is to create a deeper specificity with smaller units in order to have a more unified scope and sequence used by all teachers of the course. The content is essentially the same, the organization of the units will help unify all the sections in a more sequential manner. He is looking for the Board to approve this as a First Read and he will be back before the Board at their next meeting.

Mrs. Woodworth questioned whether this offers any college credits. Mr. Pedersen replied that this one does not.

MOTION: Mrs. Woodworth motioned to accept the Psychology curriculum revisions as a First Read. Seconded by Mr. Sapia Motion passes 7-0-0

ADMINISTRATORS' REPORT

Mr. Krieger said they will be bringing the NH School Fair Funding Project before the Board on December 5, 2024. They have a small presentation to give and he will also be sharing that with the Budget Committee. There is a student portion to this also. The student group will be coming out with some recommendations and after they do, that student group will do a presentation to the Board after December 5, 2024.

Mr. Sapia asked whether the public will be allowed to have input and ask questions. Mr. Krieger said they could find a way to do that.

Mr. Krieger has had ongoing conversations at the Board of Selectmen meetings. He met with the Sandown Board of Selectmen and they were very engaged and we learned a lot. He will be meeting with the Plaistow Selectmen on Monday, and then Atkinson and then Plaistow.

There is an opportunity coming up with the ad hoc committee for Kindergarten and Early Childhood. They have completed their listening tours across the District and now they are looking to broaden that to the entire community. They have set a date of October 28, 2024 at the High School at 6:00 pm for the public listening session.

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Mr. Krieger stated they have registered for the Youth Risk Behavior Survey. This will be confidential for kids to participate in at the Middle School and the at the High School levels. The data we get back is not identifiable to the student but it gives us information on what our kids need from us moving forward.

They are close to getting a partnership in place with New England College to offer discounted graduate credits to our teachers.

Mr. Krieger explained that all of our kids are on devices. We want to continue promoting safety so we are looking at things that potentially kids are doing through email or search engines that could indicate self-harm or harming others. We are exploring ways we could get notified of those things. This will be coming back before the Board for notification as well.

Mrs. Allaire recognized Mandy Decew, a Kindergarten teacher at TLC. For many years, she has been at the forefront of developing guided play in Kindergarten. She has partnered with individuals at UNH and she has led trainings in our District for her colleagues. She was granted approval to partner with the Educational Research Laboratory to prepare a 10-minute video of herself and her students to be used for educational purposes to help and support other educators about guided play.

PERSONNEL REPORT

a. Personnel Report

**MOTION: Mrs. Manthorn motioned to accept the professional resignation of Brian Attardo, Social Studies teacher at the Middle School. Seconded by Mr. Sherwood
Motion passes 7-0-0**

COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD

Mr. Sapia attended the CIP Committee meeting this week. They are waiting on some detailed items.

Mrs. Knutsen said the Elementary School Principals presented their budgets to the Budget Committee and every budget had either deductions or flat lined budgets.

Mrs. Manthorn said Wellness Committee met and worked on their mission statement and goals. She will share those with the Board at their November meeting. The Policy Committee will meet in November.

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Mr. Sherwood attended the Facilities meeting last Tuesday. They had vendors come in to show them some of their wares on encapsulating the outside of the high school. It was very informative and this is an ongoing process.

Mrs. Woodworth attended the Strategic Planning Committee and they will be meeting on November 21, 2024.

OTHER BUSINESS

Mr. Sapia mentioned the fields will need some work done to them before they freeze.

Mr. Sapia recognized Jerry Leavitt who resigned from the Tornados. He will be missed and he thanked him for his level of dedication.

There was no further public 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 7-0-0

The Board was polled:

Kowalczyk – yes Knutsen – yes Sherwood – yes Sapia – yes Manthorn – yes
McCormick – yes B. Woodworth - yes

Motion passed 7-0-0 to enter non-public at 8:53 pm.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on



EXECUTIVE SUMMARY

TRHS Psychology Curriculum Revisions

The TRHS Social Studies department is proposing a curriculum revision for the 11th/12th grade Psychology elective course. There are currently 3 units in the course. The revision proposes 5 units.

The goal of the revision is to create a deeper specificity with smaller units in order to have a more unified scope and sequence used by all teachers of the course. The revision brings clarity to the course's content and avoids unintentional overlap between this course and another Social Studies elective "Behavioral Psychology."

In the revised units, the competencies of the course are the same, but there is a shift in the way they repeat from unit to unit. This ensures a more organized and consistent approach of measuring students skills with the specific content of the course.

While the content of the course is essentially the same, the organization of the units will help unify all sections of the course in a more sequential manner.

Thank you to the TRHS Social Studies Department teachers who invested the time to develop this thoughtful curriculum revision.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Psychology: Abnormal Psychology & Personality

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. - Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.	<i>Transfer</i>	
	Students will be able to independently use their learning to act responsibly and make informed decisions based upon their understanding of human behavior.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - through a variety of approaches psychologists are trying to understand why people are different and how these differences develop. - predicting a person's behavior in a specific situation is a goal of personality theories. - there are genetic predispositions to behavioral patterns, but human behavior is also influenced by the environment. - psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole.	ESSENTIAL QUESTIONS - What is normal? - How should one draw the line between normality and disorder? - What is the role of free will and personality?
	<i>Acquisition</i>	
	Students will know... - that personality is defined as the relatively stable patterns of thinking, feeling, and acting possessed by an individual. - that the five basic approaches/theories of personality – psychoanalytic, the trait approach, the behavioral, the humanistic approach, and the sociocultural approach. - that there are many psychoanalytic theories including Sigmund Freud's ID, EGO, SUPEREGO, and defense mechanisms. - that students will understand that Freudian and Neo-Freudian thought influences how	Students will be skilled at... - investigating human behavior through multiple perspectives. - discussing necessary psychological research to plan, conduct, and interpret research results. - understanding the multiple perspectives to describe human behavior from a global perspective. - explaining the complexities of human thought and behavior and individual differences.

• Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior • Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. • Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. • Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. • Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.14.9-12. Use information from different psychological sources to generate research questions • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.20.9-12. Suggest psychological based ethical solutions to actual problems including, but not limited to, those	psychologists and psychiatrists diagnose mental illness by looking for signs of abnormal behavior, such as maladaptive, irrational, unpredictable, or bizarre actions, or behavior that causes distress to the individual or others. • that disorders are classified according to their symptoms. • that the major categories of psychological disorders are anxiety disorders. • that biological issues as well as psychological issues may trigger psychological disorders. • that there are ways that abnormal behavior is identified. • that abnormal psychology differs from normal psychology. • that there are various perspectives on mental illness. • that there are ways that mental illness is classified. <u>vocabulary:</u> Sigmund Freud, Karen Horney, Carl Rogers, personality, identity, defense mechanisms, ego, id, superego, morality, persona, Erik Eriksson, Carl Jung, Alfred Adler, archetypes, personality traits, different personality clusters, DSM, amnesia, compulsions, delusions, obsessions, phobias, schizophrenia, anxiety disorders, somatoform disorders, dissociative disorders, affective or mood disorders, psychotic disorders, personality disorders, disorders of childhood	• describing the influence of multiple factors. • explaining the interaction of biology and experience. • explaining influences on individual cognitive and physical abilities. • understanding the cultural factors and their role in human interaction. • explaining the common themes across multiple fields of Psychology. • synthesizing information from multiple sources. • formulating conclusions using existing evidence. • using critical thinking skills. • acknowledging the interconnectedness of knowledge. • applying psychological knowledge. • suggesting psychological based ethical solutions for problems. • applying major theoretical approaches to characteristics of culture. • understanding the relationship between psychological knowledge and civic engagement. • taking informed action.
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encountered in education, business, and industry, and the environment • Psy.23.9-12. Apply psychological knowledge to civic engagement. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.		
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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

Psychology: Consciousness and Cognition

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. - Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.	Transfer	
	Students will be able to independently use their learning to act responsibly based upon their knowledge and strategies of maintaining better mental health and well-being.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - learning is a personal process that is impacted by both biological and environmental processes. - consciousness is a highly complex phenomenon that involves several physiological structures or processes. - scientists differ on a common definition of consciousness.	ESSENTIAL QUESTIONS Does consciousness create reality?
	Acquisition	
	Students will know... - that the definition of learning is "a relatively permanent change in behavior that results from practice or experience." - that human beings learn through conditioning – and what it means to be conditioned. - that there are social or observational learning to consider regarding how children learn. - that consciousness is awareness of one's self and one's environment. - that there are three main levels of consciousness– normal or waking consciousness, the subconscious, and the unconscious. - that there are altered states of consciousness including daydreaming, drug-induced states, hallucinations, meditative states, states induced by biofeedback, and lucid dreaming states. - that shift work, jetlag, and other common problems impact consciousness.	Students will be skilled at... - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience. - explaining influences on individual cognitive and physical abilities. - explaining the common themes across multiple fields of Psychology. - formulating conclusions using existing evidence. - using critical thinking skills. - acknowledging the interconnectedness of knowledge. - applying psychological knowledge. - applying major theoretical approaches to characteristics of culture. - understanding the relationship between psychological knowledge and civic engagement.

• Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.	• that sleep and dreaming play an integral role in the functions of the body. • that there are three different theories surrounding why people sleep. • that there are different stages of sleep with different brain waves that accompany those stages. • that there are different types of sleep disorders and symptoms of those disorders. • that consciousness is a complex phenomenon. <u>vocabulary:</u> cognition, short-term memory, long-term memory, encoding, retention, retrieval, Albert Bandura, positive/negative reinforcement, hypnosis, REM sleep, alternate states of consciousness, subconscious, unconscious, preconscious, nonconscious, sleep disorders, hallucinations, biofeedback, daydreaming, drug-induced state, meditative state, lucid dreaming, types of conscious experience – ESP, internal sensory perception, abstract awareness, awareness of self, Renee Descartes, Sigmund Freud	
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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

Psychology: Foundations of Psychology

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology. - Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. - Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.	Transfer	
	Students will be able to independently use their learning to make informed decisions based on their understanding of the behavioral science of psychology.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - there are genetic predispositions to behavioral patterns, but human behavior is also influenced by the environment. - psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives. - there are various factors involved in designing and choosing a method of research. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. - ethical standards and issues are important factors in research methods in psychology.	ESSENTIAL QUESTIONS What factors most influence one's development?
	Acquisition	
	Students will know... - that psychology is the study of the mind and behavior. - that psychologists conduct research, promote physical and mental health, help people learn, work in the community, and contribute to the work environment. - that modern approaches to psychology include the neurobiological, behavioral, psychodynamic, cognitive, evolutionary, humanistic, and sociocultural approaches. - that psychologists use the scientific method when designing ways to study human behavior.	Students will be skilled at... - understanding the study of psychology. - demonstrating understanding of the scientific methods. - investigating human behavior through multiple perspectives. - discussing necessary psychological research to plan, conduct, and interpret research results. - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors.

• Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. • Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. • Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. • Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.14.9-12. Use information from different psychological sources to generate research questions • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. • Psy.23.9-12. Apply psychological knowledge to civic engagement. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such	• that researchers generate a question or hypothesis, collect data from the experiments, and draw conclusions from the results. • that there are ethical standards and issues involved in the field of psychology. <u>vocabulary:</u> behavior, psychology, Wilhelm Wundt, William James, Sigmund Freud, neurobiological (biological) approach, behavioral approach, psychodynamic approach, humanistic approach, cognitive approach, evolutionary approach, socio-cultural approach, functionalism, structuralism, psychoanalysis, introspection, deductive reasoning, inductive reasoning, independent variable, dependent variable, hypothesis, various psychological tools, bias, nature vs. nurture	• explaining the interaction of biology and experience. • explaining influences on individual cognitive and physical abilities. • explaining the common themes across multiple fields of Psychology. • formulating conclusions using existing evidence. • using critical thinking skills. • acknowledging the interconnectedness of knowledge. • applying psychological knowledge. • applying major theoretical approaches to characteristics of culture. • understanding the relationship between psychological knowledge and civic engagement. • taking informed action.
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problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.		
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

Psychology: Intelligence, Motivation, and Emotion

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. - Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.	Transfer	
	Students will be able to independently use their learning to make informed decisions based on their understanding of the role internal motivation plays and its impact on their well-being	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - psychologists have varying definitions of intelligence, but it is commonly understood as the ability to learn and adapt to one's environment. - intelligence is much more complicated than whether one is smart or not. - a behavior is what we do; motivation is why we do it. - motivation is a complex combination of needs, drives, incentives, and emotions. - motivations can be intrinsic or extrinsic. - emotion involves physiological processes, expressive behaviors, and cognitive appraisal in generating feelings.	ESSENTIAL QUESTIONS - What determines the factors that motivate people to do what they do? - How should intelligence be understood?
	Acquisition	
	Students will know... - that psychologists disagree about the definitions of intelligence, but define it as "the ability to learn and to adapt to the environment." - that there are theories we possess- one type of intelligence versus multiple intelligences. - that there are varying tests to assess intelligence. - that there are varying opinions as to the origins of intelligence. - that hereditary and environmental factors affect intelligence. - that human beings possess higher needs such as recognition, achievement, and a sense of fulfilling our potential.	Students will be skilled at... - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience. - explaining influences on individual cognitive and physical abilities. - explaining the common themes across multiple fields of Psychology. - formulating conclusions using existing evidence.

• Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.	• that we are motivated to act in a way that will relieve discomfort and make us feel better. • that motivation is a complex concept that involves the interaction of physiological, behavioral, and psychological factors. • that one of the most important factors in motivation is emotion. • that emotion may be a necessary element in reasoning. • that emotions may play an important role in cognitive functions such as reason and decision-making. <u>vocabulary:</u> intelligence, Howard Gardener, Sternberg, intelligence quotient (IQ), artificial intelligence (AI), creativity, intellectual disabilities, savant, motivation, primary vs. secondary needs, instinct, drive reduction theory, arousal theory, humanistic theory, hierarchy of needs, Abraham Maslow, social-cognitive theory, cognitive dissonance, emotion, external factors vs. internal factors, intrinsic vs. extrinsic motivation, social stereotypes of emotion, motive	• using critical thinking skills. • acknowledging the interconnectedness of knowledge. • applying psychological knowledge. • applying major theoretical approaches to characteristics of culture. • understanding the relationship between psychological knowledge and civic engagement.
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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

Psychology: Nervous System, Sensation, & Perception

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.	Transfer	
	Students will be able to independently use their learning to act responsibly based upon their understanding of social interactions.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the nervous and endocrine systems work to help us better understand the different functions and structures of the brain. - brains plan, coordinate, and control all thoughts, movements, and feelings experienced. - sensory systems have specific processes that influence how human beings perceive experiences. - people depend upon perceptions to make sense of the world.	ESSENTIAL QUESTIONS How do perceptions impact personal realities?
	Acquisition	
	Students will know... - that through the brain's central role within the nervous system and endocrine system, information, within and outside the body, can be picked up, retrieved, and responded to in moments. - that the complex workings of the brain continue to remain a mystery. - that are basic workings of the nervous system, including the communicative functions that nerve cells and neurotransmitters play. - that there are different parts and functions of the brain and people learn to associate specific behaviors with these parts. - that senses are of paramount importance, since they provide people with a way to experience and interact with their environment and gain and process information from the world around them.	Students will be skilled at... - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience. - explaining influences on individual cognitive and physical abilities. - explaining the common themes across multiple fields of Psychology. - formulating conclusions using existing evidence. - using critical thinking skills. - acknowledging the interconnectedness of knowledge. - applying psychological knowledge. - applying major theoretical approaches to characteristics of culture.

• Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. • Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. • Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. • Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.	• that our sensory systems work to build specific processes involved in how human beings perceive experiences. • that each sensory system has receptors that are activated by stimuli they pick up and convey to the brain in the form of neural impulses or sensations it can interpret. • that the natural workings of human perception are an on-going mystery. • that electrical-neural impulses that are perceived are meaningful and unique to the individual. • that there are many psychological and psycho-physical factors that affect perception, such as an individual's uniqueness and varied experiences, memories, tastes, and expectations. • that perception is greatly influenced by prior knowledge of the world or perceptual constancies – like size, shape, brightness, and color – which continue to help humans make sense of their physical environments and survive. • that the constructionist view of perception theorizes that the brain constructs a perception from a great many individual sensations. • that the Gestalt theories of perception hold that the brain perceives a stimulus as a whole and not as individual sensations. • that people perceive depth through bodily depth cues and pictorial depth cues. • that there are five illusions often used by psychologists that create a deceptive reality. <u>vocabulary:</u> nerves, cells, neurotransmitters, left and right hemispheres of the brain, amygdala, hippocampus, cerebellum, cerebrum, serotonin, dopamine, Phineas Gage, frontal lobe, temporal lobe, occipital lobe, parietal lobe, brainstem, stimuli, absolute threshold, receptors, perception, sensory adaptation, sensory coding, pheromones, somatic receptors, endorphins, bottom-up processing, Gestalt Theory, Constructionist view, figure-ground, illusions, Muller-Lyer, Ponzo Railroad Track, Necker Cube,	• understanding the relationship between psychological knowledge and civic engagement.
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	Boring Figure, and Ames Room, perceptual constancies.	
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

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

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration

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



EXECUTIVE SUMMARY

November 7, 2024

Medicaid Billing Request

The purpose of this communication is to request Board approval to drop our current Medicaid billing provider, Medicaid School Billing (MSB), and engage Relay to bill and collect Medicaid funds.

MSB has been our provider for many years, with great success. For example, pre-COVID, the District collected roughly \$600,000 in revenue using MSB. Since this time, MSB has been sold, is under new management and has adopted a new reporting platform. Despite the diligent efforts of our staff to attend training, and several check-ins, the platform continues to be difficult to manage, with frequent loss of data and crashes.

This inconsistent performance accompanied by only collecting \$142,000 in Medicaid revenue during SY23/24 has prompted us to look at another vendor.

Relay is a Medicaid billing company which has acquired a number of smaller providers in the region. Currently MSB charges us 8% of what they bill. Relay is quoting us 7% for the same services with a more user friendly platform.

In order for us to be relieved from our contract with MSB, we would need to pay a fee, the exact number to be determined, but estimated at no more than \$24,299.58. This is calculated from the amount they earned from last year, divided by the number of months we use their service in a calendar year, to achieve a monthly billing amount plus one month. These terms are articulated in our MSB contractual agreement.

The suggested motion is as follows:

Motion to terminate our contract with MSB and engage Relay as our new Medicaid billing provider.

Respectfully Submitted,

Chris Martin
Executive Director of Operations & Special Projects



EXECUTIVE SUMMARY

November 7, 2024

Budget Transfer Request

A budget transfer is being requested which exceed the \$25,000 transfer amount pursuant to policy DBJ 'Transfer of Appropriations' and will require School Board approval. A copy of said policy is attached for your convenience.

	Account	Amount
From Account	100.2143.112.60.33.4.00000	\$ 29,000
To Acocunt	100.1100.330.01.33.4.00000	\$ 29,000

Reason: There is an emerging need to provide BCBA support to students and staff at the elementary level that was not forecasted at the time of the budget development. The anticipated cost of this support over the course of this FY is \$29K.

If this transfer meets with your approval, kindly accept the same by Motion and Vote. Should it be easier, feel free to motion to accept "those budget transfers in the amounts and accounts specified in the Special Education budget transfer request dated February 1,2024".

Respectfully,

Maria Watkins
TRSD Director of Special Education



Executive Summary

Title Change for Facilities Summer Help Position

Currently, we have supplemental positions called Facilities Summer Help. These positions are usually filled by high school students and perform custodial work (such as moving furniture, cleaning classrooms, etc.) during the summer.

We would like to change the title to Youth Assistant Custodian which removes the seasonal nature of the position and allows the district to use high school students as assistant custodians on year-round basis.

Respectfully,

Fran DeCinto

Fran DeCinto
HR Director



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

November 7, 2024

Second Read/Adoption

Policy	Changes/Recommendations
EG - District Communication Plan	<i>No revisions since first read.</i> TRSD does not currently have this policy. NHSBA sample policy language with suggested revisions.

Timberlane Regional School District	Policy Code: EG
Adopted:	Page 1 of 2

Creation of Communication Plans

A. **Purpose.** The Board’s objective is to improve internal and external communications by providing clarity and consistency in school communications amongst stakeholders. This policy will guide the creation of a District Communication Plan (“Communication Plan” or the “Plan”).

B. **Plan Preparation and Contents.** The Board directs the Superintendent ~~/Communication Committee or other personnel/committee or designee~~ to prepare a Communications Plan for both internal and external stakeholders that addresses at least the following:

1. Plan goals and general provisions - identifies the general goals of the Plan, identifies the multiple audiences/recipients of District communication, and identifies the available methods and modes of communication with some consideration of the pros and cons of each.

2. Implementation – describes how components of the Plan will be implemented and will specify which staff members are responsible.

~~3. Communication to Internal Stakeholders – describes how to best communicate general or specific information to staff, students, and volunteers.~~

~~4. Communication to External Stakeholders – describes how to best communicate with external stakeholders (i.e., parents, the community, parent groups, other districts, etc.).~~

5.3. Crisis Communications Plan – coordinates the Communication Plan to the relevant provisions of the District Crisis Prevention and Response Plan and site-specific Emergency Operations Plans prepared under Board policy EBCA, including staff responsibilities, training requirements, communication tools, media plans, and message-specific templates.

6.4. School Cancellations - outlines protocols for communicating a school day cancellation, delay, or early release due to inclement weather or other emergency reasons as provided by Board policies EBCD and EBCE.

7.5. Off-campus School activities - outlines how to best communicate incidents or emergencies

Timberlane Regional School District	Policy Code: EG
Adopted:	Page 2 of 2

that occur while students are off campus on field trips or travel sporting events (i.e., anywhere that students are transported by the District).

8.6. Recommendations - outlines suggestions and recommendations relating to infrastructure or resources for future improvements to communication channels.

9.7. Other - Such other information, recommendation and provisions the Superintendent, deemed appropriate.

Biennial Review and Update

The Superintendent and/or designee shall ensure that the Communication Plans and all procedures and protocols adopted pursuant to this policy are reviewed no less than every two (2) years and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

2025 Timberlane Regional School District Warrant State of New Hampshire

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

First Session of Annual Meeting (Deliberative)

You are hereby notified to meet at the Timberlane Performing Arts Center, 40 Greenough Road, Plaistow, New Hampshire, on Thursday, the 6th day of February 2025, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number X. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number X will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 11th day of March 2025, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

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

Article 1 – Election of Officers

To choose the following school district officers:

Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-Year Term
Sandown Voters	School Board Member	3-Year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Sandown Voters	Budget Committee Member	3-Year Term

Article 2 – Operating Budget

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

Recommended by the School Board

Recommended by the Budget Committee

Article 3 – X Year Collective Bargaining Agreement (Timberlane Custodians’ Union)

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

Fiscal Year

Estimated Increase

X-Year Total

And further to raise and appropriate the sum of \$X for the 2025-26 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 4 – Authorization for Special Meeting on Cost Items

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

Recommended by the School Board

Article 5 - X Year Collective Bargaining Agreement (Timberlane Cafeteria Workers' Union)

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

Fiscal Year
Estimated Increase
X-Year Total

And further to raise and appropriate the sum of \$X for the 2025-26 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 6 - Authorization for Special Meeting on Cost Items

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

Recommended by the School Board

Article 7 - General Acceptance of Reports

Shall the voters of the School District accept reports of agents, auditors, and committees as written in the 2024 Annual Report? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 8 - Capital Reserve Fund by Surplus

Shall the voters of the School District raise and appropriate up to \$250,000 to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2025 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2024-2025 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 9 - 2.5% Tax Cap on Operating Budget by Petition

Shall the Timberlane Regional School District (TRSD) vote to adopt the provisions of RSA 32:5-b, and implement a tax cap whereby the governing body and budget committee shall not submit a recommended budget that increases the amount to be raised by local taxes, based on the prior fiscal year's actual amount of local taxes raised, by more than 2.5%. (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 10 – Lease Purchase Agreement by Petition

Shall the Timberlane Regional School District (TRSD) vote to rescind and terminate the March 14, 2023 adoption of Article-3 Lease Purchase Agreement of \$25,243,000 as authorized by TRSD.

Recommended by the School Board

Recommended by the Budget Committee

Article 11 – Fund Balance Retention by Petition

Shall the Timberlane Regional School District (TRSD) vote to rescind the March 14, 2023 adoption of Article-15 Fund Balance Retention of 5% as authorized by TRSD.

Recommended by the School Board

Recommended by the Budget Committee

Job Postings

As of 11/1/24

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	Filled by AppNo	For Fiscal Year	Time To Fill	AppCount
Administration											
4999	Administration	Director	Facilities Director cc2637	Timberlane Regional School District	9/20/2024	Open until filled	as soon as possible		2024-2025	42	20
Elementary School Teaching											
5009	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Teacher - Grade 5 cc2116 - One Year Position	Danville Elementary	10/1/2024	Open until filled	as soon as possible		2024-2025	31	1
High School Teaching											
4882	High School Teaching	World Language - French	Part Time French Teacher cc1556	Timberlane Regional High School	5/7/2024	Open until filled	as soon as possible		2024-2025	178	4
Middle School Teaching											
5032	Middle School Teaching	Physical Education	Anticipated Physical Education/Health Teacher cc1553	Timberlane Regional Middle School	10/31/2024	Open until filled	as soon as possible		2024-2025	1	0
5024	Middle School Teaching	Social Studies	Middle School Social Studies Teacher cc1218	Timberlane Regional Middle School	10/21/2024	Open until filled	as soon as possible		2024-2025	11	1
Special Education											
4850	Special Education	Psychologist	School Psychologist cc 1422	Atkinson Academy	3/29/2024	Open until filled	as soon as possible		2024-2025	217	1
4800	Special Education	Psychologist	School Psychologist cc1708	Timberlane Regional High School	1/26/2024	Open until filled	as soon as possible		2024-2025	280	1
4849	Special Education	Psychologist	School Psychologist cc2145	Sandown North	3/29/2024	Open until filled	as soon as possible		2024-2025	217	0
4852	Special Education	Speech and Language Pathologist	Spech Language Pathologist cc2242	Sandown North	3/29/2024	Open until filled	as soon as possible		2024-2025	217	2
4904	Special Education	Special Education Teacher	Special Education Teacher - Intensive Needs cc199	Timberlane Regional High School	5/16/2024	Open until filled	as soon as possible		2024-2025	169	4
4956	Special Education	Special Education Teacher	Special Education Teacher/Case Manager cc299	Sandown North	7/9/2024	Open until filled	as soon as possible		2024-2025	115	4
4940	Special Education	Special Education Teacher	Special Education Teacher/Case Manager cc492	Timberlane Regional Middle School	6/21/2024	Open until filled	as soon as possible		2024-2025	133	3
4794	Special Education	Special Education Teacher	Special Education Teacher/Case Manager cc963	Sandown North	1/19/2024	Open until filled	as soon possible		2024-2025	287	13
4856	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 1316	Timberlane Regional School District	3/29/2024	Open until filled	as soon as possible		2024-2025	217	1
4851	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 212	Pollard School	3/29/2024	Open until filled	as soon as possible		2024-2025	217	1
4855	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 747	Pollard School	3/29/2024	Open until filled	as soon as possible		2024-2025	217	1
4853	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc2218	Timberlane Regional High School	3/29/2024	Open until filled	as soon as possible		2024-2025	217	1
4673	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc885	Sandown North	6/12/2023	Open until filled	as soon as possible		2024-2025	508	2
Student Services											
4933	Student Services	School Nurse	School Nurse cc2183	Sandown North	6/20/2024	Open until filled	as soon as possible		2024-2025	134	10