



Thursday, May 8, 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. Student, Staff, & Family Share
5. Approval of Minutes
6. Delegates and Individuals
7. Student Representative
8. Current Business
 - a. Evolution of Games Curriculum Revision (Second Read) – ACTION
 - b. Student Overnight Trip Requests – ACTION
 - Envirothon Competition
 - TRHS Outdoor Adventure Club
 - 2025 Vision Conference
 - c. Frequently Used Vendors – ACTION
 - d. CIP Project Prioritization – ACTION
 - e. Special Education Planning – 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
5/12/25	6:15 PM	SAU Boardroom	CIP
5/20/25	1:00 PM	SAU Boardroom	Facilities
5/22/25	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
April 17, 2025
7:10 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Board Members Present

Katie Knutsen (arrived 7:30 pm), Mark Sherwood, Marianne Springer, Brienna Woodworth, Paul LeCain, Alyssa Kowalczyk, Shauna Manthorn

Excused absence: Jack Sapia, Don Woodworth

Seated at the Board Table

Justin Krieger, Superintendent
Abigail Robinson, Student Representative

Administrators Present

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

Mr. Sherman called the meeting to order at 7:10 pm.

STUDENT, STAFF & FAMILY SHARE

Head Coach Tim Brown brought students from the TRHS Wrestling Team to speak about their 2025 State Championship. This is the 31st State Championship for Timberlane Regional High School. The 3 captains on the team spoke about the dynamics of the team and how proud they are for representing the Timberlane Regional School District. Coach Brown also commented on how good their academics are. There is a long list of alumni who also follow the team.

(Mrs. Knutsen arrived at 7:30)

The Middle School hosted the first ever middle school cooking competition. Mr. Mencis, principal at the Middle School, brought in students who competed and they won First Place in the Cooking Championship. They competed against Pelham Memorial School and Merrimack Valley Middle School. The students had one hour to create their barbecue themed dish. The students prepared their winning meal for the School Board. Their winning dish was fried

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chicken on a waffle with lettuce, tomato, and bacon. One of the students created a special sauce for the sandwich.

APPROVAL OF MINUTES

MOTION: Mrs. Knutsen motioned to approve the public minutes of 4/3/25. Seconded by Mrs. Woodworth Motion passed: 6-0-1 (Mrs. Manthorn abstained)

MOTION: Mrs. Knutsen motioned to approve the non-public minutes of 4/3/25. Seconded by Mrs. Kowalczyk. Motion passed: 6-0-1 (Mrs. Manthorn abstained)

DELEGATES & INDIVIDUALS

There were no public comments.

MOTION: Mr. Sherwood motioned to add the 30 minutes to the end of the meeting. Seconded by Mrs. Woodworth Motion passed: 6-1-0 (Mr. LeCain opposed)

STUDENT REPRESENTATIVE

Abigail Robinson presented her school-wide report and highlighted happenings around the District. Some of the highlights included at the high school, the production of “Anastasia” was held in the PAC. There are daily activities planned for Mental Health Awareness Week next week. The middle school will be holding a ribbon cutting ceremony for the brand new track. Danville second grade students visited the SEE Science Center in Manchester, NH. They hosted a Unified Arts Showcase this evening. Sandown North is excited to report they are half way through their school-wide reading of “The Wild Barowski” book. Sandown Central held an informational session for Preschool and Pre-K. Pollard 5th grade teams are learning about the history of Plaistow. The 4th Grade Band and 3rd Grade string students performed their concert last night.

CURRENT BUSINESS

- a. Resolution for Lease

Mr. Krieger explained the resolution is to authorize financing for the projects of phase 3 of the \$25M lease. The projects include primarily work at Atkinson Academy and Sandown North.

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MOTION: Mrs. Knutsen motioned that the Resolution entitled, “Resolution to Authorize \$2,589,655 as Phase III of the Lease Purchase Financing of Energy Savings Equipment and Associated Building Improvements at District Facilities”, be approved in form presented to this meeting and that an attested copy of said Resolution be included with the minutes of this meeting.” Seconded by Mrs. Manthorn Motion passed: 7-0-0

b. Elementary Enrollment Update

Mrs. Canotas presented her monthly update of enrollment projections for the 25/26 school year. The projections are based on currently enrolled students advanced to the next grade level with known withdrawals and registrations added. Grade 3 at Danville School and Grade 2 at Pollard School are at capacity. They have waitlisted Kindergarten students.

Mr. Sherwood asked if at the next meeting, she could project the enrollment numbers on the screen so people watching can see the numbers they are referring to.

c. Evolution of Games Revision (First Read)

Mr. Pedersen presented the proposed revision to the curriculum of this elective course. This is a CCP-level elective course at the high school and is open to students in grades 9-12. There are many students interested in this elective. The proposal divides the course into two main units: “Games Throughout History” was initially developed as a standalone unit, while the second, “Electronic Gaming” shifts the focus to modern gaming.

He explained that “Games Throughout History” explores the historical and cultural significance of games, analyzing their purposes in civilization while “Electronic Gaming” introduces the concept of technological advancements shaping the development of games in the digital age.

MOTION: Mr. Sherwood motioned to approve the first read of the Evolution of Games curriculum revision. Seconded by Mrs. Kowalczyk Motion passed: 7-0-0

d. Grade 8 Washington, DC Field Trip Request

Mr. Pedersen presented an overview of a proposed trip for the Middle School 8th grade students to travel to Washington, DC during April vacation 2026. This trip requires approval by the School Board because it is an out-of-state trip and overnight. Even though this trip is a year away, he is asking for permission in order to give the students who want to attend, time to fundraise because this is an elective field trip. He explained that EF Tours will set up a Giving Page for those who wish to donate.

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MOTION: Mrs. Knutsen motioned to approve the 8th grade Washington, DC field trip for April vacation 2026. Seconded by Mrs. Woodworth. Motion passed: 7-0-0

e. FY26 General Assurances

Mr. Krieger explained this is an annual thing. The New Hampshire Department of Education provided a document that must be signed by all agencies and organizations who receive federal funds through the NHED. Each applicant is required to file certain assurances. The federal programs are IDEA, Title I and Title III. A motion will allow him and the School Board Chair to sign and receive federal funding in 2026.

MOTION: Mrs. Manthorn motioned for the minutes to reflect the Superintendent has informed the Board of the federal funds the District will be receiving and of the General Assurances, Requirements, and Definitions for participation in the federal programs. Seconded by Mrs. Knutsen Motion passed: 7-0-0

MOTION: Mrs. Manthorn motioned to authorize the School Board Chair to sign the FY26 General Assurances on behalf of the Timberlane Regional School Board. Seconded by Mrs. Knutsen Motion passed: 7-0-0

f. Budget to Actual Report

Mrs. Watkins presented her monthly update which occurs on the second Board meeting of every month. This is a one-page summary of financials. She mentioned as of March 31, 2025, they have received 80% of the expected revenue. They have expended 60% of the budget. The actual expenses compared to the prior year is 10% higher than last year. The majority of that increase is personnel.

g. FY2026 School Breakfast & Lunch Pricing

Mrs. Watkins presented the recommended school breakfast and lunch pricing with an increase of \$.10 per meal. The Board reviews their pricing annually and they have been able to keep the pricing reasonable for families of students in the district. The actual true cost of a meal is \$3.90. The requested increase of .10 cents per meal will generate enough revenue to offset the rising cost of our Food Service Program. This increase would be effective 2025-2026 school year.

MOTION: Mrs. Knutsen motioned to approve the proposed 2025-2026 meal prices for breakfast and lunch. Seconded by Mrs. Manthorn Motion passed: 7-0-0

h. Repurpose Position

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Mr. Krieger spoke to his recommendation of repurposing the open and vacant French teaching position to District Technology Integration Specialist. On April 3rd, the School Board approved reducing the budget of four elementary technology teaching positions effective June 30, 2025. Administration is recommending repurposing the French teaching position to the position of District Technology Integration Specialist in order to support the future delivery model of digital literacy to elementary students.

Mrs. Woodworth confirmed that this is an elementary specific position. Mr. Krieger said that was correct and TLC is included.

Mrs. Woodworth commented there are a lot of elementary students and parents concerned about the Robotics and Lego Clubs. She did not see them included in the job description. Mr. Krieger explained those are after school clubs outside the contractual day. They would be covered with a stipend and those still exist in the budget and were not reduced.

MOTION: Mrs. Knutsen made a motion to approve repurposing the French teaching position to a District Technology Integration Specialist position. Seconded by Mrs. Woodworth. Motion passed: 7-0-0

i. Committee Membership

The Board received the new Committee assignments for next year. Mr. Krieger discussed the parameters for the new Tax Cap Committee. There will be two Board members, two members of the Budget Committee, four community members, one from each town and two administrators. Mr. Krieger will also consult with the TTA and TSSU to determine if they want membership on that committee. The Tax Cap Committee will report back to the Board early in the fall. He will update the Board on the membership at the next meeting.

MOTION: Mrs. Knutsen motioned to approve the committee assignments for the 25/26 school year. Seconded by Mrs. Manthorn Motion passed: 7-0-0

ADMINISTRATORS REPORT

Mr. Krieger stated the Facilities Committee was looking at the bollards for the canopy at the high school. He will bring the cost differential of the bollards to the May 8th Board meeting.

Mr. Sherwood explained they are interested in having lit bollards. That would be a cost EEI has not assumed and he asked what the most expensive bollard they had included in their plan was so that they can use that as a delta for what they choose for the lit bollards.

At the Facilities Committee meeting, there was discussion about vendors for repairs and maintenance. Dr. Martin will be bringing to the Board on May 8th, a list of vendors that we

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typically spend between \$10,000 - \$20,000 a year on and they will be asking the Board for flexibility without needing to secure three quotes.

Mr. Krieger stated the Board approved removing \$1 million from the capital money and leaving the CIP at around an \$800,000 to \$900,000 marker. The Danville roof, perimeter fencing on the main campus and beginning work on the high school bathrooms. He will be looking for some direction on May 8th around those 3 projects about prioritizing, maybe funding from other areas. For the bathrooms, we need to make decisions about whether we will put an RFP out for architectural and engineering plans or do something more of design build where we are serving as the general contractor.

Mr. Krieger said he did an interview with the Eagle Tribune specific to the budget reductions the Board approved at the last meeting. He also has an invitation from NHPR to be interviewed that is along the work that Bill Preble is doing with the School Climate and Culture committees and also on the district budget. He has not yet been able to meet with the Atkinson resident for an interview but will continue to follow up with him.

With regards to the State Board of Education, they approved the revisions that were made to the Articles of Agreement on April 10th.

Mr. Krieger will be presenting at the May 8th Board meeting, a reorganization of the Special Education model in light of the vote by the Board to remove the position of Director of Special Education. He will also bring in a statement of philosophy that is going to guide the Special Education Department during this transition.

He asked their legal counsel to take a harder look at Article 7 that was the retention of the fund balance. He wants to bring some definitive information to the Board on May 8th and has asked the legal counsel to put something in writing.

The New Hampshire Department of Education has not yet received the preliminary allocations for federal funds. They could be looking at them being distributed later in July or August. He will keep them updated.

Mr. Krieger visited TLC and described the new guided playgroup for preschoolers, pre-k and kindergarten students. This is opt-in and voluntary.

PERSONNEL REPORT

**MOTION: Mrs. Manthorn motioned to accept the professional resignations of: Shaun O'Loughlin, English Teacher, TRHS; Cynthia Pelletier, Special Education Teacher, Danville; Angela LeSaux, Elementary Teacher, Danville. Seconded by Mr. Sherwood
Motion passed: 7-0-0**

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MOTION: Mrs. Manthorn motioned to accept the professional retirement of Dr. Terri Demaine, Out of District Coordinator, District. Seconded by Mrs. Knutsen.
Motion passed: 7-0-0

COMMITTEE REPORTS

Mrs. Woodworth attended her first Wellness Committee meeting. She also attended a CIP meeting and they discussed needing direction from the School Board on which projects will be selected.

Mrs. Knutsen asked if the CIP talked about the By-laws. Mrs. Woodworth stated they had not received the packet in enough time. They will be going over the by-laws.

Mrs. Manthorn offered her deepest condolences to the family of Norm Major. Norm Major was a strong contributor to the community of Plaistow.

Mr. Sherwood stated that Mr. Sapia did some research on the masonry walls and spoke to engineers. He is looking at the potential of a 50' X 60' athletic storage shed on the outside of the athletic wing by door B13. That would essentially become an internal wall. Dr. Martin is looking into whether we need more storage space. It could negate having to fix that wall and EEI said it could possibly save money on the masonry walls. There is much more information that needs to be gathered.

OTHER BUSINESS

Mrs. Kowalczyk offered condolences to Ron Cocolin who drove a school bus for First Student. He drove Bus #123 for Pollard for 9 years. They will retire the number for Bus #123 and replace it with Bus #5.

Mrs. Manthorn explained the Plaistow Selectmen reached out to her, Mrs. Kowalczyk and Mrs. Knutsen regarding a potential learning opportunity. They are working with Black Earth Composting and they have a connection to build educational programs to learn about composting. That might be something we could talk about.

DELEGATES AND INDIVIDUALS (cont'd) - There were no delegates or individuals requesting to speak.

MOTION: Mrs. Manthorn motioned to adjourn the meeting. Seconded by Mrs. Knutsen. Motion passed: 7-0-0

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The meeting was adjourned at 8:59 PM.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on



EXECUTIVE SUMMARY

Evolution of Games Curriculum Revision

TRHS is seeking board approval for a proposed revision to the curriculum of the elective course Evolution of Games.

Evolution of Games is a CCP-level elective course at TRHS, open to students in all grades (9th-12th). The proposal divides the course into two main units: the first, "Games Throughout History," was initially developed as a standalone unit, while the second, "Electronic Gaming," shifts the focus to modern gaming.

"Games Throughout History" explores the historical and cultural significance of games, analyzing their purposes in civilizations. "Electronic Gaming" introduces the concept of technological advancements shaping the development of games in the digital age. Throughout the semester, students gain an understanding of how gaming has evolved from its origins in ancient civilizations to the digital gaming world we know today.

Since the course is an elective that is not grounded in only one department area for content, the course competencies and standards are drawn from Social Studies, World Language, Art, and Business.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Evolution of Games: Electronic Gaming

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe relationships among products, practices and perspectives in order to compare them across cultures. - Students will demonstrate the ability to analyze new technologies in order to make informed decisions. - Students will demonstrate the ability to engage appropriately with a variety of digital tools to understand their place in the digital world. - 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> WRSLL 3.2: access and evaluate information and diverse perspectives that are available through the language and its cultures. ISTE Standard 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. ISTE Standard 7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally	Transfer	
	Students will be able to independently use their learning to identify how past technologies and current advancements affect future products and career opportunities.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the history of video games shows how technological advancements and cultural shifts have shaped the way games are created, played, and experienced. - the evolution of video games demonstrates how creativity and innovation have transformed video gaming into a dynamic art form and a global entertainment industry. - the progression of video games reveals how the development of hardware and software has influenced gameplay, graphics, and storytelling in digital entertainment.	ESSENTIAL QUESTIONS - How have technological advancements influenced the development of electronic gaming over time? - In what ways have cultural and societal changes shaped the themes, accessibility, and impact of video games throughout their history?
	Acquisition	
	Students will know... - that electronic gaming started with the goal of improving computer programming. - that Bertie the Brain was the first version of an electronic game. - that arcade culture influenced the growth of video games in the 1970's and 1980's. - that technological milestones in hardware and software revolutionized gaming (games added memory and improved graphics over time). - that competition between companies (e.g., Nintendo, Sega, Sony) shaped game development and marketing strategies. - that game mechanics and narratives evolved over time. - that esports and streaming platforms are currently reshaping the gaming landscape.	Students will be skilled at - accessing and evaluating information and cultural perspectives. - leveraging technology to take an active role in their learning. - collaboratively using digital tools

	<i><u>vocabulary:</u> hardware, software, console wars, Bertie the Brain, gigabyte, computer programming</i>	
Content Area Literacy Standards		21st Century Skills
WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.		● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

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

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

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

Evolution of Games: Games throughout History

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe relationships among products, practices and perspectives in order to compare them across cultures. - Students will demonstrate the ability to generate ideas and plans in order to meet the intended goal. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. - 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. <u>Content Standards:</u> WRSLL 3.2: access and evaluate information and diverse perspectives that are available through the language and its cultures. Anchor Standard 1 - Generate and conceptualize artistic ideas and work Anchor Standard 2 - Organize and develop artistic ideas and work Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Transfer	
	Students will be able to independently use their learning to make informed decisions about current events and shifting paradigms through the knowledge of cultural advancements over time.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - knowledge of culture drives meaningful communication. - the perspectives, practices, and products of a people define their culture. - culture and language evolve and are influenced by people, time, and place.	ESSENTIAL QUESTIONS - How important is it for ancient games to be preserved? - How should we study games to reveal their culture's values? - How should we judge the values of the past?
	Acquisition	
	Students will know... - that the earliest civilizations have evidence of board games - that Mesopotamian culture used games to show social status - that game can be played to understand a culture's ideals, values, hopes, and fears - that Mesopotamia's success as a civilization was influenced by its geography - that Roman civilization was based on military power and success - that Nine Men Morris shows an attitude of conquest common to the Romans and other Mediterranean civilizations - that after the fall of the Roman Empire, European civilization changed dramatically - that feudal societies create unequal civilizations where the rich hold the vast majority of resources	Students will be skilled at... - accessing and evaluating information and cultural perspectives - generating and conceptualizing ideas - organizing and developing ideas - relating ideas of societal, cultural, and historical contexts - evaluating historical events and developments and their influences - analyzing change and continuity throughout history - analyzing how actions are shaped and changed over time

His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. His.2.9-12. Analyze change and continuity in historical eras. His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	●that political and religious hierarchies had much of the power in medieval society ●that Chess reflects medieval society ●that playing cards have evolved in their usage over time and reflect both upper and lower class societies ●that American board games such as Monopoly emphasized political and cultural values ●that eurogames emphasize craft and the artistic visions of a game's creator <u>vocabulary:</u> zero sum games, cooperative games, Snakes and Ladders, Mesopotamia, The Royal Game of Ur, The Roman Empire, Augustus Caesar, Roman legion, Nine Men Morris, Hnefatafl, Medieval society, Feudalism, Religious Hierarchy, Monarchy, Chess, Bobby Fischer, Tarocco, Wist, Parker Brothers, Milton Bradley, Go, eurogame, Pandemic, Settlers of Catan.	
Content Area Literacy Standards		21st Century Skills
WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.		● <i>reason effectively</i> ● <i>make judgments and decisions</i> ● <i>solve problems</i> ● <i>think creatively</i>

<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	



EXECUTIVE SUMMARY

Envirothon Competition- Potential Overnight Travel

The TRHS Envirothon Teams are seeking approval for overnight travel to compete at the National Conservation Foundation Envirothon (NCFE). While they have not yet qualified, if one of the TRHS teams places first at their New Hampshire Envirothon competition on May 19th, 5 members of the group will be invited to represent New Hampshire in Canada at Mount Royal University, Calgary, Alberta, from July 20-July 26. This opportunity provides national recognition, scholarships, and prizes.

Envirothon is a competition focused on ecosystem-based knowledge and takes place annually across the United States and Canada. Students prepare and learn about five different topic areas: aquatics, forestry, soils, wildlife, and current environmental issues. Through this preparation, they develop skills in teamwork, conservation, resource management, and ecology. At the competition, expert practitioners test students' knowledge as they rotate through both paper-based and hands-on tests in each topic area. This year for both the state and national competition, the current environmental issue is: "Roots and Resiliency: Fostering Forest Stewardship in a Canopy of Change." The student teams are working together to learn about ecosystem services and stressors on local forests. For the May 19th competition, they will perform a forest assessment of the Plaistow Town Forest. If they are invited to the national competition, they will perform a forest assessment that is local to Alberta.

The national competition in July will include:

- an opening ceremony
- student training and field tests
- oral presentation team training
- sequestration and presentation preparation
- team oral presentations
- final presentations from the top 3 teams
- an awards ceremony

Trip Info:

Dates: July 20 -26th 2025

Location/Lodging: Mount Royal University, Calgary, Alberta

Air Travel: Flights out of Boston, Massachusetts

Car Travel: Transportation to the campus from the airport is covered by Envirothon

Number of Students: 5

Number of Chaperones: 2

Estimated Cost of flights: approximately \$750/person funded by families of students attending

Cost of Room and Board: covered by NH Envirothon.

Respectfully submitted,
Jennifer Puchlopek, Secondary Curriculum Coordinator



EXECUTIVE SUMMARY

Outdoor Club - Overnight Travel

TRHS Outdoor Adventure Club is seeking approval for overnight travel.

TRHS Outdoor Adventure Club focuses on fostering a deep connection between students and the natural world. They enhance outdoor education experiences by providing hands-on, experiential learning opportunities that cultivate respect for nature and promote environmental activism.

On this proposed trip, students will experience 2 days of hiking the beautiful White Mountains. This trip is paid for by the Appalachian Mountain Club. The AMC funds accommodations for all (including dinner and breakfast) at the Greenleaf Hut, which is on the shoulder of Mount Lafayette. AMC will also lend students equipment they might need for the hiking. In addition, transportation to and from the trailhead will be provided.

To ensure accessibility for all students attending, there will be three trail options:

Option 1

The complete loop

Falling Waters Trail up to Lincoln, follow the ridge to Lafayette, and then to Greenleaf Hut

- Total distance for both days is 8 miles.
- Distance on Saturday will be 5.3 miles

Option 2 and 3

Trailhead to the Old Bridle trail to the Green Leaf Hut

Choose to stay at the Hut or continue to Mount Lafayette

- Total distance for both days is 7.4 miles.
- Distance to the Green Leaf Hut from the trailhead is 2.6 miles

Trip Info:

Dates: June 7th - 8th

Location: Franconia Ridge - Lincoln and Lafayette Mountains, Franconia NH

Travel to location: 2 van rentals

Number of Students: 8

Number of Chaperones: 5-6

Lodging location: overnight stay at the Greenleaf Hut

Cost: covered by grant funding from Appalachian Mountain Club (AMC)

Students are able to borrow necessary hiking equipment from Appalachian Mountain Club (AMC)

Respectfully submitted,
Jennifer Puchlopek, Secondary Curriculum Coordinator



EXECUTIVE SUMMARY

Student Council - Vision Conference - Overnight Travel

TRHS Student Council is seeking overnight travel permission to attend The 2025 Vision Conference in Oklahoma City at Santa Fe High School.

Student Council is a student-led organization. The group continues to seek opportunities to offer leadership training for its members to improve their communication and teamwork skills. In the past few years, TRHS Student Council has worked to provide more inclusive, school pride/community building activities. The group is always striving to improve the quantity and quality of future events. This VISION conference promotes training in a positive, supportive, and interactive format, allowing students to network while gaining new skills.

Information about conference (<https://stucovisionconference.org/>):

“What began in 2016 as the Region 6 VISION (Value, Inspire, Share, Insight, Opportunity, Network) Conference – established by students for students and their adult advisors in the states of Arizona, Arkansas, Colorado, Kansas, Missouri, New Mexico and Oklahoma – has grown to welcome all states to this National Student Leadership Conference for Student Council leaders. It emphasizes peer-to-peer learning through networking, student-led roundtables, school project gallery walk, national motivational speakers, leadership skill training, hands-on community service, and more.”

Trip Info:

Dates: June 25, 2025-June 29, 2025

Location: Santa Fe High School, Oklahoma City, Oklahoma

Travel: Flights out of Manchester, NH and rental vehicles in Oklahoma

Number of Students: 11 (10th and 11th graders)

Number of Chaperones: 2

Lodging location Wyndham Grand Oklahoma City Downtown

Cost covered by: student activities budget/student fundraising and family contributions

Conference Fee: \$250/person (\$3250 covered by student/families)

Hotel: \$155/ 4 rooms/ 4 nights (\$2480 covered by student/families)

American Airlines Airfare: \$585/person (\$7605 TRHS budget)

Enterprise Rental Car: 2 cars \$484 each (\$968 TRHS budget)

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator



EXECUTIVE SUMMARY - Frequently Used Vendors and Policy DJE

May 8, 2025

Overview

The Facilities subcommittee discussed the matter of frequently used vendors and Policy DJE at their most recent meeting and it was previewed by administration for the school board on April 17, 2025. Put simply, there are currently 20-25 vendors the district accesses frequently throughout the school year for individual items and services that historically have pushed \$10,000 and \$20,000. In order to maximize efficiencies, the district opens large purchase orders from the outset of the fiscal year. Policy DJE can be found in its entirety, [here](#).

Current Circumstance

There are occasions throughout the year in which individual purchases of individual items and services may - when collectively put together over time - push past the initial large purchase order. In these circumstances, district administration is seeking clarification from the school board with respect to Policy DJE.

Question

In consideration of Policy DJE, may district administration extend the total purchase order beyond its initial scope when required to respond to ongoing needs for individual items and services identified across the school district?

Respectfully Submitted,

Justin Krieger
Superintendent of Schools



EXECUTIVE SUMMARY - FY26 CIP Project Prioritization

May 8, 2025

Overview

Through the CIP process, the school board has previously approved four (4) projects in FY26. The shaded project will be executed but the school board voted to utilize FY25 funds to this end. The total sum reflects the estimated costs associated for the remaining three (3) projects. The FY26 budget line for CIP reflects a dollar amount of \$1,892,200.

Location	Description	Cost
High School	Bathroom Renovation (Phase 1)	\$500,000
Secondary Main Campus	Boundary Fencing	\$200,000
Danville	Roof	\$550,000
Atkinson	Belfry (Phase 3)	\$641,740
Total		\$1,250,000

Project Prioritization

There is a great deal of construction work scheduled across Timberlane moving into this summer, including Phase 3 of the lease and the completion of the Atkinson Belfry project. In consideration of the three (3) project ideas for FY26 within the CIP, district administration is looking for direction from the school board with respect to specific questions.

Questions

1. All Projects - Is there any one project that is the priority to move on first?
2. High School Bathrooms - There are two (2) distinct pathways here. On the one hand, district administration can publish an RFP specific for architectural / engineering plans. From there, another RFP would be generated based on these plans. On the other hand, district administration can publish an RFP for the specifications of the complete project and look for a general contractor in the bidding process. Which direction does the school board wish district administration to pursue?
3. High School Bathrooms - In consideration of the move for the Atkinson Belfry Phase 3 to FY25, should district administration look to expand the scope of this planned first phase of the bathrooms in FY26?



EXECUTIVE SUMMARY - Special Education Planning

May 8, 2025

Overview

As part of the budget reductions approved by the school board on April 3rd, the position of special education director will be eliminated effective June 30, 2025. In consideration of this future reduction, administration is sharing a guiding document that outlines organization, roles, and a collective primary focus in order for staff to engage in high-quality work on behalf of students and families.

Personnel Resources

In totality, special education staff comprise 30% of all district employees, or close to 200 individual people doing work specifically on behalf of special education students and families. Looking ahead to FY26, after aligning the school district's financial obligations to the voted budget, this breaks down to 59 teachers, 28 specialists, 4 administrative assistants, 96 paraeducators, and 4 administrators. The aforementioned grouping is our personnel resource bank that we have to operationalize special education processes and services for - at this time - 744 students across the district. It is robust.

Primary Focus

Relationships matter. They drive colleagues to work together or apart; they position families as partners or adversaries; they promote student success or place obstacles in the way of that success. The primary focus across the special education domain next year will be strengthening relationships with one another, with families, and with students. Strong relationships lead to a sense of safety, belonging, and connection that drives student growth and achievement.

Organization

Those of us working directly with students and families deserve a support framework to draw upon in order to do our best work. To this end, I want to identify key staff and their roles to support your work, effective July 1, 2025.

- *Ginger Drechsel, Director of Student Services* - Ginger will lead the special education district administrative team that consists of the special education coordinators and the early childhood coordinator. Ginger will continue to lead all other aspects of student services, including working with counselors, social workers, nurses, and ESOL. Moreover, Ginger will join the central office leadership team that consists of the Superintendent, Assistant Superintendent, and Executive Director. Together, this team will provide both direction and support for the needs across the district, including special education needs.
- *Jon Verity, Special Education Coordinator* - Jon will be nominated to the school board on May 8th to lead the special education team in collaboration with the facilitator and principal at the high school and serve on both the district special education administrative team and the high school administrative team. Specifically, Jon will lead the ED, IN, and ASD programming, train and evaluate staff, and ensure procedural safeguards.



NH School Administrative Unit 106 | Timberlane Regional School District

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 Timberlane.net

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 @TimberlaneRSD

- *Dawn Roberson, Special Education Coordinator* - Dawn will lead the special education team in collaboration with the facilitator and principal at the middle school and serve on both the district special education administrative team and the middle school administrative team. Specifically, Dawn will lead the ED, IN, and ASD programming, train and evaluate staff, and ensure procedural safeguards.
- *Amy Dailey, Special Education Coordinator* - Amy will lead the special education team in collaboration with the facilitators and principals at the elementary level and serve on both the district special education administrative team and the elementary level administrative team. Specifically, Amy will lead ED, IN, and NECC programming, train staff, and ensure procedural safeguards. Principals will continue to evaluate special education staff.
- *Kim Rivers, Early Childhood Learning Coordinator* - Kim will lead the special education team at the early childhood level in collaboration with principals and serve on both the district special education administrative team and the elementary level administrative team. Specifically, Kim will lead NECC, train staff, and ensure procedural safeguards.

Rationale

Special education, by definition, is a student service the district provides. Nesting the delivery of special education services under the larger umbrella of student services reinforces the mindset that all of us are responsible for the success of special education students, as they are students first. The intended outcome here is that we are not divided and separate in our work with all students.

Respectfully Submitted,

Justin Krieger
Superintendent of Schools

United States Senate

April 24, 2025

Timberlane Track
36 Greenough Road
Plaistow, NH 03865

Dear Friends,

I'm sorry that I can't be with you today, but I join you in celebrating the ribbon cutting for Timberlane's new track.

Whether setting new school records, participating in a gym class, challenging someone to a friendly race, or making lifelong memories on the sidelines, access to outdoor recreation spaces enhance the student experience and become valuable places for community building. This new track, made possible in part from funding through the Land and Water Conservation Fund, creates exciting new opportunities for the Timberlane Regional School District and I am excited to see what you do with it.

Thank you to everyone who made today's celebration possible and good luck to Timberlane Middle School and Hampstead Middle School. I look forward to continuing to work with all of you to ensure that our next generation of Granite Staters have the resources and opportunities that they need to succeed.

With every good wish,



Margaret Wood Hassan
United States Senator

United States Senate

WASHINGTON, DC 20510

April 24, 2025

Timberlane Regional High School
36 Greenough Rd.
Plaistow, NH 03865

Dear Friends,

I wish I could be with you in person for the grand opening of the new Timberlane Track and Field facilities here at Timberlane High School. Please know that I join in spirit as we celebrate the years of planning and work to restore this space. Thank you to the Timberlane Regional School District, the New Hampshire Department of Natural and Cultural Resources and the countless others who played a part in breathing new life into this crucial component of not only student athletics, but also outdoor recreation for all the communities that Timberlane serves.

Efforts to restore infrastructure that serves our students is important for the health of our schools and our communities as a whole. Whether it be a practice, a track meet or good friends getting together for a walk, spaces like this provide opportunities for people to explore shared passions and interests. Your efforts to work together and refurbish Timberlane's track – a place where competitions are held and memories are made – will ensure that future student athletes and community members can enjoy the outdoors and other recreational activities.

Thank you to everyone gathered here today for your contributions to this important endeavor. I wish you all the best as you continue your good work.

Sincerely,



Jeanne Shaheen
United States Senator

Job Postings

As of 5/2/25

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Athletics/Activities										
5099	Athletics/Activities	Coaching	TRHS Girls Head Varsity Soccer Coach	Timberlane Regional High School	4/17/2025	open until filled	8/1/2025	2025-2026	15	3
Elementary School Teaching										
5085	Elementary School Teaching		.5 Preschool Teacher cc935	The Learning Center at Sandown Central	4/11/2025	Open until filled	8/25/2025	2025-2026	21	1
5102	Elementary School Teaching		Elementary Classroom Teacher cc2153	Sandown North	5/1/2025	Open until filled	8/25/2025	2025-2026	1	5
5082	Elementary School Teaching	Library Media Specialist	Library Media Specialist cc361	Pollard School	4/7/2025	Open until filled	8/19/2025	2025-2026	25	13
5063	Elementary School Teaching	Music - General	Long Term Substitute - Elementary Music Teacher	Atkinson Academy	2/26/2025	open until filled	As soon as possible	2024-2025	65	3
High School Teaching										
5071	High School Teaching	World Language - French	French Teacher cc1736	Timberlane Regional High School	3/26/2025	Open until filled	8/19/2025	2025-2026	37	7
5084	High School Teaching	Mathematics	High School Mathematics Teacher cc1791	Timberlane Regional High School	4/9/2025	Open until filled	8/19/2025	2025-2026	23	2
5095	High School Teaching	Science - Physical Science	High School Physical Science Teacher cc644	Timberlane Regional High School	4/16/2025	Open until filled	8/19/2025	2025-2026	16	2
Instructional Support Staff										
4511	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	10/4/2022	open until filled	as soon as possible	2024-2025	941	20
5079	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc1526	Danville Elementary	4/1/2025	Open until filled	8/19/2025	2025-2026	31	2
5046	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc2386	The Learning Center at Sandown Central	1/24/2025	Open until filled	as soon as possible	2024-2025	98	3
5026	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc748	The Learning Center at Sandown Central	10/22/2024	Open until filled	as soon as possible	2024-2025	192	5
5092	Instructional Support Staff	Regular 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	21	0
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	21	1
5075	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1079	Timberlane Regional High School	3/27/2025	Open until filled	3/27/2025	2025-2026	36	0
5065	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2260	Sandown North	3/4/2025	Open until filled	as soon as possible	2024-2025	59	0
5094	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2274	Timberlane Regional High School	4/15/2025	Open until filled	8/25/2025	2025-2026	17	0
5076	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc651	Danville Elementary	3/27/2025	Open until filled	8/19/2025	2025-2026	36	1
Maintenance/Custodial										
5081	Maintenance/Custodial	Custodian	Custodian - First Shift cc2235	Pollard School	4/2/2025	Open until filled	as soon as possible	2024-2025	-2	0
4961	Maintenance/Custodial	Custodian	Part Time Custodian - Second Shift cc991	Atkinson Academy	7/10/2024	Open until filled	as soon as possible	2024-2025	296	18
4944	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	6/24/2024	Open until filled	Ongoing	2024-2025	312	8
Middle School Teaching										
5073	Middle School Teaching	Mathematics	Long Term Substitute - 8th Grade Mathematics	Timberlane Regional Middle School	3/26/2025	Open until filled	5/12/2025	2024-2025	37	4
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	16	0
PAC TECHNOLOGY AND INSTRUCTORS										
4945	PAC TECHNOLOGY AND INSTRUCTORS	Private Music Instructors	Private Music Instructors	Performing Arts Center	6/24/2024	Open until filled	7/1/2024	2024-2025	312	16
Secretarial/Clerical										
5070	Secretarial/Clerical	Administrative Assistant	Administrative Assistant cc1134	Timberlane Regional High School	3/25/2025	Open until filled	7/1/2025	2025-2026	38	32
5080	Secretarial/Clerical	Bookkeeper	Bookkeeper/Senior Administrative Assistant cc2058	Timberlane Regional High School	4/1/2025	Open until filled	7/1/2025	2025-2026	31	11
Special Education										
5101	Special Education	Out of District Coordinator	Out of District Coordinator cc1354	Timberlane Regional School District	4/23/2025	Open until filled	8/25/2025	2025-2026	9	2
5096	Special Education	Psychologist	School Psychologist cc1422	Atkinson Academy	4/16/2025	Open until filled	8/25/2025	2025-2026	16	0
5086	Special Education	Psychologist	School Psychologist cc1708	Timberlane Regional High School	4/11/2025	Open until filled	8/25/2025	2025-2026	21	0
5087	Special Education	Psychologist	School Psychologist cc2145	Sandown North	4/11/2025	Open until filled	8/25/2025	2025-2026	21	0
5035	Special Education	Special Ed Coordinator	Special Education Coordinator cc2217	Timberlane Regional High School	11/8/2024	Open until filled	as soon as possible	2024-2025	175	8
5043	Special Education	Special Education Teacher	Special Education Teacher cc1723	Timberlane Regional High School	12/31/2024	Open until filled	as soon as possible	2024-2025	122	1
5091	Special Education	Special Education Teacher	Special Education Teacher cc199	Timberlane Regional High School	4/11/2025	Open until filled	8/25/2025	2025-2026	21	2
5100	Special Education	Special Education Teacher	Special Education Teacher cc286	Danville Elementary	4/18/2025	Open until filled	8/25/2025	2025-2026	14	6
5088	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc212	Pollard School	4/11/2025	Open until filled	8/25/2025	2025-2026	21	1
5090	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc2242	Sandown North	4/11/2025	Open until filled	8/25/2025	2025-2026	21	1
5089	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc747	Pollard School	4/11/2025	Open until filled	8/25/2025	2025-2026	21	1
Student Services										
5072	Student Services	School Counselor	School Counselor cc526	Atkinson Academy	3/26/2025	Open until filled	8/19/2025	2025-2026	37	11
Substitute										
4943	Substitute	Substitute Teacher	Substitute Teacher, Paraeducator, and LNA 2024-2025 School Year	Timberlane Regional School District	6/24/2024	Open until filled	Ongoing	2024-2025	312	68
Teacher - Technology Integration										
5103	Teacher - Technology Integration	Technology Integrator	Technology Integration Specialist cc1556	Timberlane Regional School District	5/1/2025	Open until filled	8/25/2025	2025-2026	1	2