



Thursday, April 18, 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. Budget Transfer: Concert and Band Uniforms – ACTION
 - b. Elementary Enrollment Update – INFORMATIONAL
 - c. Staffing Update – INFORMATIONAL
 - d. Instructional Hourly Calendar – ACTION
 - e. Curriculum Revisions for Health 1 and Intro to Fitness – ACTION
 - f. Policies – ACTION
 - g. FY25 Tuition Rates – ACTION
 - h. NESDEC Spring Report – INFORMATIONAL
9. Administrator's Report
10. Personnel Report
11. Committee Reports/Reports of the School Board
12. Other Business
13. Nonpublic Session

DATE	TIME	LOCATION	TYPE OF MEETING
5/2/2024	5:00 PM	SAU Boardroom	Policy Committee
5/2/2024	7:00 PM	SAU Boardroom	School Board
5/7/2024	4:00 PM	SAU Boardroom	Curriculum & Assessment
5/16/2024	5:30 PM	SAU Boardroom	Strategic Planning



1-3. Open Meeting

4. Student, Staff, Family Share (Presentation by Danville Elementary School on Stop Motion Projects. Students presenting: Leah McCaig, Jackson Tymann, Carter Greenlay, Reese Crawford, Carly Crawford, & Sam Baker)

5. Student Representative

6. Delegates and Individuals

7. Approval of Minutes (2 sets: April 8th regular and non-public meeting minutes)

8. Current Business

a. Budget Transfer: Marching Band and Concert Uniforms

1. Motion to act on the request for a budget transfer for the marching band and concert uniforms.

b. Elementary Enrollment Update

1. In accordance with Policy IIB, administration will present, monthly enrollment numbers until August.

c. Staffing Update

1. Superintendent Krieger to present a staffing update.

d. Instructional Hourly Calendar

1. Motion to act on the last day of SY 2023-24.

e. Curriculum Revisions for Health 1 and Intro to Fitness

1. Motion to act on the first read of curriculum revisions for Health I and Intro to Fitness.

f. Policies

1. Motion to act on first read of policies BDE, DJE and GCEE.

g. FY2025 Tuition Rates

1. Motion to act on the proposed FY2025 tuition rates.

h. NESDEC Spring Report

1. No drastic changes for predicted enrollment count. Reports are provided for informational purposes.

9. Administrators' Report

Mr. Krieger and Mrs. Allaire to present.



10. Personnel Report

a. Motion to act on the nomination of:

i. Sandra Allaire, Assistant Superintendent, SAU

ii. Amy Farley, World Language Teacher, TRHS

iii. Jamie Ruel, FACS Teacher, TRMS

b. Motion to act on the resignation of:

i. Travis Burnham, Special Education Teacher, TRMS

ii. Alyssa Grant, Elementary School Teacher, Atkinson Academy

iii. Kerri Giard, Comprehensive Bus Education, TRHS

c. Motion to act the renomination of Jennifer Najjar.

d. Vacancy Report as of April 12, 2024.

11. Committee Reports/Reports of the School Board

12. Other Business

13. Nonpublic Session – If needed.

DRAFT - NOT APPROVED

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 8, 2024
7:00 PM**

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

Call to Order

Board Members Present

Donald Woodworth, Jack Sapia, Kim McCormick, Katie Knutsen, Mark Sherwood, Shauna Manthorn,

Excused Absence: Kristen Savage, Paul LeCain, Brienna Woodworth

Seated at the Board Table

Justin Krieger, Interim Superintendent
Sandra Allaire, Acting Assistant Superintendent

Administrators Present

Maria Watkins, Business Administrator/CFO
Fran DeCinto, Director of Human Resources

STUDENT, STAFF, FAMILY SHARE

Mr. John Vaccarezza, Principal of Timberlane Regional High School, was before the Board to talk about Mental Health Awareness Week. He described the events that are planned during the week of May 15th through May 19th. The library has activities scheduled for the entire week. There are also community events planned including a Wellness Fair and a 5K race for staff and students.

DELEGATES AND INDIVIDUALS

John Downing of Sandown, NH addressed the Board. He spoke on the increasing budget, the unencumbered CIP funds, and the \$2.1 million lease payments. He believes that oversight of all

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DRAFT - NOT APPROVED

expenditures needs to be better. He read from a prepared statement which he requested to be included with the minutes. *(see attachment)*

Nola Whitman of Danville, NH addressed the Board. She referred to Policy CCA, Administrative Succession Plan. She believes the Board is ignoring Policy CCA.

Doug Gelina of Danville, NH addressed the Board. He referred to the 9% tax increase this year and last year it was a 5% increase. He informed the Board of a meeting that was held with 200 taxpayers who are hurting. He wants to make the Board aware of what is going on and how it is impacting the people and they are beginning to organize.

Mr. Sherwood stated he would like to make a motion based on the acknowledgement that prudent financial management is essential for the success and sustainability of our District especially at this time. The addition of the Superintendent's oversight can help ensure that proposed purchases and projects align with the strategic objectives and budgetary constraints we have identified.

MOTION: Mr. Sherwood motioned that all proposed facility purchases and projects exceeding \$10,000 undergo thorough review and approval by the Superintendent. As part of this review, the Superintendent shall evaluate each proposed purchase or project based on its alignment with the district's strategic goals, budgetary considerations, and overall impact on operations. Prior to submission for Superintendent review, the relevant department or responsible party shall provide a detailed proposal outlining the scope, budget, timeline, and anticipated benefits of the purchase or project. Upon review, the Superintendent shall either approve, deny, or request modifications to the proposed purchase or project. Approved purchases or projects shall proceed according to established procurement processes and project management protocols. The Superintendent shall provide periodic updates to the Board regarding approved purchases and projects, including progress updates and any deviations from initial plans. Seconded by Mrs. McCormick. Motion passed: 6-0-0

MOTION: Mr. Sherwood motioned that the Policy Committee undertake a comprehensive review of all existing policies related to the purchase of goods and the expenditure of funds within our District. This review shall prioritize the enhancement of internal controls to ensure fiscal responsibility and accountability. Furthermore, the revised policies should aim to increase transparency by providing greater visibility to both the school board and the public regarding financial transactions. Seconded by Mr. Sapia

DRAFT - NOT APPROVED

Mr. Sapia offered an amendment to that motion. He distributed copies of Policy JDK to the Board.

He is asking the Board to adopt that policy and it would lower the original amount from \$50,000 to \$20,000. Also, it would give them notice 60 days in advance of any proposed project before it went out to bid. He stated it would make things more transparent. He also incorporated four entities which should be part of the RFP process. The policy gives the Superintendent the authority to move forward in case of an emergency.

Mrs. Knutsen suggests taking it to the Policy Committee. She said they don't need to adopt it tonight and whatever comes out the of Policy Committee, they will read it then. She agrees with the reduction to \$20,000.

Mr. Sapia said right now, under the current set of circumstances, he would appreciate the Board supporting this motion to adopt this policy tonight. He said things have changed to make him bring this forth tonight.

Mr. Sherwood is not comfortable adopting the amendment tonight until the Policy Committee reviews it.

There was no second to Mr. Sapia's proposed amendment.

The Board voted on Mr. Sherwood's motion. Motion passed: 6-0-0

MOTION: Mrs. Manthorn motioned to move the remaining 16 minutes of Delegates and Individuals to the end of the meeting. Seconded by Mr. Woodworth Motion passed: 6-0-0

APPROVAL OF MINUTES

MOTION: Mr. Woodworth motioned to approve the Organizational Meeting minutes of March 21, 2024. Seconded by Mrs. McCormick. Motion passed: 6-0-0

MOTION: Mrs. Manthorn motioned to accept the Regular Public Meeting minutes of March 21, 2024. Seconded by Mr. Sapia Motion passed: 6-0-0

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MOTION: Mrs. Manthorn motioned to accept the non-public minutes of March 21 2024. Seconded by Mrs. McCormick Motion passed: 6-0-0

MOTION: Mrs. Manthorn motioned to unseal the non-public minutes of March 21, 2024. Seconded by Mrs. McCormick. Motion passed: 6-0-0

CURRENT BUSINESS

a. Update on the ESSER Return to School Plan

Mrs. Allaire presented to the Board. She explained as required per the American Rescue Plan – Elementary and Secondary School Emergency Relief Fund (ARP-ESSER) funding, the ‘Plan on the Safe Return to In-Person Instruction and Continuity of Services needs to be reviewed and updated every 6 months until September 2024. There is only one minor update to reflect the wording and active links in the “Mitigation Efforts/Safety Protocols” section of the plan as compared to the October 2023 version.

MOTION: Mr. Sherwood motioned to approve the April 4, 2024 Revised Return to School Plan. Seconded by Mrs. McCormick Motion passed: 6-0-0

b. Instructional Hourly Calendar

Mrs. Allaire presented to the Board. A standard school year is one that is maintained for at least 180 days each year, or the equivalent number of hours as required by the rules of the Department of Education. She spoke to the rules that apply when determining hourly calculations as outlined in her Executive Summary. Mrs. Allaire informed the Board for the calculation of school hours per day, the District may maintain June 12th as the projected final day of school for students.

Mrs. Allaire provided a table for projected hourly calculations by level. A decision will be needed at the next school board meeting.

c. Policies

Second Read/Adoption for Policy GCF, GCCBC, JIH, and FAA

Mrs. Knutsen reviewed the list of policies and their changes/recommendations. GCF – Professional Staff Hiring; GCCBC – Family and Medical Leave; JIH – Student Interrogations

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and Searches; FAA– Annual Facilities Plan. There have been no changes since the First Read of these policies.

MOTION: Mr. Sherwood motioned to adopt Policy GCF, Policy GCCBC, Policy JIH, and Policy FAA. Seconded by Mr. Sapia. Motion passed: 6-0-0

d. School Food Service Pricing Increase

Mrs. Watkins presented to the Board. The District reviews their school breakfast and lunch pricing annually. She explained in order to generate enough revenue to offset the rising Food Service operating costs, District Administration is requesting meal prices be increased by \$0.10 effective 2024-2025 school year. She provided a list of proposed meal prices along with history of previous pricing.

**MOTION: Mrs. McCormick motioned to act on the recommendation to increase meal prices \$0.10 for the 2024/2025 school year. Seconded by Mr. Sapia
Motion passed: 6-0-0**

e. FY25 General Assurance

Mr. Krieger presented his Executive Summary to the Board regarding FY25 General Assurances. He explained all agencies and organizations who receive federal funds through the New Hampshire Education Department are required to file certain assurances. This is an annual requirement. The Local Education Agency is required to submit said assurances in order to be eligible to receive federal funds. The School Board Chair and Superintendent are required to sign the certifications for this annual submission. The four primary areas Timberlane receives federal funds for is Title 1-A (\$130,000), Title II-A (\$100,000), Title IV-A (\$50,000), and IDEA (\$850,000). The General Assurances comprise of three primary sections. These sections are General Assurances that this section aligns with federal law as it pertains to eligibility and compliance. Grant Management Requirements that outline the requirements within the web-based system and practices of the District to submit grant proposals and receive federal funds, including descriptions of controls, audits, and necessary policies. Definitions in this section explains precise meanings of titles used throughout the General Assurances document.

DRAFT - NOT APPROVED

MOTION: Mr. Sherwood motioned to have the minutes 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. Manthorn Motion passed: 6-0-0

MOTION: Mr. Sapia motioned to authorize the School Board Chair to sign the FY25 General Assurances on behalf of the Timberlane Regional School Board. Seconded by Mrs. McCormick. Motion passed: 6-0-0

f. Facilities Update

Mr. Krieger presented the facilities update which was provided in an Executive Summary by Mr. Ingoldsby. The summary listed an update on the projects in progress. It also included a list of the RFP's and contracts being prepared. The Board reviewed other projects that are in progress, such as, the upgrades and repairs to the athletic fields. Mr. Krieger also spoke on the work requests. There are currently 187 open work requests. There were 224 work requests that were completed in the last 30 days and 222 event requests completed in the last 30 days.

g. Ad Hoc Committee Recommendations

Mr. Krieger recommends appointing two ad hoc committees for full-day kindergarten and TLC. He added that TLC is not just the facility, but the early educational programming and how they want it to look to maximize that in terms of the student benefits. Both committees are exploratory in nature. He wants to assign an administrator for each committee along with a Board member and to come back in a defined time-frame to give the Board some recommendations and things to think about.

MOTION: Mrs. McCormick motioned to develop two ad hoc committees for the full-day kindergarten and for TLC. Seconded by Mrs. Manthorn Motion passed: 6-0-0

Mrs. McCormick and Mrs. Manthorn volunteered to be on the Full Day Kindergarten Committee and Mr. Sherwood and Mr. Woodworth will be on the TLC Committee.

h. School Board Committee Assignments

Mrs. Knutsen explained they are trying to restructure some of their committees to make them more streamline and more efficient. In talking with Mr. Sherwood and Mr. Krieger, they are going to have one administrator per committee to help co-chair the committee with a member of the Board.

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Mr. Sapia explained his initial thought was to eliminate the Construction Committee but he has had some time to think about it, and asked the Board to reconsider that. Without that committee, the high school windows would not have gotten done. He said that particular group is probably the best and most effective committee he has ever sat on. There are engineers, contractors, tradesmen and they are able to discuss things with the architects and with EEI at an extremely high level.

Mrs. Knutsen explained the Facilities Committee is getting completely re-vamped. Some aspects of the Construction Committee will be in with the Facilities Committee. They will still have those people. She added that unfortunately this past year they had too much bleeding over among the committees.

Mrs. McCormick wants to make sure those experts will still be in the room. She believes streamlining is important.

Mr. Sapia stated the amount of work he put in on the Construction Committee and now he won't be on the Facilities Committee. He said there is nobody on this Board as versed as he is when it comes to this stuff.

Mr. Sherwood is on the Facilities Committee and he would find it very valuable to have those people who have been key and instrumental and have their expertise on that Committee assisting with certain projects.

MOTION: Mr. Sapia motioned to put himself on the Facilities Committee. Seconded by Mr. Woodworth.

Mrs. Manthorn explained to Mr. Sapia that he can certainly consider attending the Facilities Committee. She asked the Board if it would be worth having a workshop to figure out what we will do to manage these changes to these committees. Maybe we would all feel better about the trajectory of where all these committees are going and the mission of these committees and their roles. Also, knowing who is on them would be more helpful to increase transparency.

Vote on Mr. Sapia's motion. Motion failed: 2-2-2

(Mr. Sapia left the meeting at 8:35 pm)

ADMINISTRATORS REPORT

Mrs. Allaire announced that on Friday, March 29, 2024, the School Library Media Specialist at Atkinson Academy, Jennifer Toth, was honored at the New Hampshire School Library Media

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Association as School Librarian of the Year. Also on that day, Music and Strings Teacher, Alison Yankowskas, at Sandown North, was honored by the New Hampshire Music Educators Association as NHMEA Distinguished Music Educator of the Year.

Both Pollard and Sandown North hooked up with the McAuliffe-Shepard Discovery Center which is the planetarium in Concord, NH. Pollard's 5th graders visited the planetarium to view a presentation on the totality of the solar eclipse. The Center will be bringing the same presentation to Sandown North next week. Mr. Lou Broad, Science Teacher at the high school, coordinated a trip to Derby, VT with some of his students to experience the totality in person. Mr. Pedersen joined the trip with Mr. Broad.

Mr. Krieger referred to the debt collection agency he mentioned at the previous meeting for the \$200,000. He would like to partner with an agency and provide families with a notice of intent to do so. It was the consensus of the Board to move in that direction.

They will develop protocol for Board committees to consistently run meetings and consistently report out to the Board and the general public.

Mr. Krieger said they will be bringing to the Board at the next meeting, staffing realignment and will continue to do the enrollment updates to the Board. Specifically focused on the elementary schools.

He reminded the public they need a District Clerk for next year.

He reminded the public that for those who qualify for free and reduced lunch, Copper Canyon is offering summer camp for ages 13-16 and ages 9-12 for free. If any family is interested, they should contact him.

They are still in progress with looking into multi-year contracts and the feasibility of entering into those with related service providers. They are having conversations with their legal team to see how that would work.

He is looking for feedback on School Board Meetings in 60 Seconds. This would be a way to blast out information to the community.

He explained that exit interviews are conducted with staff and maybe they will do exit interviews with families. There are many different reasons why families decide not to continue attending Timberlane schools.

Mr. Krieger referred to the tennis court lights. That situation has brought to light there are some things we can do to communicate better. He wants more transparent communication

DRAFT - NOT APPROVED

Every Middle School 8th grader will be touring the High School in small groups at a time.

(Mr. Sapia returned to the meeting at 8:44pm)

There are currently four RFP's out right now. One is for the paving and they will be bringing a recommendation to the Board at their next meeting. The second is for District mowing and that closes on April 30th.

He will bring back numbers for the Board regarding the Wayfinder signage and there is an RFP out for upgrading the video/intercom surveillance and reconfiguring some of the entrances to the schools.

Mr. Sapia asked about the possibility of having the students in Shop Class make the signage. Mr. Krieger will research that.

Mr. Sapia asked about the Middle School cuts for the softball and baseball teams. Mr. Krieger explained what they are proposing this year. They are proposing to have more kids participate in those programs and will be offering a Skills and Drills Program for those kids. The alternative would be to potentially host the B Team and send them to schools, maybe smaller in size to play. Essentially, however, what happens is we are putting our 6th and 7th grade players up against 8th grade players from other schools. The experience of the kids over the course of time has not been positive nor has it been constructive.

Mrs. Manthorn explained when people understand the process of how decisions get made, that is more helpful to mitigate some frustration. We can do better on that.

PERSONNEL REPORT

MOTION: Mrs. Manthorn motioned to accept the professional resignations of Sherry Bollhorst, Elementary Teacher at Sandown North, Anthony DeSousa, Spanish Teacher at TRHS, and Jacob Wilcox, Science Teacher at TRHS. Seconded by Mrs. McCormick. Motion passed: 6-0-0

Mrs. DeCinto described the recruitment process. She explained the first step is to have current, accurate job descriptions. They hold job fairs and the HR staff attend college job fairs. They also advertise locally for open positions, as well as, online. Links to vacant positions are added to district emails. Mrs. DeCinto also informed the Board of partnerships they have with colleges to be included in their job fair announcements and promote District opportunities. She also highlighted internships they have for the 23-24 school year and from the 22-23 school year.

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Mrs. DeCinto provided a personnel list to the School Board with employees with a non-continuing contract, going to continuing, and continuing contract for the District.

MOTION: Mrs. McCormick motioned to accept the re-nomination list as presented for the 24/25 school year. Seconded by Mrs. Manthorn. Motion passed 6-0-0

COMMITTEE REPORTS

Mrs. Manthorn – The Policy Committee rescheduled their meeting for April 11th. The Wellness Committee will meet on April 10th. A representative from each school will attend to review their wellness initiatives. The Run of the Savages will be this Saturday at Pollard School.

Mrs. Knutsen – Safety Committee will meet next week. She and Mrs. Manthorn visited Pollard School last week to observe the crowdedness in some of the classrooms.

Mrs. McCormick – A Curriculum and Assessment meeting was held on April 2nd. Regarding, Intro to Fitness, the high school is merging some units and adding a unit on Nutrition and Goal Setting. Health I will add a unit of Nutrition and Assessing Valid Health Information. These will both come to the Board as a First Read. The elementary Science Resource approved Mystery Science as an instructional resource for K-6. The next meeting will be Tuesday, May 7th.

Mr. Sapia – He wanted to do a joint meeting with the CIP and the Construction Committee. They weren't able to have those committee meetings.

OTHER BUSINESS

Mr. Sapia said their decisions can't be clouded because they are trying to make everybody happy. He wants more oversight responsibility.

DELEGATES AND INDIVIDUALS (cont'd)

Stephanie Dube of Danville, NH addressed the Board together with Doug Gelina of Danville, NH. They explained how Danville and Sandown have been hit exponentially harder than Atkinson and Plaistow on their taxes. They will be discussing ideas for tax relief. Mr. Gelina referred to the \$2.1 million unassigned fund balance. Mrs. Knutsen informed him that amount will be returned to the towns and Mr. Gelina was glad to hear that. He also let the Board know they want to change the structure of the Articles of Agreement. He let the Board know that he liked the effort put forth tonight by the Board and said it will go a long way with the community.

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DRAFT - NOT APPROVED

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. Woodworth
Motion passed: 6-0-0**

The Board was polled:

D. Woodworth – yes Knutsen – yes Sherwood – yes McCormick – yes Sapia – yes
Manthorn – yes

Motion passed 6-0-0 to enter non-public at 9:15 pm.

The public meeting adjourned at 9:15 pm and will not be returning to public session.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

Respectfully submitted by :

John Downing

17 Phillipswood Road

Sandown NH 03873

I would like the board members to be recognized for volunteering their valuable time. I have learned about the enormous efforts required and appreciate their efforts.

Last week I requested Mr. Krieger and Mr. Sherwood to meet with me. I was granted time with both. We were able to have appropriate conversations with proper boundaries. Both gentleman listened to my concerns. In my opinion the consensus of both conversations is clear concise communication between the SB, superintendent and the taxpayers will foster a better understanding of future budgets.

Due to the proposed 2024 budget, I attended my first SAU deliberative session. After witnessing and hearing the conversations, I felt compelled to start a new journey and be involved to enact changes. I understand the items I am bringing to the boards attention today will take time and possibly policy changes. I am not here to harm, threaten, slander or speak of any individual specifically.

I come here today to let the SB know the taxpayers are paying attention, and make a statement for consideration of issues found that I feel need to be discussed further by the board

I have buried myself diving into documents from the past to present. I have identified items I feel should be reviewed. Below is the list of items I speak of and would welcome the opportunity to have a back and forth Q&A anytime with my school board reps, superintendent or interested party.

1. The ever-increasing budget is unsustainable, change MUST happen. The taxpayer burden is at a breaking point.
2. The unencumbered CIP balance.
 - This should be left in the unassigned fund as a balance or (surplus). THESE MONIES SHOULD NOT BE SPENT ON SMALL PROJECTS UNDER THE RADAR
3. The Lease payment of \$2.1 million
 - This should not be assigned at all. It should be returned to the taxpayers. EVERY PENNEY before it is spent down.

4. The original “approved” lease had a list of specific projects to be paid for by the lease.
 - There are numerous projects being paid for from the lease \$ not on the specific approved list.
 - There are numerous projects being moved from the CIP and Lease and vice versa. The original list should be strictly adhered to.
 - Many projects have been moved in and out of budgets confusing which fund the money is allocated from.
5. The Construction Committee (originally a focus committee) was formed for one purpose only
 - To oversee the lease projects. This has not been adhered to.
6. The TRSD construction policy should be reviewed for proper handling from desk to completion.
 - Why would TRSD Change wording for bid advertisement to state “not required to be posted on the TRSD? website” I would hope we want as much exposure for RFPs as possible. The SB has the authority to change the language for “appropriate advertisement” immediately by vote without first and second read. Id suggest it be changed to advertise on Dodge reports or similar listing outlets
 - The 10k, 30k and 50k thresholds need to be clearly defined. The threshold of non RFP purchases or award of monies was lowered to help purchasing during COVID. This appears to have created a loophole for larger projects to be done as separate line items. The SB has the authority to rectify this immediately back to a 20K threshold by vote without a first and second read.
 - The 8/17/23 SB minutes state a spreadsheet of all projects will be produced. Did this happen? An RTK will be submitted if needed
7. Money transfers between funds
 - There is an enormous amount of money transferred between funds although explainable, there is an appearance of a shell game moving money around.

8. 2023 TRSD audit.

- It is generally stated in the independent audit no opinion is given on the way money is spent, whereas their task is to look for proper accounting and procedure only.
- The audit does not give opinions if the money was well spent.

In closing, I feel oversight of ALL expenditures needs to be better. A review of every project and purchase whether talked about, proposed, designed, in progress, previously budgeted or completed. Special attention to the specific funds used for each project.

I feel a huge benefit could be had if the Superintendent, SB and general public were to start communicating at a regular Q and A informal setting. This could help immensely with how the taxpayers perceive the extremely high budget is being allocated. PERCEPTION IS REALITY to the taxpayer UNLESS TRANSPARENCY EXISTS.

Imagine a District working in harmony with the public how strongly it would benefit the education of our children.

Thank you for your time.

Sincerely,
John Downing
17 Phillipswood road
Sandown NH, 03873



EXECUTIVE SUMMARY

April 18, 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	Description	Amount	Control Code
From Account:	100.1100.123.00.70.4.00000	Sal-Long Term Sub Teachers	\$ 49,605.00	
From Account:	100.1100.112.41.33.4.00000	Salaries-Teachers-Music	\$ 20,000.00	1443
From Account:	100.1100.112.17.33.4.00000	Salaries-Teachers-Student Asst.	\$ 30,000.00	830
To Account:	100.1100.737.41.33.4.00000	Repl Equipment-Music	\$ 99,605.00	

Reason: The department and community have done a wonderful job of keeping our uniforms as functional as possible. Following natural cycles, this process should have begun just as the pandemic began. Our needs naturally shifted during and after the pandemic, but we are now at the point where it is a priority as opposed to 'scheduled maintenance.'

The goal of this acquisition is to update the material (a polyester/wool hybrid that allows for warmth but is not as oppressive in the heat) as well as update the design (we are looking at an updated traditional style). This cost also includes the custom embroidery that has traditionally adorned our concert ensemble jackets.

Should this be approved, it is my intention to include in the music department's annual operating budget an acquisition of five uniforms to account for unique size needs, catastrophic damage to individual pieces, and a growing program. Current project needs and timelines can be adjusted to allow for a level-funded 2025-2026 budget with the inclusion of these uniforms. Five is the minimum order number from the company to run a 'production' of our marching band uniforms.

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 "the budget transfer in the amounts and accounts specified in the Director of Music's budget transfer request dated April 18, 2024".

I am happy to address any questions you may have.

Respectfully Submitted By:
Kurt Schweiss, Director of Music



April 18th, 2024

EXECUTIVE SUMMARY

Timberlane Regional School District
2024-2025 Early Childhood Programs - as of 4/10/24

School year 2024-2025 registration in our Preschool, Pre-Kindergarten, and Kindergarten programs is shared below. Finalized registration is due by April 30th, at which time the district will finalize staffing for these programs.

	Atkinson Academy		Danville School		Pollard School		The Learning Center at Sandown Central	
	Registered online	Finalized registration	Registered online	Finalized registration	Registered online	Finalized registration	Registered online	Finalized registration
Preschool							45	13
Pre-Kindergarten	16	10	12	2	12	6	35	20
Kindergarten	48**	37	34*	8	66	42	71**	33

* one request to enroll a student of first grade age (not included)

** two requests to enroll a student of first grade age (not included)

Kindergarten request breakdown (registered online, may not be finalized), and proposed programming.

Atkinson Academy			Danville School			Pollard School			The Learning Center at Sandown Central		
Half Day	Full Day	Not yet confirmed	Half Day	Full Day	Not yet confirmed	Half Day	Full Day	Not yet confirmed	Half Day	Full Day	Not yet confirmed
11	31	4	10	21	3	14	43	9	11	55	5
AM	2		AM	2		AM	3		AM	3	

Respectfully submitted,
Lucy Canotas, Director of Elementary Education



EXECUTIVE SUMMARY - Staff Update for 24-25

Recommendation #1: to approve the staffing map that (re)allocates personnel resources currently within the voted 24-25 budget to meet the needs identified by district administration.

Recommendation #2: to approve the two new job titles (Special Education Facilitator - TTA and Childfind Coordinator - non-affiliated) so the district may begin to post and fill the positions.

Introduction

This staffing update for the 2024-2025 academic year reflects our continuous efforts to strategically identify and meet staffing priorities, ensuring an optimum use of our current staffing resources while fostering positive learning environments for students. Annually, school and district teams assess grade and course-level enrollment projections, adhering to the class size limits outlined in Policy IIB, to determine staffing needs. At the high school level, this process is directly linked to student course registration preferences, which determine the number of sections needed for each course. District and school leaders have met over the past two months to review this information to identify required staffing increases due to class size limits, areas where we may reduce staff due to attrition or decreases in student enrollment, along with opportunities to reallocate resources to provide additional levels of support and improve operations and learning environments for students.

Projected Elementary Enrollment

Early childhood enrollments for preschool, pre-kindergarten, and kindergarten are actively changing due to the ongoing registration process. Current projections for these grades levels are included in the Executive Summary on Early Childhood Programs.

The chart below identifies our current projections by school and grade level for grades 1-5. Class size limits for each grade have been used to determine required staff for each grade level, as compared to current staff.



NH School Administrative Unit 106 | Timberlane Regional School District

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

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2024-2025 Projected 1-5 Elementary Enrollment / Staffing Needs								
	Enrollment	Max Class Size	Required Staff		Current Staff	Average Class Size with Current Staffing	Average Class Size with Staffing Adjustment	Change in FTE
Atkinson Academy								
1	67	20	3.35	4	3	22.3	16.75	1
2	54	22	2.45	3	3	18.0		
3	58	22	2.64	3	3	19.3		
4	62	25	2.48	3	3	20.7		
5	66	25	2.64	3	3	22.0		
Danville School								
1	43	20	2.15	3	3	14.3		
2	42	22	1.91	2	2	21.0		
3	45	22	2.05	3	3	15.0		
4	51	25	2.04	3	2	25.5	17	1
5	51	25	2.04	3	2	25.5	17	1
Pollard School								
1	72	20	3.60	4	4	18.0		
2	73	22	3.32	4	4	18.3		
3	85	22	3.86	4	3	28.3	21.25	1
4	67	25	2.68	3	3	22.3		
5	74	25	2.96	3	3	24.7	18.5	1
Sandown North								
1	66	20	3.30	4	4	16.5		
2	58	22	2.64	3	4	14.5	19.3	-1
3	75	22	3.41	4	4	18.8		
4	67	25	2.68	3	3	22.3		
5	65	25	2.60	3	3	21.7		
						Total Staffing Need		4.0 FTE



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Staffing Map

ELEMENTARY

Building	Number	Reason	Grade Level	Source
AA	+1	Policy	1	Elementary Reduction
P	+1	Policy	3	MA HS Reduction
P	+1	Ed Decision	5	SC HS Reduction
D	+1	Policy	5	ENG HS Reduction
D	+1	Ed Decision	4	SN Reduction
TLC	+1	Child Find	Non-Affiliated	Voted Budget

SPECIAL EDUCATION

Building	Number	Reason	Grade Level	Source
D	+1	Facilitator	K-5	MS Reduction
AA	+1	Facilitator	K-5	Voted Budget
P	+1	Facilitator	K-5	Elementary Reduction
SN	+1	Facilitator	K-5	Voted Budget
Secondary	+1	Facilitator	MS and HS	Financial Analyst

STUDENT SERVICES

Building	Number	Reason	Department	Source
District	+5	Service	ESOL (1.5)	2 ParaEducator Reduction
District	3	Service	Social Workers	Voted Budget

Respectfully Submitted,

Sandy Alaire

Acting Assistant Superintendent

Justin Krieger

Superintendent

Executive Summary

2024-2025 Hourly Calculations for the Final Day of School

In accordance with RSA 189:24 and Ed 306.18, under New Hampshire state law, a standard school year is one that is maintained for at least 180 days each year, or the equivalent number of hours as required by the rules of the Department of Education (DOE). When calculating a school year by hours, public and private schools are required to maintain a calendar with at least:

- 450 hours of instructional time for half-day kindergarten,
- 945 hours of instructional time for grades 1-6, and
- 990 hours of instructional time for grades 7-12.

When determining hourly calculations, the following rules shall apply:

1. Lunchtime, homeroom periods, passing time, and breaks shall not be counted toward the required amount of instructional time. (Ed 306.18(b))
2. Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. (ED 306.18(b))
3. Advisory periods in middle and high schools shall be counted as instructional time. (Ed 306.18(b))
4. The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students. (ED 306.18(c))
5. The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools. (ED 306.18(a)(3))
6. The instructional school day of an individual student shall not exceed 6 hours of instructional time in middle and high school. (ED 306.18(a)(3))

The district has had four snow days on:

- January 16, 2024,
- January 29, 2024,
- April 4, 2024, and
- April 5, 2024

With these adjustments to the school calendar, as of June 12, 2024, the Timberlane District will have completed 169 full school days and seven (7) Early Release (ER) Days for a total of 178 instructional days.

The table on the following page includes projected hourly calculations by level, in accordance with the DOE formula for the calculation of school hours per day.

Total Hours per Level (Includes adjustment for Two Snow Days) August 28, 2023 – June 12, 2024							
School Level	Number of Full Days (Aug. 28-June 12)	Hours per day	Total Full Day Hours	Early Release Hours (7 days @4 hours / day)	Total Hours	Minimum Hours Required	Hours Over Minimum Requirement
½ day K	176	2.75	484	0	484	450	34 hours
Elementary-FD K-5	169	5.75	971.75	28	999.75	945	54.75 hours
Middle	169	6	1,014	28	1,042	990	52 hours
High	169	6	1,014	28	1,042	990	52 hours

Respectfully Submitted By:

Sandra Allaire
Acting Assistant Superintendent



EXECUTIVE SUMMARY

TRHS Intro to Fitness/Health I - Curriculum Revisions **Nutrition and Goal Setting**

The TRHS PE/Health department is proposing a two part curriculum revision connected to nutrition and goal setting. Currently, content and skills related to nutrition and goal setting are only present in the Health I curriculum. This revision advances the nutrition and goal setting content in the Health I course setting and introduces the nutrition and goal setting content in the Intro to Fitness course setting.

The Health I revision reduces the amount of repetition/review from previous grades and allows for a more advanced application of the nutrition material in the context of the unit “Accessing Valid Health Information, Products, and Services.”

The new unit in Intro to Fitness, “Nutrition and Goal Setting” adds nutrition and goal setting content to PE. Formalizing a new unit in Intro to Fitness provides teachers the ability to gear instruction and assessment toward these important concepts in the fitness setting.

The two new units are attached.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Health I: Accessing Valid Health Information, Products, Services

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to access valid information, products and services to promote a healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - CDCP.1 comprehend concepts related to health promotion and disease prevention to enhance health - CDCP.3 demonstrate the ability to access valid information, products, and services to enhance health	<i>Transfer</i>	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - there is a vast amount of health information online, and not all of it is accurate and reliable - it is important to one's health to research a health product before purchasing or using it - evaluating proper healthcare providers ensures appropriate treatment	ESSENTIAL QUESTIONS How does one know if a resource, product, or service is valid, reliable, and/or relevant to his/her health?
<i>Acquisition</i>		
Students will know... - a variety of methods for checking sources of health information - that the acronym ACCESS stands for Accurate, Credible, Current, Easy to Use, Support, Situations - that food claims and healthy eating strategies are not always valid (misleading info/advertised claims) - how marketing, packaging, and advertising influence product choices - the dimensions of health and the interrelationships of them - that there are protective factors that could enhance/affect health, such as: nutrition, exercise, stress, substance use, family history,		
Students will be skilled at... - navigating several different online sites and resources using the ACCESS principles - providing a rationale for appropriateness of source - locating and identifying local related services (within 1 hour drive) for personal/family health issues - identifying when help and resources are needed - evaluating info, products, and services for validity and reliability - reflecting on the use of valid info, products, and services - comparing and contrasting various dietary guidelines and practices from different sources, locations, and cultures (USDA		

	access to regular health care, support systems, etc. - the risk factors that could be detrimental to health - how to comparison shop for foods, including comparing nutrient density and food packaging <u>vocabulary:</u> internet domains, reliable, valid, accessible, ACCESS, primary care provider, referral, performance supplement, dietary supplement, obesity, diabetes, protective factors, risk factors, longevity, dimensions of health, primary care vs. specialists, referral, genetics, heredity, health claim	Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries)
Content Area Literacy Standards		21st Century Skills
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. - RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts - WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. - WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		<i>make judgments and decisions</i> <i>communicate clearly</i> <i>collaborate with others</i> <i>manage goals and time</i> <i>be self-directed learners</i>

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

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

Introduction to Fitness: Nutrition and Goal Setting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will be able to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - CDCP.1 comprehend concepts related to health promotion and disease prevention to enhance health - CDCP.6 demonstrate the ability to use goal-setting skills to enhance health	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - setting goals in life can help a person grow in all dimensions of health - goal setting is a process that should involve planning, time for change, and ongoing reflection	ESSENTIAL QUESTIONS How can goal setting improve one's health?
	Acquisition	
	Students will know... - benefits of healthful eating (short-term and long-term benefits and risks) - that the Harvard Healthy Eating Plate helps drive variety and proportion of foods - the benefits of healthy eating habits such as consuming more water, fruits, vegetables, whole grains, lean proteins, and calcium-rich foods - the benefits of reducing unhealthy fats and limiting sugar and refined carbohydrates - healthful weight management practices of eating nutrient dense foods and practicing portion control - that the SMART principles are: Specific, Measurable, Action Plan, Realistic, Time based	Students will be skilled at... - analyzing a nutrition product label and making informed decisions from the information provided - assessing personal nutritional needs, preferences, and practices - using the Healthy Eating Plate to guide eating practices - analyzing personal likes and dislikes - writing a clear goal statement. - developing short and long term nutrition goals that build on strengths and address areas for improvement - creating a detailed plan including the SMART principles - evaluating/reflecting on progress towards meeting the goal, which is ongoing (blockers/enablers) - implementing steps to achieve a set goal

	- the common enablers/barriers to reaching goals - the strategies for achieving goals - that goal setting can increase longevity and quality of life - that a healthy, active lifestyle can be achieved by using a behavior modification plan. <u>vocabulary:</u> calorie, protein, carbohydrates, fat, minerals, vitamins, water, metabolism, basal metabolic rate, obesity, diabetes, BMI, body composition, atherosclerosis, cholesterol-LDL, HDL, Harvard Healthy Eating Plate, nutrient dense, portion control, serving size, blocker, enabler, SMART acronym, intrinsic/extrinsic motivation, self talk	
Content Area Literacy Standards		21st Century Skills
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. - RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts - WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. - WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		<i>make judgments and decisions</i> <i>communicate clearly</i> <i>collaborate with others</i> <i>manage goals and time</i> <i>be self-directed learners</i>

Stage 2 - Evidence	
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Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	



EXECUTIVE SUMMARY

TRHS Intro to Fitness- Curriculum Revision

Muscular Strength and Endurance

The TRHS PE/Health department is proposing a curriculum unit merge in the Intro to Fitness course. “Muscular Endurance” and “Muscular Strength” will be merged into one unit called “Muscular Strength and Endurance.” The content/skills/competencies will remain the same. There are only a few minor adjustments in wording in a few places. The purpose of the unit merge is to eliminate the repetition that exists between the current curriculum documents and to streamline the content. The new curriculum unit is attached.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Intro to Fitness: Muscular Strength and Endurance

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. - Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE.1 Demonstrates proficiency in a variety of motor skills and movement patterns. - SHAPE.2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. - SHAPE.3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - SHAPE.4 Exhibits responsible personal and social behavior that respects self and others. - SHAPE.5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - participating in team settings promotes tolerance, empathy, communication skills and accountability - participating in competitive and recreational activities will help promote relationship building and lifelong fitness - participating in individual physical activities improves the quality of one's life	ESSENTIAL QUESTIONS How does building muscular strength and endurance impact an individual's quality of life?
	Acquisition	
	Students will know... - that participating regularly in a resistance training program will contribute positively to overall health - that there are physiological responses to individual levels of fitness - that there are different types of strength and stretching exercises - that increased weight resistance builds muscles - that participating in a regular strength training program will enhance overall quality of life - that self-management skills will help to overcome barriers - that increased repetition, but lower weight, builds muscle endurance - that specific lifting technique will prevent or reduce injury	Students will be skilled at... - demonstrating competency in 1 or more specialized skills in health related fitness activities - using movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill - creating a practice plan to improve performance for a self-selected skill - demonstrating appropriate technique in resistance-training using free weights and other equipment - relating physiological responses to individual levels of fitness and nutritional balance - identifying types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive)

	that there is a connection between target heart rate and fitness <u>vocabulary:</u> dumbbell, barbell, E-Z bar, medicine ball, physioball, plyobox, total-body, split-body, eccentric, concentric, sets, repetition, static, dynamic	neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion) - calculating target heart rate and applying that information to personal fitness plan - creating and implementing a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings - designing a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work - employing effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed - applying best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) - analyzing the health benefits of a self-selected physical activity
Content Area Literacy Standards		21 st Century Skills
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. - RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts - WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. - WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		<i>make judgments and decisions</i> <i>communicate clearly</i> <i>collaborate with others</i> <i>manage goals and time</i> <i>be self-directed learners</i>

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

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



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

April 18, 2024

First Read

Policy	Changes/Recommendations
BDE – Board/Superintendent Leadership Team Standing Committees	The Superintendent Leadership Team (SLT) has been reorganized and the acronym is now defunct. Changes to the policy reflect the reorganization of SLT and allows flexibility of the Superintendent to appoint staff members who will provide expertise to these committees.
DJE – Bidding Requirements	Changes include reducing the threshold that requires the Superintendent to solicit competitive bids from \$50,000 to \$20,000, and language to not allow the splitting of projects into smaller dollars to circumvent the bid process.
GCEE – Telecommuting for Non-Affiliated SAU Staff	New policy.

Timberlane Regional School Board	Policy Code: BDE
Revised: 12-03-98 Revised: 02-24-05 Revised: 09-05-13 Revised: 05-07-15 Revised: 06-02-16 Revised: 11-02-17 Revised: 03-31-20 Revised: 10-06-22	Page 1 of 1

BOARD/~~SUPERINTENDENT LEADERSHIP TEAM~~ STANDING STANDING COMMITTEES

Related Policies: BDF

The Board may have the following standing committees as deemed necessary:

1. Facilities
2. Curriculum and Assessment
3. Policy
4. Safety
5. Capital Improvement Plan
6. Wellness
7. Negotiations

Standing and ad hoc committees and delegations shall be appointed by the School Board Chair and approved by vote of a majority of the Board. Committees will meet as needed on challenges and opportunities pertaining to said committee.

The School Board Chair and the Superintendent will work together to appoint members to each committee from both the School Board and ~~the Superintendent Leadership Team~~ districtwide staff and to appoint co-chairs of each committee, one being a School Board member and the other being a member of the ~~Superintendent~~ Districtwide Leadership Team.

Only members of the committee may vote on committee matters and at least two members of the committee from the School Board and two members of the committee from the ~~Superintendent~~ Districtwide Leadership Team must be present to hold a vote at a meeting. Substitute members selected by the committee co-chairs may act and vote on behalf of the absent member(s).

Timberlane Regional School District	Policy Code: DJE
Adopted: 01-03-91 Revised: 06-19-08 Revised: 05-08-14 Revised: 10-04-18 Revised: 12-01-22	Page 1 of 1

BIDDING REQUIREMENTS

The Superintendent is required to get written competitive bids on purchases of supplies, materials, equipment, and contractual services in the amount of \$~~50,000~~ 20,000 or more. Purchases of \$10,000 or more will require at least three competitive documented quotes for the open market. All purchases made in the open market shall be consummated after careful evaluation. Work and/or services should not be reduced or divided into multiple contracts or projects to avoid said above process.

When bidding procedures are used, bids shall be advertised appropriately, including on the district website. Suppliers shall be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All bids must be submitted in sealed envelopes, addressed to the Superintendent, and plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified and all bidders and other persons shall be invited to be present.

The School Board with input from the Superintendent reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the district. The School Board with input from the Superintendent also reserves the right to waive any formalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified, shall not be considered. The School Board with input from the Superintendent also reserves the right to negotiate with a bidder when all bids exceed the budgeted appropriation.

The bidder to whom the award is made shall be required to enter into a written contract with the district with appropriate bonding. Contractors shall be required to provide a certificate of insurance.

Specialized educational and related services are exempt from this policy when the interests of children so dictate (i.e. textbook purchases, psychological services, etc.).

Existing services that continue to meet the needs of the district shall be subject to an annual review by the board and may not need to go out to bid.

Legal References:

RSA 194-C:4 II (a), Superintendent Services

NH Code of Administrative Rules, Section Ed. 303.01 (b), Substantive Duties of School Boards

Timberlane Regional School District	Policy Code: GCEE
Adopted:	Page 1 of 4

Telecommuting for SAU Non-Affiliated Staff

Objective

Telecommuting allows employees to work at home, traveling or in a satellite location for all or part of their workweek. The Timberlane Regional School District considers telecommuting to be a viable, flexible work option when both the employee and the job are suited to such an arrangement. Telecommuting may be appropriate for some employees and jobs but not for others. Telecommuting is not an entitlement, it is not a companywide benefit, and it in no way changes the terms and conditions of employment with The Timberlane Regional School District.

Eligibility

Individuals requesting formal telecommuting arrangements must be employed with Timberlane Regional School District for a minimum of 12 months of continuous, regular employment and must have a satisfactory performance record or the 12-month waiting period can be waived if the position that the employee is hired for has been determined to be a fully remote position.

Before entering into any telecommuting agreement, the employee and manager, with the assistance of the human resource department, will evaluate the suitability of such an arrangement, reviewing the following areas:

- Employee suitability. The employee and manager will assess the needs and work habits of the employee, compared to traits customarily recognized as appropriate for successful telecommuters.
- Job responsibilities. The employee and manager will discuss the job responsibilities and determine if the job is appropriate for a telecommuting arrangement.
- Equipment needs, workspace design considerations and scheduling issues. The employee and manager will review the physical workspace needs and the appropriate location for the telework.
- Tax and other legal implications. The employee must determine any tax or legal implications under IRS, state, and local government laws, and/or restrictions of working out of a home-based office. Responsibility for fulfilling all obligations in this area rests solely with the employee.

If the employee and manager agree, and the human resource department concurs, a draft telecommuting agreement will be prepared and signed by all parties, and a three-month trial period will commence.

Evaluation of telecommuter performance during the trial period will include regular interaction by

Timberlane Regional School District	Policy Code: GCEE
Adopted:	Page 2 of 4

phone and e-mail between the employee and the manager, and weekly face-to-face meetings to discuss work progress and problems. At the end of the trial period, the employee and manager will each complete an evaluation of the arrangement and make recommendations for continuance or modifications. Evaluation of telecommuter performance beyond the trial period will be consistent with that received by employees working at the office in both content and frequency but will focus on work output and completion of objectives rather than on time-based performance.

An appropriate level of communication between the telecommuter and supervisor will be agreed to as part of the discussion process and will be more formal during the trial period. After conclusion of the trial period, the manager and telecommuter will communicate at a level consistent with employees working at the office or in a manner and frequency that is appropriate for the job and the individuals involved. Employees are expected to be available to their supervisors, directors, and co-workers during agreed upon work hours.

Procedures

Telecommuting can be informal, such as working from home for a short-term project or on the road during business travel, or a formal, set schedule of working away from the office as described below. Either an employee or a supervisor can suggest telecommuting as a work arrangement.

Any telecommuting arrangement will be on a trial basis for the first three months and if approved, will be reviewed every 6 months to determine if the telecommuting arrangement will continue.

The telecommuting arrangement may be discontinued at will and at any time at the request of either the telecommuter or the organization. Every effort will be made to provide 30 days' notice of such change to accommodate commuting, childcare and other issues that may arise from the termination of a telecommuting arrangement. There may be instances, however, when no notice is possible.

Equipment

On a case-by-case basis, The Timberlane Regional School District will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, phone and data lines and other office equipment) for each telecommuting arrangement. The human resource and IT departments will serve as resources in this matter. Equipment supplied by the organization will be maintained by the organization. Equipment supplied by the employee, if deemed appropriate by the organization, will be maintained by the employee. The Timberlane Regional School District accepts no responsibility for damage or repairs to employee-owned equipment. The Timberlane Regional School District reserves the right to make determinations as to appropriate equipment, subject to change at any time. Equipment supplied by the organization is to be used for business purposes only. The telecommuter must sign an inventory of all The Timberlane Regional School District property

Timberlane Regional School District	Policy Code: GCEE
Adopted:	Page 3 of 4

received and agree to take appropriate action to protect the items from damage or theft. Upon termination of employment, all company property will be returned to the company, unless other arrangements have been made.

The Timberlane Regional School District will reimburse the employee for business-related supplies, expenses, such as phone calls and shipping costs, which are incurred in conducting the employee's job.

The employee will establish an appropriate work environment within his or her home for work purposes. The Timberlane Regional School District will not be responsible for costs associated with the setup of the employee's home office, such as remodeling, furniture, or lighting, nor for repairs or modifications to the home office space.

Security

Consistent with the district's expectations of information security for employees working at the office, telecommuting employees will be expected to ensure the protection of proprietary district and student information accessible from their home office. Steps include the use of locked file cabinets and desks, regular password maintenance, and any other measures appropriate for the job and the environment.

Safety

Employees are expected to maintain their home workspace in a safe manner, free from safety hazards. Injuries sustained by the employee in a home office location and in conjunction with his or her regular work may be covered by the district's workers' compensation policy.

Telecommuting employees are responsible for notifying the employer of such injuries as soon as practicable. The employee is liable for any injuries sustained by visitors to his or her home worksite.

Telecommuting is not designed to be a replacement for appropriate childcare. Although an individual employee's schedule may be modified to accommodate childcare needs, the focus of the arrangement must remain on job performance and meeting business demands. Prospective telecommuters are encouraged to discuss expectations of telecommuting with family members prior to entering a trial period.

Time Worked

Telecommuting employees who are not exempt from the overtime requirements of the Fair Labor Standards Act will be required to accurately record all hours worked using Timberlane Regional School District's time-keeping system. Hours worked more than those scheduled per day and per workweek require the advance approval of the telecommuter's supervisor. Failure to comply with this requirement may result in the immediate termination of the telecommuting agreement.

Timberlane Regional School District	Policy Code: GCEE
Adopted:	Page 4 of 4

Ad Hoc Arrangements

Temporary telecommuting arrangements may be approved for circumstances such as inclement weather, special projects, or business travel. These arrangements are approved on an as- needed basis only, with no expectation of ongoing continuance.

Other informal, short-term arrangements may be made for employees on family or medical leave to the extent practical for the employee and the organization and with the consent of the employee's health care provider, if appropriate.

All informal telecommuting arrangements are made on a case-by-case basis, focusing first on the business needs of the organization.

Appendix: GCEE-X

Timberlane Regional School District	Procedure Code: GCEE-X
Adopted:	Page 1 of 2

Telecommuting Application Form

Name _____

Position Title _____

Department _____

Supervisor _____

Short Term Telecommuting Assignment - # of days _____

Long Term Telecommuting Assignment – from _____ to _____

Please describe how you think your job responsibilities are suited for telecommuting:

SUPERVISOR

I have discussed the possibility of telecommuting with the above mentioned employee. I believe this employee is a good candidate based on job responsibilities and performance in their current position.

Supervisor's Signature _____ Date _____

TELECOMMUTING APPLICANT

I have discussed telecommuting with my supervisor and understand that my application does not guarantee that I will be eligible to telecommute. I have read the telecommuting policy and understand that it is not an entitlement and that it is not appropriate for every employee. I understand that telecommuting can be terminated at any time by The Timberlane Regional School District or me.

Telecommuting Applicant's Signature _____ Date _____

Timberlane Regional School District	Procedure Code: GCEE-X
Adopted:	Page 2 of 2

HUMAN RESOURCES

Approved_____

Not Approved _____

Reason for Non-Approval:

Signature _____

Date _____

Superintendent's Signature

Date _____



EXECUTIVE SUMMARY

April 18, 2023

FY2025 Tuition Rates

Listed below are the 2024-2025 tuition rates.

FY2025 Preschool Tuition Rates

Level	Program	Tuition	
		Annually	Monthly
Preschool (3s)	4 half days per week, AM or PM sessions	\$ 2,200	\$ 220
Pre Kindergarten (4s)	4 half days per week, AM or PM sessions	\$ 2,200	\$ 220
Half Day Kindergarten	5 half days per week, school based offerings for AM or PM	Free	Free
Full Day Kindergarten	5 days per week	\$ 4,500	\$ 450

FY2025 Out of District Tuition Rates

Grade	Annually
Kindergartner	\$ 11,100
Elementary	\$ 21,700
Middle School	\$ 20,400
High School	\$ 20,900
Special Education*	\$ 42,300

**Special Education rate does not include costs associated with specialized services, specialized transportation, or one-to-one assistance*

Y:\Finance\TRSD\Tuition Rate\FY 2025\FY2025 Tuition Rate Calculation

If these rates meet with your approval, kindly accept the same by Motion and Vote. Should it be easier, feel free to motion to accept "the FY2025 tuition rates presented to the School Board on April 18, 2024".

I am happy to address any questions you may have.

Respectfully Submitted By:
Maria Watkins, CFO/Business Administrator

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



SAU #106 - Timberlane

School Year 2023-24 Enrollment Projection Report

Consolidated PK - 12

Spring Update

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SAU #106 Enrollment Summary Spring Update

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

Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the “out-years.” Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Methodology, Reliability and Use of this Document section.

Summary provided in each individual town report.

Historical Enrollment Spring Update

School District: SAU #106, NH - Timberlane

3/20/2024

NOTE: Spring enrollment data provided by the District.

Historical Enrollment By Grade																		
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12
2008	200	2013-14	117	205	265	241	258	267	294	316	286	329	302	331	354	348	0	3796
2009	183	2014-15	99	212	248	264	244	258	262	291	307	283	310	297	334	356	0	3666
2010	191	2015-16	100	196	226	258	271	246	261	266	293	311	277	310	304	347	0	3566
2011	169	2016-17	112	210	216	229	256	277	244	273	265	293	301	274	301	315	0	3454
2012	185	2017-18	137	220	248	220	239	259	286	253	270	266	280	301	274	301	0	3417
2013	201	2018-19	132	217	233	250	225	244	255	289	252	268	249	283	296	273	0	3334
2014	221	2019-20	123	249	231	227	261	235	251	264	296	252	271	248	276	301	0	3362
2015	214	2020-21	92	187	247	215	222	259	224	229	260	285	241	268	255	284	0	3176
2016	223	2021-22	101	234	241	244	224	234	263	226	236	254	257	238	262	271	0	3184
2017	224	2022-23	148	220	267	244	247	234	239	267	227	243	248	254	237	268	0	3195
2018	257	Fall 2023	149	243	226	262	244	252	225	238	268	222	224	240	255	242	0	3141
2024 Spring Update			143	245	225	264	247	256	226	238	267	222	226	240	257	242	0	3298

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

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

Historical Enrollment in Grade Combinations									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2013-14	1647	1530	2578	2461	1225	931	615	2266	1335
2014-15	1587	1488	2468	2369	1143	881	590	2178	1297
2015-16	1558	1458	2428	2328	1131	870	604	2108	1238
2016-17	1544	1432	2375	2263	1075	831	558	2022	1191
2017-18	1609	1472	2398	2261	1075	789	536	1945	1156
2018-19	1556	1424	2365	2233	1064	809	520	1910	1101
2019-20	1577	1454	2389	2266	1063	812	548	1908	1096
2020-21	1446	1354	2220	2128	998	774	545	1822	1048
2021-22	1541	1440	2257	2156	979	716	490	1744	1028
2022-23	1599	1451	2336	2188	976	737	470	1744	1007
Fall 2023	1601	1452	2329	2180	953	728	490	1689	961
Spring 2024	1606	1463	2333	2190	953	727	489	1692	965

Historical Percentage Changes			
School Year	K-12	Diff.	%
2013-14	3796		
2014-15	3666	-130	-3.4%
2015-16	3566	-100	-2.7%
2016-17	3454	-112	-3.1%
2017-18	3417	-37	-1.1%
2018-19	3334	-83	-2.4%
2019-20	3362	28	0.8%
2020-21	3176	-186	-5.5%
2021-22	3184	8	0.3%
2022-23	3195	11	0.3%
Fall 2023	3141	-54	-1.7%
Change	-655		-17.3%

Projected Enrollment Spring Update

School District: SAU #106, NH - Timberlane

3/20/2024

Note: Spring projections are based on updated Spring enrollment data.

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	257		Spring 2024	143	245	225	264	247	256	226	238	267	222	226	240	257	242		3155	3298
2019	212		2024-25	149	216	271	224	266	252	251	224	241	266	210	221	239	262		3143	3292
2020	227		2025-26	151	232	241	269	229	275	251	251	227	240	253	208	220	246		3142	3293
2021	238		2026-27	151	243	259	239	273	236	275	251	254	226	228	251	208	226		3169	3320
2022	233		2027-28	155	238	271	258	243	282	236	276	255	252	215	225	251	214		3216	3371
2023	233	(est.)	2028-29	155	238	266	269	261	251	281	237	280	253	240	213	224	259		3272	3427
2024	229	(est.)	2029-30	157	233	264	264	273	269	250	282	240	279	240	238	213	231		3276	3433
2025	232	(est.)	2030-31	157	237	260	262	267	282	269	251	285	238	266	237	237	220		3311	3468
2026	233	(est.)	2031-32	161	239	264	258	266	276	282	269	254	283	226	263	236	244		3360	3521
2027	232	(est.)	2032-33	163	236	266	262	262	276	276	283	273	252	267	224	262	243		3382	3545
2028	232	(est.)	2033-34	166	236	263	264	266	270	275	277	287	273	239	265	224	270		3409	3575

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

Based on an estimate of births

Based on children already born

Based on students already enrolled

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

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

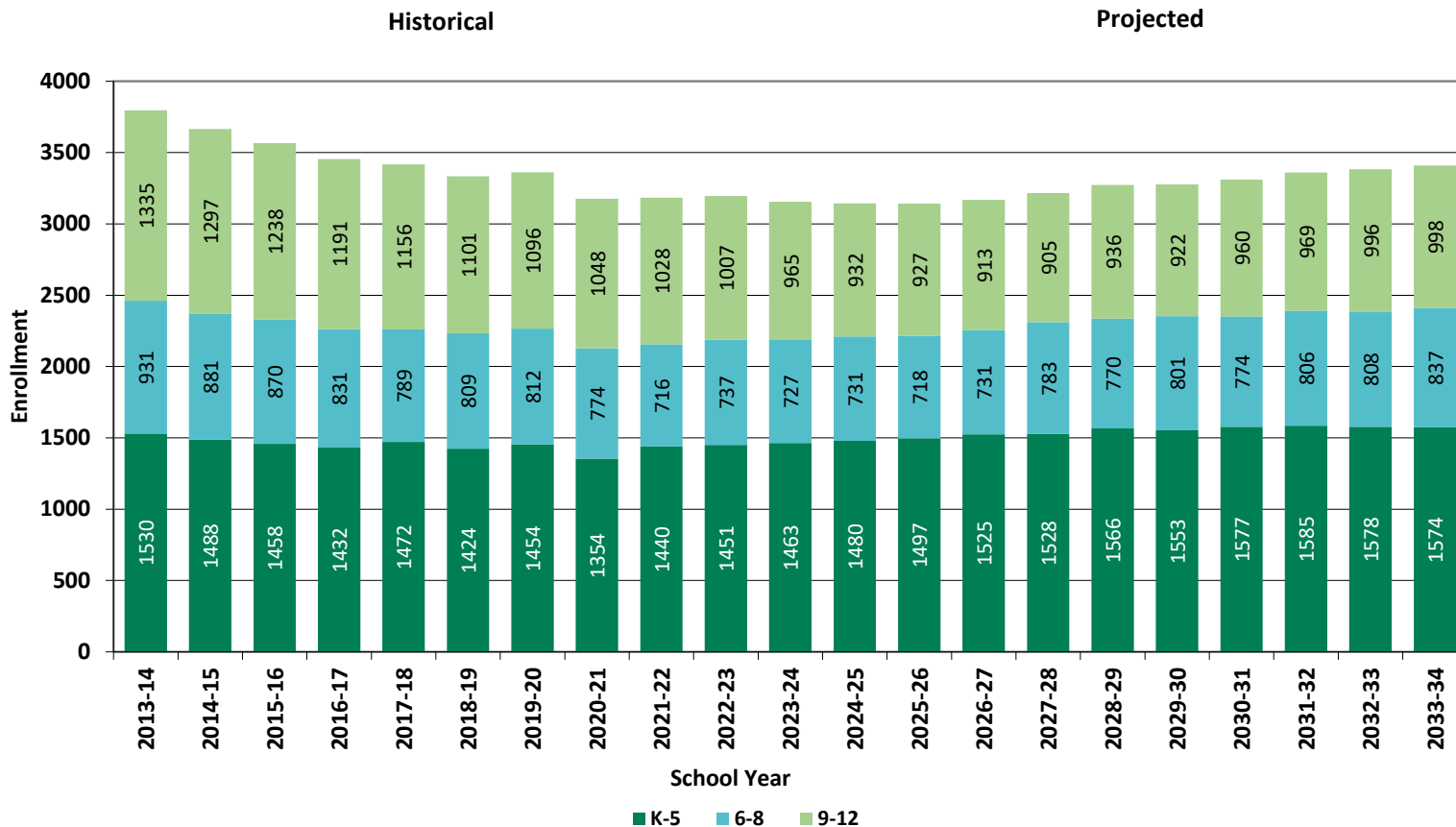
Projected Enrollment in Grade Combinations*									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
Spring 2024	1606	1463	2333	2190	953	727	489	1692	965
2024-25	1629	1480	2360	2211	982	731	507	1663	932
2025-26	1648	1497	2366	2215	969	718	467	1645	927
2026-27	1676	1525	2407	2256	1006	731	480	1644	913
2027-28	1683	1528	2466	2311	1019	783	507	1688	905
2028-29	1721	1566	2491	2336	1051	770	533	1706	936
2029-30	1710	1553	2511	2354	1051	801	519	1723	922
2030-31	1734	1577	2508	2351	1043	774	523	1734	960
2031-32	1746	1585	2552	2391	1088	806	537	1775	969
2032-33	1741	1578	2549	2386	1084	808	525	1804	996
2033-34	1740	1574	2577	2411	1112	837	560	1835	998

Projected Percentage Changes			
School Year	K-12	Diff.	%
Spring 2024	3155		
2024-25	3143	-12	-0.4%
2025-26	3142	-1	0.0%
2026-27	3169	27	0.9%
2027-28	3216	47	1.5%
2028-29	3272	56	1.7%
2029-30	3276	4	0.1%
2030-31	3311	35	1.1%
2031-32	3360	49	1.5%
2032-33	3382	22	0.7%
2033-34	3409	27	0.8%
Change	254		8.1%

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



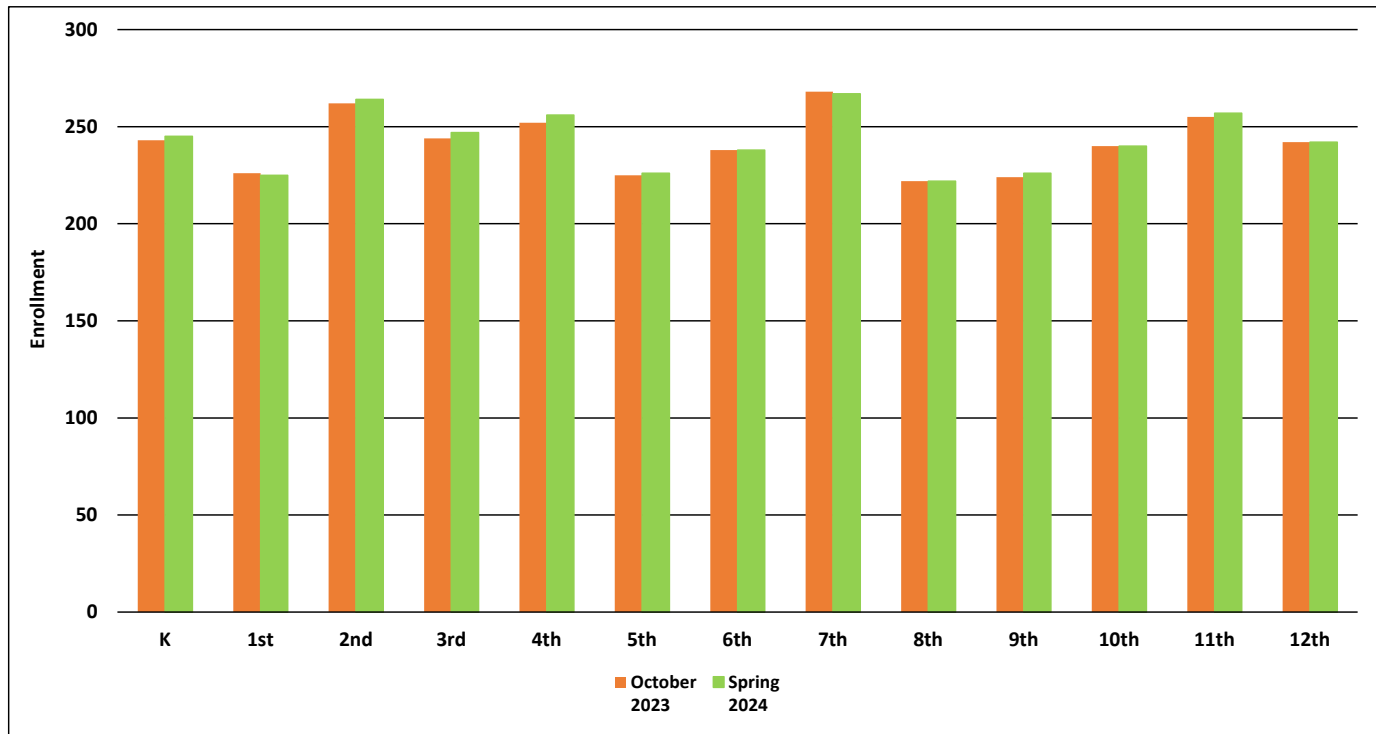
Historical & Spring Projected Enrollments in Grade Combinations



Note: Projections are based on Spring 2024 data.

NESDEC

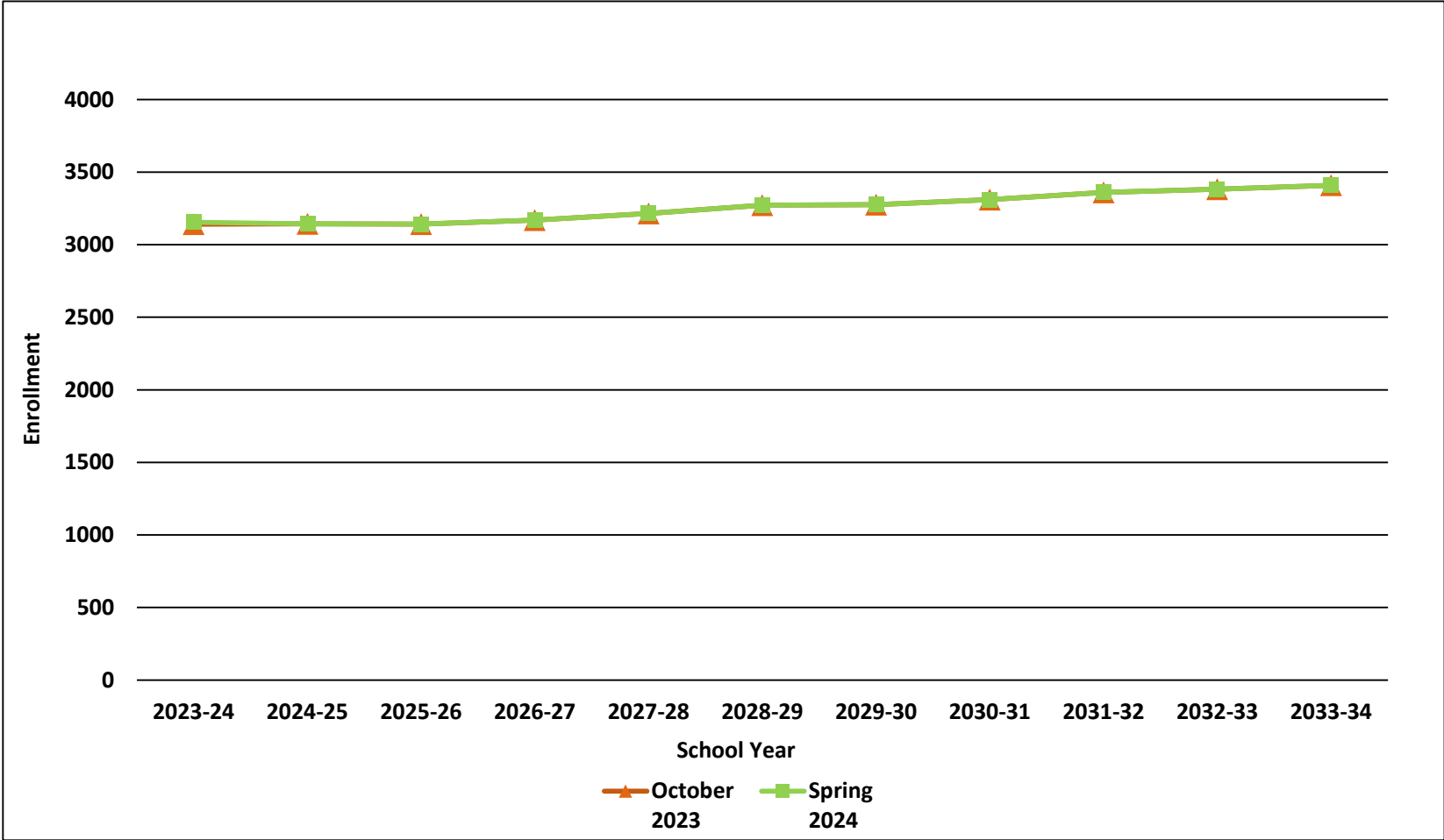
October 2023 vs. Spring 2024 Enrollment by Grade



	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
October 2023	243	226	262	244	252	225	238	268	222	224	240	255	242
Spring 2024	245	225	264	247	256	226	238	267	222	226	240	257	242

NESDEC

Grades K-12 Projections October 2023 vs. Spring 2024



Methodology, Reliability and Use of this Document

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2022-23 increased to 104 students in Grade 2 in 2023-24, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

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

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

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

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

USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email (ep@nesdec.org).



Atkinson, NH

SAU #106

Timberlane Regional School District

School Year 2023-24 Enrollment Projection Report

Spring Update

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Atkinson, NH Enrollment Summary Spring Update

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Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the “out-years.” Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Methodology, Reliability and Use of this Document section.

We are pleased to send you this Spring Update. We have reviewed the updated Spring Enrollment and note that the enrollment growth is similar to the previous projection for Grades K-12. We look forward to fully updating enrollment data in Fall, 2024.



Historical Enrollment Spring Update

School District: Atkinson, NH - SAU #106 Timberlane

3/20/2024

NOTE: Spring enrollment data provided by the District.

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	44	2013-14	17	39	60	44	79	53	78	88	63	78	68	76	81	79	0	886	903
2009	36	2014-15	12	49	58	63	47	82	51	76	85	60	72	66	76	79	0	864	876
2010	37	2015-16	17	40	50	56	65	46	81	51	72	84	50	72	67	79	0	813	830
2011	25	2016-17	20	38	48	48	58	69	45	78	50	69	76	48	73	67	0	767	787
2012	38	2017-18	19	46	49	54	48	59	73	47	78	51	64	73	54	72	0	768	787
2013	35	2018-19	24	55	52	52	58	52	64	72	45	77	43	64	74	55	0	763	787
2014	52	2019-20	15	53	62	48	45	59	49	60	69	48	76	39	62	81	0	751	766
2015	40	2020-21	14	51	65	62	49	47	60	45	63	65	42	77	43	67	0	736	750
2016	39	2021-22	17	44	61	64	61	50	52	57	46	56	52	43	73	49	0	708	725
2017	48	2022-23	29	43	57	60	63	59	48	50	57	47	51	52	42	74	0	703	732
2018	44	Fall 2023	29	65	51	57	59	64	57	50	51	59	40	51	53	47	0	704	733
2024 Spring Update			27	65	51	57	60	65	58	49	51	60	40	51	53	47	0	707	734

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

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

Historical Enrollment in Grade Combinations									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2013-14	370	353	599	582	307	229	141	533	304
2014-15	362	350	583	571	272	221	145	514	293
2015-16	355	338	562	545	288	207	156	475	268
2016-17	326	306	523	503	242	197	119	461	264
2017-18	348	329	524	505	249	176	129	439	263
2018-19	357	333	551	527	258	194	122	430	236
2019-20	331	316	508	493	226	177	117	435	258
2020-21	348	334	521	507	233	173	128	402	229
2021-22	349	332	508	491	211	159	102	376	217
2022-23	359	330	513	484	202	154	104	373	219
Fall 2023	382	353	542	513	217	160	110	351	191
Spring 2024	383	356	543	516	218	160	111	351	191

Historical Percentage Changes			
School Year	K-12	Diff.	%
2013-14	886		
2014-15	864	-22	-2.5%
2015-16	813	-51	-5.9%
2016-17	767	-46	-5.7%
2017-18	768	1	0.1%
2018-19	763	-5	-0.7%
2019-20	751	-12	-1.6%
2020-21	736	-15	-2.0%
2021-22	708	-28	-3.8%
2022-23	703	-5	-0.7%
Fall 2023	704	1	0.1%
Change	-182		-20.5%

Projected Enrollment Spring Update

School District: Atkinson, NH - SAU #106 Timberlane

3/20/2024

Note: Spring projections are based on updated Spring enrollment data.

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	44		Spring 2024	27	65	51	57	60	65	58	49	51	60	40	51	53	47		707	734
2019	47		2024-25	29	54	79	50	56	61	66	56	50	50	53	40	51	56		722	751
2020	51		2025-26	29	59	66	78	50	57	62	64	57	50	44	53	40	54		734	763
2021	50		2026-27	29	58	72	65	77	51	58	60	65	56	44	44	53	42		745	774
2022	55		2027-28	30	63	71	71	64	78	52	56	61	64	50	44	44	56		774	804
2023	49	(est.)	2028-29	30	57	77	70	70	65	79	50	57	60	57	50	44	47		783	813
2024	50	(est.)	2029-30	30	58	69	76	69	71	66	77	51	56	53	57	50	47		800	830
2025	51	(est.)	2030-31	30	59	71	68	75	70	72	64	78	50	50	53	57	53		820	850
2026	51	(est.)	2031-32	31	59	72	70	67	76	71	70	65	77	44	50	53	60		834	865
2027	51	(est.)	2032-33	31	59	72	71	69	68	77	69	71	64	68	44	50	56		838	869
2028	51	(est.)	2033-34	32	58	72	71	70	70	69	75	70	70	57	69	44	53		848	880

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

Based on an estimate of births

Based on children already born

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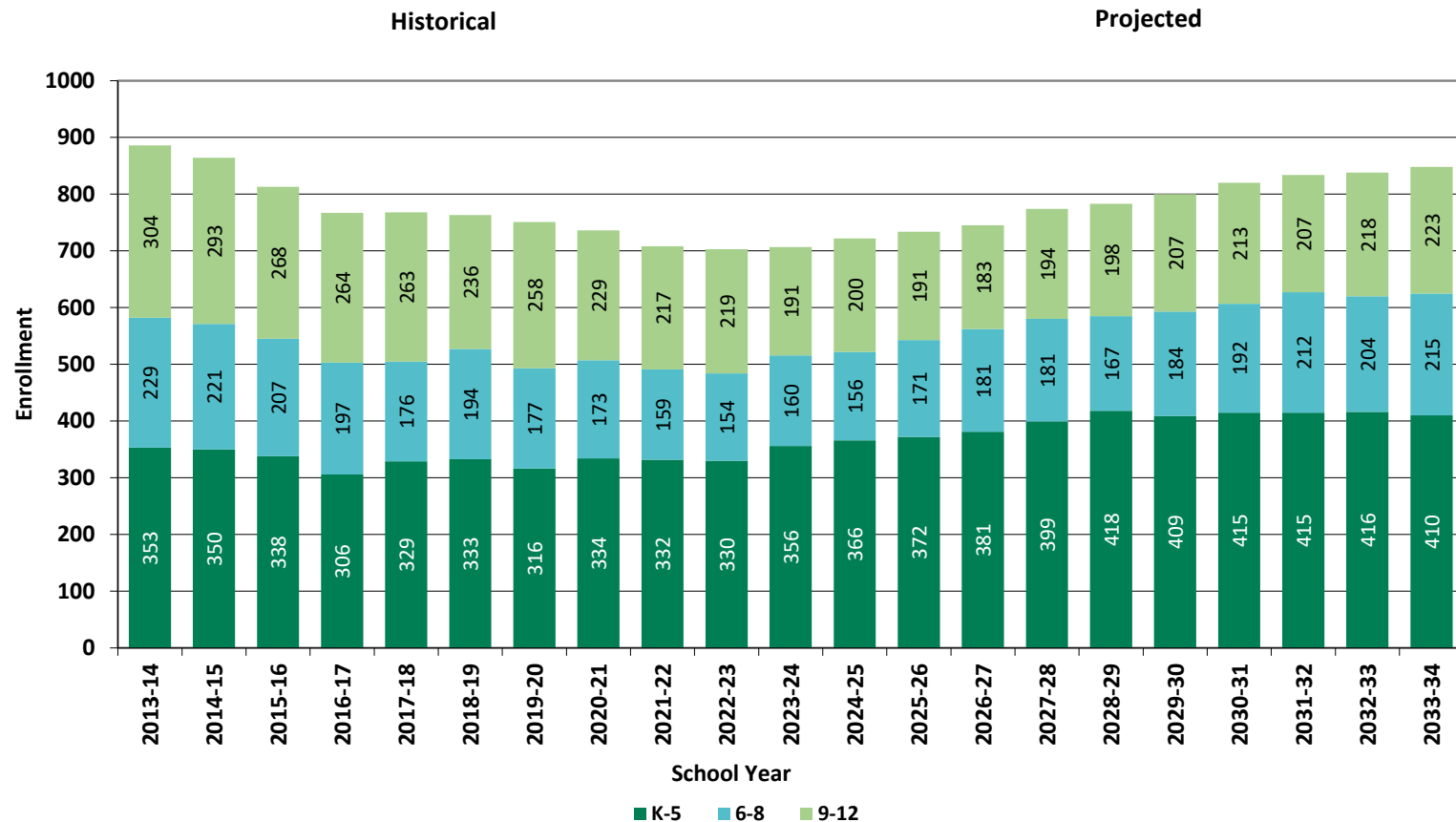
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Projected Enrollment in Grade Combinations*									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
Spring 2024	383	356	543	516	218	160	111	351	191
2024-25	395	366	551	522	222	156	100	356	200
2025-26	401	372	572	543	233	171	107	362	191
2026-27	410	381	591	562	239	181	121	364	183
2027-28	429	399	610	580	233	181	125	375	194
2028-29	448	418	615	585	246	167	117	365	198
2029-30	439	409	623	593	250	184	107	391	207
2030-31	445	415	637	607	264	192	128	405	213
2031-32	446	415	658	627	283	212	142	419	207
2032-33	447	416	651	620	281	204	135	422	218
2033-34	442	410	657	625	284	215	140	438	223

Projected Percentage Changes			
School Year	K-12	Diff.	%
Spring 2024	707		
2024-25	722	15	2.1%
2025-26	734	12	1.7%
2026-27	745	11	1.5%
2027-28	774	29	3.9%
2028-29	783	9	1.2%
2029-30	800	17	2.2%
2030-31	820	20	2.5%
2031-32	834	14	1.7%
2032-33	838	4	0.5%
2033-34	848	10	1.2%
Change	141		19.9%

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

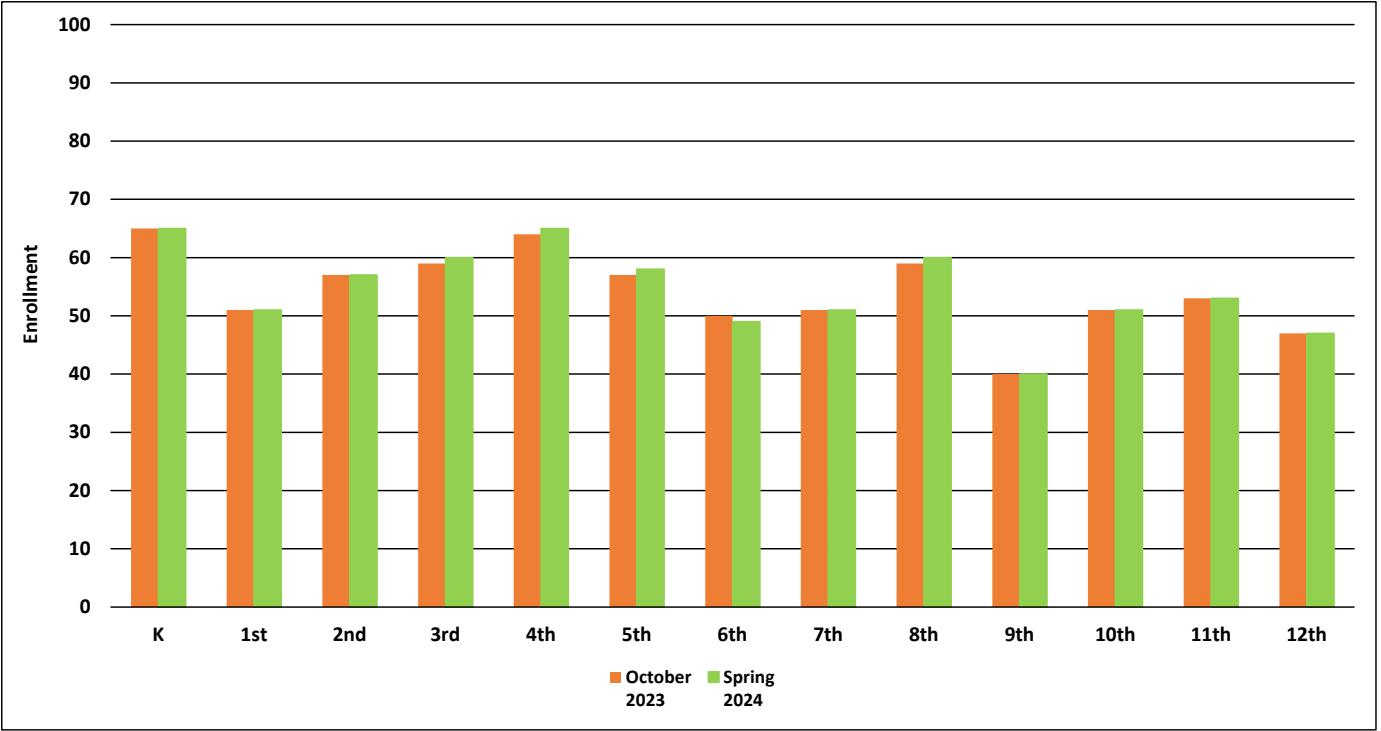
Historical & Spring Projected Enrollments in Grade Combinations



Note: Projections are based on Spring 2024 data.



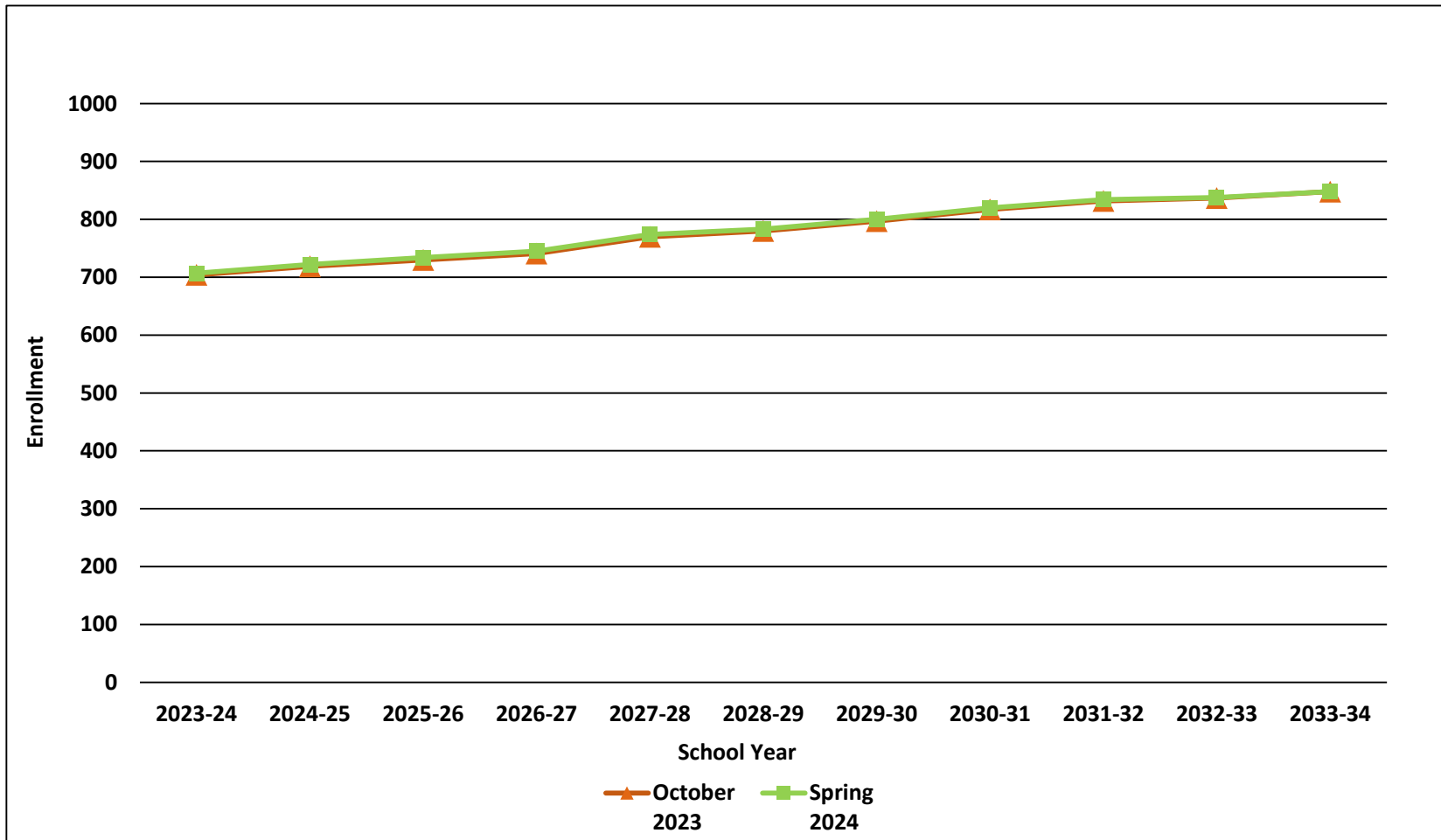
October 2023 vs. Spring 2024 Enrollment by Grade



	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
October 2023	65	51	57	59	64	57	50	51	59	40	51	53	47
Spring 2024	65	51	57	60	65	58	49	51	60	40	51	53	47

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Grades K-12 Projections October 2023 vs. Spring 2024



Methodology, Reliability and Use of this Document

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2022-23 increased to 104 students in Grade 2 in 2023-24, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

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

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

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

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

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Danville, NH

SAU #106

Timberlane Regional School District

School Year 2023-24 Enrollment Projection Report

Spring Update

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Danville, NH Enrollment Summary Spring Update

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

Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the “out-years.” Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Methodology, Reliability and Use of this Document section.

We are pleased to send you this Spring Update. We have reviewed the updated Spring Enrollment and note that the enrollment growth is similar to the previous projection for Grades K-12. We look forward to fully updating enrollment data in Fall, 2024.



Historical Enrollment Spring Update

School District: Danville, NH - SAU #106 Timberlane

3/20/2024

NOTE: Spring enrollment data provided by the District.

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	34	2013-14	14	41	54	49	27	60	56	53	62	79	56	63	67	76	0	743	757
2009	35	2014-15	5	38	49	51	54	28	60	57	51	61	73	57	65	68	0	712	717
2010	29	2015-16	15	27	39	52	56	51	28	59	57	52	59	74	59	65	0	678	693
2011	33	2016-17	22	43	28	43	43	55	48	30	59	52	49	57	68	60	0	635	657
2012	25	2017-18	7	40	52	33	44	47	56	48	30	55	48	52	53	66	0	624	631
2013	33	2018-19	25	30	44	51	32	46	36	59	45	28	51	50	51	50	0	573	598
2014	45	2019-20	10	60	32	42	59	33	48	40	58	45	32	50	45	48	0	592	602
2015	29	2020-21	11	29	53	34	41	59	29	45	39	53	48	33	51	47	0	561	572
2016	40	2021-22	20	42	42	53	42	44	58	32	46	39	45	46	35	53	0	577	597
2017	41	2022-23	34	41	43	47	52	43	44	60	33	44	40	48	47	37	0	579	613
2018	44	Fall 2023	22	39	41	43	48	52	37	43	58	33	43	40	47	49	0	573	595
2024 Spring Update			24	42	41	44	50	52	37	44	58	33	43	38	49	48	0	579	603

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

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

Historical Enrollment in Grade Combinations									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2013-14	301	287	495	481	250	194	141	456	262
2014-15	285	280	454	449	229	169	112	432	263
2015-16	268	253	436	421	196	168	109	425	257
2016-17	282	260	423	401	189	141	111	375	234
2017-18	279	272	412	405	189	133	85	352	219
2018-19	264	239	396	371	168	132	73	334	202
2019-20	284	274	427	417	191	143	103	318	175
2020-21	256	245	393	382	166	137	92	316	179
2021-22	301	281	418	398	175	117	85	296	179
2022-23	304	270	441	407	181	137	77	309	172
Fall 2023	282	260	416	394	171	134	91	313	179
Spring 2024	290	266	425	401	172	135	91	313	178

Historical Percentage Changes			
School Year	K-12	Diff.	%
2013-14	743		
2014-15	712	-31	-4.2%
2015-16	678	-34	-4.8%
2016-17	635	-43	-6.3%
2017-18	624	-11	-1.7%
2018-19	573	-51	-8.2%
2019-20	592	19	3.3%
2020-21	561	-31	-5.2%
2021-22	577	16	2.9%
2022-23	579	2	0.3%
Fall 2023	573	-6	-1.0%
Change	-170		-22.9%

Projected Enrollment Spring Update

School District: Danville, NH - SAU #106 Timberlane

3/20/2024

Note: Spring projections are based on updated Spring enrollment data.

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	44		Spring 2024	24	42	41	44	50	52	37	44	58	33	43	38	49	48		579	603
2019	41		2024-25	22	41	46	43	47	52	49	38	44	56	32	43	38	51		580	602
2020	35		2025-26	23	35	45	48	46	49	49	51	38	43	55	32	43	40		574	597
2021	38		2026-27	23	38	39	47	51	47	46	51	51	37	42	56	32	45		582	605
2022	36		2027-28	24	36	42	41	50	53	45	48	51	49	36	42	57	33		583	607
2023	39	(est.)	2028-29	24	39	40	44	44	52	50	47	48	49	48	36	42	60		599	623
2024	38	(est.)	2029-30	25	38	43	42	47	45	49	52	47	46	48	48	36	44		585	610
2025	37	(est.)	2030-31	25	37	42	45	45	49	43	51	52	45	45	48	48	38		588	613
2026	38	(est.)	2031-32	26	38	41	44	48	46	46	45	51	50	44	45	48	50		596	622
2027	37	(est.)	2032-33	27	37	42	43	47	50	44	48	45	49	49	44	45	50		593	620
2028	38	(est.)	2033-34	28	38	41	44	46	49	47	46	48	44	48	49	44	47		591	619

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

Based on an estimate of births

Based on children already born

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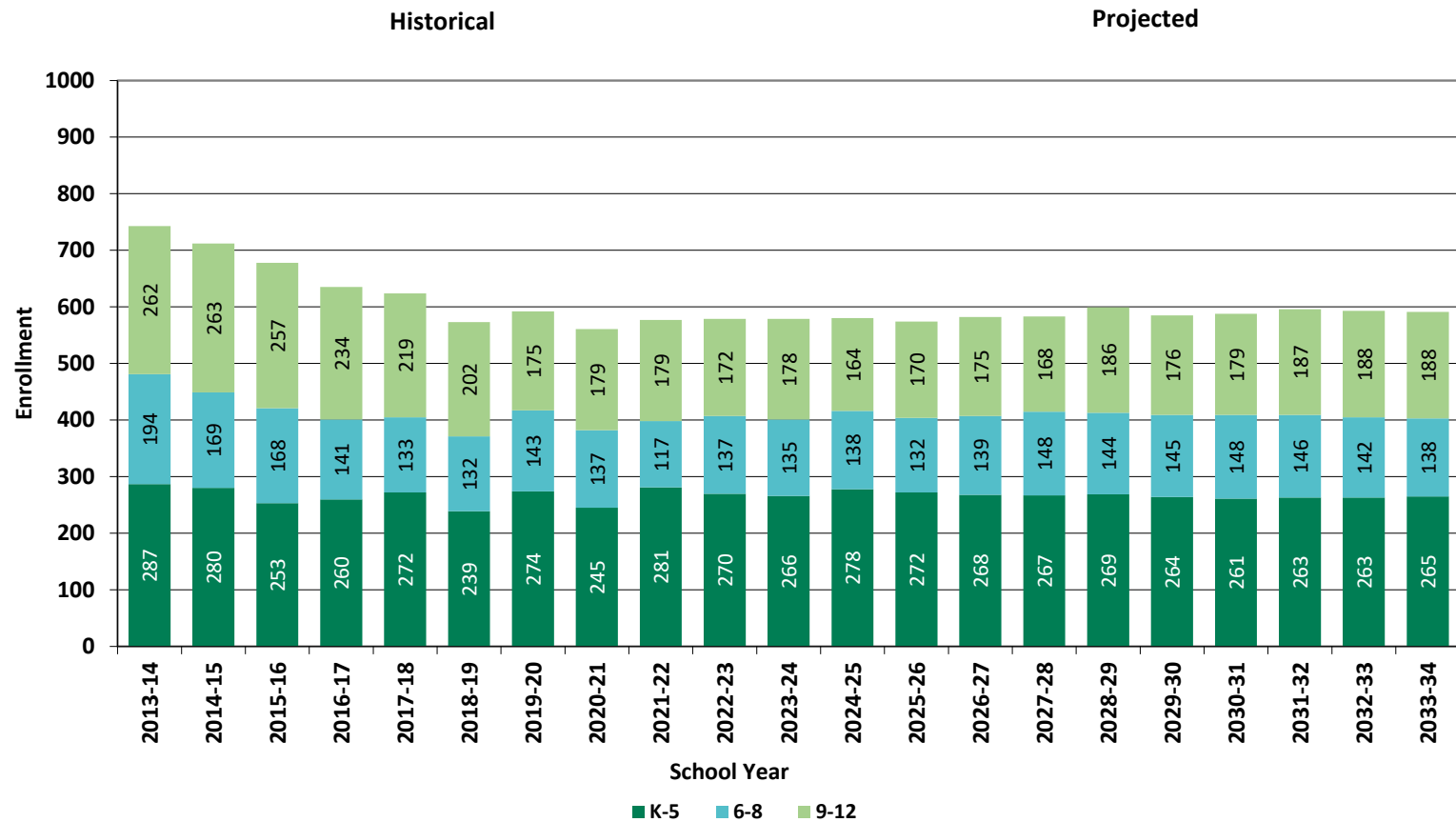
Projected Enrollment in Grade Combinations*									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
Spring 2024	290	266	425	401	172	135	91	313	178
2024-25	300	278	438	416	187	138	100	302	164
2025-26	295	272	427	404	181	132	81	302	170
2026-27	291	268	430	407	185	139	88	314	175
2027-28	291	267	439	415	193	148	100	316	168
2028-29	293	269	437	413	194	144	97	330	186
2029-30	289	264	434	409	194	145	93	321	176
2030-31	286	261	434	409	191	148	97	327	179
2031-32	289	263	435	409	192	146	101	333	187
2032-33	290	263	432	405	186	142	94	330	188
2033-34	293	265	431	403	185	138	92	326	188

Projected Percentage Changes			
School Year	K-12	Diff.	%
Spring 2024	579		
2024-25	580	1	0.2%
2025-26	574	-6	-1.0%
2026-27	582	8	1.4%
2027-28	583	1	0.2%
2028-29	599	16	2.7%
2029-30	585	-14	-2.3%
2030-31	588	3	0.5%
2031-32	596	8	1.4%
2032-33	593	-3	-0.5%
2033-34	591	-2	-0.3%
Change	12		2.1%

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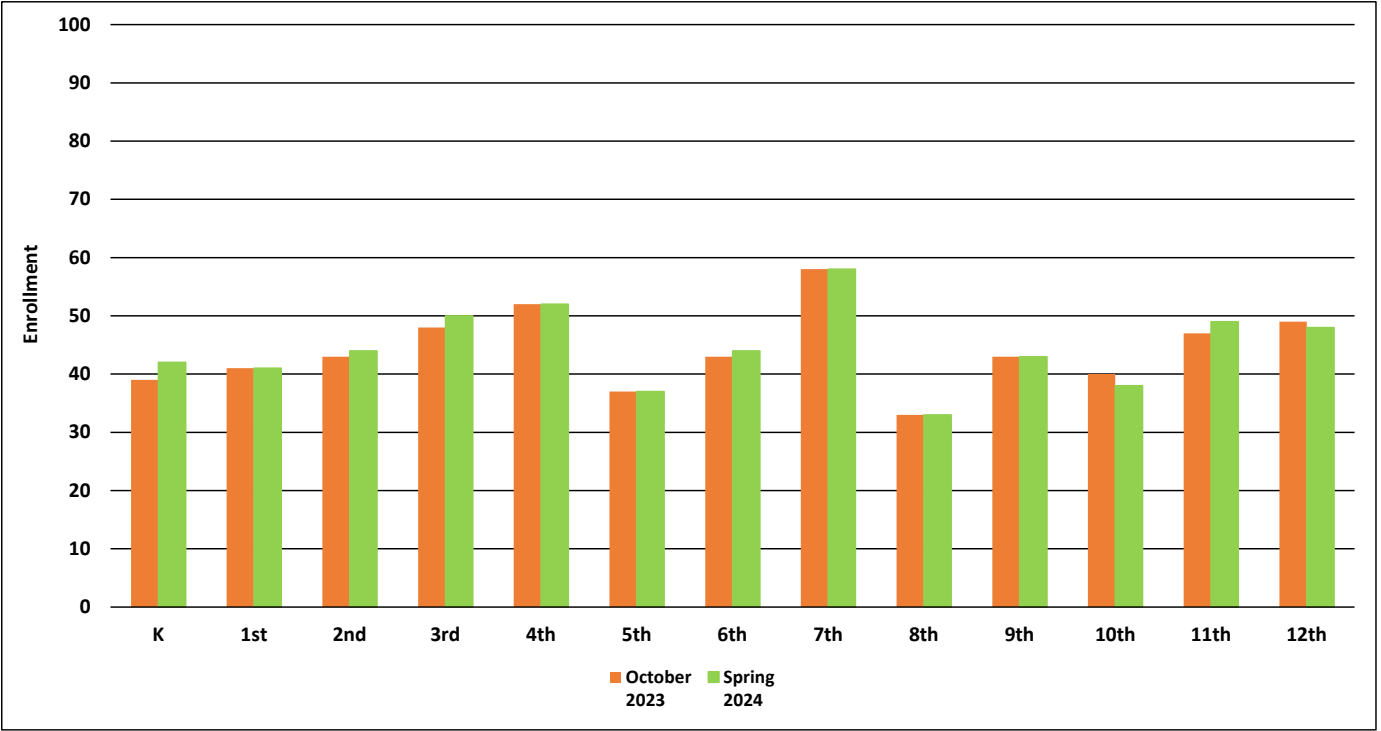
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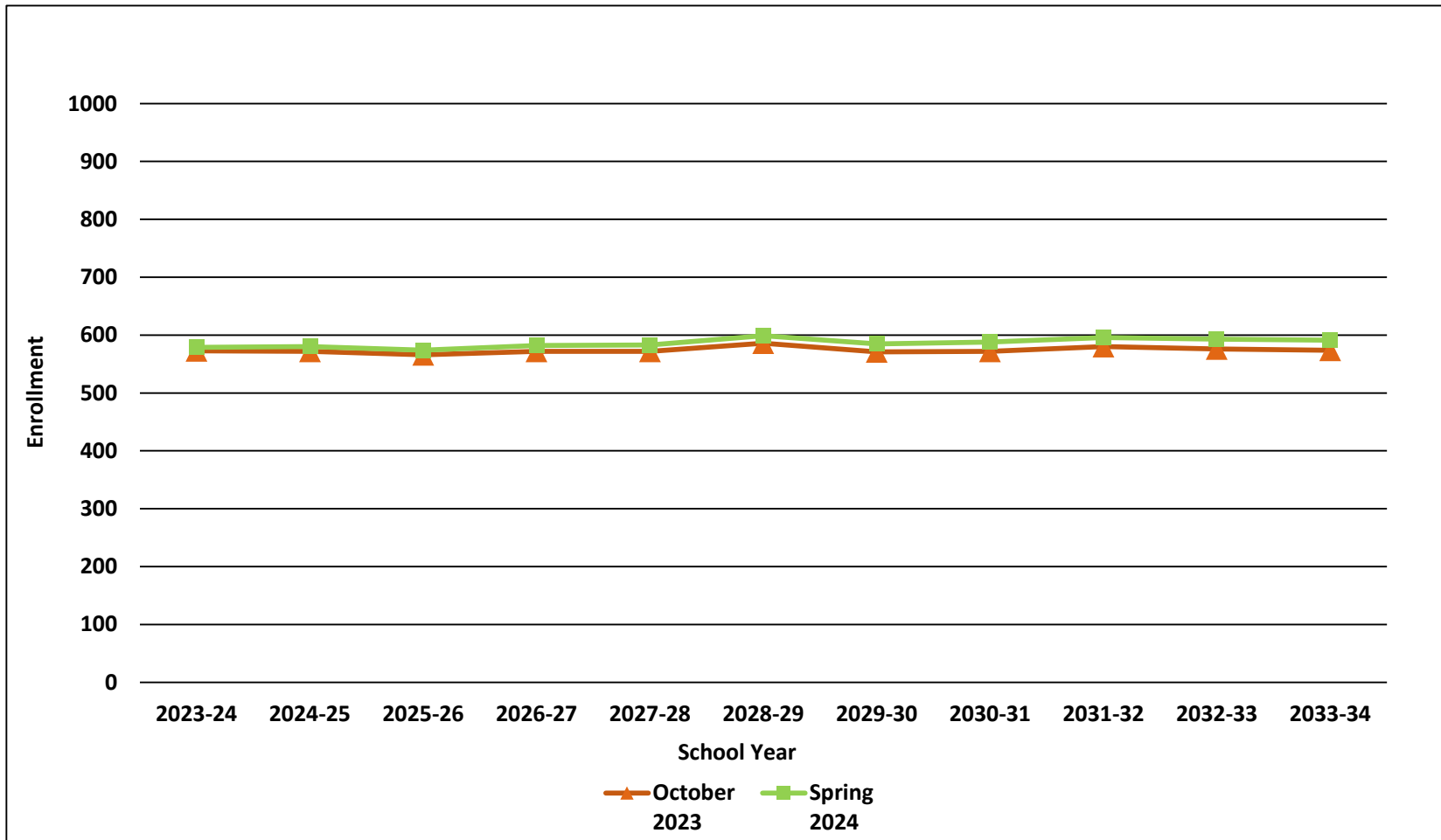
October 2023 vs. Spring 2024 Enrollment by Grade



	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
October 2023	39	41	43	48	52	37	43	58	33	43	40	47	49
Spring 2024	42	41	44	50	52	37	44	58	33	43	38	49	48

NESDEC

Grades K-12 Projections October 2023 vs. Spring 2024



Methodology, Reliability and Use of this Document

PROJECTION METHODOLOGY

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Plaistow, NH

SAU #106

Timberlane Regional School District

School Year 2023-24 Enrollment Projection Report

Spring Update

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Historical Enrollment Spring Update

School District: Plaistow, NH - SAU #106 Timberlane

3/20/2024

NOTE: Spring enrollment data provided by the District.

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	64	2013-14	69	70	82	74	78	86	90	87	72	94	90	114	122	101	0	1160	1229
2009	71	2014-15	65	78	81	79	69	75	85	92	82	72	90	89	109	120	0	1121	1186
2010	66	2015-16	16	62	79	87	78	77	75	96	97	90	75	91	91	113	0	1111	1127
2011	63	2016-17	28	74	62	80	88	73	73	81	88	93	90	74	88	97	0	1061	1089
2012	67	2017-18	17	67	80	58	85	86	74	79	76	87	88	89	73	87	0	1029	1046
2013	72	2018-19	37	64	70	79	60	79	81	75	78	80	83	90	84	77	0	1000	1037
2014	65	2019-20	13	66	74	75	86	71	86	84	77	73	77	85	88	80	0	1022	1035
2015	72	2020-21	26	47	68	67	71	79	69	71	75	79	72	74	87	87	0	946	972
2016	73	2021-22	24	80	66	68	66	74	78	71	73	76	80	75	74	94	0	975	999
2017	66	2022-23	33	69	89	65	70	72	76	80	73	75	78	78	76	79	0	980	1013
2018	89	Fall 2023	32	74	76	83	65	72	71	78	81	68	66	77	81	74	0	966	998
2024 Spring Update			30	73	74	84	65	73	70	77	80	68	68	78	83	75	0	968	998

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

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

Historical Enrollment in Grade Combinations									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2013-14	549	480	802	733	343	253	166	680	427
2014-15	532	467	778	713	331	246	154	654	408
2015-16	474	458	757	741	358	283	187	653	370
2016-17	478	450	740	712	335	262	181	611	349
2017-18	467	450	709	692	316	242	163	579	337
2018-19	470	433	703	666	314	233	158	567	334
2019-20	471	458	705	692	320	234	150	564	330
2020-21	427	401	652	626	294	225	154	545	320
2021-22	456	432	676	652	298	220	149	543	323
2022-23	474	441	702	669	304	228	148	539	311
Fall 2023	473	441	700	668	298	227	149	525	298
Spring 2024	469	439	694	664	295	225	148	529	304

Historical Percentage Changes			
School Year	K-12	Diff.	%
2013-14	1160		
2014-15	1121	-39	-3.4%
2015-16	1111	-10	-0.9%
2016-17	1061	-50	-4.5%
2017-18	1029	-32	-3.0%
2018-19	1000	-29	-2.8%
2019-20	1022	22	2.2%
2020-21	946	-76	-7.4%
2021-22	975	29	3.1%
2022-23	980	5	0.5%
Fall 2023	966	-14	-1.4%
Change	-194		-16.7%

Projected Enrollment Spring Update

School District: **Plaistow, NH - SAU #106 Timberlane**

3/20/2024

Note: Spring projections are based on updated Spring enrollment data.

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	89		Spring 2024	30	73	74	84	65	73	70	77	80	68	68	78	83	75		968	998
2019	72		2024-25	32	70	80	72	84	66	73	71	78	80	67	68	80	85		974	1006
2020	63		2025-26	32	61	77	78	72	86	66	74	72	78	79	67	69	82		961	993
2021	72		2026-27	32	70	67	75	78	73	86	67	75	72	77	79	68	71		958	990
2022	72		2027-28	33	70	77	66	75	80	73	88	68	75	71	77	81	70		971	1004
2023	74	(est.)	2028-29	33	71	77	75	66	77	80	74	89	68	74	71	79	83		984	1017
2024	71	(est.)	2029-30	33	68	78	75	75	67	77	82	75	89	67	74	72	81		980	1013
2025	70	(est.)	2030-31	33	68	75	76	75	77	67	79	83	75	87	67	75	74		978	1011
2026	72	(est.)	2031-32	34	70	75	73	76	77	77	68	80	83	74	87	68	77		985	1019
2027	72	(est.)	2032-33	34	69	77	73	73	78	77	79	69	80	82	74	89	70		990	1024
2028	72	(est.)	2033-34	34	69	76	75	73	74	78	79	80	69	79	82	75	92		1001	1035

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

Based on an estimate of births

Based on children already born

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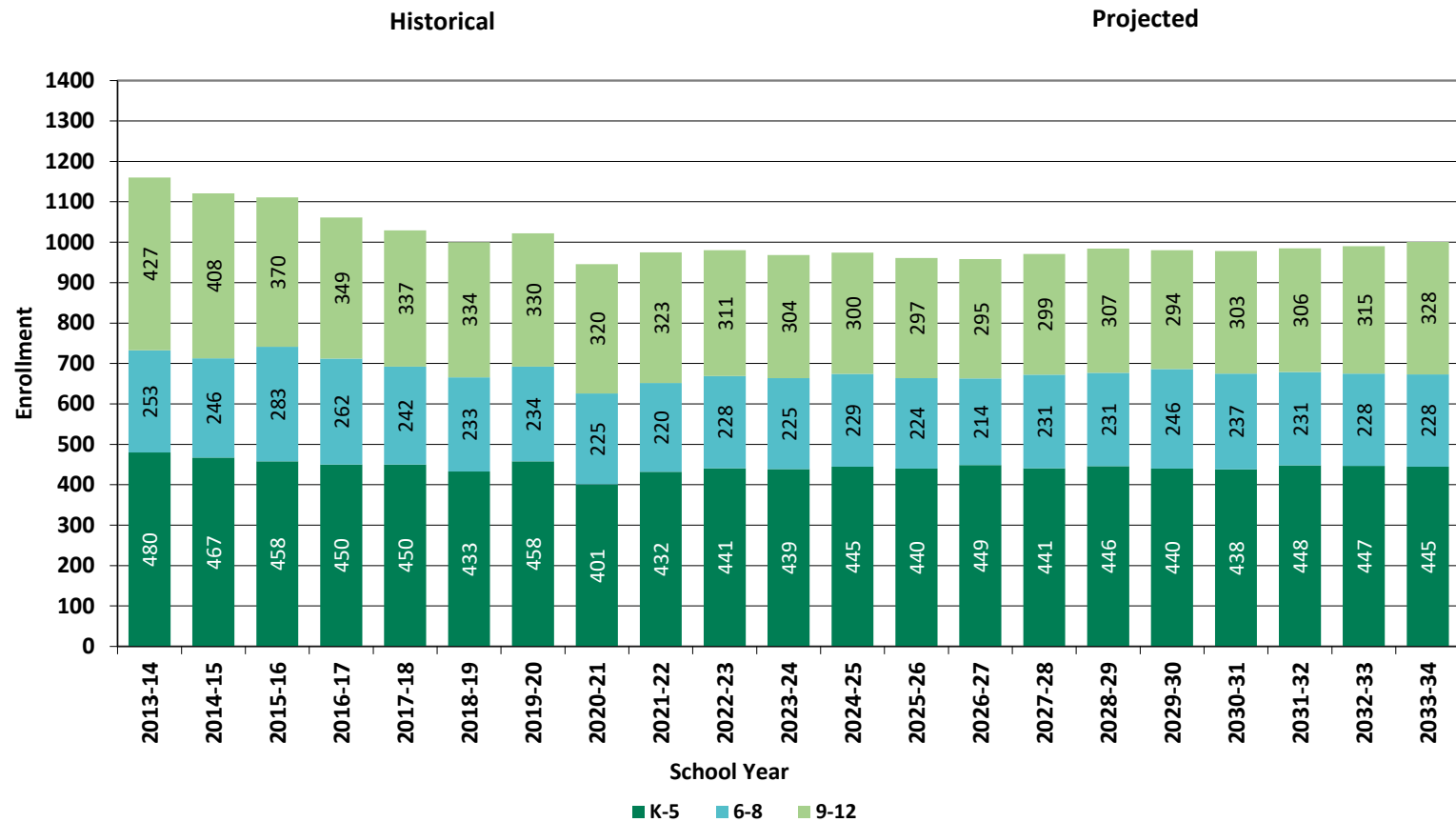
Projected Enrollment in Grade Combinations*									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
Spring 2024	469	439	694	664	295	225	148	529	304
2024-25	477	445	706	674	302	229	158	529	300
2025-26	472	440	696	664	290	224	150	521	297
2026-27	481	449	695	663	300	214	147	509	295
2027-28	474	441	705	672	304	231	143	530	299
2028-29	479	446	710	677	311	231	157	538	307
2029-30	473	440	719	686	323	246	164	540	294
2030-31	471	438	708	675	304	237	158	540	303
2031-32	482	448	713	679	308	231	163	537	306
2032-33	481	447	709	675	305	228	149	543	315
2033-34	479	445	707	673	306	228	149	556	328

Projected Percentage Changes			
School Year	K-12	Diff.	%
Spring 2024	968		
2024-25	974	6	0.6%
2025-26	961	-13	-1.3%
2026-27	958	-3	-0.3%
2027-28	971	13	1.4%
2028-29	984	13	1.3%
2029-30	980	-4	-0.4%
2030-31	978	-2	-0.2%
2031-32	985	7	0.7%
2032-33	990	5	0.5%
2033-34	1001	11	1.1%
Change	33		3.4%

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



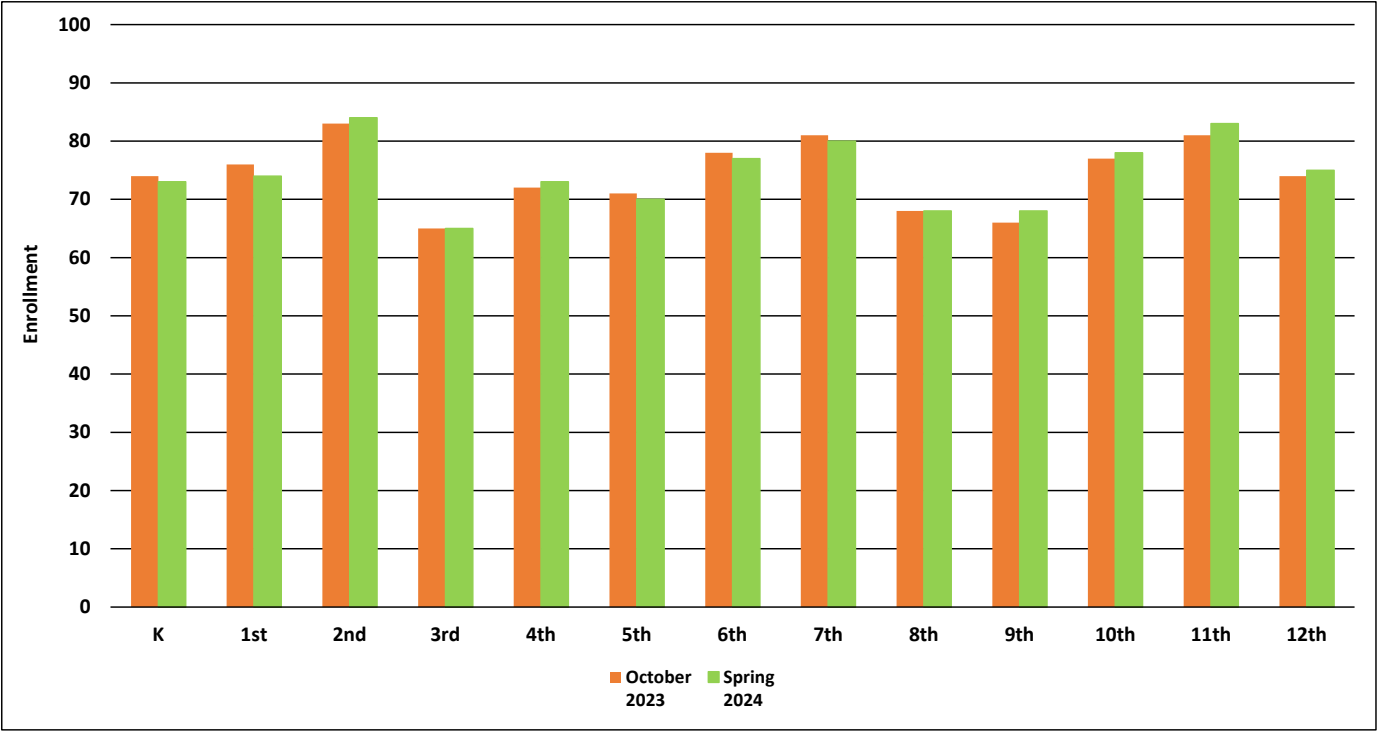
Historical & Spring Projected Enrollments in Grade Combinations



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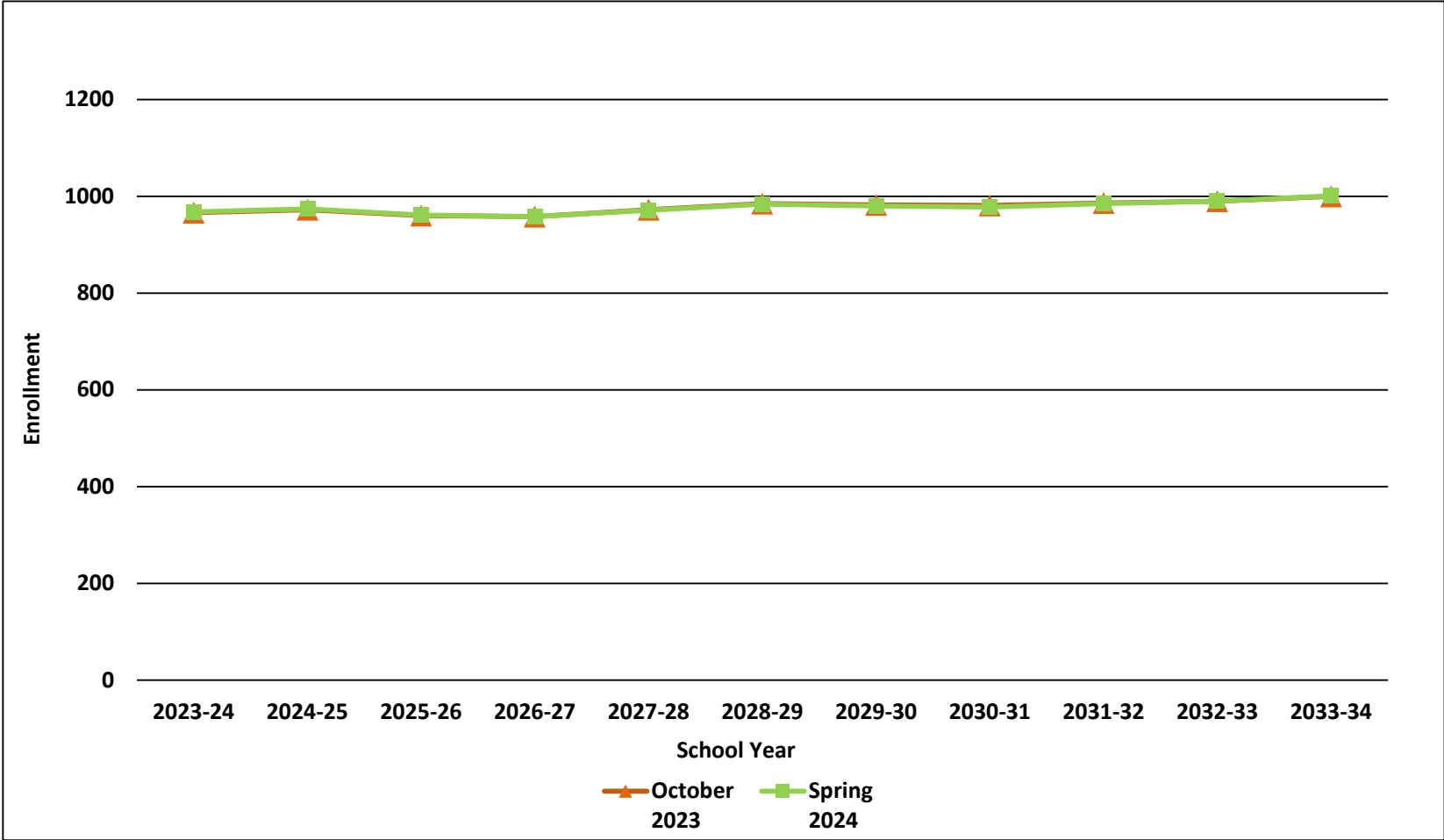
October 2023 vs. Spring 2024 Enrollment by Grade



	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
October 2023	74	76	83	65	72	71	78	81	68	66	77	81	74
Spring 2024	73	74	84	65	73	70	77	80	68	68	78	83	75

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Grades K-12 Projections October 2023 vs. Spring 2024



Methodology, Reliability and Use of this Document

PROJECTION METHODOLOGY

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

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

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

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Sandown, NH

SAU #106

Timberlane Regional School District

School Year 2023-24 Enrollment Projection Report

Spring Update

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Sandown, NH Enrollment Summary Spring Update

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

Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the “out-years.” Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Methodology, Reliability and Use of this Document section.

We are pleased to send you this Spring Update. We have reviewed the updated Spring Enrollment and note that the enrollment growth is similar to the previous projection for Grades K-12. We look forward to fully updating enrollment data in Fall, 2024.

Historical Enrollment Spring Update

School District: Sandown, NH - SAU #106 Timberlane

3/20/2024

NOTE: Spring enrollment data provided by the District.

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	58	2013-14	17	55	69	74	74	68	70	88	89	78	88	78	84	92	0	1007	1024
2009	41	2014-15	17	47	60	71	74	73	66	66	89	90	75	85	84	89	0	969	986
2010	59	2015-16	52	67	58	63	72	72	77	60	67	85	93	73	87	90	0	964	1016
2011	48	2016-17	42	55	78	58	67	80	78	84	68	79	86	95	72	91	0	991	1033
2012	55	2017-18	94	67	67	75	62	67	83	79	86	73	80	87	94	76	0	996	1090
2013	61	2018-19	46	68	67	68	75	67	74	83	84	83	72	79	87	91	0	998	1044
2014	59	2019-20	85	70	63	62	71	72	68	80	92	86	86	74	81	92	0	997	1082
2015	73	2020-21	41	60	61	52	61	74	66	68	83	88	79	84	74	83	0	933	974
2016	71	2021-22	40	68	72	59	55	66	75	66	71	83	80	74	80	75	0	924	964
2017	69	2022-23	52	67	78	72	62	60	71	77	64	77	79	76	72	78	0	933	985
2018	80	Fall 2023	66	65	58	79	72	64	60	67	78	62	75	72	74	72	0	898	964
2024 Spring Update			62	65	59	79	72	66	61	68	78	61	75	73	72	72	0	901	963

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

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

Historical Enrollment in Grade Combinations									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2013-14	427	410	682	665	325	255	167	597	342
2014-15	408	391	653	636	311	245	179	578	333
2015-16	461	409	673	621	289	212	152	555	343
2016-17	458	416	689	647	309	231	147	575	344
2017-18	515	421	753	659	321	238	159	575	337
2018-19	465	419	715	669	324	250	167	579	329
2019-20	491	406	749	664	326	258	178	591	333
2020-21	415	374	654	613	305	239	171	559	320
2021-22	435	395	655	615	295	220	154	529	309
2022-23	462	410	680	628	289	218	141	523	305
Fall 2023	464	398	671	605	267	207	140	500	293
Spring 2024	464	402	671	609	268	207	139	499	292

Historical Percentage Changes			
School Year	K-12	Diff.	%
2013-14	1007		
2014-15	969	-38	-3.8%
2015-16	964	-5	-0.5%
2016-17	991	27	2.8%
2017-18	996	5	0.5%
2018-19	998	2	0.2%
2019-20	997	-1	-0.1%
2020-21	933	-64	-6.4%
2021-22	924	-9	-1.0%
2022-23	933	9	1.0%
Fall 2023	898	-35	-3.8%
Change	-109		-10.8%

Projected Enrollment Spring Update

School District: Sandown, NH - SAU #106 Timberlane

3/20/2024

Note: Spring projections are based on updated Spring enrollment data.

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	80		Spring 2024	62	65	59	79	72	66	61	68	78	61	75	73	72	72		901	963
2019	52		2024-25	66	51	69	58	81	76	67	60	69	79	58	72	71	72		883	949
2020	78		2025-26	67	77	54	68	60	86	77	66	61	70	75	56	70	71		891	958
2021	78		2026-27	67	77	82	53	70	64	87	76	67	62	67	72	55	70		902	969
2022	70	(prov.)	2027-28	68	69	82	81	55	74	65	86	78	68	59	64	70	55		906	974
2023	72	(est.)	2028-29	68	71	73	81	83	58	75	64	88	79	65	57	62	70		926	994
2024	70	(est.)	2029-30	69	69	75	72	83	88	59	74	65	90	75	62	56	62		930	999
2025	74	(est.)	2030-31	69	73	73	74	74	88	89	58	75	66	86	72	60	56		944	1013
2026	73	(est.)	2031-32	70	72	77	72	76	79	89	88	59	76	63	83	70	60		964	1034
2027	72	(est.)	2032-33	71	71	76	76	74	81	80	88	90	60	72	61	81	70		980	1051
2028	72	(est.)	2033-34	72	71	75	75	78	79	82	79	90	92	57	69	59	81		987	1059

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

Based on an estimate of births

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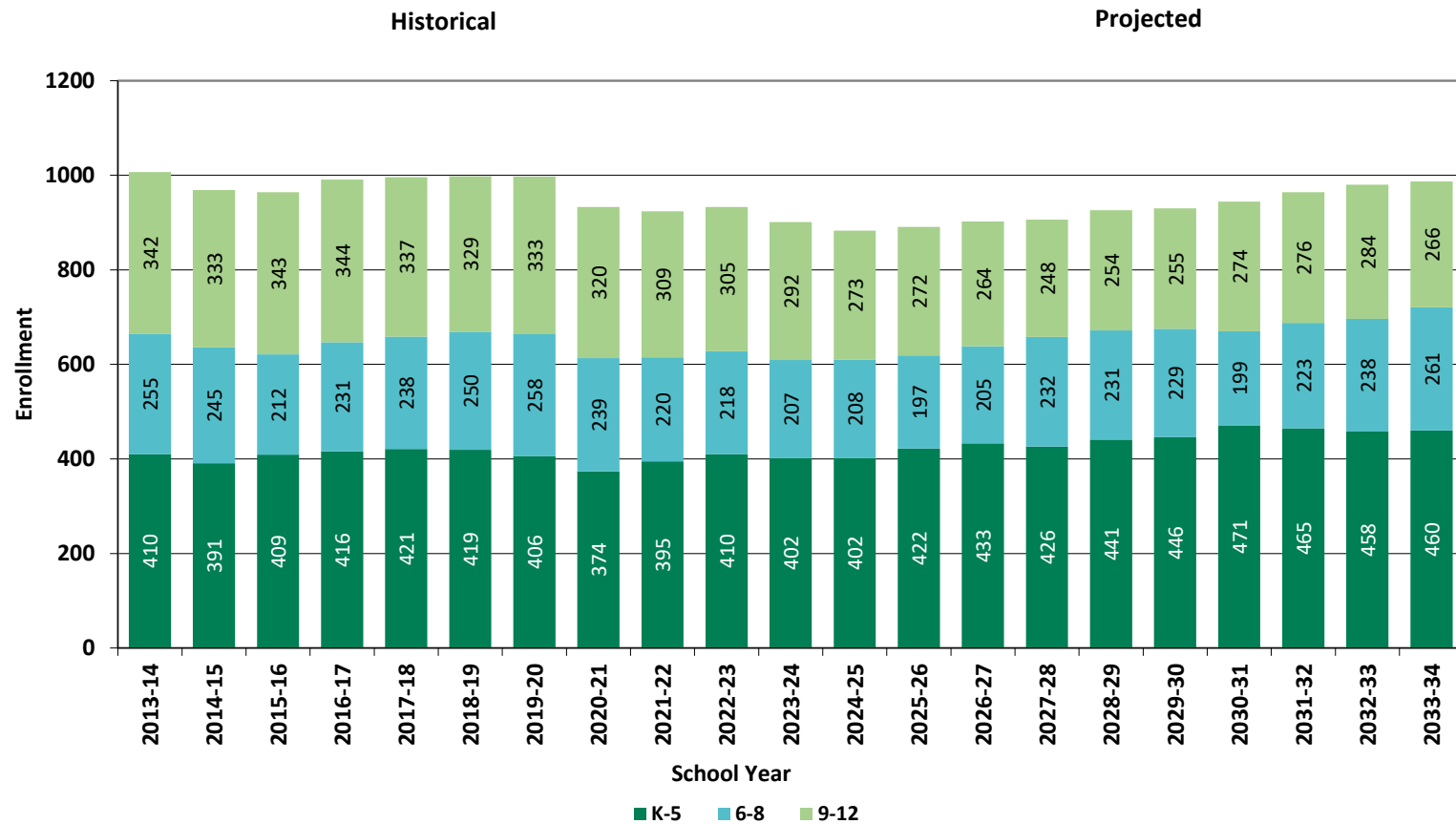
Projected Enrollment in Grade Combinations*									
School Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
Spring 2024	464	402	671	609	268	207	139	499	292
2024-25	468	402	676	610	275	208	148	481	273
2025-26	489	422	686	619	274	197	131	469	272
2026-27	500	433	705	638	292	205	129	469	264
2027-28	494	426	726	658	297	232	146	480	248
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2029-30	515	446	744	675	288	229	155	484	255
2030-31	540	471	739	670	288	199	141	473	274
2031-32	535	465	758	688	312	223	135	499	276
2032-33	529	458	767	696	318	238	150	522	284
2033-34	532	460	793	721	343	261	182	527	266

Projected Percentage Changes			
School Year	K-12	Diff.	%
Spring 2024	901		
2024-25	883	-18	-2.0%
2025-26	891	8	0.9%
2026-27	902	11	1.2%
2027-28	906	4	0.4%
2028-29	926	20	2.2%
2029-30	930	4	0.4%
2030-31	944	14	1.5%
2031-32	964	20	2.1%
2032-33	980	16	1.7%
2033-34	987	7	0.7%
Change	86		9.5%

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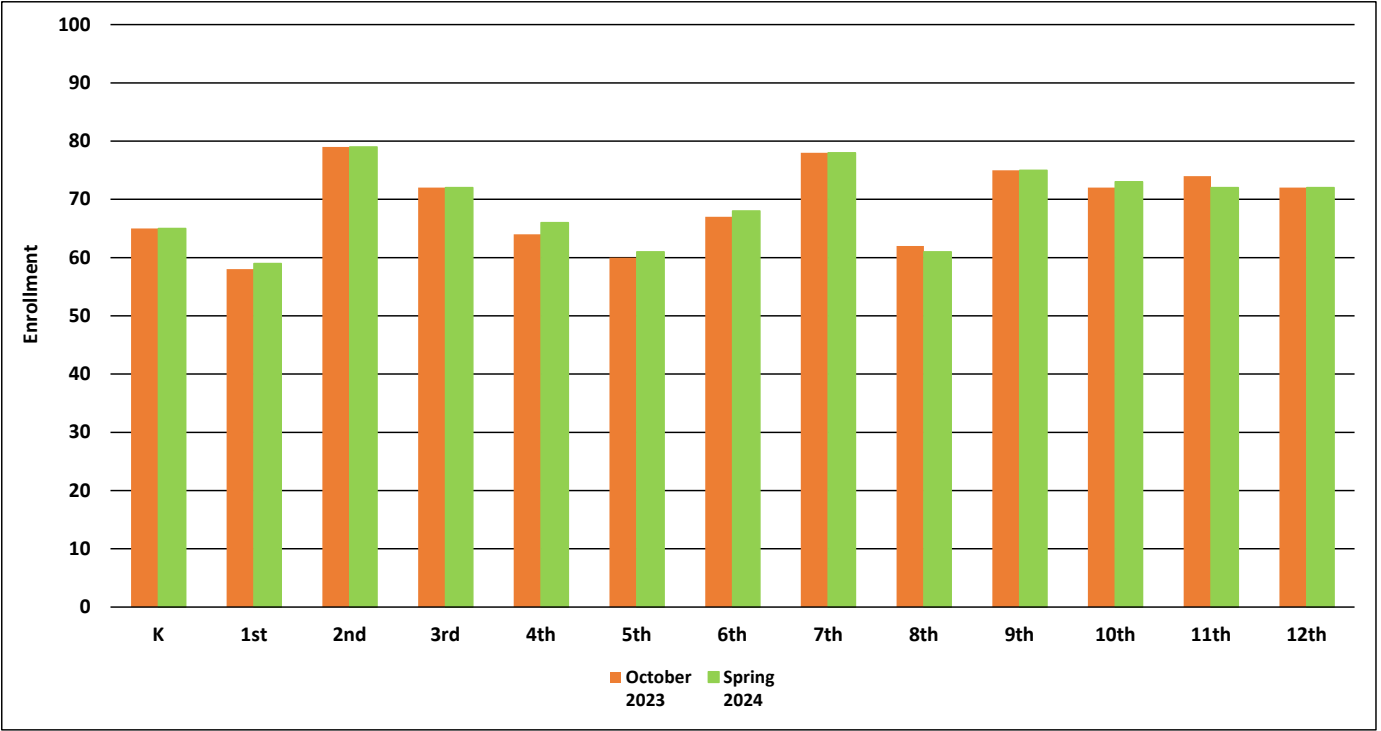
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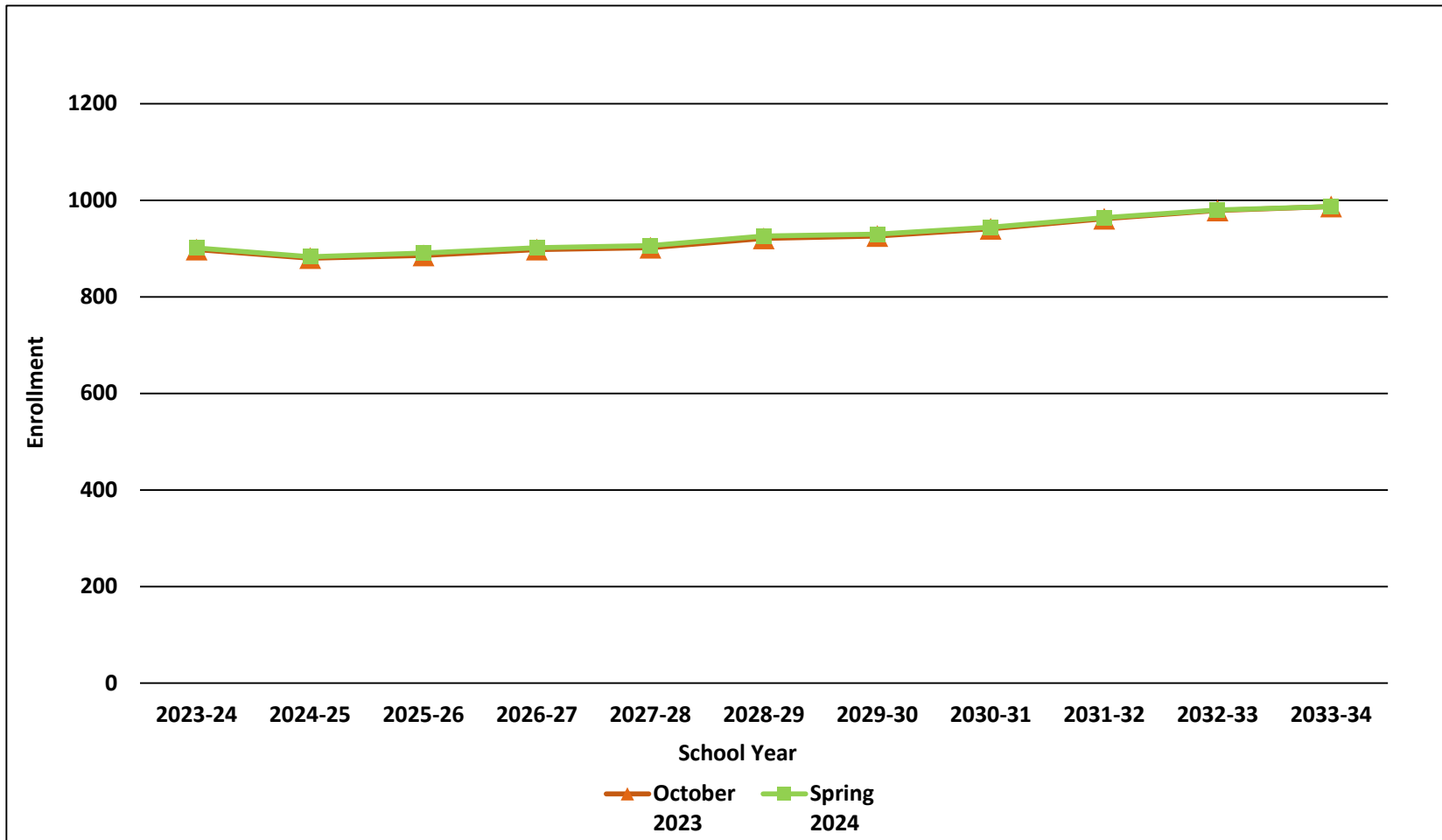
October 2023 vs. Spring 2024 Enrollment by Grade



	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
October 2023	65	58	79	72	64	60	67	78	62	75	72	74	72
Spring 2024	65	59	79	72	66	61	68	78	61	75	73	72	72

NESDEC

Grades K-12 Projections October 2023 vs. Spring 2024



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Job Postings

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Elementary School Teaching										
4847	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 3 cc14	Atkinson Academy	3/29/2024	Open until filled	8/21/2024	2024-2025	14	11
4787	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Classroom Teacher - Grade 5 cc70	Pollard School	12/1/2023	Open until filled	as soon as possible	2023-2024	133	13
High School Teaching										
4845	High School Teaching	Mathematics	High School Mathematics Teacher cc1011	Timberlane Regional High School	3/29/2024	Open until filled	8/21/2024	2024-2025	14	3
4846	High School Teaching	World Language - Spanish	High School Spanish Teacher cc598	Timberlane Regional High School	3/29/2024	Open until filled	8/21/2024	2024-2025	14	1
Middle School Teaching										
4848	Middle School Teaching	Mathematics	Middle School Math Enrichment Teacher cc22	Timberlane Regional Middle School	3/29/2024	Open until filled	8/21/2024	2024-2025	14	5
4775	Middle School Teaching	Foreign Language - Spanish	Middle School Spanish Teacher cc2566	Timberlane Regional Middle School	10/17/2023	Open until filled	as soon as possible	2023-2024	178	8
4793	Middle School Teaching	Family/Consumer Science	Tech Ed/Family and Consumer Science Teacher	Timberlane Regional Middle School	1/19/2024	Open until filled	8/14/2024	2024-2025	84	7
Special Education										
4862	Special Education	Behavior Specialist	BCBA/Behavior Specialist cc2574	Timberlane Regional School District	4/8/2024	Open until filled	8/21/2024	2024-2025	4	0
4344	Special Education	Psychologist	School Psychologist - Part Time .6 Position cc	Timberlane Regional School District	5/19/2022	open until filled	as soon as possible	2023-2024	694	5
4850	Special Education	Psychologist	School Psychologist cc 1422	Atkinson Academy	3/29/2024	Open until filled	8/21/2024	2024-2025	14	0
4800	Special Education	Psychologist	School Psychologist cc1708	Timberlane Regional High School	1/26/2024	Open until filled	8/15/2024	2024-2025	77	0
4849	Special Education	Psychologist	School Psychologist cc2145	Sandown North	3/29/2024	Open until filled	8/21/2024	2024-2025	14	0
4852	Special Education	Speech and Language Pathologist	Spech Language Pathologist cc2242	Sandown North	3/29/2024	Open until filled	8/21/2024	2024-2025	14	0
4604	Special Education	Special Education Teacher	Special Education Teacher cc 1032	Timberlane Regional High School	4/19/2023	Open until filled	8/22/2023	2023-2024	359	7
4756	Special Education	Special Education Teacher	Special Education Teacher cc1060	Pollard School	8/22/2023	Open until filled	as soon as possible	2023-2024	234	6
4644	Special Education	Special Education Teacher	Special Education Teacher cc1105	Danville Elementary	9/19/2023	Open until filled	as soon as possible	2023-2024	206	12
4798	Special Education	Special Education Teacher	Special Education Teacher cc1249	Timberlane Regional High School	1/26/2024	Open until filled	8/15/2024	2024-2025	77	1
4794	Special Education	Special Education Teacher	Special Education Teacher/Case Manager cc98	Sandown North	1/19/2024	Open until filled	8/15/2024	2024-2025	84	3
4856	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 1316	Timberlane Regional School District	3/29/2024	Open until filled	8/21/2024	2024-2025	14	0
4851	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 212	Pollard School	3/29/2024	Open until filled	8/21/2024	2024-2025	14	0
4855	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 747	Pollard School	3/29/2024	Open until filled	8/21/2024	2024-2025	14	0
4853	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc2218	Timberlane Regional High School	3/29/2024	Open until filled	8/21/2024	2024-2025	14	0
4673	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc885	Sandown North	6/12/2023			2023-2024	305	1
Student Services										
4799	Student Services	School Nurse	Floating School Nurse cc2396	Pollard School	1/26/2024	Open until filled	4/5/2024	2023-2024	77	6
4660	Student Services	School Social Worker	School Social Worker cc830	Timberlane Regional School District	5/31/2023	Open until filled	8/22/2023	2023-2024	317	15