



Thursday, May 7, 2026
AGENDA

Regular Business Meeting

Performing Arts Center (PAC)

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. 2026 Retiree Celebration
5. Approval of Minutes
6. Delegates and Individuals
7. Student Representative
8. Current Business
 - a. TRHS Public Speaking Curriculum Changes (2nd Read) – ACTION
 - b. K-12 Math Competencies Revisions (1st Read) – ACTION
 - c. Music Department Overnight Trip Spring 2027 – ACTION
 - d. Student Screentime Overview – INFORMATIONAL
 - e. Change of Title: Assistant Principal/Curriculum Coordinator to Assistant Principal – ACTION
 - f. Change of Title: Technical Support Specialist to Senior Technical Specialist – ACTION
 - g. ED 306/Policy Updates – INFORMATIONAL
 - h. Policies – ACTION
 - i. Second Read – KEC
 - ii. Repeal Policy IJM – Challenged Materials
 - i. FY2027 Schedule of School District Monthly Payments – ACTION
9. Administrators' Report
10. Personnel Report
11. Committee Reports/Reports of the School Board
12. Other Business
13. Nonpublic Session – if required.

DATE	TIME	LOCATION	TYPE OF MEETING
5/11/26	6:15 PM	SAU Boardroom	Capital Improvement Plan
5/12/26	1:00 PM	SAU Boardroom	Facilities
5/21/26	7:00 PM	SAU Boardroom	School Board
6/4/26	5:00 PM	SAU Boardroom	Policy
6/4/26	7:00 PM	SAU Boardroom	School Board

DETAILS

Reception begins at 6:30 pm with pastries and beverages served. There will be a short presentation to honor our retirees at the beginning of the School Board meeting

No cost to Retirees and Guests

We look forward to sharing this special occasion with you to extend our heartfelt appreciation to the members of our Timberlane family for their years of dedicated service to our children, district, and community.

OUR RETIREES

*Donna Boretti
20 Years of Service*

*Kenneth Clark
34 Years of Service*

*Elizabeth Ellis
9 Years of Service*

*Robyn Ficek
20 Years of Service*

*Wanda Fratus
7 Years of Service*

*Diane Gagnon
42 Years of Service*

*Audrey Grew
20 Years of Service*



*John Heffernan
30 Years of Service*

*Linda Mahoney
4 Years of Service*

*Christine Paradis
30 Years of Service*

*Deborah Pierce
27 Years of Service*

*Susanne Tewell
11 Years of Service*

*Kimberly White
19 Years of Service*

*Alison Yankowskas
13 Years of Service*

DRAFT PUBLIC MEETING MINUTES

Note: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: <https://vimeo.com/trsd>
Materials presented at the board meeting may be viewed at: [School Board Meeting Agenda Materials](#)

Timberlane Regional School Board Meeting Minutes

Regular Board Meeting
April 16, 2026
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Board Members Present

Marianne Springer, Shawn O'Neil, Shauna Manthorn, Katie Knutsen, Don Woodworth,
Jack Sapia

Excused Absence: Paul LeCain, Mark Sherwood, Alyssa Kowalczyk
Cameron Stack, Student Representative

Seated at the Board Table

Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Dr. Chris Martin, Executive Director of Operations and Special Projects

Administrators Present:

Mark Pedersen, Director of Secondary Education
Lucy Canotas, Director of Elementary Education

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

STUDENT, STAFF & FAMILY SHARE

Mrs. Yacek, Principal of Sandown North brought with her several 5th graders to talk about the D.A.R.E. Program (Drug Abuse Resistance Education). This is the 3rd year that Sandown North has adopted the program.

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APPROVAL OF MINUTES

**MOTION: Mrs. Manthorn motioned to approve the public meeting minutes of 4/2/26.
Seconded by Mrs. Springer Motion passed: 6-0-0**

**MOTION: Mr. Sapia motioned to approve the non-public meeting minutes of 4/2/26.
Seconded by Mrs. Manthorn. Motion passed: 6-0-0**

DELEGATES & INDIVIDUALS

**MOTION: Mrs. Manthorn motioned to move the 30 minutes to the end of the meeting.
Seconded by Mrs. Springer. Motion passed: 6-0-0**

STUDENT REPRESENTATIVE

Mr. Krieger shared the update with the Board. The performances of Hadestown drew 1,100 community members over the course of the four performances. The high school has Mental Health Week all next week. It is well advertised through the communities and he highlighted the evening portions of what will be happening next week.

CURRENT BUSINESS

A. Financial Differential of TRHS Enclosure Options

Dr. Martin presented this along with Chris from EEI and Brad from Banwell Architects. They are seeking direction from the Board on what the scope of the work will be. They were looking at the financial differential between removing the existing gypsum wall board and replacing it with a dense element system. This would be a financial differential of 25% or 30% more than the second option. The second option is to leave that gypsum board substrate in place and cover it with a self-adhered membrane.

After some destructive investigation of the wall system, they got to the sheathing that is attached to the studs and they discovered it was sheetrock without any labels on it. They stated usually sheetrock has printing on it identifying it as regular or exterior grade sheetrock. If they can't figure out that this is some sort of exterior grade sheetrock, they will recommend the replacement with something that is proven. There is a possibility they won't need to recommend the removal of the sheetrock but they won't know that yet. EEI is planning to do some more extensive investigations of that wall and digging deeper in some paperwork from the old architect.

Mr. Krieger stated once there is a cost number, it will come back to the Board. They are here looking for direction from the Board on which option to pursue.

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The architect explained they cannot price it out without a design first.

MOTION: Mrs. Manthorn motioned to approve the Facilities Committee's recommendations to proceed with Option 1 for the High School Envelope project and to use AL13 as the aluminum composite panel system. Seconded by Mr. Sapia. Motion passed: 6-0-0

B. TRHS Public Speaking Curriculum Changes (First Read)

Mr. Pedersen presented the first read of the TRHS Public Speaking curriculum changes. He explained in order to meet the new ED306 requirements for logic and rhetoric, beginning in the 2026-2027 school year, Public Speaking will become a required graduation credit for incoming 9th grade students. Students in the Class of 2030 will have the opportunity to fulfill this requirement at any point during their four years of high school at either the CCP or ACC level.

MOTION: Mr. Woodworth motioned to approve the first read of the TRHS Public Speaking curriculum changes. Seconded by Mrs. Manthorn. Motion passed: 6-0-0

C. Elementary Enrollment Update

Mrs. Canotas presented the monthly elementary enrollment update. She also provided initial information for the tuition-based programs. They have set an April 30th deadline for deposit and registration paperwork. She stated the numbers will change and the next time she comes before the Board; she hopes to have all the students finalized.

Mrs. Springer requested a presentation on the multi-age preschool program at a future board meeting. She would just like a brief overview.

D. Budget to Actual Report

Mr. Krieger reviewed the monthly Budget to Actual Report and the Cash Flow Report. He is communicating to everyone here that they are threading the needle to the budget through the end of the school year. They continue to track the number of students and the number of personnel they have serving those students across the district and outside of the district who attend other schools.

Mr. O'Neil inquired about where they stand with all the towns for revenue coming into the end of the year. Mr. Krieger stated they are now in great shape and had some really good responses to their outreach.

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E. Committee Assignments

Mrs. Knutsen reviewed the open committee assignments with the Board.

Budget Committee – Marianne Springer

CIP Committee – Jack Sapia, Shawn O’Neil

Curriculum & Assessment Committee – Jack Sapia, Marianne Springer, Don Woodworth

Facilities Committee – Paul LeCain, Jack Sapia, Mark Sherwood

Policy Committee – Alyssa Kowalczyk, Paul LeCain, Don Woodworth

Safety Committee – Katie Knutsen, Mark Sherwood

TTA Negotiations – Shauna Manthorn, Mark Sherwood, Marianne Springer

Wellness Committee – Shauna Manthorn, Katie Knutsen

TAU Negotiations – They are waiting on possible dates to meet and they don’t know yet if there will be a need.

Strategic Planning Committee – This will be talked about during their School Board Goals workshop.

MOTION: Mrs. Manthorn motioned to approve the 2026-2027 School Board Standing Committee assignments. Seconded by Mrs. Springer. Motion passed: 6-0-0

F. Policies

Mrs. Allaire presented the first read of Policies DAF: Administration of Federal Grant Funds and Policy KEC: Challenged Materials.

She explained Policy DAF is a significant one and it is dense. Policy DAF is actually a suite of sub-policies and she reviewed the revisions.

Mrs. Manthorn understands this is a First Read, but asked Mrs. Allaire if anything is going to change if it goes back to Policy Committee or will it just come back to the Board for a Second Read.

Mrs. Allaire stated they did not make any changes aside from what was recommended through legal changes or from what the DOE informed us of.

Mr. O’Neil questioned the procedure of whether they can adopt this as a First and Second Read in the same meeting. He seems to recall reading a Policy that prohibited that.

MOTION: Mrs. Manthorn motioned to approve Policy DAF: Administration of Federal Grant Funds as a First and Second Read. Seconded by Mrs. Springer Motion passed: 5-1-0 (O’Neil opposed)

Mrs. Knutsen said they can do some research and will come back at the next board meeting and if they did something out of procedure, they can change it.

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Mrs. Allaire presented Policy KEC-Challenged Materials for First Read. The revisions include renaming the policy, consolidating instructional and library materials that were previously separate policies, and removing procedural language to establish a standalone procedure.

Mrs. Springer mentioned they have a lot of policies and parents could easily come across the wrong policy. She would recommend including a statement “This is not for a parent looking for an alternate assignment for their student.”

Mr. Krieger also suggested that parents can be encouraged to call the SAU and we could respond and direct them to the folks who could help them.

MOTION: Mrs. Manthorn motioned to accept Policy KEC: Challenged Materials as a First Read. Seconded by Mrs. Springer Motion passed: 6-0-0

Mrs. Allaire also posted a Notice to Repeal on the agenda. The Policy they are seeking to repeal is Policy IJM-Challenged Materials. This policy duplicates the original language of KEC: Challenged Materials which is currently under full revision. A full Board is required for a vote to repeal. This is the Notice.

9. ADMINISTRATOR’S REPORT

Mr. Krieger invited Mr. Pedersen to present some information on student achievement and to highlight tonight the high school AP courses (Advanced Placement).

Mr. Pederson explained AP courses are content-specific exams based upon a course that is taught at the collegiate level. The exams are scored on a one through five score. Scores of three, four or five are considered passing or qualifying. In 2025, Timberlane offered 16 different AP courses with 110 students taking 182 exams. New Hampshire ranked second nationally for percentage of AP exams taken that score three or higher. There are about 77% of NH students who earned a three, four or five on at least one exam. He added that our kids are doing well compared to the best of the best of the other schools.

Dr. Martin presented her report. She commented there were close to 300 kids who were out on the fields this afternoon. They were either on the softball, baseball, and tennis teams. She is excited to be participating in mental health week at the high school. She had the chance to meet with the Tech Department during their meeting. She attended the first CIP meeting on Monday night. Dr. Martin gave a shout out to the bus company for their quick response time to bring the students home early from Sandown North due to a portion of the school having no power. They have some expiring contracts they need to create RFP’s for.

Mrs. Allaire gave some highlights of what is being planned at Pollard School next Thursday for Mental Health Week. It is America’s 250th birthday coming up this year and a lot of the

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schools and classrooms are digging into some resources at the school level to celebrate this.

Mr. Krieger mentioned he met with Mrs. Springer, Mr. Sherwood, and Mr. O'Neil along with Mrs. Drechsel to review special education information and data. The next Board meeting will be held in the PAC on May 7th. There is an informal session planned at 6:30 pm to celebrate all the retirees this year. They have all be invited along with family members. The regular board meeting will start at 7:00 PM.

Mr. Krieger is going to work with Mrs. Knutsen and Mr. Sherwood on home sales across our district, frequency of rents changing over, and any information on the number of foreclosures that may or not have happened in our district. He will bring that data back to the Board.

Mr. Krieger will provide the draft deliberative survey to the Board members tomorrow and is looking for any feedback from them.

Mr. Krieger referred to the School Board Recap in 60 seconds that is posted after each Board meeting on the website. If any school board member wants to write the narrative, they could send it to him. He is looking to have more of a school board voice for it.

10. Personnel Report

MOTION: Mrs. Manthorn motioned to approve the professional nomination of Jenna Morrison, English Teacher, TRHS. Seconded by Mr. O'Neil Motion passed: 6-0-0

MOTION: Mrs. Manthorn approved the professional resignation of Molly Termorshuizen, Assistant Principal, Atkinson Academy. Seconded by Mr. Sapia Motion passed: 6-0-0

MOTION: Mrs. Manthorn motioned to approve the professional retirement of Elizabeth Ellis, Media Generalist, TRMS and thanked her for her commitment and dedication. Seconded by Mr. O'Neil Motion passed: 6-0-0

11. Committee Reports

Mrs. Springer had the opportunity to attend a performance of Hadestown and she thought it was awesome. She also attended the Danville Academic Fair and it was a great event. She heard from a community member regarding the Deliberative Session.

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Mrs. Manthorn stated Wellness Committee met and there was a lot of discussion on closing up activities that are happening for this year and thinking forward for next year. They will be looking to try and champion a district-wide wellness day for pre-K through grade 12.

Mrs. Manthorn stated the E-Sports competition was rescheduled to this Sunday. She thanked the facilities folks for making the campus look so good. They have done a great job. She was impressed with the amount of information that was correlated and given out to parents about the 8th Grade Washington, DC trip.

Mrs. Manthorn said she has been contacted by the middle school competitive cooking team. They had watched a recent school board meeting and they want to challenge the School Board to a cooking competition. Mr. Sapia, Mrs. Springer, Mr. O'Neil have accepted the challenge and will join the competition with Mrs. Manthorn. She will follow up with the date and time.

Mrs. Knutsen said the Safety Committee met and had they had some very good discussions.

Mr. Woodworth referred to all the parent volunteers there were the other afternoon to help with the track meet and teachers volunteering to help get it done. It was great to see so many people involved and enjoying it.

Mr. Sapia mentioned the CIP had their organizational meeting. They reviewed some of the changes to the Capital line.

There was no further School Board business.

The meeting was adjourned at 9:03 PM.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on



EXECUTIVE SUMMARY

Public Speaking Curriculum Revision

TRHS is seeking board approval for a proposed revision to the Public Speaking curriculum.

Public Speaking is currently a semester-long elective offered to students in grades 10–12 at both the CCP and ACC levels. To meet the new ED 306 requirements for logic and rhetoric, beginning in the 2026–2027 school year, Public Speaking will become a required graduation credit for incoming 9th grade students. Students in the Class of 2030 will have the opportunity to fulfill this requirement at any point during their four years of high school, at either the CCP or ACC level.

Because the course is an elective that is not rooted in a single academic department, the revised standards draw from both Social Studies and English. These subject areas align with the language and skills of logic and rhetoric, including reasoning and problem-solving, understanding cause and effect, developing critical thinking to distinguish fact from unverified information, and strengthening speaking and writing as tools for communication and persuasion.

The three focus skills/themes of the current units—narrative, informational, and argumentative—remain unchanged in the revised curriculum; however, some content and skills have been adjusted to ensure alignment with the ED 306 requirements.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Public Speaking: Unit 1: What makes your heart sing? (Narrative)

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - 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> English - W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. English - W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. English -W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. English - W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. English - W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. English - SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Transfer	
	<i>Students will be able to independently use their learning to speak and present in one's own, unique voice to effectively share a story by cultivating an invested audience.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	ESSENTIAL QUESTIONS Why are stories shared?
Acquisition		
<i>Students will know...</i> - when a speaker delivers a message passionately, audience engagement increases. - effective speeches establish a nexus (connection) between the speaker's subject matter and their authentic investment in the topic.		<i>Students will be skilled at...</i> - writing effective, structured, detailed narratives to develop real or imagined experiences or events - producing clear and coherent writing appropriate to task, purpose, and audience - developing and strengthening writing through planning, revising, editing, and rewriting - using technology to produce, publish, and update individual or shared writing products - drawing evidence from texts to support analysis, reflection, and research - participating in a variety of discussions to express ideas clearly and persuasively

English - SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. English - SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. English - SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. English - SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. English - SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate	• when a speaker establishes credibility and trust with an audience, engagement and receptivity increases. • speeches must blend ethical appeal (ethos), logical reasoning (logos), and emotional appeal (pathos). • audiences psychologically gravitate toward emotional resonance (pathos). • a speaker must identify and develop a central message/insight, otherwise known as a punchline of a speech. • dramatic effect arises from the deliberate creation of anticipation combined with uncertainty. • a speaker should strive to evoke curiosity, interest, and wonder in an audience. • effective and natural delivery is achieved through deliberate rehearsal and refinement. • formative feedback during the developmental stages of a speech significantly enhances effectiveness. • vocal elements (tone, pace, pitch, and emphasis) and one's message are equally influential on the impact a speech has on the audience. • reviewing a recording of one's own speech will allow for a more objective self-assessment and reflection in order to improve.	• integrating multiple sources of information evaluating the credibility and accuracy of each source • evaluating a speaker's point of view, reasoning, and use of evidence • presenting information and evidence while conveying a perspective with a line of reasoning and addressing opposing perspectives • making strategic use of digital media • adapting speech to a variety of contexts and tasks
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	- body language serves as nonverbal communication (posture, gestures, facial expressions) and contributes to the effectiveness of a speech. - when properly managed, performance anxiety can enhance energy, focus and overall delivery. - establishing a consistent pre-presentation routine can improve confidence and delivery effectiveness. <u>Vocabulary:</u> passion, nexus, storytelling, ethos, logos, pathos, punchline, Unifying Theory of 2+2, brain-to-brain coupling, “10,000 Hour Rule,” practice, presence, register, timbre, prosody, pace, pitch, volume, body language, EBOSA (Eyes, Belly Out, Stretched Arms), “Power Pose”	
Content Area Literacy Standards		21st Century Skills
N/A		<i>communicate clearly</i> <i>use and manage information</i> <i>think creatively</i>

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

Public Speaking: Unit 2: Teach Me Something New (Informational)

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to use logical reasoning in order to analyze problems and develop solutions. - Students will demonstrate the ability to understand the principle of cause and effect in order to explain causal relationships - Students will demonstrate the ability to think critically in order to identify fact from unverified information. - 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> English - RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Social Studies - D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. Social Studies - D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self reflection, strategy identification, and complex causal reasoning.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to speak and present in one's own, unique voice to effectively convey information by cultivating an invested audience.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	ESSENTIAL QUESTIONS How does one know that he/she has truly informed an audience?
<i>Acquisition</i>		
	<i>Students will know...</i> - effective speakers present familiar information in innovative and engaging ways to enhance audience interest. - learning simulates dopamine production, increasing engagement and motivation.	<i>Students will be skilled at...</i> - integrating and evaluating multiple sources of information - understanding the characteristics and causes of local, regional, and global problems - assessing options for action to address local, regional, and global problems - citing textual evidence to support explicit and inferential analysis

English - RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. English - RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. English - RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. English - RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. English - RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. English - W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. English - W.11 -12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. English - W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. English - W.11-12.4 Produce clear and coherent writing in	• a speaker must analyze his/her message from an audience's perspective to ensure clarity, engagement, and relevance. • concise communication, such as social media tweets, is useful in proving one knows his/her central message/insight • audience engagement is strengthened when they develop an emotional investment in the content or tone of a speech • to use concrete presentations to illustrate abstract concepts. • a speech should conclude with its strongest and most impactful idea to maximize retention and influence. • appropriately applied humor can enhance audience engagement. • when a speaker uses humor, it must be authentic to the audience in which one is delivering • establishing rapport with the audience increases the acceptance of the message <u>vocabulary:</u> Purple Cow Theory, "Water Cooler" moment, "Car Keys" moment, props, demonstration, shocking statistics, pictures, images, videos, memorable quotes, personal stories, anecdotes, observations, analogy, metaphor, humor	• determining central ideas in a text identifying how they develop, interact, and build • analyzing complex ideas identifying how they interact and develop in a text • analyzing and evaluating the effectiveness of a text's structure • determining an author's point of view or purpose in a text • writing arguments to support claims with valid reasoning and relevant evidence • writing clear and accurate informative/explanatory texts • writing effective, structured, detailed narratives to develop real or imagined experiences or events • producing clear and coherent writing appropriate to task, purpose, and audience • developing and strengthening writing through planning, revising, editing, and rewriting • using technology to produce, publish, and update individual or shared writing products • answering a question or solving a problem through synthesized research • gathering and citing relevant information from multiple sources, assessing each source and integrating its information into the text • drawing evidence from texts to support analysis, reflection, and research • participating in a variety of discussions to express ideas clearly and persuasively • integrating multiple sources of information evaluating the credibility and accuracy of each source • evaluating a speaker's point of view, reasoning, and use of evidence • presenting information and evidence while conveying a perspective with a line of reasoning and addressing opposing perspectives • making strategic use of digital media • adapting speech to a variety of contexts and tasks
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which the development, organization, and style are appropriate to task, purpose, and audience. English -W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. English - W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. English - W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. English - W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. English - W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. English - SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. English - SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility		
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and accuracy of each source and noting any discrepancies among the data. English - SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. English - SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. English - SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. English - SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate		
Content Area Literacy Standards		21st Century Skills
N/A		<i>communicate clearly</i> <i>use and manage information</i> <i>work creatively with others</i> <i>create media products</i> <i>apply technology effectively</i>

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

Public Speaking: Unit 3: Cover Bands Don't Change the World (Argumentative)

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to use logical reasoning in order to analyze problems and develop solutions. - Students will demonstrate the ability to understand the principle of cause and effect in order to explain causal relationships - Students will demonstrate the ability to think critically in order to identify fact from unverified information. - 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> English - RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Social Studies - D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. Social Studies - D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self reflection, strategy identification, and complex causal reasoning. English - RI.11-12.1 Cite strong and thorough textual	Transfer	
	<i>Students will be able to independently use their learning to speak and present in one's own, unique voice to effectively persuade listeners by cultivating an invested audience.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	ESSENTIAL QUESTIONS How does perspective shape a person's beliefs?
	Acquisition	
	<i>Students will know...</i> - eighteen minutes is the optimal length of a speech to hold an audience's attention - the difference between engaging (thought-provoking) and disengaging (mind-numbing) is a speaker's ability to	<i>Students will be skilled at...</i> - integrating and evaluating multiple sources of information - understanding the characteristics and causes of local, regional, and global problems - assessing options for action to address local, regional, and global problems

evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. English - RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. English - RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. English - RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. English - RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. English - W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. English - W.11 -12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. English - W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. English - W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. English -W.11-12.5 Develop and strengthen writing as	stimulate critical thinking and sustained interest. • thinking, speaking, and listening require both mental and physiological energy • clearly defined parameters and limitations often foster increased creativity and innovation. • effective presentations incorporate visual elements and engaging strategies to enhance comprehension and interest. • Presentations are less effective when they lack emotional resonance or meaningful connection. • visual imagery is often more effective than text alone. • overly dense presentation slides can detract from the speaker's central message. • the brain does not perform multiple complex tasks simultaneously (multitasking) but rather shifts attention rapidly between tasks. • lasting impact depends on an audience's engagement and investment. • a speaker is more effective when he/she is transparent, authentic, and appropriately vulnerable. • a speaker must create his/her own masterpiece, reflecting originality, intentionality, and intellectuality.	• citing textual evidence to support explicit and inferential analysis • determining central ideas in a text identifying how they develop, interact, and build • analyzing complex ideas identifying how they interact and develop in a text • analyzing and evaluating the effectiveness of a text's structure • determining an author's point of view or purpose in a text • writing arguments to support claims with valid reasoning and relevant evidence • writing clear and accurate informative/explanatory texts • writing effective, structured, detailed narratives to develop real or imagined experiences or events • producing clear and coherent writing appropriate to task, purpose, and audience • developing and strengthening writing through planning, revising, editing, and rewriting • using technology to produce, publish, and update individual or shared writing products • answering a question or solving a problem through synthesized research • gathering and citing relevant information from multiple sources, assessing each source and integrating its information into the text • drawing evidence from texts to support analysis, reflection, and research • participating in a variety of discussions to express ideas clearly and persuasively • integrating multiple sources of information evaluating the credibility and accuracy of each source • evaluating a speaker's point of view, reasoning, and use of evidence • presenting information and evidence while conveying a perspective with a line of reasoning and addressing opposing perspectives • making strategic use of digital media • adapting speech to a variety of contexts and tasks
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needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. English - W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. English - W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. English - W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. English - W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. English - SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. English - SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. English - SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points	<u>vocabulary:</u> cognitive backlog, "Binge Watching Theory," "The Rule of Three," chunking, "Picture Superiority Effect"	
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of emphasis, and tone used. English - SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. English - SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. English - SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate		
Content Area Literacy Standards		21st Century Skills
N/A		<i>communicate clearly</i> <i>use and manage information</i> <i>work creatively with others</i> <i>be self-directed learners</i> <i>apply technology effectively</i>

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials



May 7, 2026

EXECUTIVE SUMMARY

In accordance with Policy IGA, we are requesting that the TRSD school Board accept, for a first read, the proposed revisions to the K-12 Math competencies. Updates to the ED 306 rules prompted a new cycle of curriculum review across all subject and content areas this year. The TRSD Mathematics Department had already begun this work and has now entered a formal review process for this content area.

A group of educators, spanning early elementary through high school, analyzed current curriculum documents and competencies, while also considering best practices. Their work focused on developing more consistent, district-aligned mathematics competencies, similar to those established in other content areas.

The proposed changes align K-12 mathematics competencies across courses using the eight Standards for Mathematical Practice, as outlined in both the “NH College and Career Readiness Standards” and NCTM best practices. The Standards for Mathematical Practice define eight core behaviors and habits that describe “mathematical proficiency” for K-12 students, focusing on problem-solving, reasoning, modeling, and communication. Together, they emphasize the development of critical thinking, ensuring students understand not only how to perform mathematical procedures, but also *why* and *how* those mathematical procedures work.

The proposed competencies were developed by the group of educators to strengthen the development of mathematical habits and behaviors while supporting the rigor of grade-level and course-level content. Their purpose is to deepen students’ conceptual understanding of mathematics.

Pending the approval of these competencies, further curriculum updates may follow as teachers work to create rubrics to support evidence collection for competency-based reporting, as well as tools for analyzing skill progression and ensuring appropriate levels of rigor in content knowledge.

Respectfully submitted,
Sandra Allaire, Assistant Superintendent
Lucy Canotas, Director of Elementary Education
Mark Pedersen, Director of Secondary Education



2026 Proposed K-12 Math Competencies

1. ***Make sense of problems and persevere in solving them:*** Students will demonstrate perseverance and strategic thinking by identifying the underlying meaning of a problem, planning a logical solution pathway, working through challenges, and verifying the reasonableness of their answers.
2. ***Reason abstractly and quantitatively:*** Students will demonstrate the ability to decontextualize (represent symbols) and contextualize (understand the meaning of quantities) by converting real-world situations into mathematical symbols for manipulation, and interpreting symbolic results back into practical contexts.
3. ***Construct viable arguments and critique the reasoning of others:*** Students will demonstrate logical thinking and communication skills by building justified mathematical arguments, comprehending the justification of others, and critiquing their reasoning.
4. ***Model with mathematics:*** Students will demonstrate application skills by using mathematical concepts and symbols to represent, analyze, and solve problems arising in everyday life, society, and the workplace.
5. ***Use appropriate tools strategically:*** Students will demonstrate resourcefulness by evaluating and selecting the most effective tools to solve mathematical problems and deepen their understanding of concepts.
6. ***Attend to precision:*** Students will demonstrate accuracy and clarity using correct mathematical terminology, specifying units of measure, and calculating with the degree of precision appropriate for the problem context.
7. ***Look for and make use of structure:*** Students will demonstrate structural awareness by discerning patterns and functional relationships within complex mathematical concepts to simplify and solve problems.
8. ***Look for and express regularity in repeated reasoning:*** Students will demonstrate the ability to notice repetitive calculations or patterns, evaluate the reasonableness of results, and formulate general methods, formulas, or shortcuts while maintaining oversight of the process.



EXECUTIVE SUMMARY May 07, 2026

Per school board policy IJOA, Student Trips, the Music Department is requesting School Board approval to plan and implement a multi-day, overnight trip to Orlando, Florida. This trip would be an optional experience for students and would take place across five days in April of 2027 during the planned Spring Break: specific dates are TBD based on performance times and airline pricing. Families would fundraise through the Timberlane Music Association (TMA) or pay directly to attend this trip. All financials will be handled by the TMA. This trip would not impact the district budget outside of any mandated special education accommodations. Basic travel insurance will be included in the cost of the trip with the option to purchase a more comprehensive plan.

Chaperones will include Music Department staff as well as parents who have been vetted and processed. Two nurses will be traveling with us as well. Students will be staying in a hotel close to the parks and performance venues. Bus transportation to airports, the hotel, parks, and performance venues will be provided. While in Florida, students in each performing ensemble will have an opportunity to perform at a unique park venue.

This trip has been a consistent staple of the music program for decades, occurring every four years except for a six-year span due to the pandemic. We are fortunate to have an organized and highly effective parent booster group to manage the financials and extend to them our gratitude for facilitating this once-in-a-lifetime performance opportunity for our students.

Respectfully submitted,



Kurt Schweiss, Director of Music



EXECUTIVE SUMMARY

TRSD Technology Use Survey

May 7, 2026

At its meeting of April 2, 2026, the Timberlane Regional School Board discussed research suggesting that students—particularly in the early grades—may demonstrate stronger reading comprehension when using paper-based materials as compared to screens, along with related concerns about the impact of screen time on student behavior, including attention, reading habits, and students' perception of their own understanding.

In response, the Board approved a motion to direct the administration to gather and present data on current instructional practices regarding screen time to inform a future discussion. To support this effort, a survey was developed, administered to, and required of all instructional staff, Pre-School through Grade 12, to better understand the balance between digital and paper-based resources used in classrooms across the district.

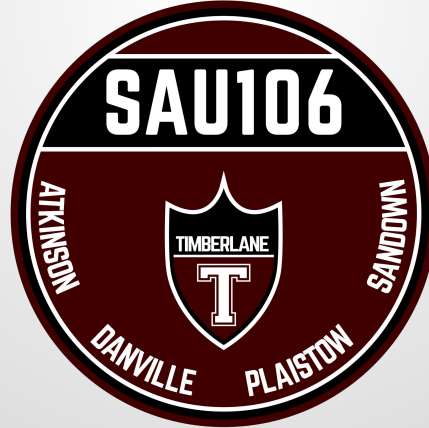
The survey will close on Wednesday, May 6, with results shared at the School Board meeting on Thursday, May 7. Required staff participation across grade levels and content areas provides a categorical and high-level overview of instructional technology use across the district. These results are intended to inform Board discussion, highlight key trends, and identify areas for further inquiry as the district continues to evaluate how best to support high-quality teaching and learning.

Respectfully Submitted,

Sandra Allaire
Assistant Superintendent

Ken Henderson
Director of Technology

TRSD Technology Use Survey

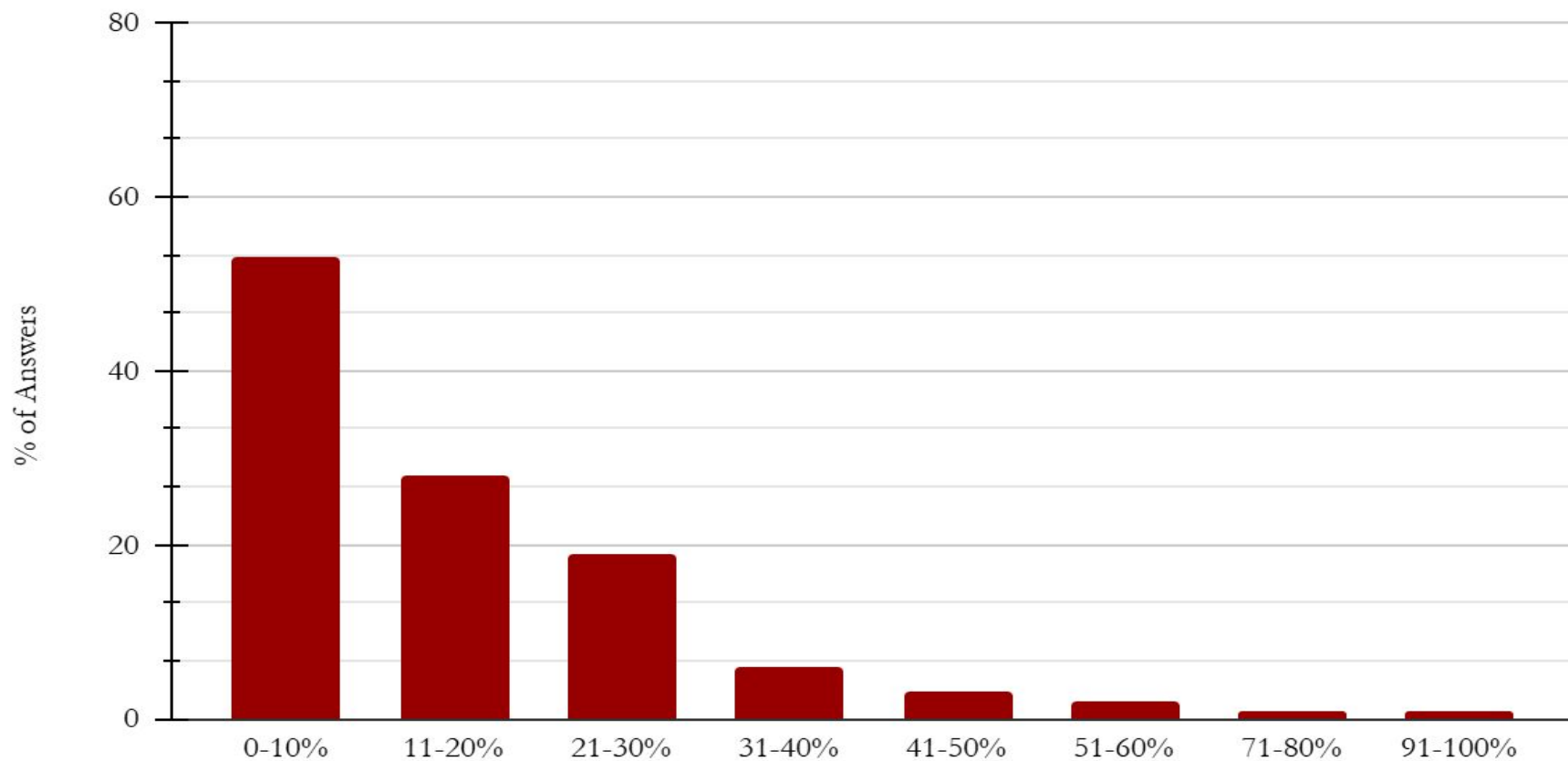


TRSD Data on Student Technology Use / Screen Time

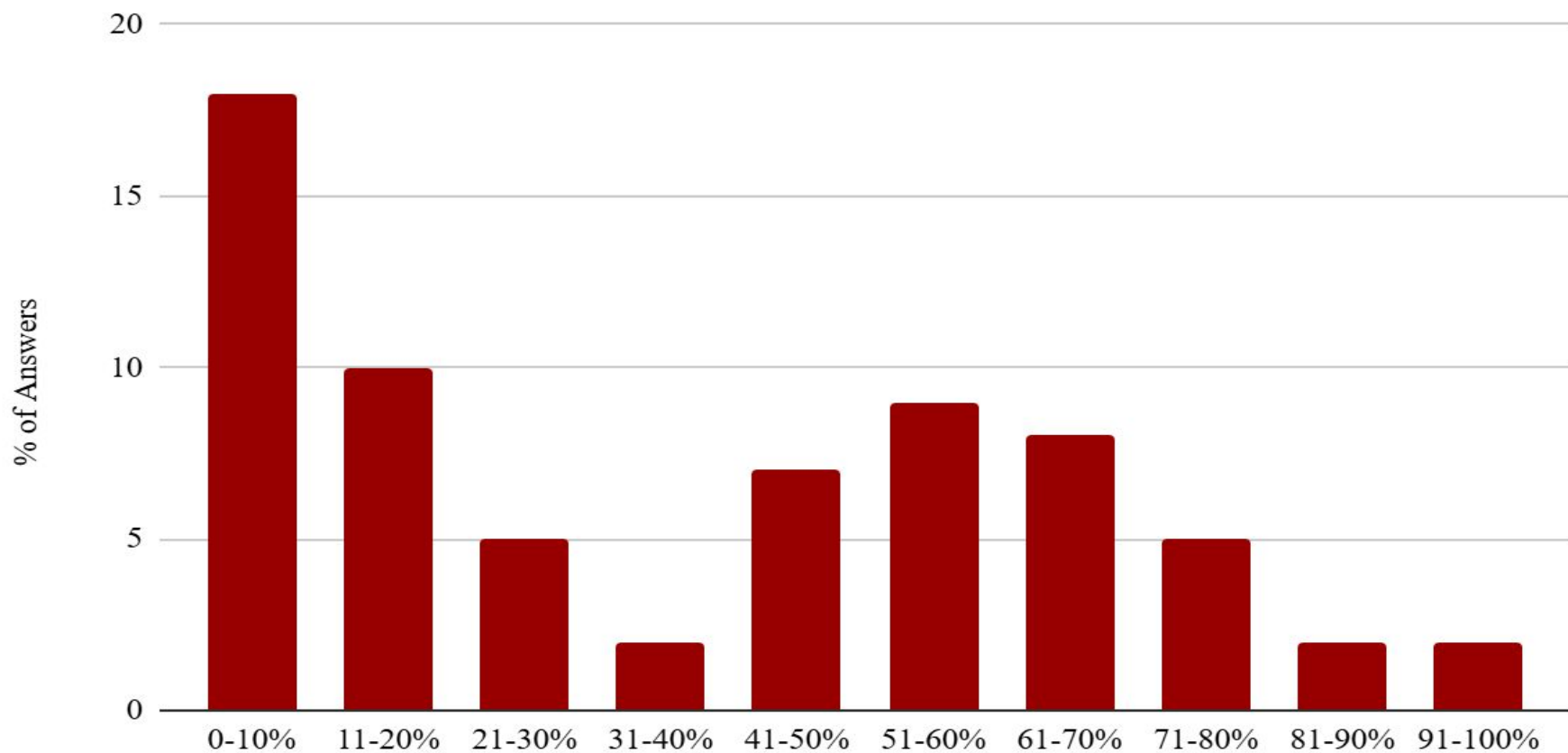
- Technology Use Tracking:
 - While the district employs web filters to restrict and log content for students, the district is not currently able to track student screen time on Chromebooks.
- Technology Use Survey
 - Developed and administered to TRSD instructional staff only: preschool-grade 12
 - 266 responses / 347 staff = 77% response rate
 - Open from April 24th-May 6th
 - Presents a high-level overview of the use of digital vs. print resources as well as screen time in classrooms at different developmental levels.

On average, what percentage of your students' school day / class is spent on screens?

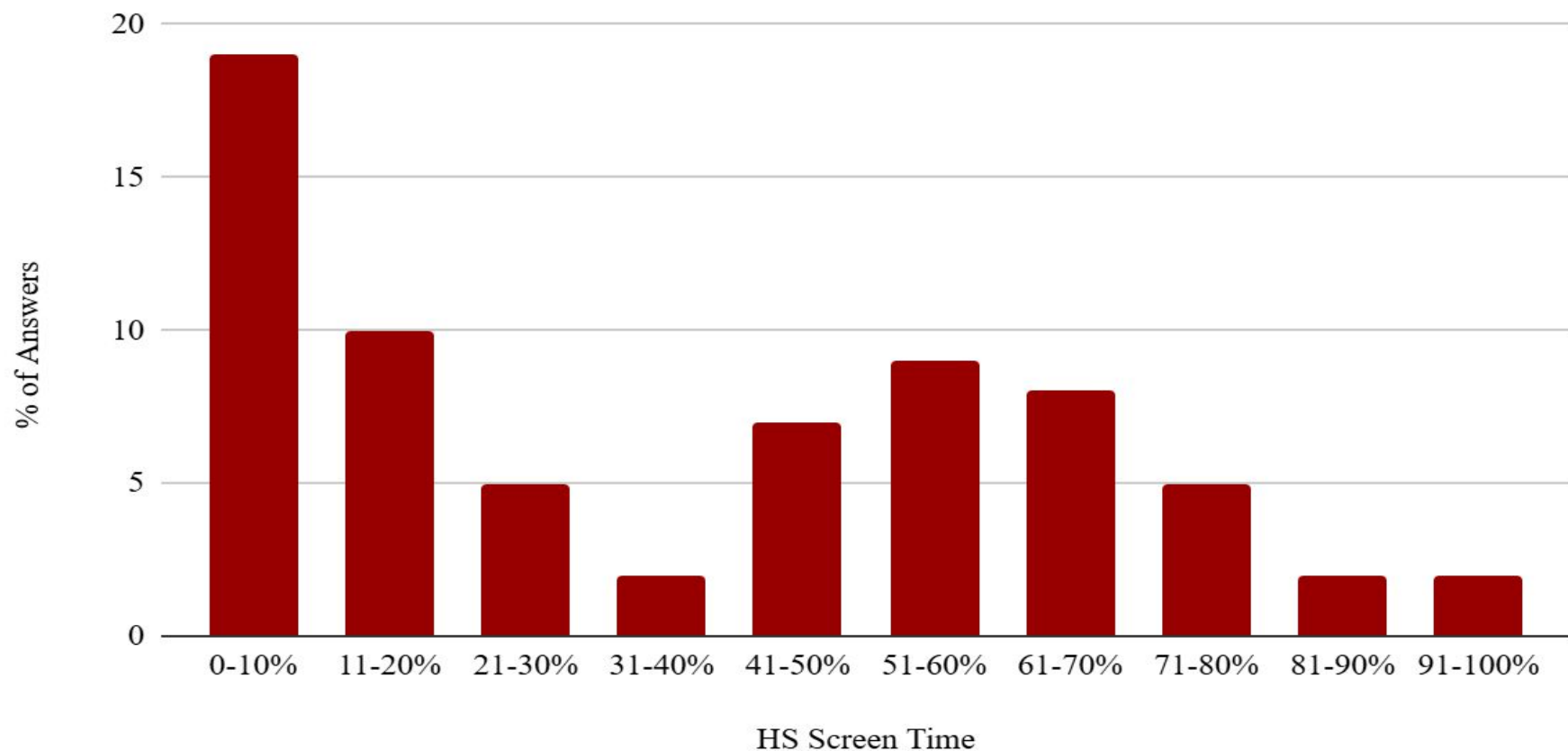
Elementary Screen Time



Middle School Screen Time

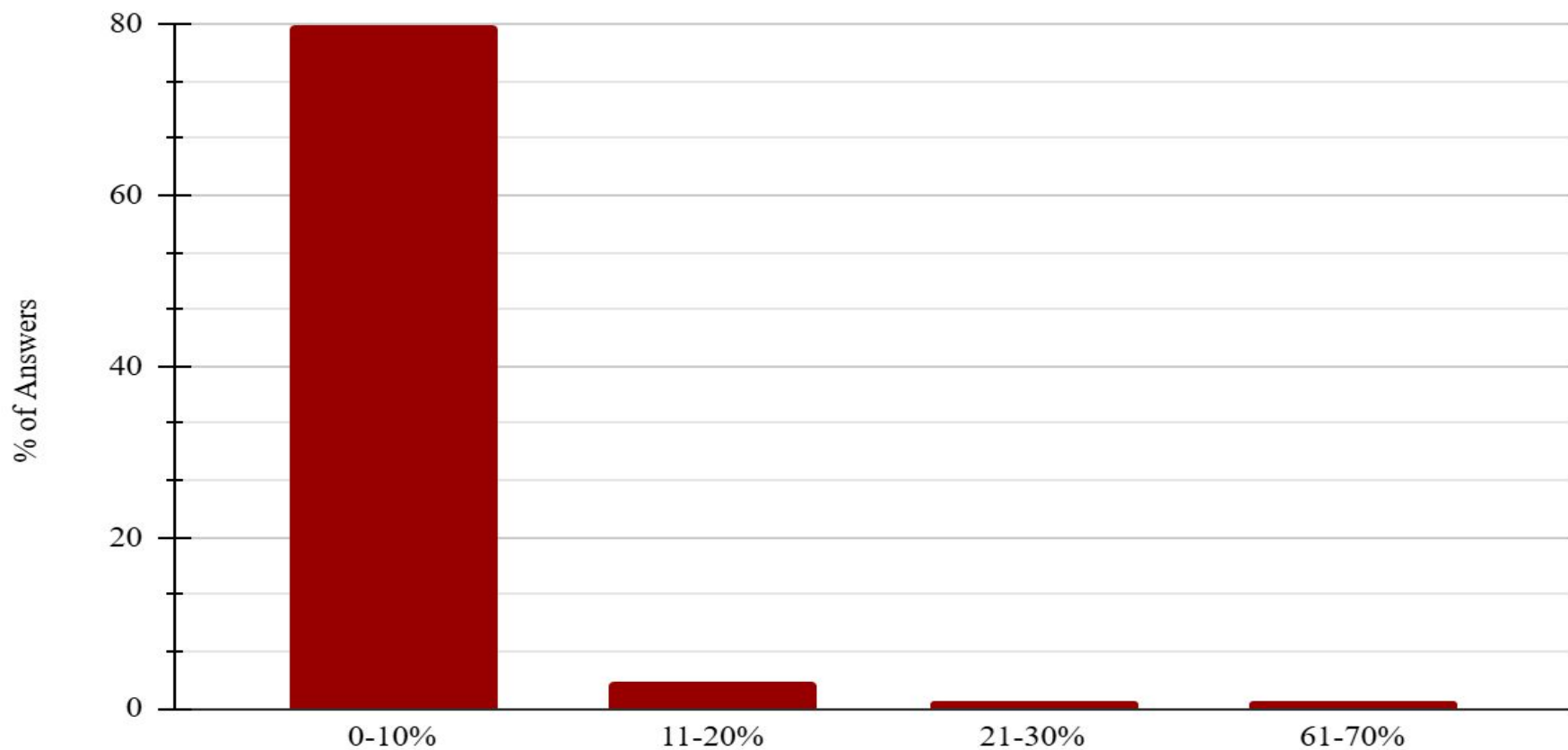


High School Screen Time

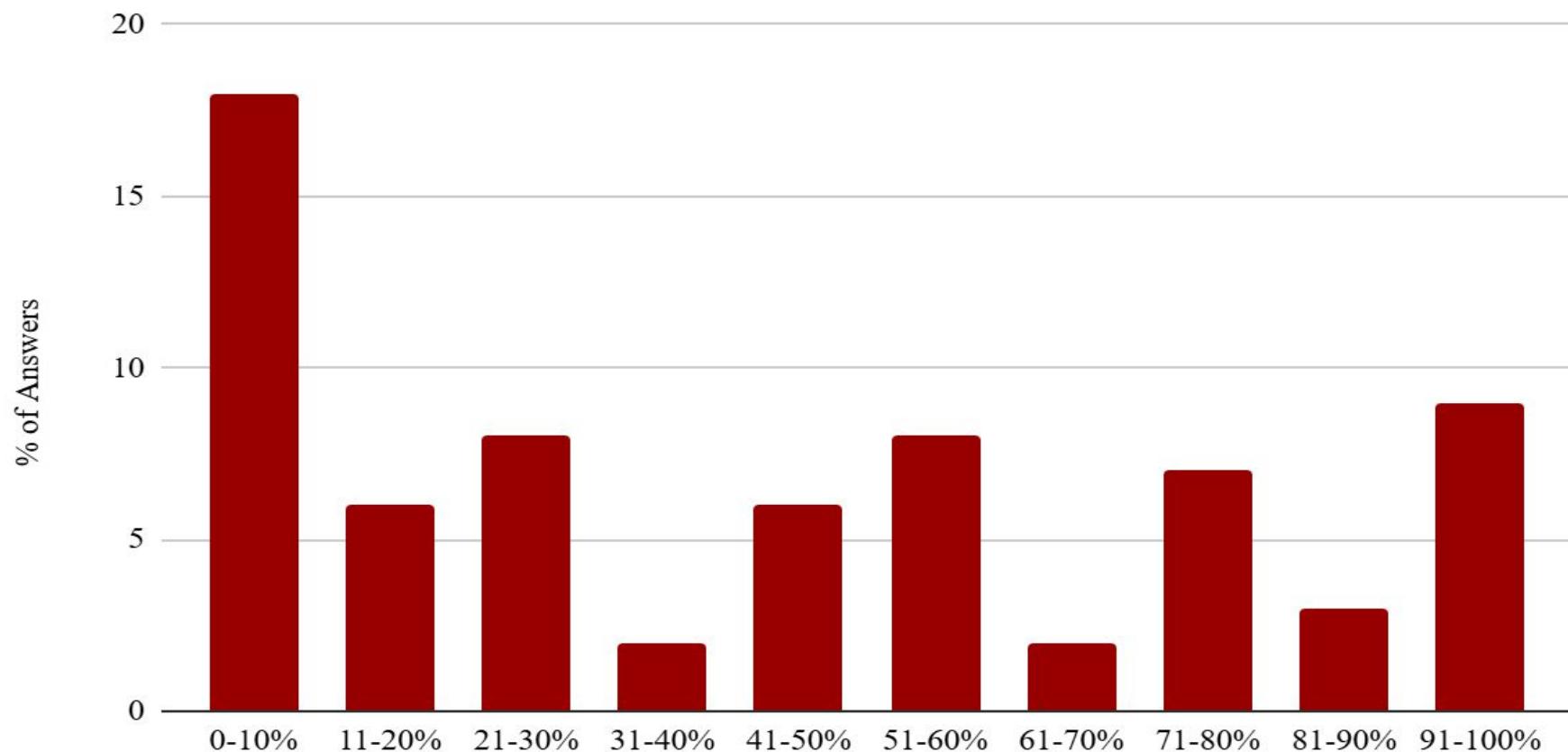


What percentage of the work you assign outside of your classroom requires students to perform the work on screens?

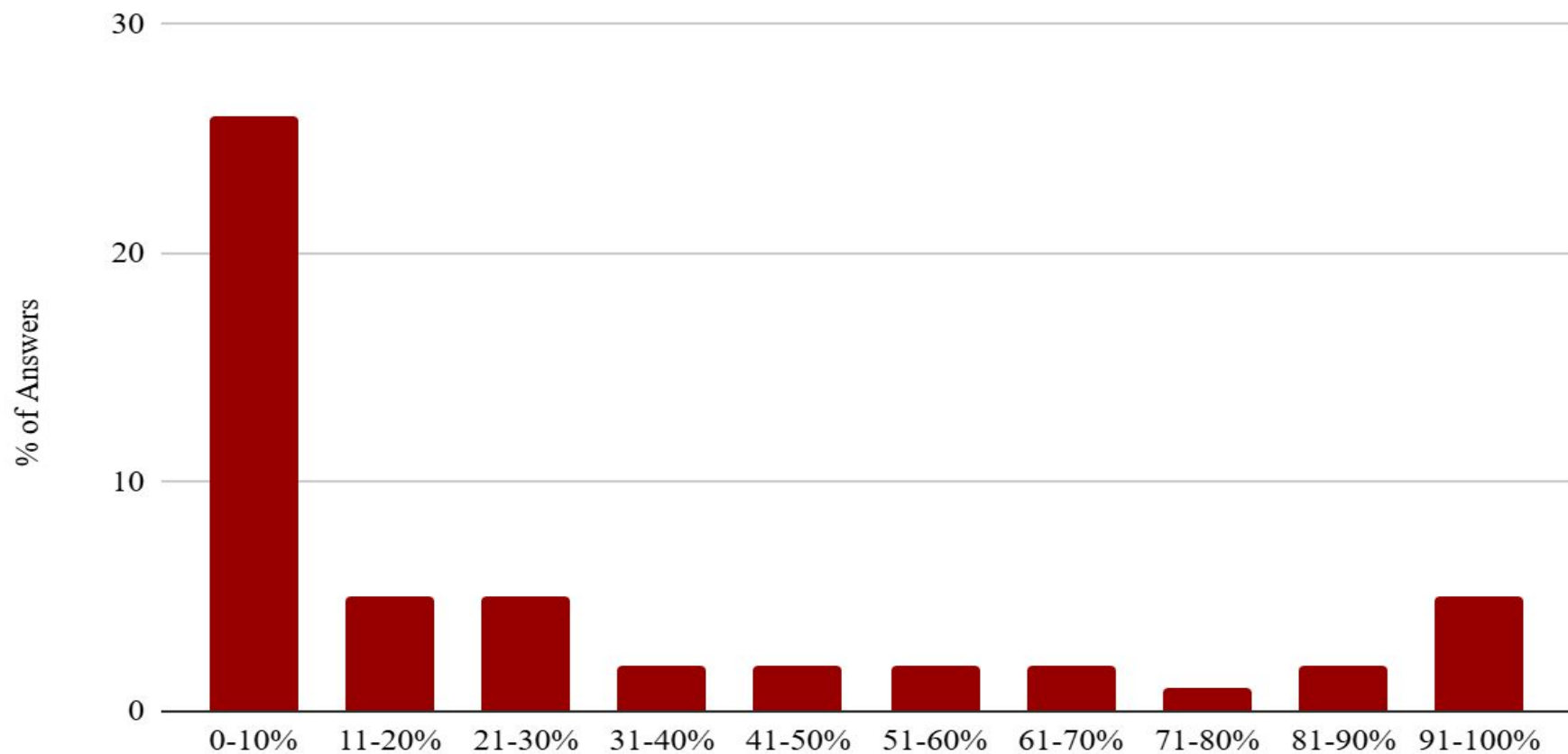
Elementary Screen Time: Work out of School



TRMS Screen Time: Work out of School

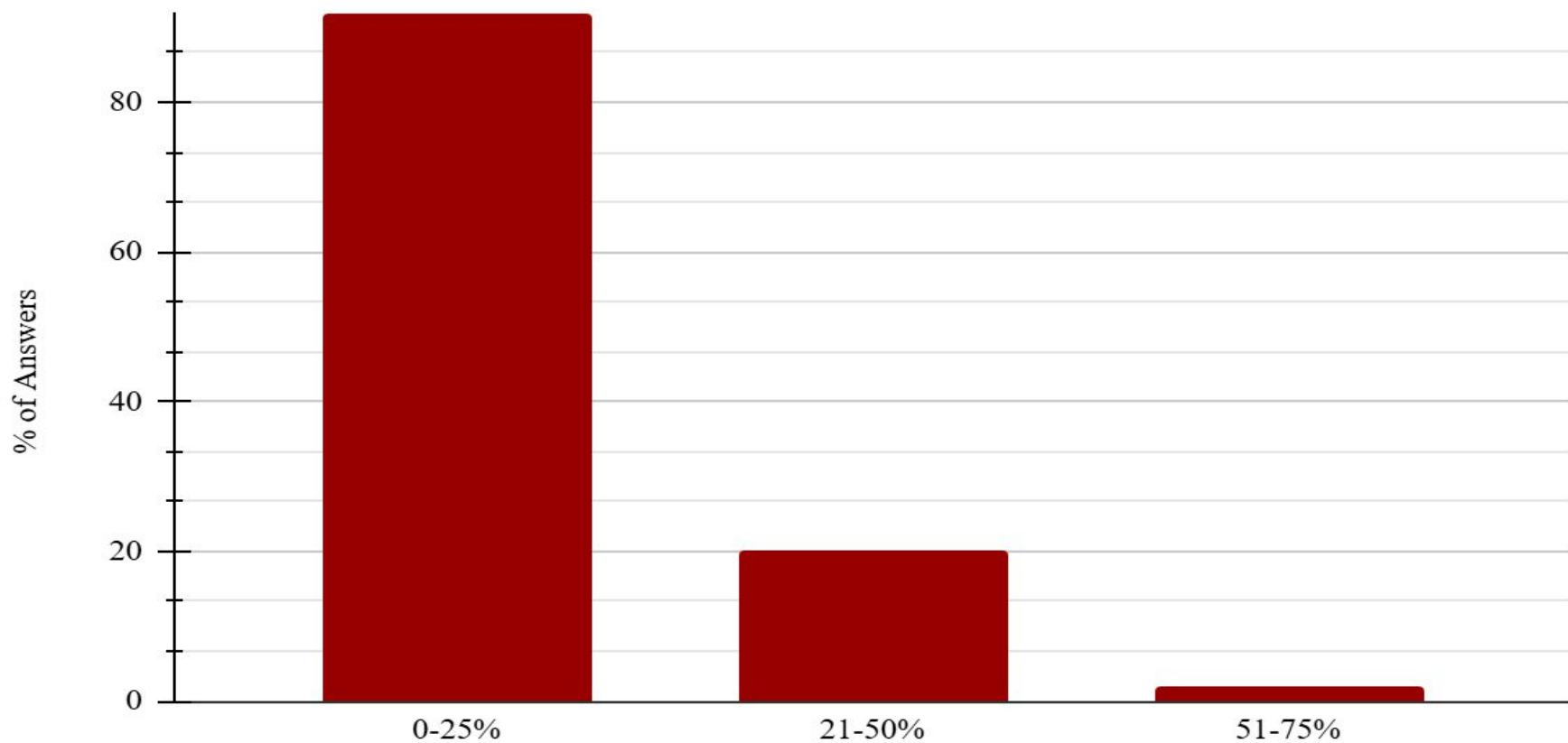


TRHS Screen Time: Work out of School

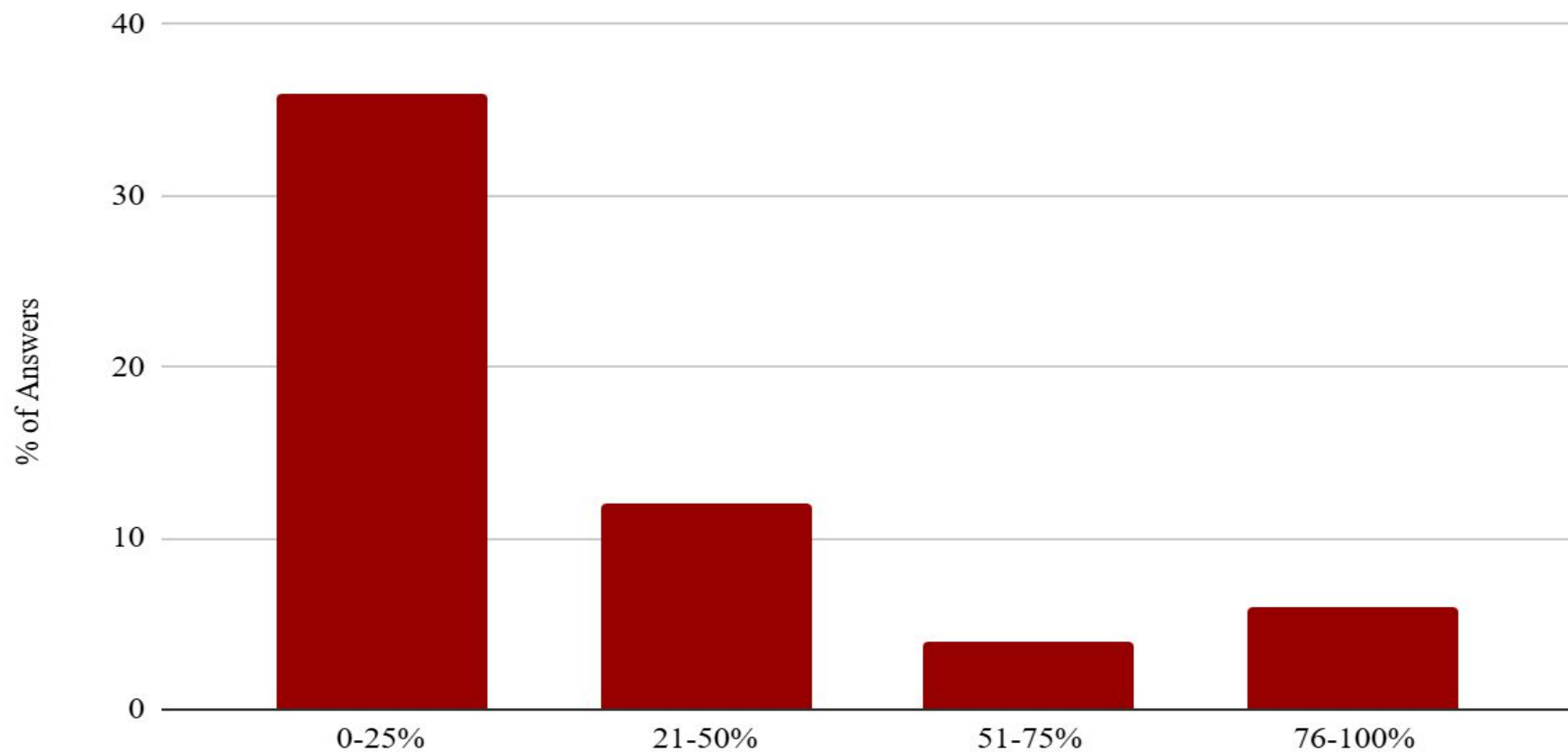


Approximately what percentage of student reading is
done on a screen?

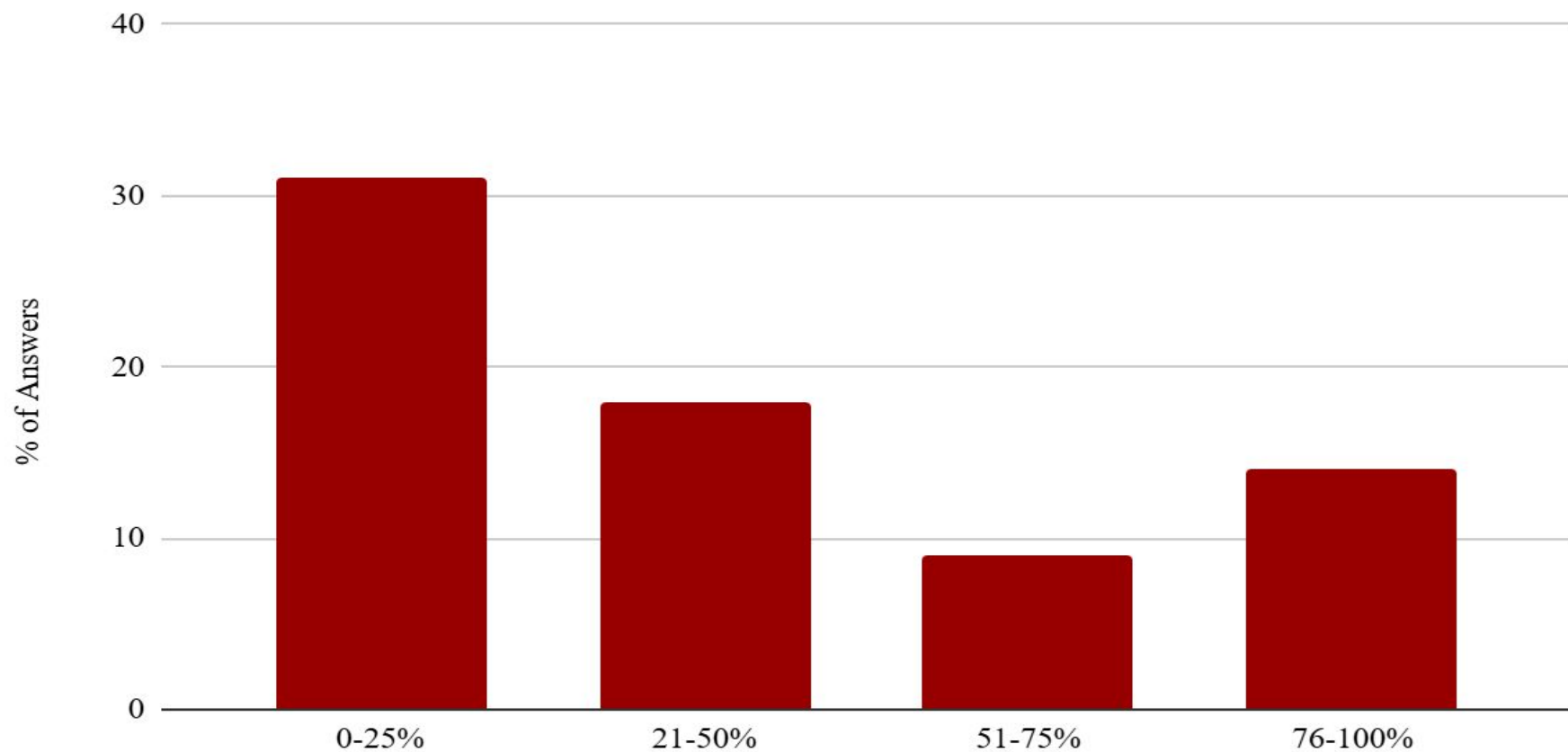
Elementary: Reading on Screen



TRMS: Reading on Screen



TRHS: Reading on Screen



How frequently do students use digital devices vs.
paper-based materials: Reading (books, articles,
passages, etc.)

Elementary: Digital vs. Paper: Reading

More Digital than Paper

2.8%

About Equal

12.1%

Mostly Paper

44.9%

44.9%

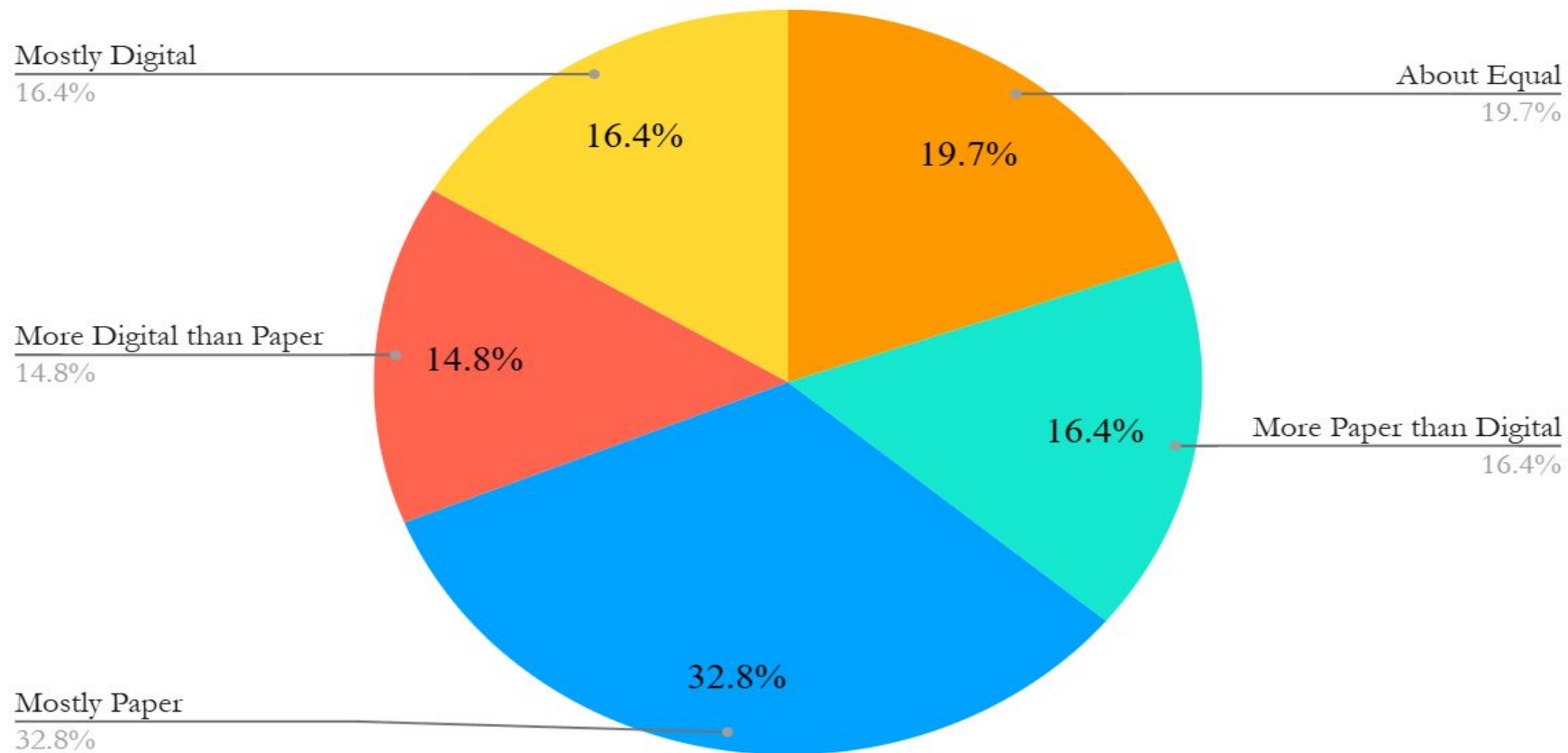
40.2%

More Paper than Digital

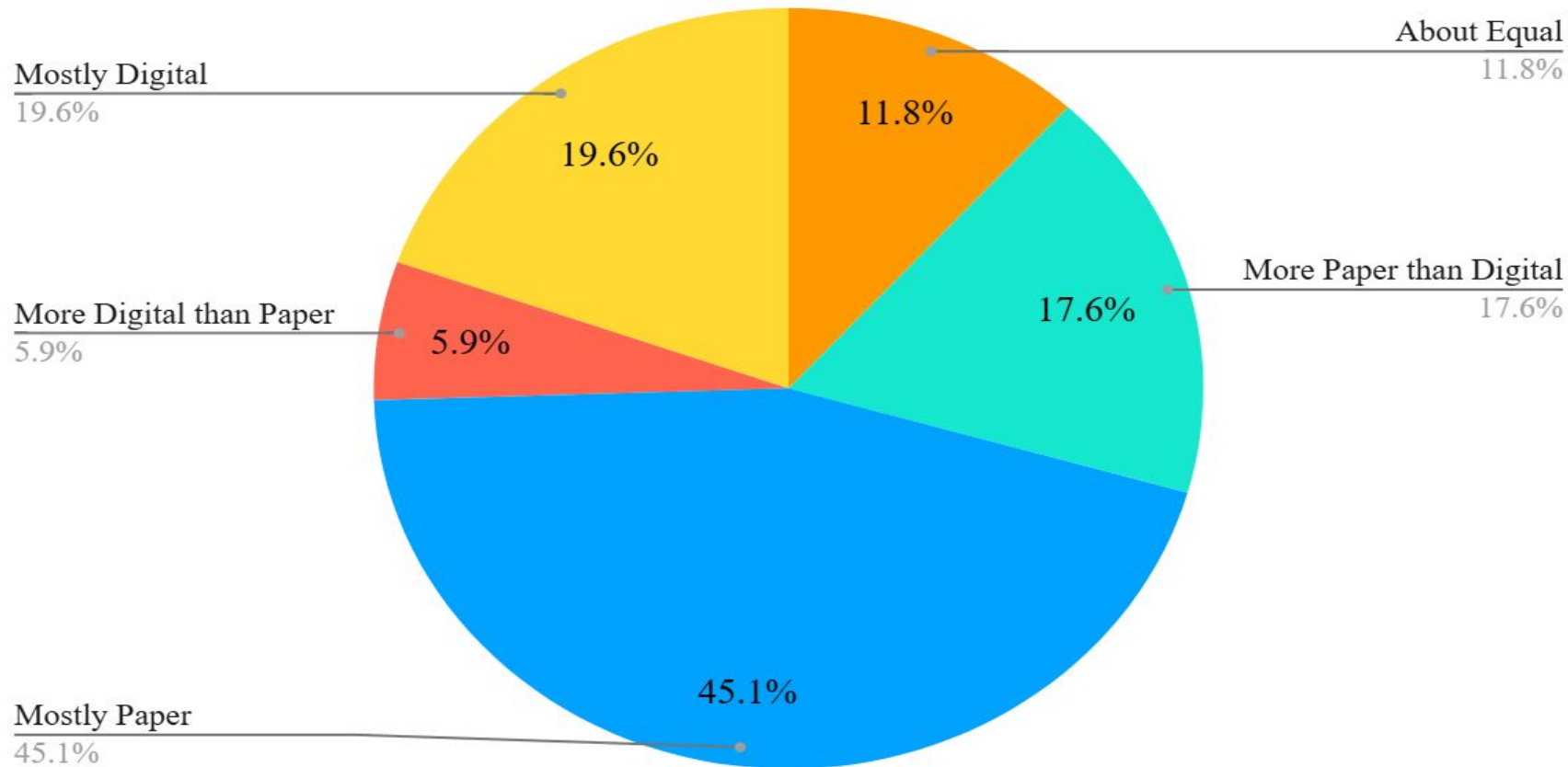
40.2%

12.1%

TRMS: Digital vs. Paper: Reading

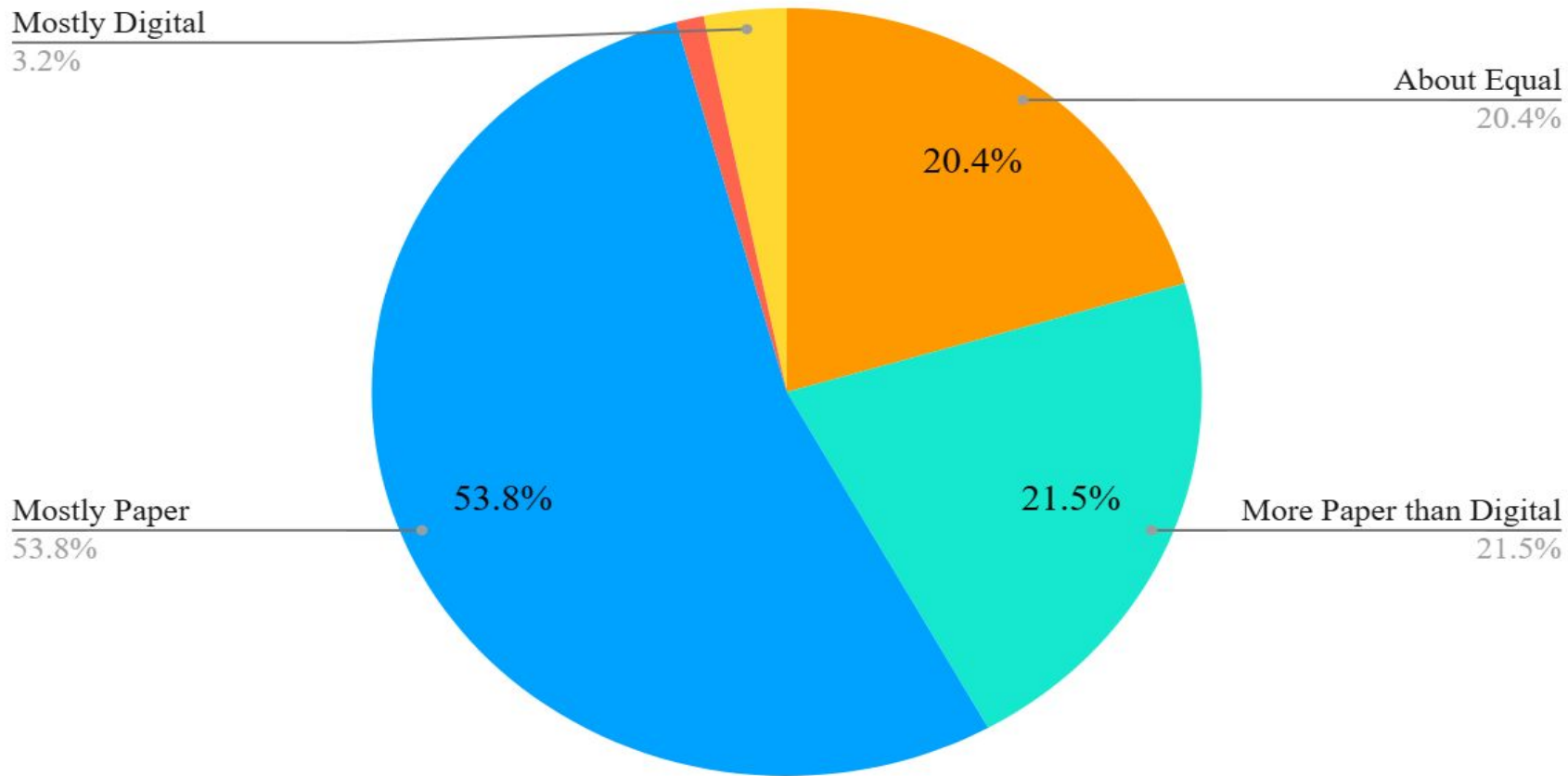


TRHS: Digital vs. Paper: Reading

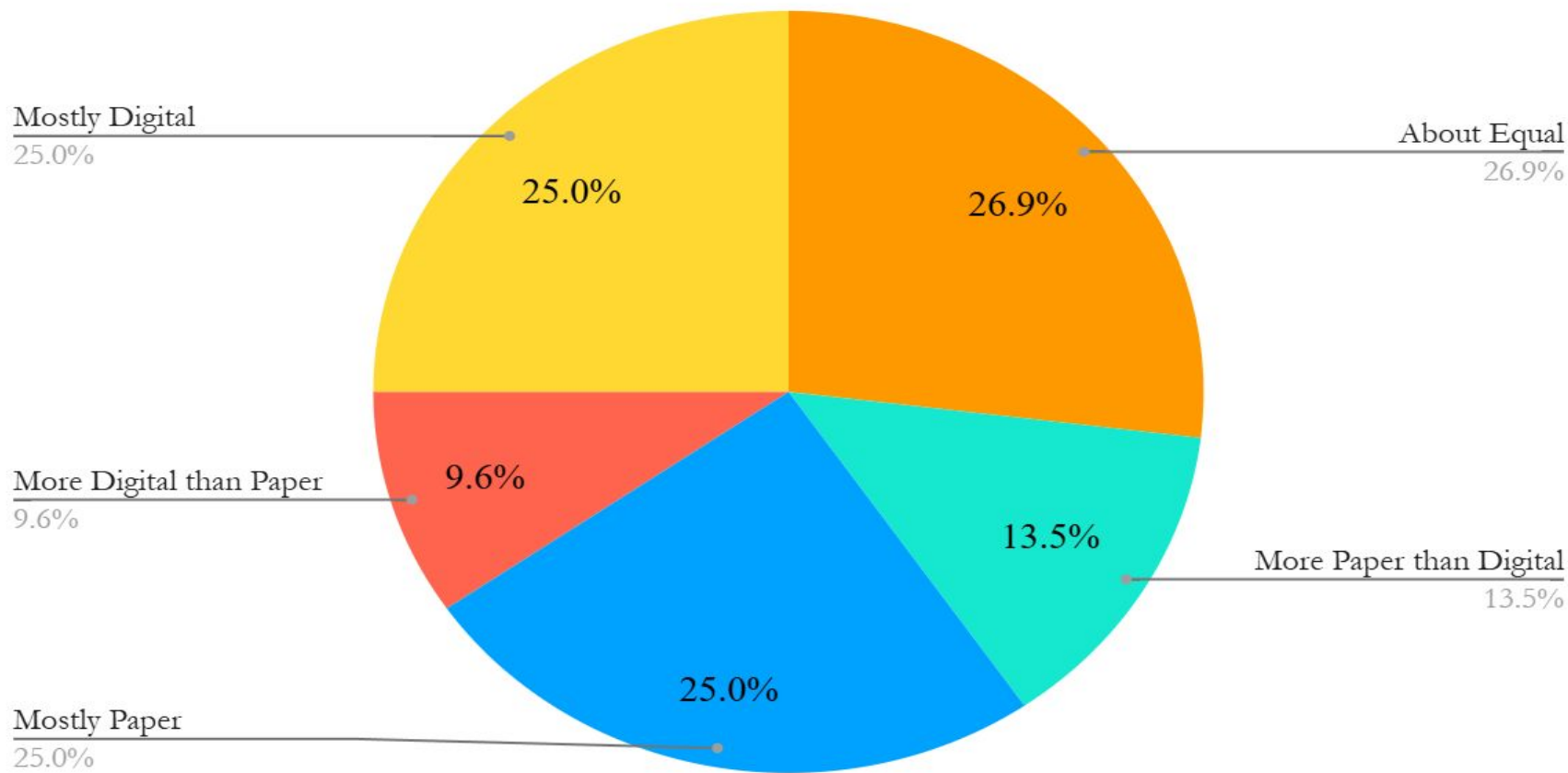


How frequently do students use digital devices vs. paper-based materials: Writing (essays, short responses, notes, etc.)

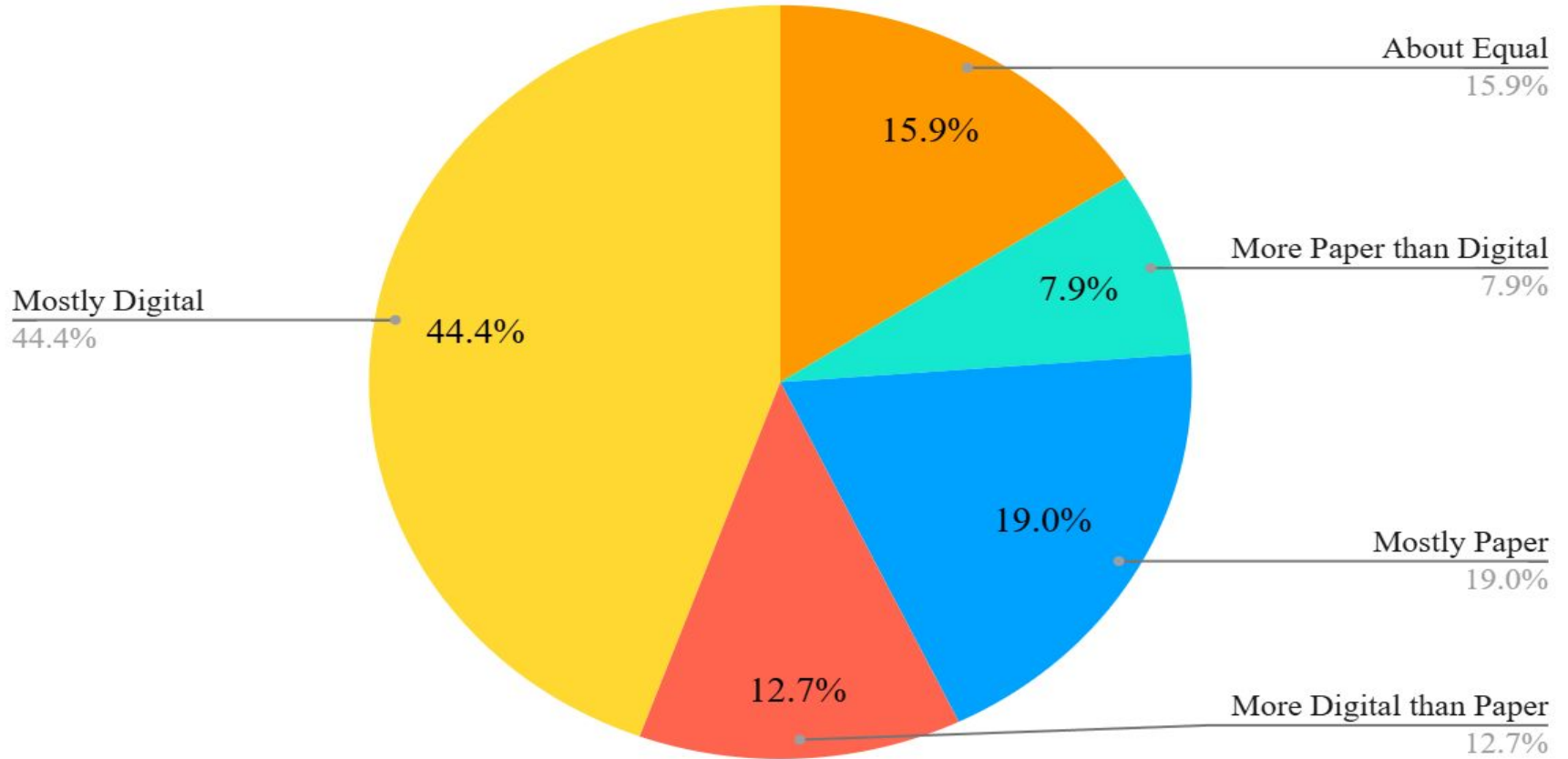
Elementary: Digital vs. Paper: Writing



TRMS: Digital vs. Paper: Writing



TRHS: Digital vs. Paper: Writing



How frequently do students use digital devices vs. paper-based materials: Math work/practice

Elementary: Digital vs. Paper: Math

More Digital than Paper

1.1%

About Equal

13.6%

Mostly Paper

53.4%

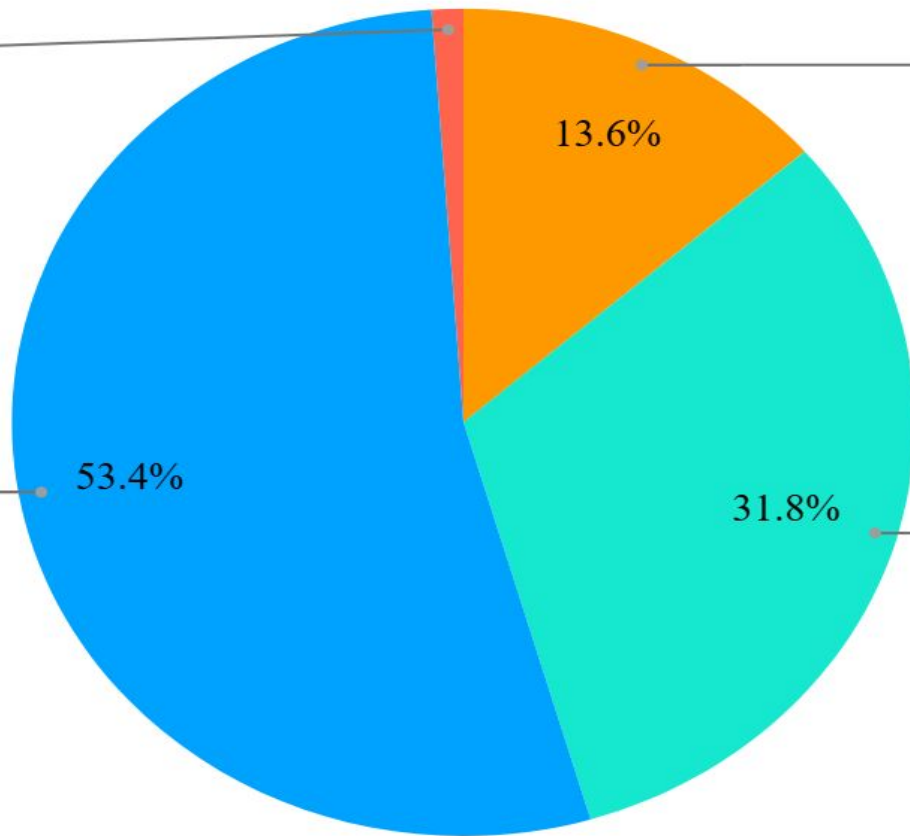
53.4%

13.6%

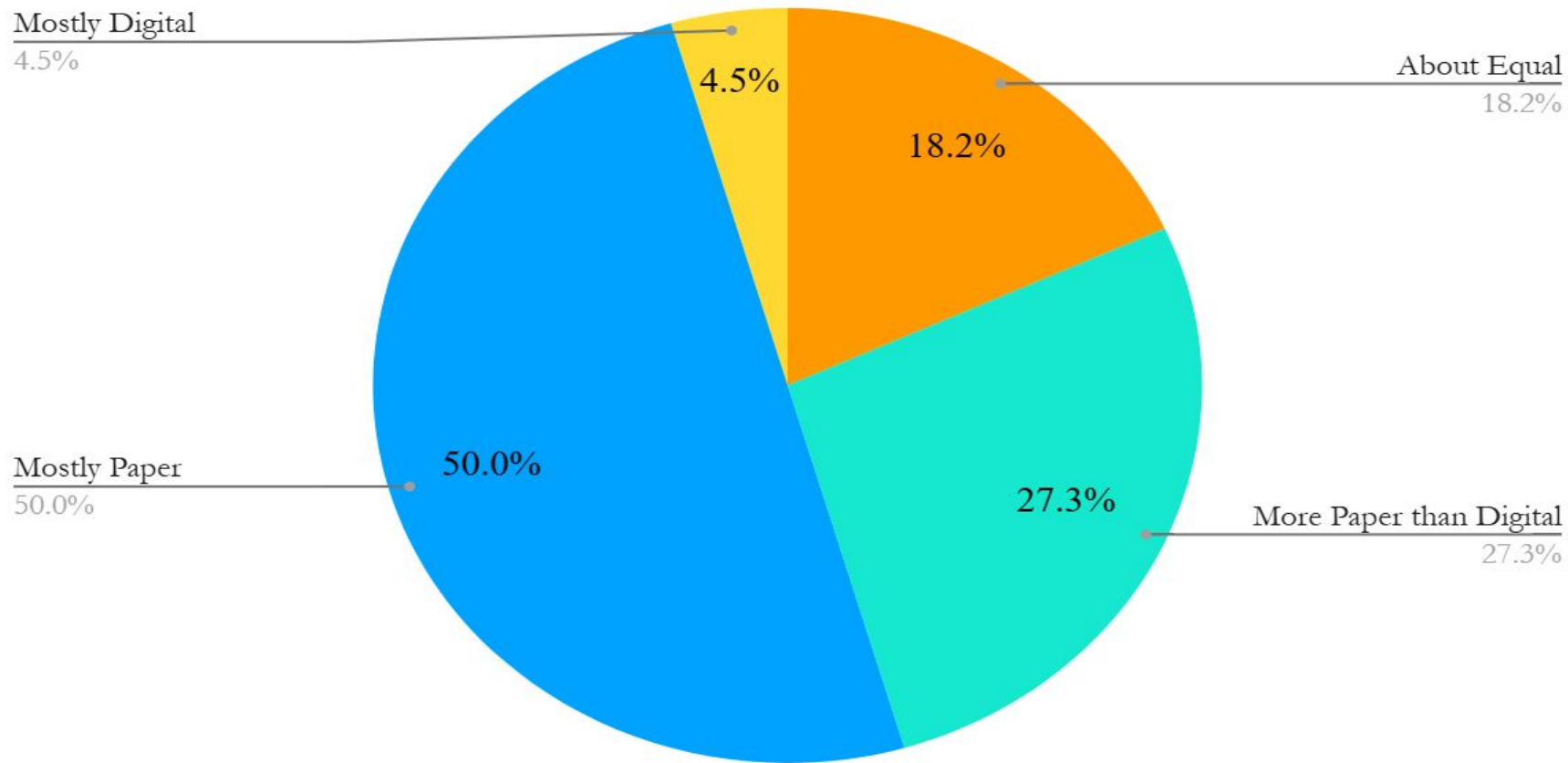
31.8%

More Paper than Digital

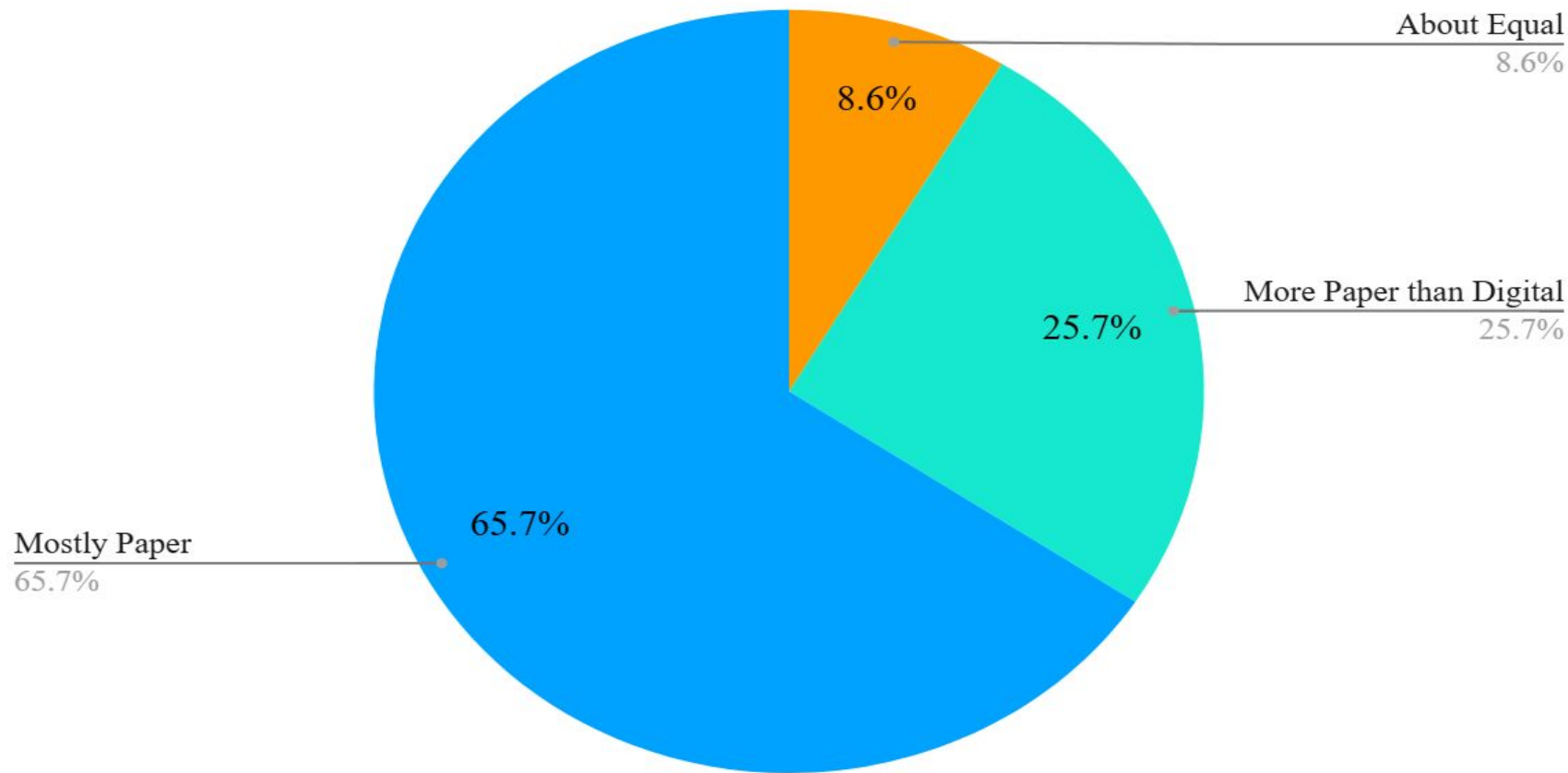
31.8%



TRMS: Digital vs. Paper: Math

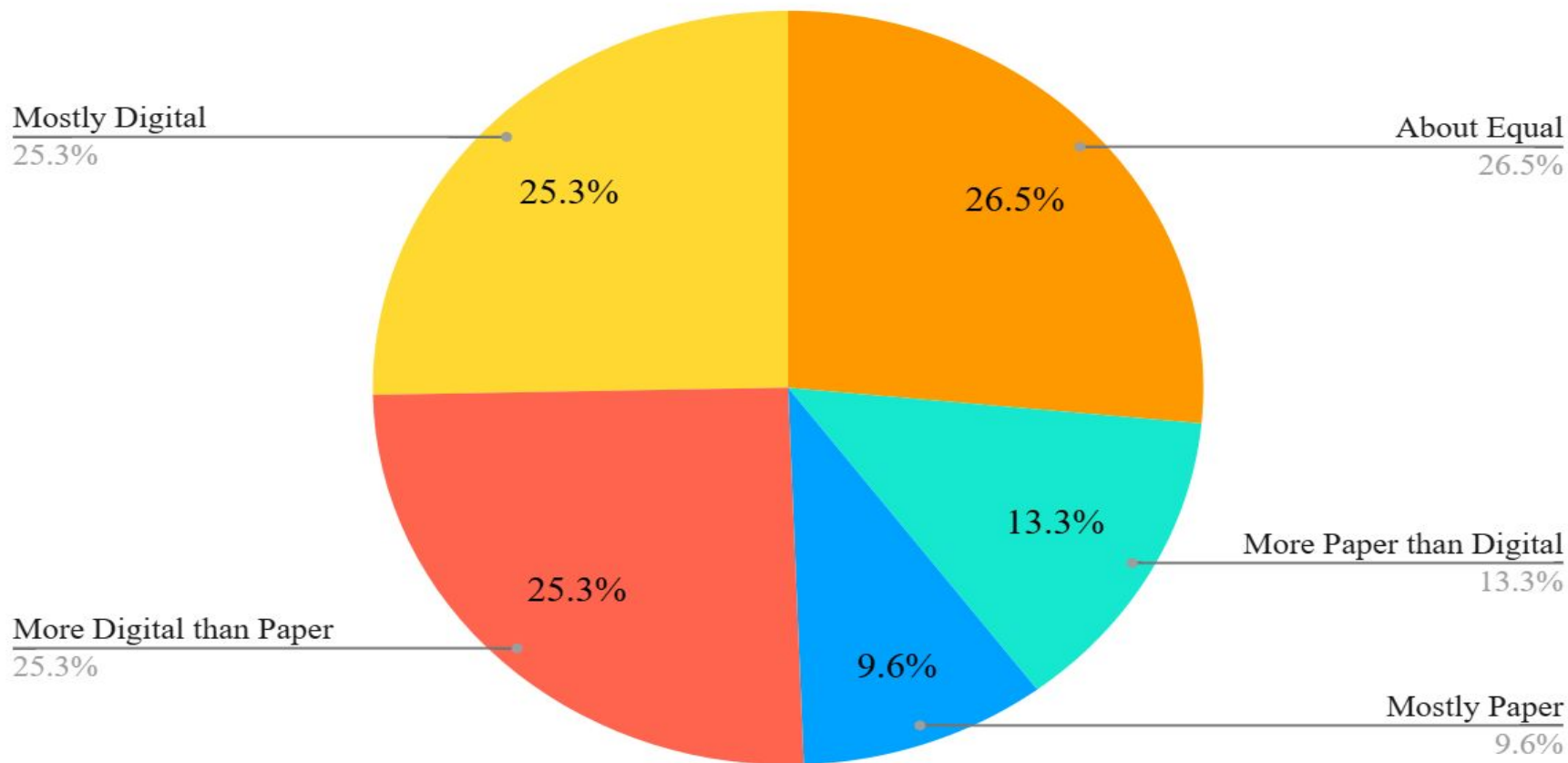


TRHS: Digital vs. Paper: Writing

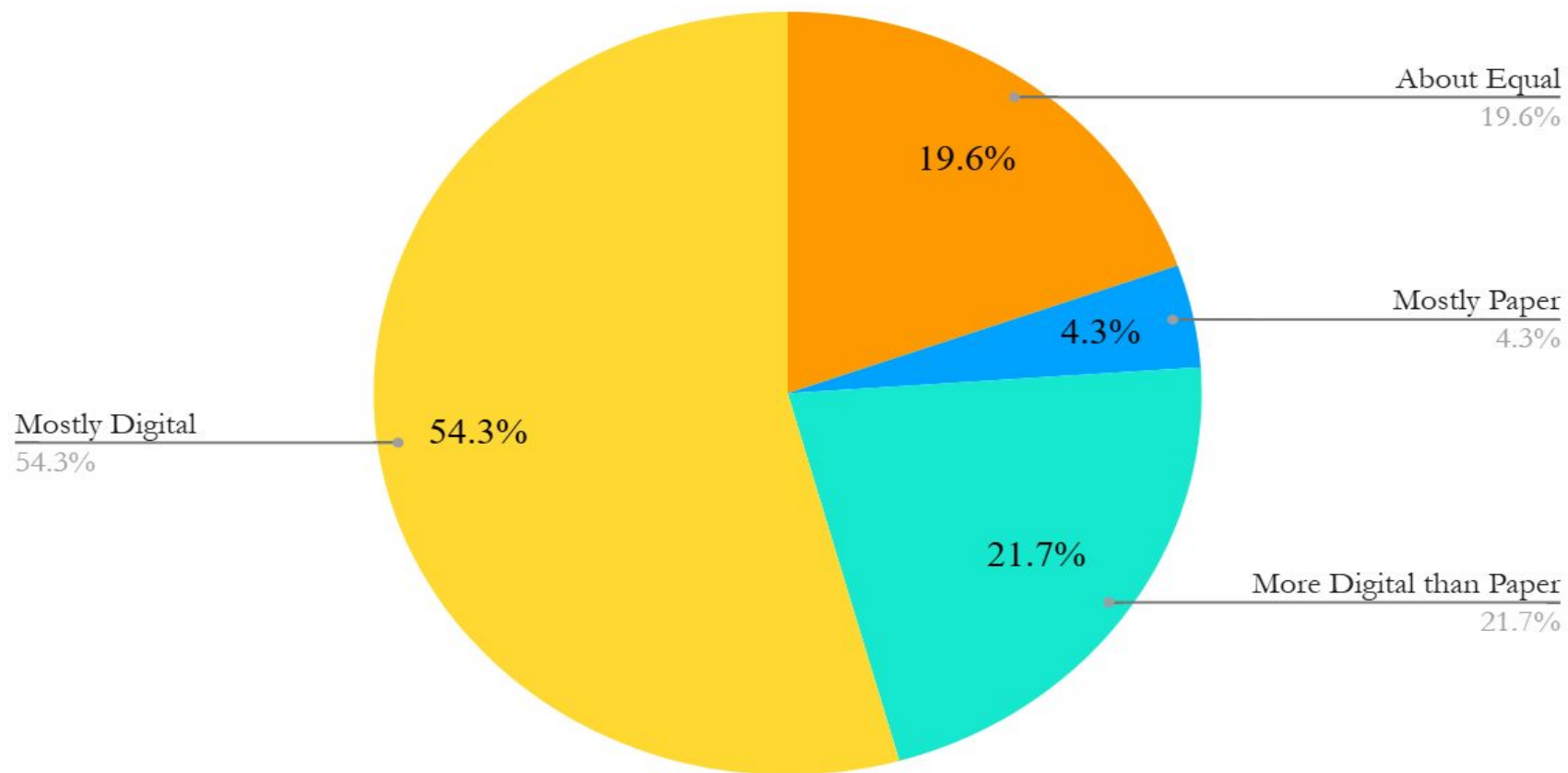


How frequently do students use digital devices vs.
paper-based materials: Research

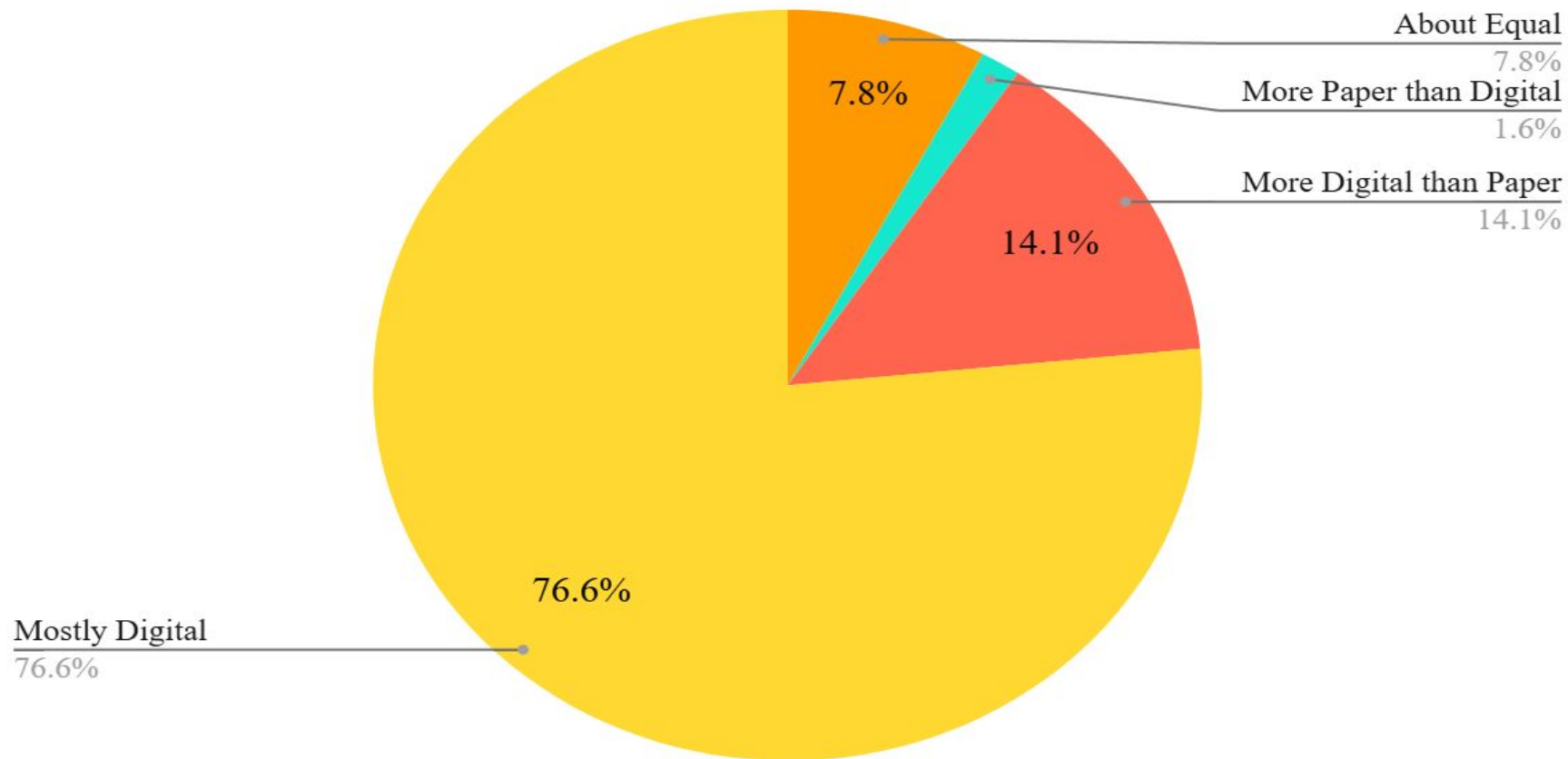
Elementary: Digital vs. Paper: Research



TRMS: Digital vs. Paper: Research



TRHS: Digital vs. Paper: Research



How frequently do students use digital devices vs.
paper-based materials: Assessments & Tests

Elementary: Digital vs. Paper: Assessments & Tests

Mostly Digital

4.9%

More Digital than Paper

5.8%

About Equal

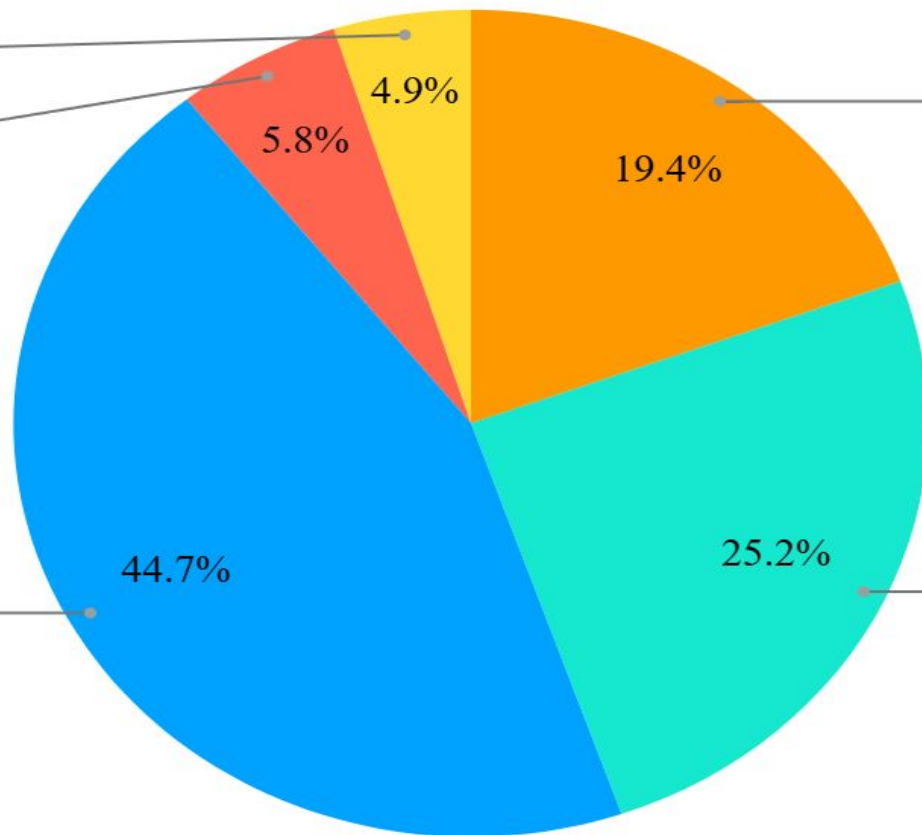
19.4%

Mostly Paper

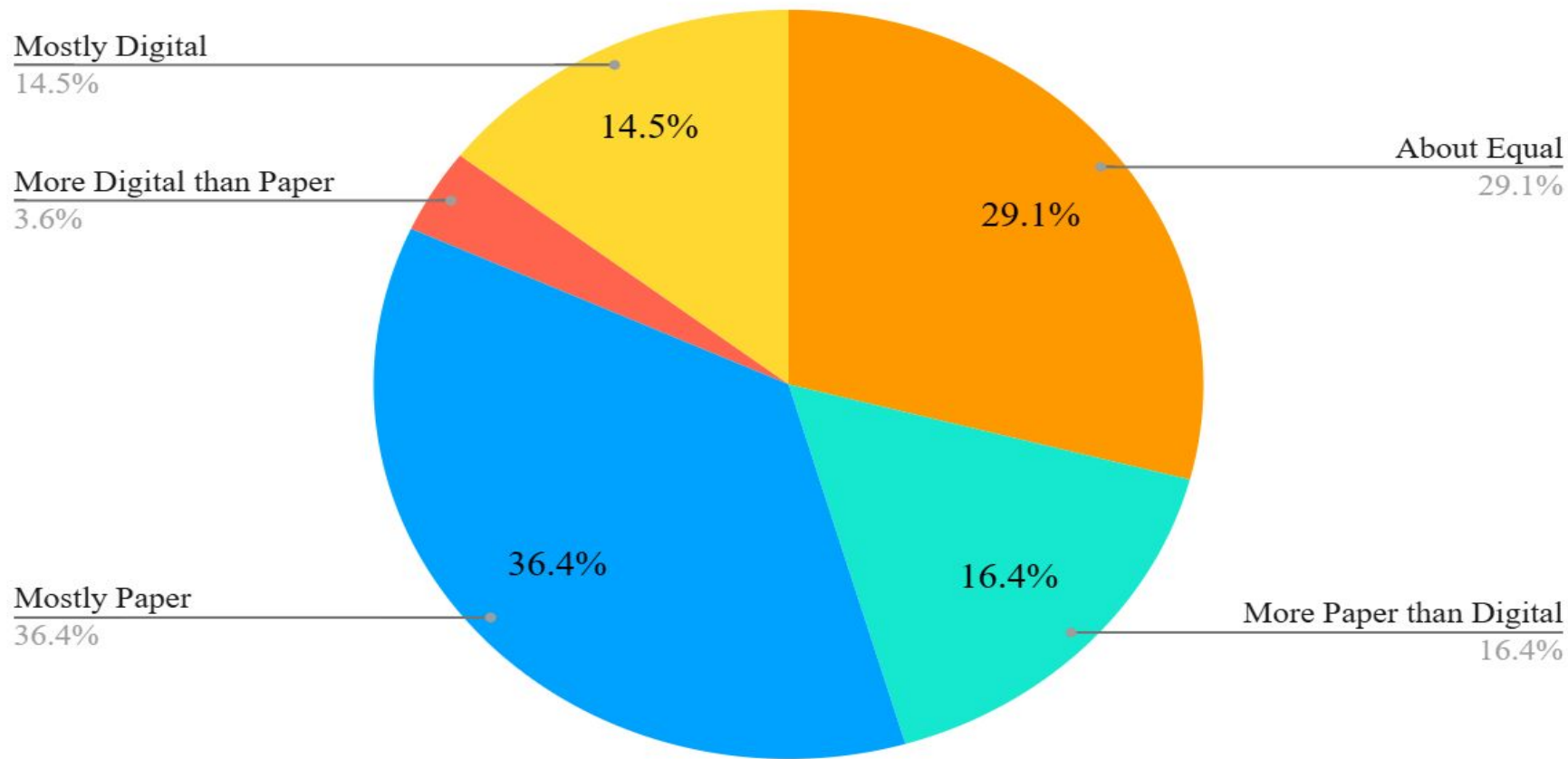
44.7%

More Paper than Digital

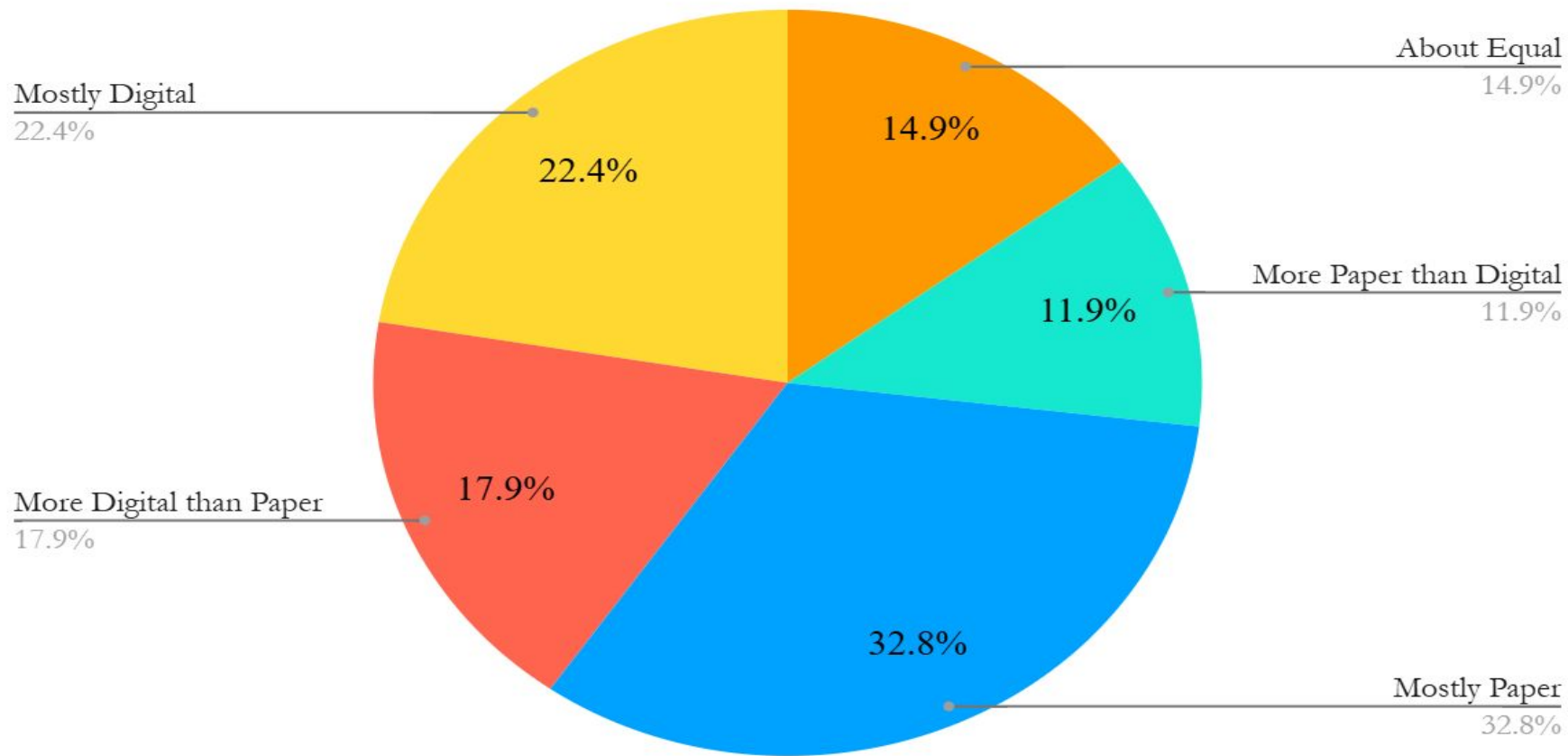
25.2%



TRMS: Digital vs. Paper: Assessments & Tests

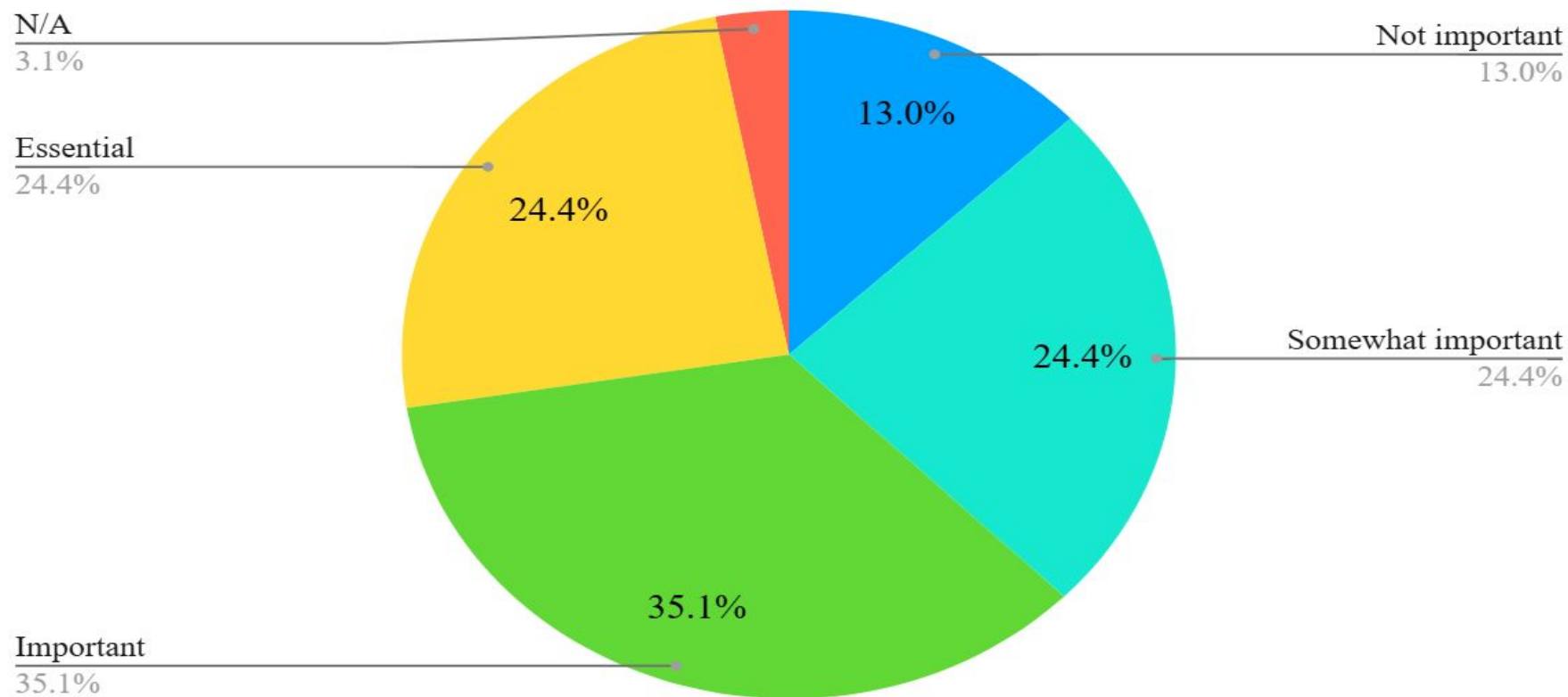


TRHS: Digital vs. Paper: Assessments & Tests

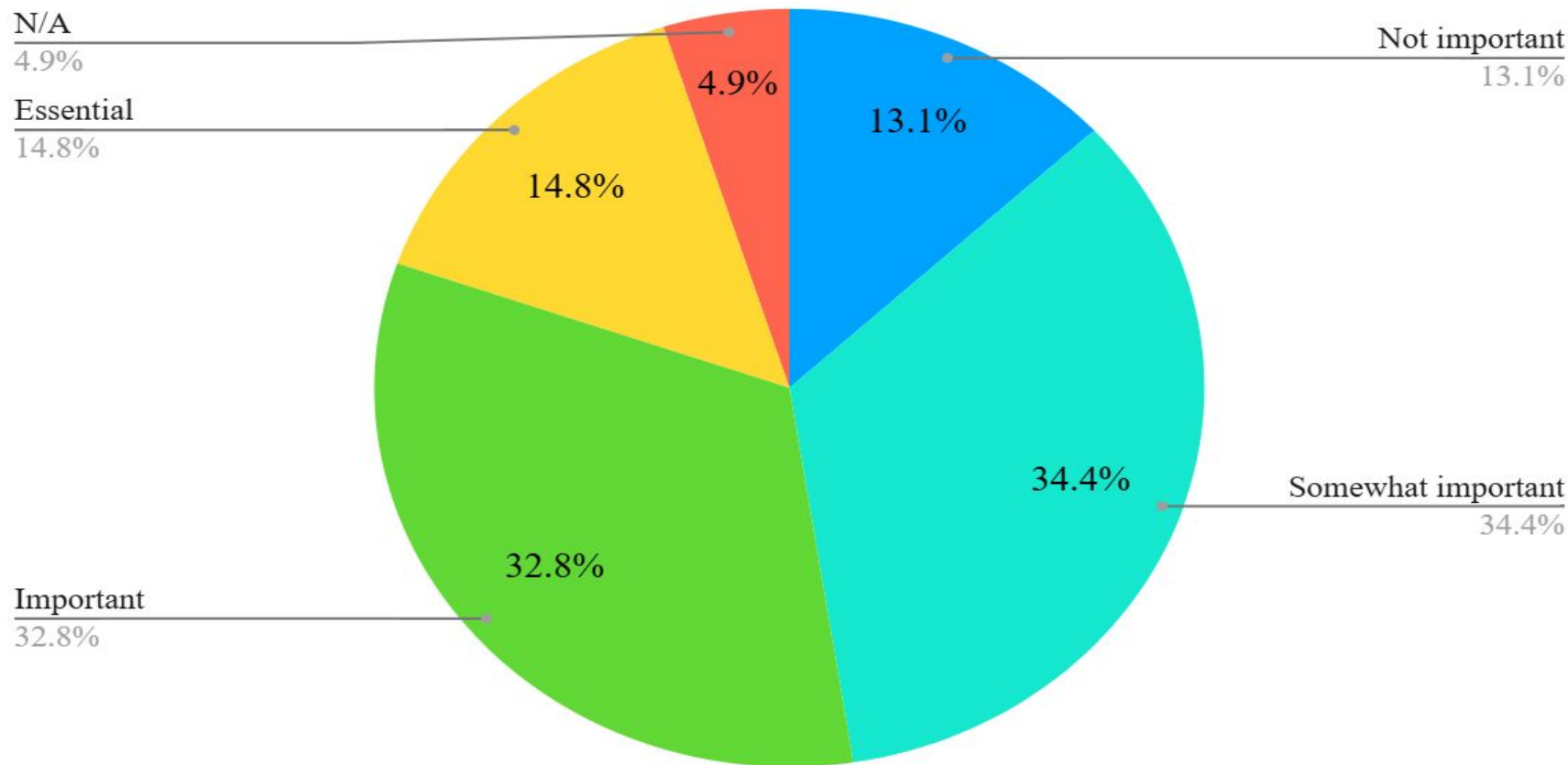


How important is technology in delivering the curriculum that you teach?

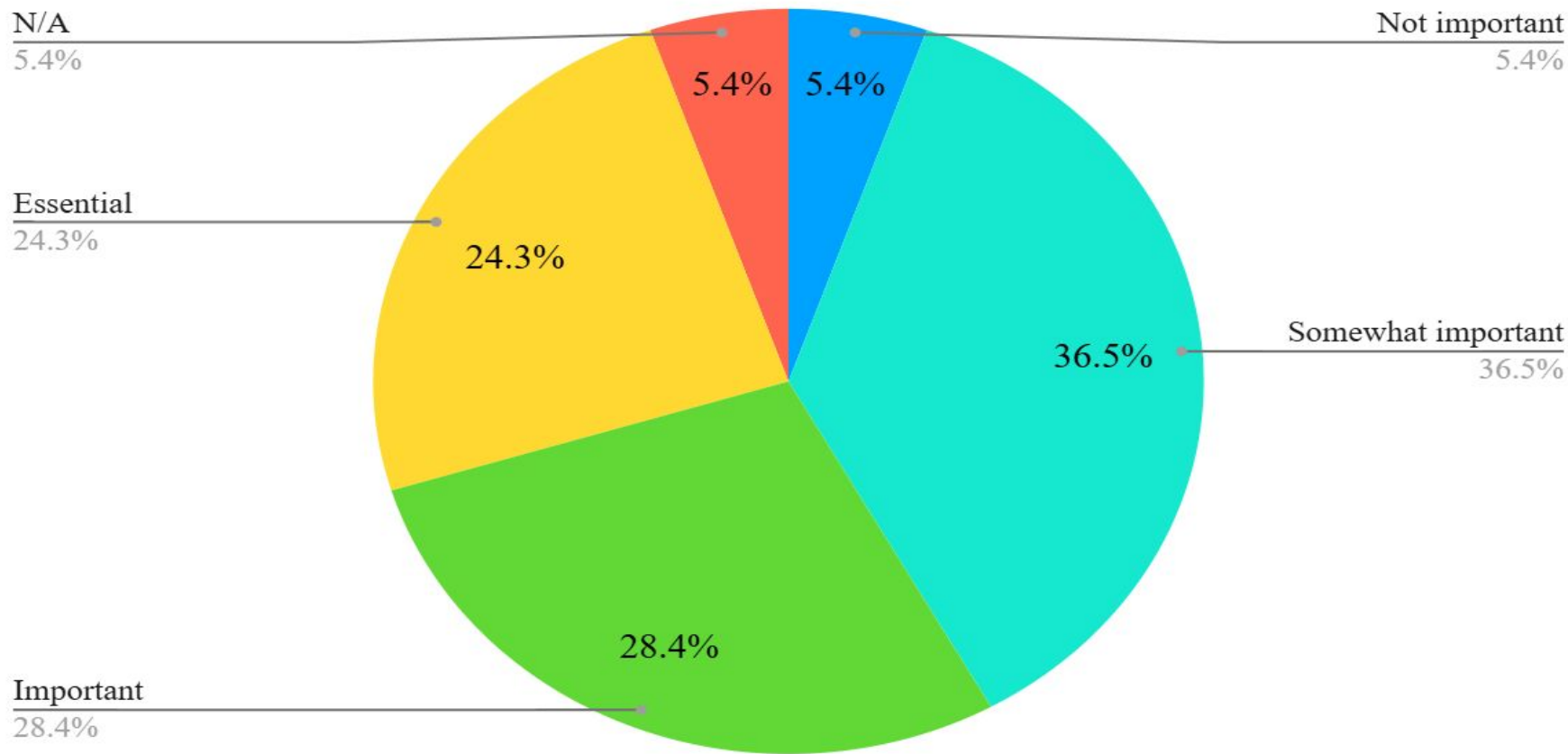
Elementary - How important is technology to delivering the curriculum?



TRMS - How important is technology to delivering the curriculum?



TRHS - How important is technology to delivering the curriculum?



Considerations for Discussion

- Do different types of screen time have different impact on student learning?
 - Recreational/personal screen time
 - Instructional screen time
 - Active learning versus passive consumption
 - Teacher-directed versus student-directed device use
- How does technology improve access and remove barriers for students (Universal Design for Learning)?
 - Adaptive technology
 - Increased access to differentiated resources/ lessons
 - Requirements for specialized instruction and accommodations that rely heavily on assistive technology



EXECUTIVE SUMMARY - Assistant Principal Title Change

May 7, 2026

Overview

At one time, the position title of assistant principal at the elementary level was identified as “Assistant Principal / Curriculum Coordinator.” As Timberlane has moved more to a model that asks all building administrators, including Principals, to serve in the role as instructional leader, we have moved away from designating curriculum work solely to assistant principals and instead charge the building administrative team to lead the work in concert together.

Proposed Action

To support this change, I ask the school board to consider a motion to change the title of assistant principals at the elementary level from "Assistant Principal / Curriculum Coordinator" to "Assistant Principal." This will enable the District to issue contracts in the most accurate manner possible in that the job description titles will match the titles in Infinite Visions, our platform that includes finance and human resources.

Respectfully Submitted,

Justin Krieger
Superintendent of Schools



Executive Summary

Senior Technology Specialist

Last fall, the district submitted a personnel request to the budget committee to change the title and duties of a current Technical Support Specialist position to a Senior Technology Specialist position (CC1583). The reason for this request was the need for a higher level of technology expertise and accountability to support the elementary schools. This position will be a team lead for Technology Support Specialists in the elementary schools providing guidance, direction and support to ensure tasks are completed effectively. In addition, this position will oversee and coordinate technology projects at the elementary schools, including managing critical start-of-year setups to ensure a smooth transition for staff and students.

The budget committee approved this request as part of the operating budget and the funds for the salary increase for this position to a Senior Technology Specialist are in the operating budget for FY 27.

Respectfully,

Fran DeCinto

Fran DeCinto
HR Director

Ken Henderson

Ken Henderson
IT Director

TIMBERLANE REGIONAL SCHOOL DISTRICT- SAU #106

POSITION TITLE: Senior Technology Support Specialist Draft
Date: 5-4-26
Reports to: Director of Technology Supervises: N/A Affiliated Position TAAM Terms of Employment: Full-time Year-Round Non-exempt

SCOPE: To provide installation, repair, and other technical services to meet the technology needs of stakeholders in the Timberlane Regional School District/SAU#106 while maintaining confidentiality of all users and district information. To assist SAU#106 toward the accomplishment of the mission as listed in the Timberlane Regional School District Technology Plan.

POSITION DUTIES AND RESPONSIBILITIES:

- Promote the effective, equitable and efficient use of technology to enhance the educational process for all students.
- Remain current in existing and newly emerging technologies in the areas of software, hardware, networking, telecommunications, interactive, video/audio technologies, and other related technologies.
- Serve as “first response” troubleshooter for computers, printers, tablets, related peripherals, and wired and wireless network components. Respond to problem calls related to software, equipment, or operational failures and place repair calls or act as necessary.
- Demonstrate expertise in assisting end-users in the use of technology tools.
- Assist the Technology Director to maintain software/hardware inventory. Receive, register, and distribute hardware and software.
- Maintain, update and deploy software/hardware images for desktops, chromebooks, laptops and tablets. Maintain and update device management policies.
- Perform software/hardware and networking installations as directed.
- Collaborate with other technology support personnel to ensure consistent and uniform implementations district wide. Collaborate with Educational Technology Integrator(s) to provide for technology training when required.
- Create and maintain user accounts.
- Coordinate with service providers for equipment repair.
- Apply all aspects of the Timberlane Regional School District Acceptable Use Policy including ethical and legal standards in planning and implementing technology maintenance and use.
- Interact and work as a cooperative team member with other Timberlane Technology team members to promote consistency of network solutions.
- Serve as lead on assigned technology projects, including planning, scheduling, implementation, and documentation.
- Organize and coordinate work with other technicians to ensure projects and daily support tasks are completed efficiently and consistently.
- Mentor, guide, and support other technicians by providing training, sharing best practices, and fostering professional growth
- Maintains confidentiality of information.
- Must comply with all Timberlane School District policy and building / department rules, procedures, practices, and objectives.
- Performs all duties in a professional and appropriate manner while interacting with students, parents, faculty, administration and co-workers.
- Performs other tasks and assumes other responsibilities as assigned by their supervisor.

MINIMUM QUALIFICATIONS:

Education and Experience:

- Bachelor's degree in a technical discipline or five years hands-on experience supporting desktop computers, laptops, chromebooks, tablets, printers, and related peripherals, including software installations, troubleshooting and repair. Experience with other instructional technologies and related hardware such as digital cameras, LCD/Laser projectors, smart boards, audio and video systems, etc.
- Experience working in K-12 schools is preferred.

Necessary Knowledge, Skills, and Abilities:

- Ability to analyze and solve software/hardware problems with skills consistent with A+ certification.
- Experience with Windows (server and client), Chrome OS, iOS, Linux, and other operating systems.
- Experience with supporting Google applications (Drive, Docs, Sheets, Slides, etc.)
- Understanding of network protocols such as TCP/IP, DNS, DHCP, NAT, HTTP, FTP, POP, SMTP, etc. in a wired and wireless environment.
- Experience with a wide variety of commercial and open-source software implementations.
- Ability to effectively train technology users in software/hardware use, both one-on-one and in groups.
- Industry/vendor certifications a plus.
- Strong communication, listening and customer service skills.
- Strong team player.
- Ability to communicate with a variety of people, both in person and over the telephone.
- Ability to read various computer screens to solve hardware/software problems.
- Ability to lift computer hardware during installation and repair.
- Ability to drive to various schools to provide field support.

LICENSURE AND CERTIFICATION REQUIREMENTS:

Valid state driver's license for district-wide travel.

PHYSICAL ACTIVITY REQUIREMENTS:

Primary Physical Requirements:

(Not, Rarely, Occasionally, or Frequently Required)

1. Lift up to 10 lbs:	Frequently required
2. Lift 11 to 25 lbs:	Frequently required
3. Lift 25 to 50 lbs:	Occasionally required
4. Lift over 50 lbs:	Rarely required
5. Carry up to 10 lbs:	Frequently required
6. Carry 11 to 25 lbs:	Frequently required
7. Carry 26 to 50 lbs:	Rarely required
8. Carry over 50 lbs:	Rarely required
9. Reach above shoulder height:	Occasionally required
10. Reach at shoulder height:	Occasionally required
11. Reach below shoulder height:	Frequently required
12. Push/Pull:	Frequently required

Hand Manipulation:

(Not, Rarely, Occasionally, or Frequently Required)

1. Grasping:	Frequently required
2. Handling:	Frequently required
3. Torquing:	Occasionally required
4. Fingering:	Frequently required
5. Controls and Equipment:	District software including but not limited to Microsoft Office, ARD, MRD and AIM, MacBook's, Desktop PC's, assorted servers, test equipment, hand tools, ladders.

Other Physical Consideration:

(Not, Rarely, Occasionally, or Frequently Required)

1. Twisting:	Occasionally required
2. Bending:	Occasionally required
3. Crawling:	Occasionally required
4. Squatting:	Occasionally required
5. Kneeling:	Occasionally required
6. Crouching:	Occasionally required
7. Climbing:	Occasionally required
8. Balancing:	Frequently required

Cognitive and Sensory Requirement(s):

1. Talking	Necessary for communicating with others.
2. Hearing	Necessary for receiving instructions and inquiries.
3. Sight	Necessary for doing job effectively and correctly.
4. Tasting and Smelling	Not required

Summary of Occupational Exposures:

Electricity, compressed air, printer toner. Some exposure to cleaning fluids, office machine toner and disinfectants.

Applicants will be subjected to a criminal background check required by state law.

The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required.

**External and internal applicants, as well as position incumbents who become disabled as defined under the Americans With Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case-by-case basis.*



EXECUTIVE SUMMARY

ED 306 Rules - Update

April 30, 2026

Background

In December of 2024, the New Hampshire State Board of Education approved revisions to the [Minimum Standards for Public School Approval](#) (ED 306 Rules), which will take effect on July 1, 2026. As a result, districts must review and revise local policies, evaluate curricula, and ensure that locally developed competencies align with state standards and graduation requirements.

In October 2025, the TRSD School Board was first provided with a policy planning table to guide this work. The updated table, included on the following pages, organizes required policy revisions by priority level (top, high, and moderate) and has been used by the Policy Committee to monitor progress. It also shows the current status of each policy, along with timelines for Policy Committee review and School Board consideration and approval. Policies highlighted in green indicate those that have been fully revised and adopted by the TRSD School Board.

Respectfully Submitted,

Sandra Allaire

Assistant Superintendent



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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ED 306: Prioritized Policy Updates

● Top Priority – Legally Required & Foundational Shifts

These are *essential for compliance* and form the backbone of Ed 306 revisions. Districts should act on these **immediately**.

Policy Code	Title / Rationale	Status / Plan for Review
IK	Earning of High School Credit: Achievement of Competencies - Completely revised to align with Ed 306's shift from seat time to competency-based credit awarding. - Incorporates former policies: IKAA (Interdisciplinary Credit), ILBAA (Graduation Competencies), and IMBC (Alternative Credit Options).	PC 1st Read - 9/4/25 PC 2nd Read - 10/2/25 SB 1st Read - 10/16/25 SB 2nd Read / Adoption - 11/6/25
IKF	Graduation Requirements - Reflects new 20-credit minimum and required use of locally defined competencies. - Updated to allow for multiple diploma pathways and integrate early graduation (IKFA rescinded). - Must be customized for cohorts entering 9th grade in 2026–27.	PC 1st Read - 10/2/25 PC 2nd Read - 11/6/25 SB 1st Read - 11/20/25 SB 2nd Read / Adoption - 12/4/25
IHBH	Extended Learning Opportunities - Now mandatory for high schools, and required for middle schools offering ELOs. - Must be clearly articulated, documented, and tied to competencies.	PC 1st Read - 9/4/25 PC 2nd Read - 10/2/25 PC 3rd Read - 11/6/25 SB 1st Read - 11/20/25 SB 2nd Read / Adoption - 12/4/25
IHBI	Alternative Learning Plans - Refocused to address individualized plans, not standing programs. - Important for equity and personalization, particularly for struggling or accelerated learners.	PC 1st Read - 11/6/25 SB 1st Read - 11/20/25 PC 2nd Read - 12/4/25 SB 2nd Read / Adoption - 12/18/25
IJ	Instructional Resources and Plan - Now required per Ed 306.08. - Districts must have a formal plan to review, select, and revise instructional materials regularly.	PC 1st Read - 11/6/25 SB 1st Read - 11/20/25 SB 2nd Read / Adoption - 12/4/25
BGAA	Policy Development, Adoption, and Review - Updated to require that policies be posted and accessible on school websites (per Ed 306.04). - Addresses public transparency and ADA accessibility.	PC 1st Read - 11/6/25 PC 2nd Read - 12/4/25 SB 1st Read - 12/18/25 SB 2nd Read / Adoption - 1/8/26

● High Priority – Instructional, Operational, and Wellness Impacts

These support required changes or carry significant implications for daily school operations, instruction, and student well-being.

IIB	Class Sizes and Student-Educator Ratios Updated to reflect new flexible ratios using “educators,” including certified paraprofessionals.	PC 1st Read - 12/4/25 PC 2nd Read - 1/8/26 (tabled)
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	Impacts staffing, scheduling, and budgeting.	
IKFG	Career Exploration, Readiness, Pathways, & Credentials - Expanded to include all grades, not just high school. - Required implementation by 2025–26 school year.	PC 1st Read - 9/4/25 SB 1st Read - 9/18/25 SB 2nd Read / Adoption - 9/18/25
IMBA	Remote Learning - Required only if the district offers remote learning options (e.g., snow days, medical plans). - Aligned with Ed 306.18 and includes criteria for progress monitoring and potential withdrawal of approval.	PC 1st Read - 12/4/25 PC 2nd Read - 1/8/26 SB 1st Read - 1/22/26 SB 2nd Read / Adoption - 2/19/26
IMAH	Daily Physical Activity - Requires monitoring and integration by the Wellness Committee. - Directly ties into USDA wellness requirements and Ed 306/310	PC 1st Read - 1/8/26 PC 2nd Read - 3/5/26 SB 1st Read - 3/19/26 SB 2nd Read / Adoption - 4/2/26
JIC	Student Conduct - Now must be ADA compliant and offer verbal access options when needed. - Impacts equity, inclusion, and legal defensibility	PC 1st Read - 1/8/26 PC 2nd Read - 3/5/26 SB 1st Read - 3/19/26 SB 2nd Read / Adoption - 4/2/26
JLCK	Special Physical Health Needs of Students Updated to include physical and emotional health policy requirements per Ed 306.04(b)(15).	PC 1st Read - planned for 6/4/26
🟡 Moderate Priority – Optional or Clarifying Updates - Optional or Clarifying Updates These policies are either optional, recommended, or housekeeping in nature, but still support Ed 306 alignment.		
IKB	Homework - Flexibility encouraged; local discretion to define practice. - Replaces prescriptive approach from prior 306.14	PC 1st Read - planned for 6/4/26
IMDB	Credit for 7th/8th Grade Coursework Optional, but aligns with revised Ed 306.04(b)(19).	PC 1st Read - planned for 6/4/26
IHCA	Summer Activities - Adds career readiness and competency opportunities in summer programs. - May be key for districts leveraging extended year offerings.	PC 1st Read - 9/4/25 PC 2nd Read - 10/2/25 SB 1st Read - 10/16/25 SB 2nd Read / Adoption - 11/6/25
JLIA	Supervision of Students Updated to reflect new definitions of school property under 306.04.	PC 1st Read - planned for 6/4/26



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

May 7, 2026

Second Read/Adoption

Policy	Changes/Recommendations
KEC - Challenged Materials (The title will be revised to Reconsideration of Library or Instructional Materials)	<i>Revisions since the first read include the following notation on page 3:</i> <i>"Policy IGE provides parents with guidance on how to request an exception to specific course materials for their student."</i> Initial revisions include renaming the policy, consolidating instructional and library materials that were previously separate policies, and removing procedural language to establish a standalone procedure.

Repeal

Policy	Changes/Recommendations
IJM - Challenged Materials	Notice was given to repeal Policy IJM on 4/16/26. This policy duplicates the original language of KEC: Challenged Materials, which is currently under full revision.

Note: In accordance with [Policy BGAA:G\(2\)](#), - On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy, or to suspend or revise an existing policy. In such instances, the meeting minutes should reflect the nature of the circumstances warranting the suspension of the normal procedures.

Timberlane Regional School District	Policy Code: KEC
Adopted: 01-01-83 Reaffirmed: 08-08-91 Reaffirmed: 02-24-05	Page 1 of 3

~~CHALLENGED MATERIALS RECONSIDERATION~~ ~~OF LIBRARY OR INSTRUCTIONAL MATERIALS~~ Policy and Procedures

~~Occasionally, objections to classroom or library materials will be made despite the care taken to follow school board policies on such selections.~~

~~If a complaint is made, certain procedures shall be followed, whether the complainant is a member of the School Board, Administrator, or other school personnel, parent, student, member of the community, or other concerned individual or group.~~

~~The Review Committee will consist of a minimum of five people, with the number always remaining odd. Members will be appointed annually by the building principal, who should consider the inclusion of the various involved constituencies: principal, library personnel, parent, teacher, and student (for the High School committee only).~~

~~Procedures to be followed:~~

- ~~1. If a question or complaint about specific materials cannot be resolved informally by the teacher, media person, or principal, the individual will be invited to file the objections in writing on a form provided for the purpose. (See KEC-X) The completed form will be sent to the Materials Review Committee.~~
- ~~2. The Materials Review Committee is charged with the responsibility of reading, viewing, and/or listening to the challenged materials in their entirety; to check the general acceptance of the materials by searching out reviews and evaluating them; to weigh the strengths and weaknesses of the material in question and to make a professional judgment based on the material as a whole.~~

~~When feasible, the Committee may wish to talk with professional staff members who selected the questioned material to ascertain their educational validity.~~

- ~~3. The Committee shall complete its work within thirty (30) school days of receipt of the completed form from the complainant. Its written report shall be submitted to the complainant and the Superintendent.~~
- ~~4. The Superintendent, after reviewing the complaint and recommendations, and upon consultation with the principal and Review Committee, formulates a decision.~~

Timberlane Regional School District	Policy Code: KEC
Adopted: 01-01-83 Reaffirmed: 08-08-91 Reaffirmed: 02-24-05	Page 2 of 3

- ~~5. The Superintendent informs the complainant, in writing, of his decision. Copies of the written decision and all pertinent materials are forwarded to the School Board, the Principal, and the Review Committee.~~
- ~~6. An opportunity will be provided for the complainant to appeal the decision to the School Board, who may elect to hear the complainant with the Superintendent, Principal, and the Review Committee.~~
- ~~7. The School Board shall make the final decision as to the disposition of the materials in question, and will inform the complainant in writing. All concerned parties will receive copies of the Board's decision.~~

~~During the investigation, the materials in question will remain in use until the review has been concluded, unless the Committee desires to remove or restrict the material until a final decision has been made.~~

Persons not in agreement with the school on its selection of books or other instructional material, who reside in one of the four towns that comprise the district (Atkinson, Danville, Plaistow, or Sandown), and who wish a particular book or material to be reviewed, must submit to the Principal a "Citizen's Request for Reconsideration of Instructional Materials." The request forms are available in Timberlane Regional School District Procedure KEC-R.

The Principal, upon receipt of a "Citizen's Request for Reconsideration" will acknowledge receipt to the resident complainant and list anticipated steps to be taken. The Principal will then notify the Assistant Superintendent to start the work of the Instructional Book/Materials Review Committee per procedure KEC-R.

The final decision and report of the Instructional Book/Materials Review Committee will be forwarded to the Superintendent of Schools, who will forward the report to the resident complainant. If the complainant is dissatisfied, the next step is to submit the request to the Superintendent of Schools for action. If the resident complainant does not accept the Superintendent's decision, that individual may, within ten (10) working days of the resident complainant's receipt of the Superintendent's decision, request a review by the School Board, whose decision will be final.

Timberlane Regional School District	Policy Code: KEC
Adopted: 01-01-83 Reaffirmed: 08-08-91 Reaffirmed: 02-24-05	Page 3 of 3

During the investigation, the library or instructional material will remain in use unless the Instructional Book/Materials Review Committee votes to remove the material until a final decision is made.

See also policy IJM.

Requests for Exceptions to Specific Course Materials

Policy IGE provides parents/guardians with guidance on how to request an exception to specific course materials for their student.

Appendix KEC-R
Appendix KEC-X

Timberlane Regional School District	Procedure Code: KEC-X ~~(also IJM-X)~~
Adopted: 01-01-83 Revised: 02-24-05	Page 1 of 1

CITIZEN'S REQUEST FOR RECONSIDERATION OF LIBRARY OR CLASSROOM MATERIALS

(Please fill in the appropriate blanks)

Title _____ Book _____ Periodical _____ Other _____

Author/Producer _____

Publisher/Distributor _____

Grade Level _____ Subject _____

Request initiated by: _____

Address: _____

Town _____ State _____ Zip _____ Telephone _____

Material used in classroom _____ Library/media Center _____

Do you represent:

Citizen Represents: _____ ~~himself/herself~~ self
 _____ An organization (name) _____
 _____ Other group (name) _____

1. ~~After reading / viewing / listening to the work, to what contents do you object? To what in the work do you object to?~~ Please be specific. ~~Cite pages or timestamps if possible:~~ _____

2. Did you read, view, or listen to the entire work? If not, what part or parts? _____

3. What do you feel might be the result of reading, viewing, or listening to this work? _____

4. For what age group would you recommend this work? _____

5. What do you believe is the theme or purpose of this work? _____

6. ~~Are you aware of the instructional purpose for using this work?~~ _____

 _____?

7. Are you aware of professional review of this work? _____

8. What would you like the school to do about this work? _____

_____ Do not assign or recommend to my child.

_____ Remove access to it for all students

_____ Reevaluate it

_____ Other. Please explain: _____

9. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated? _____

Signature: _____ Date: _____

(Please use the back of this form for additional comments)

~~See also Procedure JM X.~~

Timberlane Regional School District	Policy Code: IJM
Adopted: 01-01-83 Reaffirmed: 08-08-91 Reaffirmed: 02-24-05	Page 1 of 2

CHALLENGED MATERIALS

Policy and Procedures

Occasionally, objections to classroom or library materials will be made despite the care taken to follow school board policies on such selections.

If a complaint is made, certain procedures shall be followed, whether the complainant is a member of the School Board, Administrator, or other school personnel, parent, student, member of the community, or other concerned individual or group.

The Review Committee will consist of a minimum of five people, with the number always remaining odd. Members will be appointed annually by the building principal, who should consider the inclusion of the various involved constituencies: principal, library personnel, parent, teacher, and student (for the High School committee only).

Procedures to be followed:

1. If a question or complaint about specific materials cannot be resolved informally by the teacher, media person, or principal, the individual will be invited to file the objections in writing on a form provided for the purpose. (See IJM-X)

The completed form will be sent to the Materials Review Committee.

2. The Materials Review Committee is charged with the responsibility of reading, viewing, and/or listening to the challenged materials in their entirety; to check the general acceptance of the materials by searching out reviews and evaluating them; to weigh the strengths and weaknesses of the material in question and to make a professional judgment based on the material as a whole.

When feasible, the Committee may wish to talk with professional staff members who selected the questioned material to ascertain their educational validity.

3. The Committee shall complete its work within thirty (30) school days of receipt of the completed form from the complainant. Its written report shall be submitted to the complainant and the Superintendent.
4. The Superintendent, after reviewing the complaint and recommendations, and upon consultation with the principal and Review Committee, formulates a decision.
5. The Superintendent informs the complainant, in writing, of his decision. Copies of the written decision and all pertinent materials are forwarded to the School Board, the Principal, and the Review Committee.

Timberlane Regional School District	Policy Code: IJM
Adopted: 01-01-83 Reaffirmed: 08-08-91 Reaffirmed: 02-24-05	Page 1 of 2

6. An opportunity will be provided for the complainant to appeal the decision to the School Board, who may elect to hear the complainant with the Superintendent, Principal, and the Review Committee.
7. The School Board shall make the final decision as to the disposition of the materials in question, and will inform the complainant in writing. All concerned parties will receive copies of the Board's decision.

During the investigation, the materials in question will remain in use until the review has been concluded, unless the Committee desires to remove or restrict the material until a final decision has been made.

See also policy KEC.

Appendix IJM-X



NH School Administrative Unit 106 | Timberlane Regional School District

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MEMO TO: Boards of Selectmen of Atkinson, Danville, Plaistow, Sandown
FROM: Maria Watkins, C.F.O. / Business Administrator
DATE: 5/7/2026
RE: FY2027 Schedule of School District Monthly Payments

The following schedule indicates the financial needs of the Timberlane Regional School District as they are **estimated** for the first six months of the coming school year.

Date Due	Total	Atkinson	Danville	Plaistow	Sandown
July 1	\$7,390,000	\$1,779,154	\$1,305,698	\$2,313,114	\$1,992,034
August 1	\$8,868,000	\$2,134,985	\$1,566,838	\$2,775,737	\$2,390,440
September 1	\$8,129,000	\$1,957,069	\$1,436,268	\$2,544,425	\$2,191,237
October 1	\$5,173,000	\$1,245,408	\$913,989	\$1,619,180	\$1,394,424
November 1	\$3,695,000	\$889,577	\$652,849	\$1,156,557	\$996,017
December 1	\$3,695,000	\$889,577	\$652,849	\$1,156,557	\$996,017
Totals	\$36,950,000	\$8,895,769	\$6,528,492	\$11,565,570	\$9,960,169

We request your cooperation in meeting the dates promptly, as listed above. Obligations of salary, vendor and lease payments must be met promptly and each town is urged to see that these payments reach the School District office on the due date.

If there is the potential of a delay, please contact me.

Sincerely,
Maria Watkins

cc: Timberlane Regional School Board
K. Beattie, School District Treasurer
Town Treasurers

Job Postings

As of 5/1/26											
JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount	
Administration											
5254	Administration	Assistant Principal	Anticipated Assistant Principal cc438	Timberlane Regional School District	4/27/2026	Open until filled	7/1/2026	2026-2027	4	11	
5253	Administration	Principal	Elementary School Principal cc853	Danville Elementary	4/27/2026	Open until filled	7/1/2026	2026-2027	4	7	
Athletics/Activities											
5245	Athletics/Activities	Coaching	TRHS Boys Head Varsity Soccer Coach	Timberlane Regional High School	4/13/2026	open until filled	8/1/2026	2026-2027	18	3	
5246	Athletics/Activities	Coaching	TRHS Junior Varsity Golf Coach	Timberlane Regional High School	4/13/2026	Open until filled	8/3/2026	2026-2027	18	0	
Elementary School Teaching											
5256	Elementary School Teaching	Elementary Math Specialist	Anticipated Elementary Math Specialist cc128	Timberlane Regional School District	4/30/2026	Open until filled	8/25/2026	2026-2027	1	1	
5241	Elementary School Teaching	Music - General	Elementary Music Teacher cc1569	Atkinson Academy	4/7/2026	Open until filled	8/26/2026	2026-2027	24	8	
5233	Elementary School Teaching	Music - General	Elementary Music Teacher cc1654	Sandown North	4/3/2026	Open until filled	8/25/2026	2026-2027	28	8	
5252	Elementary School Teaching	Primary - Grades 1, 2, 3	One Year Assignment - Grade 3 Teacher	Sandown North	4/24/2026	Open until filled	8/25/2026	2026-2027	7	4	
5232	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	One Year Position - Grade 5 Teacher	Sandown North	4/3/2026	Open until filled	8/25/2026	2026-2027	28	8	
High School Teaching											
5136	High School Teaching	Mathematics	High School Mathematics Teacher cc311	Timberlane Regional High School	6/20/2025	Open until filled	8/25/2026	2025-2026	315	18	
5244	High School Teaching	Science - Physical Science	High School Science Teacher cc1896	Timberlane Regional High School	4/9/2026	Open until filled	8/25/2026	2026-2027	22	4	
5236	High School Teaching	Science - Physics	High School Science Teacher cc644	Timberlane Regional High School	4/7/2026	Open until filled	8/25/2026	2026-2027	24	4	
5231	High School Teaching	Music - Band	Music Teacher - High School Band cc352	Timberlane Regional High School	4/3/2026	Open until filled	8/25/2026	2026-2027	28	20	
Instructional Support Staff											
5152	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	7/10/2025	Open until filled	8/25/2025	2025-2026	295	13	
Maintenance/Custodial											
5201	Maintenance/Custodial	Custodian	Custodian - Second Shift cc2276	Timberlane Regional High School	1/8/2026	Open until filled	As soon as possible	2025-2026	113	6	
5248	Maintenance/Custodial	Custodian	Lead Custodian cc892	Pollard School	4/14/2026	Open until filled	7/1/2026	2026-2027	17	3	
5123	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	326	3	
Middle School Teaching											
5230	Middle School Teaching		In School Support Specialist cc1432	Timberlane Regional Middle School	4/2/2026	Open until filled	8/25/2026	2026-2027	29	11	
5249	Middle School Teaching	Library Media Specialist	Library Media Specialist cc102	Timberlane Regional Middle School	4/17/2026	Open until filled	8/25/2026	2026-2027	14	7	
5225	Middle School Teaching	Language Arts	Middle School English Language Arts Teacher cc1541	Timberlane Regional Middle School	4/2/2026	Open until filled	8/25/2026	2026-2027	29	23	
5243	Middle School Teaching	Mathematics	Middle School Mathematics Teacher cc1476	Timberlane Regional Middle School	4/8/2026	Open until filled	8/25/2025	2025-2026	23	2	
5227	Middle School Teaching	Social Studies	Middle School Social Studies Teacher cc1659	Timberlane Regional Middle School	4/2/2026	Open until filled	8/25/2026	2026-2027	29	20	
5234	Middle School Teaching	Physical Education	Physical Education/Health Teacher cc656	Timberlane Regional Middle School	4/6/2026	Open until filled	8/25/2026	2026-2027	25	11	
School Board											
5242	School Board	Timberlane School Board Recording Secretary	Timberlane Regional School Board Recording Secretary/Clerk	SAU 106 Timberlane Regional District office	4/7/2026	Open until filled	6/19/2026	2025-2026	24	0	
Secretarial/Clerical											
5229	Secretarial/Clerical	Executive Administrative Assistant	Executive Administrative Assistant to the Director of Student Services cc2126	SAU 106 Timberlane Regional District office	4/2/2026	Open until filled	7/1/2026	2026-2027	29	16	
Special Education											
5237	Special Education	Special Education Facilitator	Special Education Facilitator cc2606	Sandown North	4/7/2026	Open until filled	8/25/2026	2026-2027	24	0	
5250	Special Education	Special Education Teacher	Special Education Teacher	Timberlane Regional Middle School	4/20/2026	Open until filled	8/25/2026	2026-2027	11	1	
5251	Special Education	Special Education Teacher	Special Education Teacher cc1375	Timberlane Regional Middle School	4/22/2026	Open until filled	8/25/2026	2026-2027	9	1	
5238	Special Education	Special Education Teacher	Special Education Teacher cc199	Timberlane Regional High School	4/7/2026	Open until filled	8/25/2026	2026-2027	24	2	
5228	Special Education	Special Education Teacher	Special Education Teacher cc2732	Timberlane Regional Middle School	4/2/2026	Open until filled	8/25/2026	2026-2027	29	4	
Student Services											
5255	Student Services	School Counselor	School Counselor cc971	Danville Elementary	4/30/2026	Open until filled	8/25/2026	2026-2027	1	0	
5224	Student Services	School Nurse	School Nurse cc1963	The Learning Center at Sandown Central	4/2/2026	Open until filled	8/25/2026	2026-2027	29	7	
Substitute											
5122	Substitute	Substitute Teacher	Substitute Teachers, Paraeducators, and LNA 2025-2026 School Year	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	326	63	