



Thursday, June 18, 2026
AGENDA

Regular Business Meeting
SAU Boardroom

Justin Krieger, Superintendent
Katie Knutsen, Chair
Mark Sherwood, Vice Chair

1. 7:00 PM Call to Order – Chair
2. Roll Call – Minute Taker
3. Pledge of Allegiance
4. Student, Staff, Family Share
5. Approval of Minutes
6. Delegates and Individuals
7. Current Business
 - a. 2026-27 Music Department Calendar – ACTION
 - b. CTI Contract – ACTION
 - c. Elementary Physical Education Curriculum Revision: First Read – ACTION
 - d. Elementary Enrollment Update – INFORMATIONAL
 - e. Budget to Actual Report – INFORMATIONAL
8. Administrators’ Report
9. Personnel Report
10. Committee Reports/Reports of the School Board
11. Other Business
12. Nonpublic Session – if required.

DATE	TIME	LOCATION	TYPE OF MEETING
7/1/26	4:00 PM	SAU Boardroom	Curriculum & Assessment
7/2/26	5:00 PM	SAU Boardroom	Policy
7/14/26	1:00 PM	SAU Boardroom	Facilities
8/5/26	4:00 PM	SAU Boardroom	Curriculum & Assessment
8/11/26	6:15 PM	SAU Boardroom	Capital Improvement Plan
8/13/26	7:00 PM	SAU Boardroom	School Board

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

Timberlane Regional School Board Meeting Minutes

Regular Board Meeting
June 4, 2026
7:00 PM

Superintendent's Office
Greenough Road
Plaistow, NH

Call to Order

Board Members Present

Don Woodworth, Shawn O'Neil, Katie Knutsen, Jack Sapia, Shawna Manthorn
Mark Sherwood

Excused Absence: Paul LeCain, Marianne Springer, Alyssa Kowalczyk

Seated at the Board Table

Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Ginger Drechsel, Director of Student Services
Cameron Stack, Student Representative

Administrators Present:

Ken Henderson, Director of Technology

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

APPROVAL OF MINUTES

**MOTION: Mr. Sherwood motioned to approve the public meeting minutes of 5/21/26.
Seconded by Mrs. Manthorn Motion passed: 5-0-1 (Knutsen abstained)**

STUDENT REPRESENTATIVE

Cameron Stack highlighted events throughout the district. Some of those events include the High School graduation will be held on Saturday and the awards and scholarship night is next Thursday.

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The TRHS girl's tennis team made it to the state semi-finals but unfortunately did not win. The girl's lacrosse team is ranked number one and will play at home on Thursday.

The TRMS girls track team won the Tri-County Track Championship. All our ensembles have recently just completed their final concerts. There will be an instrument drive. The fifth graders from Atkinson Academy and Pollard School visited the middle school and tomorrow the fifth graders from Danville and Sandown will do the same. The seventh grade students have been presenting their Make a Difference projects this week. The fifth graders from Sandown North participated in the DARE ceremony on Friday, May 29th and had a barbeque. He thanked Sergeant Sable and Chef Gordon for partnering with our school to bring the program to the students.

Cameron stated this was his last School Board meeting and he thanked the Board for an amazing year. He was grateful for the experience and said it was great to see how it works behind the scenes and to learn how much the Board members do to support the students.

DELEGATES & INDIVIDUALS

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

CURRENT BUSINESS

A. NHSBA Student School Board Member Scholarship Award Presentation

Mr. Barrett Christina, Executive Director of the New Hampshire School Boards Association, presented Cameron Stack with the 2026 NHSBA Student School Board Member Scholarship for the South Central Region. The factors considered for award winners are academic achievement, active participation in school-sponsored and extracurricular activities, community service activities, and an essay on the topic: "The Role of the Student Voice in Decision-Making." Cameron's academic accomplishments are numerous. He has maintained an outstanding grade point average while taking many rigorous courses. Cameron has also received numerous academic awards, including four years of Honors with Distinction, National Honor Society, Science Honor Society, and Drama Honor Society.

In addition to being an accomplished student, Cameron has participated in many extracurricular and community-based activities, including Student Council, Boy Scouts, Merrimack Valley Philharmonic Orchestra and the Timberlane Performing Arts Center.

B. Audit Engagement Letter

Mr. Krieger presented the audit engagement authorization letter for the period ending on June 30, 2026, submitted by Plodzik & Sanderson, P.A.

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MOTION: Mr. O’Neil motioned to authorize the chair to sign the engagement letter with Plodzik & Sanderson for the Timberlane Regional School District’s annual audit. Seconded by Mrs. Manthorn Motion passed: 6-0-0

C. TRSD Website Presentation

Mr. Henderson gave a presentation on the new District website. He explained the reason behind the decision for a new website. Some of the reasons were the data was hard to find, search was limited and community engagement was limited. They evaluated several providers and an RFP was issued. Mr. Henderson provided a demonstration on the navigation of the new website. The search feature is now AI Chat Bot search. There is user feedback asked on every session because this is a work in progress and he is actively monitoring and adjusting the website. This new website also provides more community engagement. He added that web accessibility is no longer just a recommended best practice, it is generally a legal requirement and needs to be ADA compliant and he provided how the website meets this legal requirement.

Mr. O’Neil referred to one of the things he brought up at one of his first meetings here. It was about trying to streamline our right-to-know requests. He can envision a school board tab on there for that and it would have sort of a table of contents including the dates of a right to know submissions, who requested it, and a link to all the dataset for that. It will all be transparent.

Mrs. Manthorn questioned if there are any legal ramifications to posting the name of the person who requested the right-to-know.

Mr. O’Neil stated that is also public information and the SAU has received a right-to-know request on the right-to-know request log.

D. Notice of NHSBA 2026 Call for Resolutions

Mr. Krieger explained the Board can submit one or more resolutions to the New Hampshire School Boards Association. This deadline is July 3rd. If there was a potential for the board to want to move something forward, we would need to get that information so we could put it on the June 18th agenda so the board can have a discussion and a vote on whether to move that resolution, or resolutions forward. It can be a new resolution, or it can be a revision of a current resolution. He will also follow up and resend the Board members the resolutions from the New Hampshire School Administrators Association.

E. Repeal Policy IJM: Challenged Materials

A full Board is required for a vote to repeal the policy. This will be on the next agenda.

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9. ADMINISTRATOR'S REPORT

Mrs. Drechsel wanted to recognize our ESOL teachers and our nurses and our social workers and counselors. In addition, we have our special education staff, which includes our physical therapists, our occupational therapists, our speech therapists, our paraprofessionals, our administrative assistants, our BCBA's, our psychologists, our special education teachers, our special education coordinators, our facilitators, our out-of-district coordinator, our Child Find coordinator, and our specialized transportation staff. These are the staff who help support all these students within those specialized groups. We also couldn't do this without our administrators and our regular education teachers. Everybody is a part of student services. The success of our kids would be not what it is if all of them weren't a part of this process.

Currently, she stated we're in the middle of dealing with a lot of transitions, and working with our kids so that they progress from one school, one developmental level to another. We've got Kindergarteners going to grade one at Sandown. We've got fifth graders moving to sixth grade at the Middle school. We've got eighth graders moving to ninth grade. We talk about transitions a lot and how important they are but the amount of time and dedication that goes into the conversations with the kids, the planning, the preparation, it's important to acknowledge the work that goes into that.

Mrs. Drechsel talked about the PAGES process and stated we're coming to the end of that audit. We will get our PAGES report sometime in early July. She looks forward to coming back to the Board in the Fall with the information and the results of that. For the future, it's going to give us our roadmap as the things that we need to be thinking about, the things that we need to improve, the things that we might need to address.

Mrs. Drechsel stated the future is really thinking about what's next. We're already planning for ESY, we're planning and staffing for the fall. We're thinking about service delivery. We're thinking about schedules. We're thinking about needs of students. We're in the moment, we're thinking about the future all at the same time. And it's a lot for this team to do while they're also trying to serve and work with students on a day-to-day basis.

Mrs. Allaire informed the Board of some of the processes that we go through as a district connected to federal funding. The grants we are eligible for beyond IDEA, which supports largely our special education population, are Titles I-A, II-A, and IV-A. Each of those grants are connected to statutes and federal requirements. They all serve different purposes. Something that is different now is we are required to engage in what's considered a comprehensive needs assessment and she described what that involves.

She explained once we have our data, we will be bringing together a stakeholder team that includes staff, student, and parent representation to review the data, to identify what needs emerge from all of those categories, and to then determine if those needs are in fact priorities for us. From there, we will develop budgets. That information, once developed, will be posted publicly. The goal is that it will be posted publicly before our next board meeting, which is why I'm informing you of that, in case you have questions or questions should come to you.

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She understands this is a short timeline. All of this has to be finalized by the third week of June so that we can then develop our budgets which are due to the Department of Ed on July 1st.

Mrs. Allaire explained that the administration team gathered our building department leaders, both at the district level and school level, yesterday in different sessions because we still have to manage our schools during the school day. We engaged in three-hour PD sessions which really focused on developing our collective understanding through a book study around research behind the connection between the brain and body response systems that impact behavior, so that we can have a better understanding about how different students, individuals, adults and children all respond differently in different situations, and how that impacts the way in which we may respond in different moments and how we respond to those behaviors

Mr. Krieger provided some follow-ups from the last meeting. The first was about screen time. His is going to continue to work with Mr. Henderson, and he hopes to bring something back to the Board on June 18th and hopefully write up a little summary.

He mentioned there was an inquiry about the fiscal '26 projection, and wanting some information about how the board aligned to the voted budget and what were some decisions they made early to align to it. In addition, to provide decisions that they made after the spending freeze in March. Mr. Krieger would like to be able to take some time, put together a presentation, and work with the Board to get it on the agenda for the 18th.

Mr. Krieger referred to the follow-up on the multi-age classroom history. He stated they will still dig into doing some research about how Timberlane had it, and then more importantly, the reason it went away. He'll bring that back when they have that information as well.

Mr. Krieger announced the District received recognition from the New Hampshire Bureau of Special Education. They do indicator audits for us. One of the things they were looking at is post-secondary transitions. It's actually Indicator 13. He stated they are at 100% compliance now with those random audits.

Mr. Krieger stated they have received the New Hampshire retirement rates going into the next two fiscal years. They set these rates for two years, fiscal '28 and fiscal '29. Both the staff rate and the teacher rate have remarkably decreased. He offered some good news on the IDEA allocation or projected allocation for next year. It's a small increase, about \$20,000, but we're happy that it's not a decrease and that we're maintaining some level funding, and that's the projection for the IDEA grant moving into next year as well.

On June 18th, we have a school board meeting here, but we're also going to have a meeting to discuss school board goals after that. I just want to remind folks of that. It'll be two parts, a public meeting and then a non-meeting with the attorney to discuss those pieces afterwards.

Lastly, Mr. Sapia joined him at the Board of Selectmen meeting in Atkinson on Monday. One of the things that came up in that conversation was this idea of where the district is going to land this year in terms of its projection, and what people can expect in terms of some tax relief based on an unassigned fund balance. Mr. Krieger thought it was a good opportunity to be very clear on this. He stated for the

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folks to expect a large or substantial unassigned fund balance this year, he wanted to let them know that we don't expect that to happen. The District operated and aligned to the voted budget and spent the voted budget. It was about a \$10 million difference between both fiscal years. He added that they have not been talking that language all year.

10. Personnel Report

MOTION: Mrs. Manthorn motioned to approve the professional nominations of: Joshua Letendre, Music Teacher, Sandown North; Julie Sullivan, Music Teacher, Atkinson Academy; Tiffany Eaton, Principal, Danville Elementary; Daniel Sherman, Music Teacher, TRHS. Seconded by Mr. Sherwood Motion passed: 6-0-0

MOTION: Mrs. Manthorn motioned to approve the professional resignation of Philip Balanoff, PE/Health Teacher at TRMS and thanked him for his time in the district. Seconded by Mr. Sherwood Motion passed: 6-0-0

COMMITTEE REPORTS

Mr. Sapia sat in on the curriculum committee. He stated it was quite enlightening and he enjoyed his time there.

Mr. Woodworth mentioned the Policy Committee had some interesting conversations related to questions we've asked at the board level for the policy committee to consider conduct of meetings, for example, when the Board wants to combine approval of a first and a second read. We also have to make sure when we change language in a policy, that we're not being inconsistent in the process. It's going to take a little time, but I think the first read will be coming to you soon.

Mrs. Knutsen stated at our next meeting we'll be talking about our Board goals. She asked the Board to look for an email from her. It'll have our current goals and then maybe even one of our previous ones just to look at. That way, people have a chance to look at those and have some ideas when you come. She asked if any member is unable to come, please email her or Mr. Sherwood.

Mr. Sherwood spoke about Facilities. They were talking about the envelope of the building and it is not as cookie cutter as anybody would like. There are a lot of questions that have yet to be answered. There was a segment of the exterior that was taken off, and there was some water intrusion, and there was some mold on the exterior. Two other sections were taken down. They were both bone dry. That presents the possibility of not having to take everything down. However, the gypsum board that is there had a product that is no longer manufactured and supported by the manufacturer. So then the question is, once we're going to put on different vapor barriers, water barriers, will that be effective and who will certify and/or warranty that. So obviously, the cost implications of doing everything or just portions are drastically different. We're trying to do our due diligence and make certain we take care of the property without creating a larger job than is required.

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Where it is left right now is we will be having a representative from Henry, which makes a blueskin product that we're going to be utilizing, come in and actually take a look at it and make certain that they are comfortable with the viability for what we are hoping is the majority of the exterior to treat that. So that's one thing that we are researching.

Additionally, we are looking at pricing for what happens if they will not certify it and we have to take it all out, or another cost estimate. If 20%, if 30% needs to be removed, what are the cost implications of that. One other thing that was discussed at Facilities is the windows. There are approximately 64 windows that are involved that were installed in the year 2000. So, in addressing the exterior of the building, we need to at least ask the question and address it one way or the other. Do we replace the windows at the same time. The windows are flange windows, which will make it more complicated once we put on a new exterior, should they need to be replaced. I'm interested in feedback from this group.

Mr. Sapia said he reached out to Georgia-Pacific which we talked about at the meeting. He was going to talk to the rep at G-P, and we had a confidential conversation. They won't make any recommendations. Just because the standards have changed doesn't mean it's still not a viable material. He reached out to a number of different resources, and everyone had the same suggestion. He read it for the Board and he thinks it makes a lot of sense. Mr. Sapia is recommending that the school board explore an independent building envelope engineer consultant to evaluate the conditions of the existing exterior gypsum sheathing at the high school prior to making a financial decision regarding repair, remediation, or replacement. He said it really comes down to the guy from Henry, because that's what everything is going to attach to, saying whether this gypsum is good or not.

To date, several exploratory openings have been performed. The architect, administration, project management teams, and contractors each play an important role in the successful completion of this project. He said each approach the project from a different professional perspective, including design responsibility, project administration, scheduling, budgeting, and risk assessment. The school board's responsibility is much different. The Board is responsible to ensure that the decisions involved are supported by objective evidence, sound engineering judgment, and prudent stewardship of the tax resources. For that reason, he believes the board would benefit from receiving an independent technical assessment from a qualified building envelope professional whose sole responsibility is to evaluate the existing conditions and provide unbiased recommendations.

Mrs. Manthorn said this is super valuable information, but she is wondering if the Board could table this conversation. There's an action item that's coming out of Facilities to have somebody come out and look at that piece of it. Once you gather that information as a committee, potentially it can be an agenda item to come present the whole situation. She stated she doesn't know what the timeline is in terms of the scope of work and if there's exposed walls open and it's a safety thing, but she is not opposed to having a third neutral party come in and look at all the circumstances top to bottom and give an opinion.

Mr. Sapia stated he is asking the Board to give Mr. Sherwood and himself the latitude to go out and explore what they can bring to the table.

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Mrs. Knutsen stated that it sounds like this could be on their August meeting, the Facilities committee will have had time to meet, get us answers about the stuff that you want to put on the gypsum board. It sounds like the Facilities Committee is going to look at maybe some other party to possibly come in and be an independent review. In the meantime, she asked Mr. Sapia to send all those people that he named off who gave an opinion about why we need this, along with any data there may be to back that up.

OTHER BUSINESS

Mr. Sapia talked about the Atkinson Academy building. It was built in 1803 and it's a national historical building. He wants to make sure when we do work in that building, that we're doing everything to restore it back to its original state. In other words, he believes we have an obligation to use the right materials. He doesn't think we should be putting drywall where it should be plaster. He doesn't think we should be putting carpet where it should be hardwood, and he would rather do nothing at all than not do it right. It's about the preservation of this very important national historical site.

Mr. Sapia said he went over the RFP's again. The policy states that 40% of the evaluation is based on price and then 60% is based on almost the same exact thing. He believes 60% is subjective. It was always based on price unless there was something dramatically wrong with the contractor. It's the low bidder who gets the job. They usually have to give two or three references. Here, it's weighted and we have the discretion to circumvent the pricing. He stated that doesn't feel right.

Mrs. Knutsen said that's a Board policy, and it states with bids and stuff like that and RFPs, that because sometimes the lowest bidder could be a detriment, it gives the Board and the department's discretion because it might be the second lowest bidder who is actually better.

Mr. Sherwood understands where Mr. Sapia is coming from. He mostly agrees, but explained they need the flexibility.

Mr. O'Neil suggested to Mr. Krieger, that it would be a good idea to have different organizations underneath him get together and talk about this past year at some point. They would discuss what went well and what didn't go well. You can get some really good feedback.

There was no further public business.

MOTION: Mrs. Manthorn motioned to enter non-public under RSA 91-A:3, Paragraph II (C) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mr. Sherwood Motion passed 6-0-0

Sapia – yes Woodworth – yes Knutsen – yes Sherwood – yes Manthorn – yes
O'Neil - yes

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The Board entered non-public session at 8:57 PM.

The Board returned to public session at 9:11 PM to seal the minutes and adjourn.

MOTION: Mr. O’Neil motioned to seal the non-public minutes of 6/4/26. Seconded by Mrs. Manthorn Motion passed: 6-0-0

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

2026-2027 Timberlane Regional Performing Arts Center - **WORKING** - Music & Drama Schedule of Events

Month	Date	A/B	Day	Event	Time	Place
AUG	13	-	Thu	HS Freshman Band Night	5:00pm-7:00pm	Band Hall
	17-21	-	Mon-Fri	HS Marching Band Camp	8:00am-4:00pm	PAC
	27	A	Tue	First Day of School		
	28	B	Fri	HS Chorus Camp	2:30pm-6:00pm	PAC
	29	-	Sat	HS Chorus Camp	9:00am-2:00pm	PAC
	30	-	Sun	HS Chorus - Fisher Cats Game	TBD	Delta Dental Stadium, Manch.
	31	A	Mon	Elementary Jump-Start Lessons	4:15pm-6:15pm	PAC
SEP	1	B	Tue	Elementary Jump-Start Lessons	4:15pm-6:15pm	PAC
	2	A	Wed	Elementary Jump-Start Lessons	4:15pm-6:15pm	PAC
	4	(no school)	Fri	Football Game vs Londonderry Athletics	6:30pm	Timberlane Regional HS
	11	B	Fri	Football Game @ Winnacunnet High School	7:00pm	Winnacunnet HS
	17	B	Thu	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
	18	A	Fri	Football Game vs Exeter High School w/ Orchestra & Chorus	6:30pm	Timberlane Regional HS
	25	B	Fri	Football Game @ Manchester Memorial HS	6:30pm	Manchester Memorial HS
	30	A	Wed	Music Department Trip Meeting (if needed)	5:00pm	Auditorium
OCT	2	A	Fri	Football Game vs Dover High School w/ 8th Grade	6:30pm	Timberlane Regional HS
	8 or 22	A or B	Thu or Thu	HS Arts Night	6:30pm	Recital Hall
	9	B	Fri	Football Game vs Spaulding High School	6:30pm	Timberlane Regional HS
	15	A	Thu	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
	16	B	Fri	Football Game @ Merrimack High School	6:30pm	Merrimack HS
	TBD	-	Sat	NHASTA Fall Orchestra Festival	7:00am-8:00pm	Salem, NH
	17	-	Sat	Jazz All-State Auditions	9:00am	Londonderry HS
	17	-	Sat	Dover Band Show	6:00pm	Dover HS
	23	A	Fri	Football Game vs Goffstown School District	6:30pm	Timberlane Regional HS
	29	A	Thu	Spooky Concert After Dark	6:30pm	Auditorium
30	B	Fri	Spooky Concert (during school day)	8:30am	Auditorium	
NOV	5,6,7	A,B,-	Thu,Fri,Sat	Timberlane Players - Fall Play	6:30pm - Sat Mat 1:00pm	Recital Hall
	10	B	Tue	NHASTA Fall Orchestra Festival	TBD	Salem HS
	14	-	Sat	Mattress Fundraiser	9:00am-5:00pm	HS Café
	19	B	Thu	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
	21	-	Sat	All State Auditions	8:00am	Manchester Memorial

DEC	7	A	Mon	MS Band Concert (7th & 8th)	6:30pm	Auditorium
	9 (ER)	A	Wed	HS Jazz & Modern Band Concert	6:30pm	Auditorium
	13	-	Sun	HS Winter Concerts (band, orch, chor, gui orch)	12:00-4:00pm	Auditorium
	15	A	Tue	MS Orchestra (7th & 8th)	6:30pm	Auditorium
	16	B	Wed	MS Chorus Concert (7th & 8th)	6:30pm	Auditorium
	17	A	Thu	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
	21	A	Mon	Grade 6 Concerts (band,orch,chor)	6:30pm	Auditorium
	12/24-1/1	-		Holiday Break		
JAN	9	-	Sat	NHBDA Chamber All State Festival	All Day	UNH
	11	A	Mon	MS Beginning Band & Orchestra Concert	6:30pm	Recital Hall
	12	B	Tue	Danville Winter Concert	6:30pm	Auditorium
	13	A	Wed	Pollard Winter Concert	6:30pm	Auditorium
	19	B	Tue	Atkinson Winter Concert	6:30pm	Auditorium
	20	A	Wed	Sandown Winter Concert	6:30pm	Auditorium
	21	B	Thu	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
	22	A	Fri	MS ACDA Chorus Festival	All Day	PAC
	23	-	Sat	NHBDA Jazz Clinic	9:00am	TBD
	27	A	Wed	Music Department Trip Meeting (if needed)	5:00pm	Auditorium
	28 (29SD)	B (A)	Thu (Fri)	Rockingham County Music Festival	All Day	Timberlane PAC
	30	-	Sat	Middle School Musical Tech Rehearsal	11:00-6:00pm	Auditorium
FEB	4,5,6	A,B,-	Thu,Fri,Sat	NHMEA All State Jazz Festival **	2:30pm	Pinkerton Academy
	9	B	Tue	High School Tri-M Induction Ceremony	6:30pm	Recital Hall
	10 (ER)	A	Wed	Timberlane Players - One Acts Night	6:30pm	Recital Hall
	13 (14SD)	-	Sat (Sun)	Middle School Musical	1:00 & 7:00pm	Auditorium
	16	A	Tue	HS Great American Songbook Concert	6:30pm	Recital Hall
	18	A	Thu	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
	2/22-2/26	-	Mon-Fri	Winter Vacation		
MAR	8	B	Mon	NHBDA Middle Level Honors Festival	8:00am	Pinkerton Academy
	3	B	Wed	Music Faculty Recital	6:30pm	Recital Hall
	4	B	Thu	HS Arts Night	6:30pm	Recital Hall
	10	A	Wed	HS/MS Jazz Concert	6:30pm	Auditorium
	11	B	Thu	Guitar Orchestra & Modern Band Concert	6:30pm	Auditorium
	16	A	Tue	Grades 8-12 Chorus Concert	6:30pm	Auditorium
	17	B	Wed	Grades 8-12 Band Concert	6:30pm	Auditorium
	18	A	Thu	Grades 6-12 Orchestra Concert	6:30pm	Auditorium
	19	B	Fri	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
	20	-	Sat	NHASTA Stringfest	9:00am-4:00pm	Timberlane PAC

20	-	Sat	UNH/Clark Terry Festival		10:30am	UNH
20	-	Sat	Large Group Festival			
22	A	Mon	Elementary Grade 5 Band Rehearsal		6:00pm	Auditorium
23	B	Tue	Grades 6 & 7 Chorus Concert		6:30pm	Auditorium
24	A	Wed	Grades 5-7 Band Concert		6:30pm	Auditorium
25	B	Thu	OPEN PIT		TBA	Auditorium

APR	9,10, 11	A,-,-	Fri,Sat,Sun	HS Musical	6:30pm (Fri, Sat) & 1:00pm (Sat,Sun)	Auditorium
	12	B	Mon	All District Elementary Beginner Strings Rehearsal	6:30pm	Auditorium
	13	A	Tue	All District Elementary Beginner Instrumental Concert	6:30pm	Recital Hall
	15,16,17	A,B,-	Thu,Fri,Sat	NHMEA All State Music Festival **	2:30pm	Concord, NH
	16	B	Fri	NHMEA Elementary Honors Choir	TBD	Concord, NH
	19	A	Mon	Music Department FINAL Trip Meeting (Mandatory)	5:00pm	Auditorium
	21	A	Wed	SN/DS/ Grades 4,5 & Advisories Chorus Concert	6:00pm	Auditorium
	21	A	Wed	AA/PS/ Grades 4,5 & Advisories Chorus Concert	7:00pm	Auditorium
	22	B	Thu	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
	4/26-4/30	-	Mon-Fri	Spring Break / Music Department Florida Trip		

MAY	10	A	Mon	Solo & Ensemble Night	6:30pm	Auditorium
	8	-	Sat	NHMEA Middle School Festivals (Band, Orchestra, Chorus)	All Day	TBD
	11	B	Tue	Elementary Grades 4 & 5 Orchestra Rehearsal	6:30pm	Auditorium
	12 (ER)	A	Wed	Grades 4-8 Orchestra Concert	6:30pm	Auditorium
	18	A	Tue	HS Guitar Orchestra, Modern Band & HS Chorus Concert	6:30pm	Auditorium
	19	B	Wed	HS Band Concert	6:30pm	Auditorium
	19	B	Wed	HS Orchestra Concert	7:30pm	Auditorium
	20	A	Thu	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
	25	B	Tue	MS Chorus Concert - Grades 6, 7, 8	6:30pm	Auditorium
	26	A	Wed	HS Jazz Concert	6:30pm	Auditorium
	29	-	Sat	Memorial Day Parade w/ MS Band	9:00am	Danville
	31	-	Mon	Memorial Day Parades w/ HS Band/Chamber Singers	9:00am	Plaistow/Atkinson/Sandown

JUN	1	B	Tue	HS Drama Awards - Timbys	6:30pm	Recital Hall
	2	A	Wed	MS Band Concert	6:30pm	Auditorium
	3	B	Thu	Elementary Trials	5:00-7:00pm	PAC All Rooms
	4	A	Fri	HS Music Awards	6:00pm	Auditorium
	7	B	Mon	Elementary Trials	5:00-7:00pm	PAC All Rooms
	14	A	Mon	Elementary Beginner Lessons	4:00-7:30pm	PAC All Rooms
	15 (ER)	B	Tue	Last Day of School		
	15	B	Tue	Elementary Beginner Lessons	4:00-7:30pm	PAC All Rooms
	16	-	Wed	Elementary Beginner Lessons	4:00-7:30pm	PAC All Rooms

17	-	Thu	Timberlane Players - Milkmen Show	6:30pm	Recital Hall
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6/12/2026

- District Music events
- Drama events
- Football Game-HS Marching Band
- Rehearsals
- Off site events

Please note: We do everything we can to adhere to the calender as posted, BUT changes may occur that are beyond our control. Please check the website and stay in contact with teachers to be made aware of any changes.

**** indicates NHMEA sponsored overnight event requiring fieldtrip approval**



June 18, 2026

Executive Summary Re: CTI HVAC Controls Maintenance Service Agreement

Submitted by Chris Martin, Ed.D.

The purpose of this agreement is to continue working with Control Technologies Incorporated for the next three years. Given that they are still installing and adjusting warrantied controls in our district, it makes sense to continue this relationship and pursue competitive bidding through the RFP process at the end of the agreement.

Marc Brander, Jack Sapia, and Mark Sherwood have all been briefed on this agreement and conquer with moving forward for another three years.

Respectfully submitted,

Chris



Re: HVAC Controls Maintenance Service Agreement

Date: 6-2-2026

Quote To: Marc Brander (Company: Timberlane Regional School District)

Quote From: Tara Watt

Agreement For HVAC Controls Maintenance Services

Submitted By: Control Technologies, Inc.

Tara Watt

Telephone: (603) 626-6070

FAX: (603) 626-0352

Date 6-2-2026



SERVICE AGREEMENT:

Timberlane Regional School District
SAU 106
30 Greenough Road
Plaistow, NH 03865

Control Technologies agrees to provide the service described in the attached schedules and in accordance with the following terms and conditions:

Service Agreement and Schedules: **Building Automation Controls**
Additional Services: **Software Maintenance Agreement for N4 Supervisor & Jace(s)**
List of Equipment: **Attachment A**

Terms and Payment:

This Service Agreement shall begin on the 1st day of July 2026, for a period of three years until terminated on the 30th day of June 2029 for the price of \$65,430.00 (Sixty-Five Thousand Four Hundred Thirty Dollars) per year. Either party may terminate this agreement upon thirty days written notice prior to the yearly anniversary date of this agreement.

Please see individual breakdown of buildings below:

Atkinson Academy	\$5,675.00
Danville Elementary	\$10,440.00
Pollard Elementary	\$3,635.00
Sandown North	\$4,550.00
Sandown Central	\$4,895.00
Timberlane Performing Arts Center	\$4,560.00
Timberlane Regional High School	\$13,235.00
Timberlane Regional Middle School	\$13,730.00
SAU Building	\$4,710.00

TOTAL: \$65,430.00

The Service Rate may be subject to adjustment yearly to recognize any changes in costs. This change will have no effect on the Contract price and will only affect the rate charged for anything above and beyond the contract. Such as: service calls, repair work, quoted jobs etc.

In addition to the annual contract amount, the customer shall pay any present taxes or government charges regarding the transfer, use, ownership, or possession of the equipment covered by this agreement.

Invoices will be issued annually as agreed. *Payment will be made within 30 days of the invoiced date.

This proposal, including the attached pages, special conditions, and attachments constitutes the entire agreement and shall become a valid contract after customer acceptance and credit approval by CTI. This agreement supersedes all prior presentations and agreements not incorporated herein.



PLEASE CALL IF INCOMPLETE

NOTE: Quote is valid for 30 days unless otherwise noted.

Submitted by: Control Technologies, Inc.

Approved for: Control Technologies, Inc.

Accepted: SAU 106

By: _____

Representative Signature: Tara Watt

Date: 6-2-2026

Service Account Manager: Tara Watt

Date: 6-2-2026

Customer Signature

Date: _____ PO# _____



GENERAL CONDITIONS

1. This agreement applies only to equipment installed prior to effective date of this agreement and as described in this agreement. Normal working hours (7:30 a.m. to 4:00 p.m.; Monday through Friday, excluding holidays) will apply to all services, unless otherwise stated, including major repairs performed under this agreement.
 2. This agreement assumes the systems covered to be in maintainable condition. If repairs are found necessary upon initial inspection or initial seasonal start-up, repair charges will be submitted for approval. Should these restoration charges be declined, those non-maintainable items will be eliminated from the program and the agreement price adjusted accordingly.
 3. It is agreed that the customer shall provide reasonable means of access to all devices, which are to be maintained. Normal operation such as starting, stopping and resetting of the listed equipment is not included in this program. However, Control Technologies, Inc. shall be permitted to start and stop all primary equipment incidental to the operation of the mechanical system.
 4. If the system is modified, changed or altered, or if any equipment is added, or if the system is removed within the premises or to other premises, Control Technologies, Inc., at its sole option, reserves the right to terminate or re-negotiate this agreement based on the condition of the system after the changes have been made.
 5. This agreement may be terminated after its initial term on the anniversary of its effective date by either party by giving written notice a minimum of 30 days prior to the anniversary date.
 6. Control Technologies, Inc. shall not, under any circumstances, be liable for injury to persons or damage to property unless such injury or damage is caused by a negligent act of omission or commission by Control Technologies, Inc.' agents, employees or subcontractors.
 7. Control Technologies, Inc. and Customer assume the non-occurrence of the following contingencies which, without limitation, might render performance by Control Technologies Inc. impractical: strikes, fires, war, late or non-delivery by suppliers of Control Technologies, Inc., and all other contingencies beyond the reasonable control of Control Technologies, Inc.. Under no circumstances shall Control Technologies, Inc. be liable for any special or consequential damages whether based upon lost goodwill, lost resale profits, work stoppage, impairment of other goods or otherwise and whether arising out of breach of warranty, breach of contract, negligence or otherwise, except only in the case of personal injury where applicable law requires such liability. But in no event shall Control Technologies Inc.' liability, in warranty or contract, exceed the purchase price paid under this contract.
 8. The Customer shall pay Control Technologies, Inc., in addition to the contract price, the amount of all present and future taxes or any other government charge now or hereafter imposed by existent or future laws with respect to the transfer, use, ownership or possession of equipment to which this agreement relates, exclusive of ordinary personal property taxes assessed against Control Technologies, Inc..
 9. It is agreed that the customer shall assume responsibility and pay extra for all service and material required due to electrical power failure, low voltage, burned out main or branch fuses, low water pressure, corrosion or lightning strikes.
 10. The customer is responsible for the addition of any items of equipment or performance of any safety test or corrections in design as recommended or required by insurance companies, government, state, municipalities or other authorities.
 11. The customer is responsible for the indoor air quality of their facility.
 12. In the event Control Technologies, Inc. is required to make any repairs and/or replacement and/or emergency calls occasioned by improper operation or misuse of equipment covered by this agreement or any cause beyond Control Technologies, Inc.' control, the customer shall reimburse Control Technologies, Inc. for expenses incurred in making repairs and/or replacements and/or emergency calls in accordance with the established rate for performing such service such as calls for thermostat setting, air balancing or equipment resetting.
 13. If equipment becomes non-repairable due to unavailability of replacement parts, Control Technologies, Inc., at its option, may remove the equipment from the contract and will not be required to maintain or service such equipment as a part of this agreement. However, Control Technologies, Inc. will assist the owner in replacing the equipment at prevailing service rates.
 14. The customer is responsible for the replacement or repair of non-moving parts of the heating, cooling and ventilating systems, such as ductwork, boiler shell and tubes, boiler refractory, heat recovery wheels, heat exchangers, and complementary equipment, for example but not limited to: cabinets, fixtures, boxes, water supply lines, drain lines, steam lines, plumbing, oil storage tanks, oil and/or gas lines, domestic water lines, refrigerant piping, pneumatic tubing, converter shell and tubes, heating or cooling coils and electrical wiring.
 15. Control Technologies, Inc. reserves the right to discontinue this maintenance service agreement at any time, without notice, unless all payments under this contract shall have been made as agreed.
-
-



Control Technologies Inc. (CTI) will maintain the systems or equipment listed as follows:

1. SCHEDULED MAINTENANCE — INCLUDED

1. Specially trained technicians, and mechanics are available to conduct the necessary tasks to ensure that your equipment is properly maintained.
2. Each piece of covered equipment receives an inspection and thorough preventive maintenance routine as appropriate. In addition, periodic tests and adjustments are made to ensure efficient and reliable operation of other major components.
3. Each scheduled call has a specific set of tasks detailing exactly what needs to be performed and what special skills; tools or instruments are required to keep equipment operating at peak level.
4. Maintenance intervals will be determined by our experience, manufacturers' recommendations, usage, location and run-time intervals unless otherwise noted.
5. A service report will be completed after each call and provided to you our partner. A duplicate record will be maintained at CTI to update the history of the work performed.
6. A listing of typical service procedures is given in the attachments, which follow.

2. REPAIR SERVICES

If in the course of a service call, it is determined that a repair to the covered system or a replacement of a component within the system would be beneficial, the following repair coverage has been elected.

A. Preferred Labor Rates & Materials: INCLUDED

The Customer will be advised of the defect. Subject to approval by an authorized agent of the customer, work will be performed on a preferred time and material basis.

B. Standard Labor: NOT INCLUDED

All of the necessary unscheduled emergency labor to restore, repair or replace the equipment on the list of maintained equipment during CTI normal working hours is included. Any material replacement will be invoiced on a preferred pricing basis.

C. Comprehensive Coverage: NOT INCLUDED

The labor and material components and parts necessary to restore covered equipment to normal operation are included. These replacements will be of like or current design to prevent system depreciation or obsolescence. All work will be performed during CTI normal working hours.

D. 24-Hour Coverage: Accepted by: INCLUDED

This coverage includes back-up emergency services for critical responses on a 7-day/week, 24-hour/day basis. Subject to approval by an authorized agent of the customer, work will be performed on our overtime preferred time and material basis.



Remote Diagnostics

Remote access enhances CTI ability to respond to partner requests for troubleshooting and remote diagnostics. This service affords CTI engineers and technicians the ability to be on-line with your system within minutes of problem notification. By providing quick response, disruptions will be kept to an absolute minimum.

Remote Support – Services involving setpoint changes, schedule adjustments, or modifications to the Sequence of Operations, including after-hours remote support, will be billed at the current contracted remote support rate (reduced rate).

Software Application Support

Software application support entails CTI and technicians providing recommendations for the existing system application in order to ensure optimal performance. These recommendations are targeted towards added Technologies savings, more efficient operation, and further enhanced management capabilities.

Included in Agreement Pricing

Software Upgrades

CTI shall provide the owner software upgrades as released by CTI within the twelve-month period covered by the specified agreement. This will enable the owner to take advantage of new system technologies and enhancements to keep the system current with new capabilities. Past software upgrades have required host computer hardware upgrades. If a hardware or firmware upgrade is required, the owner will be responsible for these associated costs.

SMA for N4 Server(s) and N4 Jace(s) Included

Preventative Maintenance

Control Technologies Inc. will inspect mechanical Systems to verify and ensure that they are operating properly as detailed by Attachment(s) A.

Included in Agreement Pricing



ATTACHMENT A:

ATKINSON

NETWORK CONTROLLER	JACE 04	N4
BOILERS	INTEGRATION	Bosh Boiler Integration
AHU02	DX9100	N2 BUS (JOHNSON)
AHU03	DX9100	N2 BUS (JOHNSON)
AHU04	DX9100	N2 BUS (JOHNSON)
RAHU	DX9100	N2 BUS (JOHNSON)
RERU01	DX9100	N2 BUS (JOHNSON)
RERU02	DX9100	N2 BUS (JOHNSON)
RERU03	DX9100	N2 BUS (JOHNSON)
RERU04	DX9100	N2 BUS (JOHNSON)
ZONE ?	DX9100	N2 BUS (JOHNSON)
ZONE ?	DX9100	N2 BUS (JOHNSON)
ZONE ?	DX9100	N2 BUS (JOHNSON)
ZONE ?	DX9100	N2 BUS (JOHNSON)

DANVILLE

NETWORKC CONTROLLER	JACE 04
AHU02 Café	DX9100
RTU01	UNT
NETWORKC CONTROLLER	JACE 04
AHU03	DISTEC
AHU05	DISTEC
AHU06	DISTEC
AHU07	DISTEC
HOT WATER SYSTEM	DISTEC
MUA01	DISTEC
MULTI ROOM 20	DISTEC
HWS02	DISTEC
HWS03	DISTEC
HWS04	DISTEC
Integration	BOILER
Integration	BOILER
MULTI ROOM 01	DISTEC
MULTI ROOM 02	DISTEC
MULTI ROOM 03	DISTEC
MULTI ROOM 04	DISTEC



MULTI ROOM 05	DISTEC
MULTI ROOM 06	DISTEC
MULTI ROOM 07	DISTEC
MULTI ROOM 08	DISTEC
MULTI ROOM 09	DISTEC
MULTI ROOM10	DISTEC
MULTI ROOM 11	DISTEC
MULTI ROOM 12	DISTEC
MULTI ROOM 13	DISTEC
MULTI ROOM 14	DISTEC
MULTI ROOM 15	DISTEC
MULTI ROOM 16	DISTEC
MULTI ROOM 17	DISTEC
MULTI ROOM 18	DISTEC
uv 01	DISTEC

HIGH SCHOOL

NETWORK CONTROLLER	JACE 01	N4
AC01	MICROZONE	ASD
AC02	MICROZONE	ASD
AHU01	MICROZONE	ASD
AHU02	MICROZONE	ASD
AHU03-1	MICROZONE	ASD
AHU03-2	PEM	ASD
ERU01	PEM	ASD
ERU02	PEM	ASD
ERU02	PEM	ASD
ERU03	PEM	ASD
ERU04	PEM	ASD
ERU05	PEM	ASD
ERU06	PEM	ASD
ERU07	PEM	ASD
ERU08	PEM	ASD
ERU09	PEM	ASD
ERU10	PEM	ASD
ERU11	PEM	ASD
ERU12	PEM	ASD
ERU13	PEM	ASD
ERU14	PEM	ASD
ERU15	PEM	ASD
ERU5/6-FTR	PEM	ASD
BOILER PLANT	PEM	ASD



HOT WATER SYSTEM	S1000 DISTECH	
BOILER 01	INTEGRATION	LOCHINVAR
BOILER 02	INTEGRATION	LOCHINVAR
BOILER 03	INTEGRATION	LOCHINVAR
RTU05	MNLR4	LON
RTU06	MNLR4	LON
RTU07	MNLR4	LON
FTR01	MNLR4	LON

MIDDLE SCHOOL

NETWORK CONTROLLER	JACE 06	N4
AC01	S1000 DISTECH	
HRU01	S1000 DISTECH	
HRU01(I)	INTEGRATION	CAREL
HRU02	S1000 DISTECH	
HRU02(I)	INTEGRATION	CAREL
ERU09	S1000 DISTECH	
AHU03	S1000 DISTECH	
AHU04	S1000 DISTECH	
AHU04(I)	INTEGRATION	CAREL
AHU05	S1000 DISTECH	
AHU05(I)	INTEGRATION	CAREL
AHU07	S1000 DISTECH	
AHU08	S1000 DISTECH	
RTU07	INTEGRATION	CARRIER
RTU08	INTEGRATION	CARRIER
HOT WATER SYSTEM	S1000 DISTECH	
BOILER01	INTEGRATION	LOCHINVAR
BOILER02	INTEGRATION	LOCHINVAR
HWPUMP01	INTEGRATION	XYLEM
HWPUMP02	INTEGRATION	XYLEM
HWPUMP03	INTEGRATION	XYLEM
HWPUMP04	INTEGRATION	XYLEM
HWPUMP05	INTEGRATION	XYLEM
MULTIROOM01	ECY-303 DISTECH	
MULTIROOM02	ECY-303 DISTECH	
MULTIROOM03	ECY-303 DISTECH	
MULTIROOM04	ECY-303 DISTECH	
MULTIROOM05	ECY-303 DISTECH	
MULTIROOM06	ECY-303 DISTECH	
MULTIROOM07	ECY-303 DISTECH	
MULTIROOM08	ECY-303 DISTECH	



MULTIROOM09	ECY-303 DISTECH	
MULTIROOM10	ECY-303 DISTECH	
MULTIROOM11	TU-203 DISTECH	
MULTIROOM12	ECY-303 DISTECH	
MULTIROOM13	TU-203 DISTECH	
MULTIROOM14	ECY-303 DISTECH	
MULTIROOM15	TU-203 DISTECH	
MULTIROOM16	TU-203 DISTECH	
MULTIROOM17	TU-203 DISTECH	
MULTIROOM18	TU-203 DISTECH	
MULTIROOM19	TU-203 DISTECH	
MULTIROOM20	TU-203 DISTECH	
MULTIROOM21	TU-203 DISTECH	
MULTIROOM22	TU-203 DISTECH	
MULTIROOM23	TU-203 DISTECH	
AC01	MNLRS4	LON
AC01 REHEAT	MNLRS4	LON
RTU09	MNLRS4	LON
UV01	MNLRS4	LON
UV02	MNLRS4	LON

PERFORMING ARTS CENTER

NETWORK CONTROLLER	JACE PAC	AX
HWPUMPS	MNLRS4	LON
AHU01	MNL800	LON
VAV01	MNLRS3	LON
VAV02	MNLRS3	LON
VAV03	MNLRS3	LON
VAV04	MNLRS3	LON
VAV05	MNLRS3	LON
VAV06	MNLRS3	LON
VAV07	MNLRS3	LON
VAV08	MNLRS3	LON
VAV09	MNLRS3	LON
VAV10	MNLRS3	LON
VAV11	MNLRS3	LON
VAV12	MNLRS3	LON
VAV13	MNLRS3	LON
VAV14	MNLRS3	LON
VAV15	MNLRS3	LON
FIN TUBE	MNL800	LON
RM 702	MNLRS4	LON

RM 705	MNLRS4	LON
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SANDOWN CENTRAL

NETWORK CONTROLLER	JACE 05	N4
BOILER 01	MICROZONE	
BOILER 02	MICROZONE	
HW PUMPS	PEM	
AHU01	MICROZONE	
AHU02	MICROZONE	
AHU03	PEM	
RTU01	MICROZONE	
RTU02	MICROZONE	
VAV2-1	MNFLO3T	
VAV2-2	MNFLO3T	
VAV2-3	MNFLO3T	
VAV2-4	MNFLO3T	
VAV2-5	MNFLO3T	

SANDOWN NORTH

NETWORKCONTROLLER	JACE	AX
HW SYSTEM	MNL800	LON
BOILER ROOM	MNLRS4	LON
AHU02	MNL800	LON
AHU04	MNL800	LON
AHU04 DX	MNLRS4	LON
AHU05	MNL800	LON
ERU01	MNL800	LON
ERU02	MNL800	LON
ERU03	MNL800	LON
HC A WING	MNLRS4	LON
HC C WING	MNLRS4	LON

IP TO SERVER

GYM RTU01	ECY 303 DISTECH	HIGH SCHOOL
GYM RTU02	ECY 303 DISTECH	HIGH SCHOOL
GYM RTU03	ECY 303 DISTECH	HIGH SCHOOL
GYM RTU04	ECY 303 DISTECH	HIGH SCHOOL
WELL WATER	TU 203 DISTECH	HIGH SCHOOL
SEWER PUMPS	TU 203 DISTECH	HIGH SCHOOL
RTU05	ECY 303 DISTECH	MIDDLE SCHOOL



RTU06

ECY 303 DISTECH

MIDDLE SCHOOL

SAU BUILDING

Jace	EC-BOSO
Boiler	ECY-TU203
AC1	ECY-TU203
AC2	ECY-400-CO
AC3	ECY-TU203
Multi-Room 1	ECY-TU203
Multi-Room 2	ECY-TU203
Multi-Room 3	ECY-TU203
Multi-Room 4	ECY-TU203
Multi-Room 5	ECY-TU203
Multi-Room 6	ECY-TU203
Multi-Room 7	ECY-TU203
Multi-Room 8	ECY-TU203
Boiler 1	MTR01-BACnet (Integration)

POLLARD

HOT WATER BOILERS (3)
HOT WATER PUMPS
COMBUSTION AIR DAMPERS
AIR HANDLERS
ENERGY RECOVERY UNITS
FIN TUBE RADIATION
CABINET UNIT HEATERS
GLOBAL CONTROLLER
MICROZONES
PEM'S
N4 JACE





June 18, 2026

EXECUTIVE SUMMARY

Elementary Physical Education Curriculum Revision

Earlier this year, the school board approved the adoption of updated Shape America PE standards (2024) for K-12 Physical Education courses. In reviewing the updated standards and guidance of learning indicators for each standard published by Shape America, elementary PE teachers have proposed changes to the TRSD PE K-5 curriculum documents.

All grade level bulleted “students will be skilled at” statements have been replaced with the outlined learning indicators within grade spans. The chart on the following page provides a high level overview of the placement of skills within grades and trimesters. All blue highlighted learning indicators reference students demonstrating water safety and have been left out of the curriculum due to a lack of access to a body of water during PE class. The final draft of each grade level curriculum document has been included for review as well.

Respectfully submitted,
Lucy Canotas, Director of Elementary Education

	K-2								3-5										
1.2.1	KF	KS	1F	1S	2F	2S		1.5.1	3F	3W	3S	4F	4W	4S	5F	5W	5S		
1.2.2		KW		1W		2W		1.5.2		3W	3S		4W	4S		5W	5S		
1.2.3		KW		1W		2W		1.5.3											
1.2.4	KF	KW	KS	1F	1W	1S	2F	2W	2S			3S		4S			5S		
1.2.5		KW		1W		2W		1.5.5			3S		4S				5S		
1.2.6		KW		1W		2W		1.5.6		3W		4W					5W		
1.2.7	KF			1F		2F		1.5.7											
1.2.8	KF	KW		1F	1W	2F	2W	1.5.8			3S		4S				5S		
1.2.9	KF			1F		2F		1.5.9	3F	3W		4F	4W		5F	5W			
1.2.10	KF		KS	1F		1S	2F	2S	1.5.10	3F	3W	3S	4F	4W	4S	5F	5W	5S	
1.2.11	KF			1F		2F		1.5.11			3S		4S				5S		
1.2.12		KW		1W		2W		1.5.12	3F		3S	4F	4S		5F		5S		
1.2.13			KS	1W	1S	2W	2S	1.5.13		3W		4W					5W		
1.2.14			KS		1S		2S	1.5.14		3W		4W					5W		
1.2.15		KW		1W		2W		1.5.15			3S		4S				5S		
1.2.16		KW		1W		2W		1.5.16			3S		4S				5S		
1.2.17								1.5.17	3F		3S	4F	4S		5F		5S		
								1.5.18	3F			4F			5F				
								1.5.19			3S		4S				5S		
								1.5.20	3F		3S	4F	4S		5F		5S		
								1.5.21											
								1.5.22											
2.2.1	KF		KS	1F		1S	2F	2S	2.5.1	3F	3W	3S	4F	4W	4S	5F	5W	5S	
2.2.2	KF			1F		2F		2.5.2	3F	3W	3S	4F	4W	4S	5F	5W	5S		
2.2.3	KF			1F		2F		2.5.3	3F	3W	3S	4F	4W	4S	5F	5W	5S		
2.2.4	KF		KS	1F		1S	2F	2S	2.5.4		3W	3S		4W	4S		5W	5S	
2.2.5		KW		1W		2W		2.5.5	3F	3W	3S	4F	4W	4S	5F	5W	5S		
2.2.6	KF	KW		1F	1W	2F	2W	2.5.6			3S		4S				5S		
2.2.7		KW		1W		2W		2.5.7											
2.2.8	KF	KW		1F	1W	2F	2W	2.5.8		3W	3S		4W	4S			5W	5S	
2.2.9	KF	KW		1F	1W	2F	2W	2.5.9		3W	3S		4W	4S			5W	5S	
2.2.10		KW		1W		2W		2.5.10		3W		4W					5W		
2.2.11			KS		1S		2S	2.5.11	3F			4F			5F				
2.2.12								2.5.12	3F			4F			5F				
								2.5.13	3F	3W	3S	4F	4W	4S	5F	5W	5S		
								2.5.14	3F			4F			5F				
								2.5.15	3F	3W	3S	4F	4W	4S	5F	5W	5S		
								2.5.16											
								2.5.17	3F		3S	4F	4S		5F		5S		
								2.5.18											
3.2.1		KW	KS	1W	1S	2W	2S	3.5.1	3F	3W	3S	4F	4W	4S	5F	5W	5S		
3.2.2		KW	KS	1W	1S	2W	2S	3.5.2	3F	3W	3S	4F	4W	4S	5F	5W	5S		
3.2.3	KF	KW	KS	1F	1W	1S	2F	2W	2S	3.5.3	3F	3W	3S	4F	4W	4S	5F	5W	5S
3.2.4	KF			1F		2F		3.5.4	3F	3W	3S	4F	4W	4S	5F	5W	5S		
3.2.5	KF	KW	KS	1F	1W	1S	2F	2W	2S	3.5.5	3F	3W	3S	4F	4W	4S	5F	5W	5S
3.2.6	KF	KW	KS	1F	1W	1S	2F	2W	2S	3.5.6	3F	3W	3S	4F	4W	4S	5F	5W	5S
3.2.7	KF	KW	KS	1F	1W	1S	2F	2W	2S	3.5.7		3W	3S		4W	4S		5W	5S
3.2.8	KF			1F		2F													
3.2.9	KF			1F		2F													
3.2.10		KW		1W		2W													
4.2.1		KW		1W		2W		4.5.1		3W	3S		4W	4S			5W	5S	
4.2.2		KW	KS	1W	1S	2W	2S	4.5.2	3F	3W	3S	4F	4W	4S	5F	5W	5S		
4.2.3	KF			1F		2F		4.5.3	3F	3W	3S	4F	4W	4S	5F	5W	5S		
4.2.4		KW	KS	1W	1S	2W	2S	4.5.4	3F	3W	3S	4F	4W	4S	5F	5W	5S		
4.2.5	KF	KW	KS	1F	1W	1S	2F	2W	2S	4.5.5	3F	3W	3S	4F	4W	4S	5F	5W	5S
4.2.6			KS		1S		2S	4.5.6		3W	3S		4W	4S			5W	5S	
4.2.7			KS		1S		2S	4.5.7	3F	3W	3S	4F	4W	4S	5F	5W	5S		
4.2.8			KS		1S		2S	4.5.8	3F	3W	3S	4F	4W	4S	5F	5W	5S		
4.2.9		KW		1W		2W		4.5.9		3W	3S		4W	4S			5W	5S	
4.2.10		KW		1W		2W		4.5.10		3W	3S		4W	4S			5W	5S	

Kindergarten: Fall PE

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	<i>Transfer</i>	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What makes a good team? • Would I want to be friends with me? Why?
<i>Acquisition</i>		
	<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> locomotor, personal space, general space, respect</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • demonstrating a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating non-locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating rolling a ball in a variety of non-dynamic practice tasks. • demonstrating catching in a variety of non-dynamic practice tasks. • demonstrating throwing in a variety of non-dynamic practice tasks. • demonstrating kicking a ball in a variety of non-dynamic practice tasks. • demonstrating dribbling with feet in a variety of non-dynamic practice tasks. • recognizing personal space and where to move in general space. • identifying simple strategies in chasing and fleeing

		<p><i>activities.</i></p> <ul style="list-style-type: none"> • <i>identifying movement concepts related to locomotor, non-locomotor, and manipulative skills.</i> • <i>demonstrating knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.</i> • <i>identifying physical activities that contribute to fitness.</i> • <i>identifying the heart as a muscle that gets stronger with physical activity.</i> • <i>recognizing that regular physical activity is good for their health.</i> • <i>using communication skills to share space and equipment.</i> • <i>responding appropriately to directions and feedback from the teacher.</i> • <i>demonstrating respectful behaviors that contribute to positive social interactions in movement.</i> • <i>describing why following rules are important for safety and fairness.</i> • <i>making safe choices with physical education equipment.</i> • <i>discussing problems and solutions with teacher support in a physical activity setting.</i> • <i>making fair choices as directed by the teacher.</i> • <i>listing ways that movement positively affects personal health.</i> • <i>recognizing individual challenges through movement.</i>
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

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

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

Kindergarten: Winter PE

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Is being physically fit important? Why? • Would I want to be friends with me? Why?
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> volley, self-turn rope, long rope, dribble (with hand)</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • demonstrating jumping and landing in a non-dynamic environment. • demonstrating transferring weight on multiple body parts. • demonstrating non-locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating balancing on different body parts in a non-dynamic environment. • demonstrating bouncing a ball in a variety of non-dynamic practice tasks. • demonstrating catching in a variety of non-dynamic practice tasks. • demonstrating striking with hands in a variety of non-dynamic practice tasks. • demonstrating locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.

		<ul style="list-style-type: none">• <i>demonstrating jumping rope in a non-dynamic environment.</i>• <i>demonstrating knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.</i>• <i>identifying physical activities that contribute to fitness.</i>• <i>recognizing the importance of stretching before and after physical activity.</i>• <i>identifying the heart as a muscle that gets stronger with physical activity.</i>• <i>recognizing that regular physical activity is good for their health.</i>• <i>recognizing physiological changes in their body during physical activities.</i>• <i>recognizing the feelings of others during a variety of physical activities.</i>• <i>demonstrating the ability to encourage others.</i>• <i>using communication skills to share space and equipment.</i>• <i>demonstrating respectful behaviors that contribute to positive social interactions in movement.</i>• <i>describing why following rules are important for safety and fairness.</i>• <i>making safe choices with physical education equipment.</i>• <i>identifying and participating in physical activities representing different cultures.</i>• <i>identifying physical activities that can meet the need for self-expression.</i>• <i>identifying physical activities that can meet the need for social interaction.</i>• <i>identifying preferred physical activities based on personal interests.</i>• <i>recognizing individual challenges through movement.</i>• <i>demonstrating techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.</i>• <i>reflecting on movement experiences during physical</i>
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		<i>education to develop understanding of how movement is personally meaningful.</i>
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>make judgments and decisions</i> • <i>implement innovations</i> • <i>manage goals and time</i> • <i>interact effectively with others</i>

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

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

Kindergarten: Spring PE

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What does it mean to be physically fit? • Would I want to be friends with me? Why?
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> paddle, racket</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • demonstrating a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating non-locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating kicking a ball in a variety of non-dynamic practice tasks. • demonstrating striking with a short-handled implement in a variety of non-dynamic practice tasks. • demonstrating striking with a long-handled implement in a variety of non-dynamic practice tasks. • recognizing personal space and where to move in general space. • demonstrating knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • recognizing food and hydration choices that provide energy for physical activity.

		<ul style="list-style-type: none"> • recognizing the feelings of others during a variety of physical activities. • demonstrating the ability to encourage others. • using communication skills to share space and equipment. • demonstrating respectful behaviors that contribute to positive social interactions in movement. • describing why following rules are important for safety and fairness. • making safe choices with physical education equipment. • identifying physical activities that can meet the need for social interaction. • identifying preferred physical activities based on personal interests. • recognizing individual challenges through movement. • setting observable short-term goals. • recognizing movement strengths and the need for practice for individual improvement. • recognizing the opportunity for physical activity within physical education class.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • makes judgments and decisions • adapt to change • be flexible • interact effectively with others

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

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

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<i>Technology Integration</i>	<i>District Materials</i>

Grade 1: Fall PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What makes a good team? • Would I want to be friends with me? Why?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> force, stationary, self-toss, exercising, responsibility</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • demonstrating a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating non-locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating rolling a ball in a variety of non-dynamic practice tasks. • demonstrating catching in a variety of non-dynamic practice tasks. • demonstrating throwing in a variety of non-dynamic practice tasks. • demonstrating kicking a ball in a variety of non-dynamic practice tasks. • demonstrating dribbling with feet in a variety of non-dynamic practice tasks. • recognizing personal space and where to move in general space. • identifying simple strategies in chasing and fleeing 	

		<p><i>activities.</i></p> <ul style="list-style-type: none"> • <i>identifying movement concepts related to locomotor, non-locomotor, and manipulative skills.</i> • <i>demonstrating knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.</i> • <i>identifying physical activities that contribute to fitness.</i> • <i>identifying the heart as a muscle that gets stronger with physical activity.</i> • <i>recognizing that regular physical activity is good for their health.</i> • <i>using communication skills to share space and equipment.</i> • <i>responding appropriately to directions and feedback from the teacher.</i> • <i>demonstrating respectful behaviors that contribute to positive social interactions in movement.</i> • <i>describing why following rules are important for safety and fairness.</i> • <i>making safe choices with physical education equipment.</i> • <i>discussing problems and solutions with teacher support in a physical activity setting.</i> • <i>making fair choices as directed by the teacher.</i> • <i>listing ways that movement positively affects personal health.</i> • <i>recognizing individual challenges through movement.</i>
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

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

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

Grade 1: Winter PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Is being physical fit important? Why? • Would I want to be friends with me? Why?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> volley, challenge, beats/rhythm, stretching</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • demonstrating jumping and landing in a non-dynamic environment. • demonstrating transferring weight on multiple body parts. • demonstrating non-locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating balancing on different body parts in a non-dynamic environment. • demonstrating bouncing a ball in a variety of non-dynamic practice tasks. • demonstrating catching in a variety of non-dynamic practice tasks. • demonstrating striking with hands in a variety of non-dynamic practice tasks. • demonstrating striking with a short-handled implement in a variety of non-dynamic practice tasks. • demonstrating locomotor, non-locomotor, and 	

		<p><i>manipulative movements based on a variety of dance forms.</i></p> <ul style="list-style-type: none"> • <i>demonstrating jumping rope in a non-dynamic environment.</i> • <i>demonstrating knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.</i> • <i>identifying physical activities that contribute to fitness.</i> • <i>recognizing the importance of stretching before and after physical activity.</i> • <i>identifying the heart as a muscle that gets stronger with physical activity.</i> • <i>recognizing that regular physical activity is good for their health.</i> • <i>recognizing the feelings of others during a variety of physical activities.</i> • <i>demonstrating the ability to encourage others.</i> • <i>using communication skills to share space and equipment.</i> • <i>demonstrating respectful behaviors that contribute to positive social interactions in movement.</i> • <i>describing why following rules are important for safety and fairness.</i> • <i>making safe choices with physical education equipment.</i> • <i>identifying and participating in physical activities representing different cultures.</i> • <i>identifying physical activities that can meet the need for self-expression.</i> • <i>identifying physical activities that can meet the need for social interaction.</i> • <i>identifying preferred physical activities based on personal interests.</i> • <i>recognizing individual challenges through movement.</i> • <i>demonstrating techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.</i>
Content Area Literacy Standards	21st Century Skills	

<i>not applicable</i>	<ul style="list-style-type: none"> • <i>makes judgments and decisions</i> • <i>implement innovations</i> • <i>manage goals and time</i> • <i>interact effectively with others</i>
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Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<i>Technology Integration</i>	<i>District Materials</i>

Grade 1: Spring PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What does it mean to be physically fit? • Would I want to be friends with me? Why?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> combines</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • demonstrating a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating non-locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating kicking a ball in a variety of non-dynamic practice tasks. • demonstrating striking with a short-handled implement in a variety of non-dynamic practice tasks. • demonstrating striking with a long-handled implement in a variety of non-dynamic practice tasks. • recognizing personal space and where to move in general space. • demonstrating knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • recognizing food and hydration choices that provide energy for physical activity. 	

		<ul style="list-style-type: none"> • recognizing the feelings of others during a variety of physical activities. • demonstrating the ability to encourage others. • using communication skills to share space and equipment. • demonstrating respectful behaviors that contribute to positive social interactions in movement. • describing why following rules are important for safety and fairness. • making safe choices with physical education equipment. • identifying physical activities that can meet the need for social interaction. • identifying preferred physical activities based on personal interests. • recognizing individual challenges through movement. • setting observable short-term goals. • recognizing movement strengths and the need for practice for individual improvement. • recognizing the opportunity for physical activity within physical education class.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • makes judgments and decisions • adapt to change • be flexible • interact effectively with others

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

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

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<i>Technology Integration</i>	<i>District Materials</i>

Grade 2: Fall PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What makes a good team? • Would I want to be friends with me? Why?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u></p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • demonstrating a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating non-locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating rolling a ball in a variety of non-dynamic practice tasks. • demonstrating catching in a variety of non-dynamic practice tasks. • demonstrating throwing in a variety of non-dynamic practice tasks. • demonstrating kicking a ball in a variety of non-dynamic practice tasks. • demonstrating dribbling with feet in a variety of non-dynamic practice tasks. • recognizing personal space and where to move in general space. • identifying simple strategies in chasing and fleeing 	

		<ul style="list-style-type: none"> <i>activities.</i> <i>• identifying movement concepts related to locomotor, non-locomotor, and manipulative skills.</i> <i>• demonstrating knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.</i> <i>• identifying physical activities that contribute to fitness.</i> <i>• identifying the heart as a muscle that gets stronger with physical activity.</i> <i>• recognizing that regular physical activity is good for their health.</i> <i>• using communication skills to share space and equipment.</i> <i>• responding appropriately to directions and feedback from the teacher.</i> <i>• demonstrating respectful behaviors that contribute to positive social interactions in movement.</i> <i>• describing why following rules are important for safety and fairness.</i> <i>• making safe choices with physical education equipment.</i> <i>• discussing problems and solutions with teacher support in a physical activity setting.</i> <i>• making fair choices as directed by the teacher.</i> <i>• listing ways that movement positively affects personal health.</i> <i>• recognizing individual challenges through movement.</i>
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> <i>• make judgments and decisions</i> <i>• solve problems</i> <i>• think creatively</i> <i>• work creatively with others</i> <i>• communicate clearly</i> <i>• collaborate with others</i> <i>• interact effectively with others</i>

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

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

Grade 2: Winter PE

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness.
- Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness.
- Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle.
- Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings.

Content Standards:

- SHAPE.1 Develops a variety of motor skills.
- SHAPE.2 Applies knowledge related to movement and fitness concepts.
- SHAPE.3 Develops social skills through movement.
- SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Transfer

Students will be able to independently use their learning to **identify and maintain a healthy lifestyle.**

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- participating in team settings promote tolerance, empathy, communication skills and accountability.
- participating in competitive and recreational activities will help promote relationship building and lifelong fitness.
- participating in individual physical activities, improves the quality of one's life.

ESSENTIAL QUESTIONS

- Is being physical fit important? Why?
- Would I want to be friends with me? Why?

Acquisition

Students will know...

- the basic rules and strategies for participation in a variety of loco-motor activities.
- that learning loco-motor skills will help them with more advanced levels of physical activities.
- that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities.
- that physical activities can be challenging, but with a positive attitude and determination they will find success.
- that using game and sports equipment properly avoids breaking the equipment and injuring self and others.

vocabulary: confidence, consecutive, self-turned

Students will be skilled at...

- demonstrating jumping and landing in a non-dynamic environment.
- demonstrating transferring weight on multiple body parts.
- demonstrating non-locomotor skills with the concepts of space, effort, and relationship awareness.
- demonstrating balancing on different body parts in a non-dynamic environment.
- demonstrating bouncing a ball in a variety of non-dynamic practice tasks.
- demonstrating catching in a variety of non-dynamic practice tasks.
- demonstrating striking with hands in a variety of non-dynamic practice tasks.
- demonstrating striking with a short-handled implement in a variety of non-dynamic practice tasks.
- demonstrating locomotor, non-locomotor, and

		<p><i>manipulative movements based on a variety of dance forms.</i></p> <ul style="list-style-type: none"> • <i>demonstrating jumping rope in a non-dynamic environment.</i> • <i>demonstrating knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.</i> • <i>identifying physical activities that contribute to fitness.</i> • <i>recognizing the importance of stretching before and after physical activity.</i> • <i>identifying the heart as a muscle that gets stronger with physical activity.</i> • <i>recognizing that regular physical activity is good for their health.</i> • <i>recognizing the feelings of others during a variety of physical activities.</i> • <i>demonstrating the ability to encourage others.</i> • <i>using communication skills to share space and equipment.</i> • <i>demonstrating respectful behaviors that contribute to positive social interactions in movement.</i> • <i>describing why following rules are important for safety and fairness.</i> • <i>making safe choices with physical education equipment.</i> • <i>identifying and participating in physical activities representing different cultures.</i> • <i>identifying physical activities that can meet the need for self-expression.</i> • <i>identifying physical activities that can meet the need for social interaction.</i> • <i>identifying preferred physical activities based on personal interests.</i> • <i>recognizing individual challenges through movement.</i> • <i>demonstrating techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.</i>
Content Area Literacy Standards	21st Century Skills	

<i>not applicable</i>	<ul style="list-style-type: none"> • <i>makes judgments and decisions</i> • <i>implement innovations</i> • <i>manage goals and time</i> • <i>interact effectively with others</i>
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Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<i>Technology Integration</i>	<i>District Materials</i>

Grade 2: Spring PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What does it mean to be physically fit? • Would I want to be friends with me? Why?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> rhythmic, levels, pathways, plank, orientation</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • demonstrating a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating non-locomotor skills with the concepts of space, effort, and relationship awareness. • demonstrating kicking a ball in a variety of non-dynamic practice tasks. • demonstrating striking with a short-handled implement in a variety of non-dynamic practice tasks. • demonstrating striking with a long-handled implement in a variety of non-dynamic practice tasks. • recognizing personal space and where to move in general space. • demonstrating knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • recognizing food and hydration choices that provide energy for physical activity. 	

		<ul style="list-style-type: none"> • recognizing the feelings of others during a variety of physical activities. • demonstrating the ability to encourage others. • using communication skills to share space and equipment. • demonstrating respectful behaviors that contribute to positive social interactions in movement. • describing why following rules are important for safety and fairness. • making safe choices with physical education equipment. • identifying physical activities that can meet the need for social interaction. • identifying preferred physical activities based on personal interests. • recognizing individual challenges through movement. • setting observable short-term goals. • recognizing movement strengths and the need for practice for individual improvement. • recognizing the opportunity for physical activity within physical education class.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • makes judgments and decisions • adapt to change • be flexible • interact effectively with others

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

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

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<i>Technology Integration</i>	<i>District Materials</i>

Grade 3: Fall PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Are you fun to play with? • How do I deserve to be treated?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> warm up, cool down</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • combining varied locomotor skills in a variety of practice tasks. • demonstrating rolling a ball in a non-dynamic environment. • demonstrating throwing in a variety of practice tasks. • demonstrating catching in a variety of practice tasks. • demonstrating sending and receiving an object in a variety of practice tasks. • demonstrating kicking a ball using the instep in a variety of practice tasks. • demonstrating dribbling with feet in a variety of practice tasks. • applying movement concepts and strategies for safe movement within dynamic environments. • demonstrating knowledge of offensive strategies in small-sided invasion practice tasks. • demonstrating knowledge of defensive strategies in 	

		<p><i>small-sided invasion practice tasks.</i></p> <ul style="list-style-type: none"> • <i>demonstrating problem solving strategies in a variety of games/activities.</i> • <i>identifying the need for warm-up & cool-down relative to various physical activities.</i> • <i>identifying location of pulse and providing examples of activities that increase heart rate.</i> • <i>explaining the benefits of physical activity.</i> • <i>recognizing and explaining how physical activity influences physiological changes in their body.</i> • <i>recognizing the critical elements that contribute to proper execution of a skill.</i> • <i>describing the impact of food and hydration choices on physical activity.</i> • <i>describing the perspective of others during a variety of activities.</i> • <i>using communication skills to negotiate roles and responsibilities in a physical activity setting.</i> • <i>demonstrating respectful behaviors that contribute to positive social interaction in group activities.</i> • <i>demonstrating safe behaviors independently with limited reminders.</i> • <i>solving problems independently, with partners, and in small groups.</i> • <i>making choices that are fair according to activity etiquette.</i> • <i>explaining how preferred physical activities meet the need for social interaction.</i> • <i>describing how movement positively affects personal health.</i> • <i>explaining the rationale for one's choices related to physical activity based on personal interests.</i> • <i>identifying movement strengths and opportunities for practice for individual improvement.</i> • <i>identifying physical activity opportunities outside of physical education class.</i>
<p>Content Area Literacy Standards</p>		<p>21st Century Skills</p> <ul style="list-style-type: none"> • <i>makes judgments and decisions</i>

<i>not applicable</i>	<ul style="list-style-type: none"> • <i>solves problems</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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

Grade 3: Winter PE

Stage 1 Desired Results

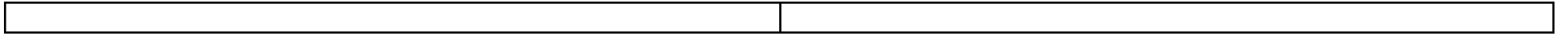
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How did you challenge yourself to become more fit? • How do I deserve to be treated?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> intermediate, moderate, control</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • combining varied locomotor skills in a variety of practice tasks. • demonstrating transferring weight from feet to hands and hands to feet in a non-dynamic environment. • demonstrating jumping rope in a variety of practice tasks. • demonstrating rolling a ball in a non-dynamic environment. • demonstrating throwing in a variety of practice tasks. • demonstrating striking with hands above waist in a variety of practice tasks. • demonstrating striking with hands below waist in a variety of practice tasks. • applying movement concepts and strategies for safe movement within dynamic environments. • demonstrating knowledge of offensive strategies in small-sided invasion practice tasks. 	

		<ul style="list-style-type: none">• <i>demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.</i>• <i>demonstrating knowledge of appropriate movement concepts for efficient performance of manipulative skills.</i>• <i>demonstrating problem solving strategies in a variety of games/activities.</i>• <i>establishing goals related to enhancing fitness development.</i>• <i>defining and explaining how to implement the FITT Principle for skill or fitness development.</i>• <i>defining and providing examples of movement activities for developing the skill-related fitness components.</i>• <i>explaining the benefits of physical activity.</i>• <i>recognizing the critical elements that contribute to proper execution of a skill.</i>• <i>describing the perspective of others during a variety of activities.</i>• <i>using communication skills to negotiate roles and responsibilities in a physical activity setting.</i>• <i>demonstrating respectful behaviors that contribute to positive social interaction in group activities.</i>• <i>demonstrating safe behaviors independently with limited reminders.</i>• <i>solving problems independently, with partners, and in small groups.</i>• <i>making choices that are fair according to activity etiquette.</i>• <i>describing physical activities that represent a variety of cultures around the world.</i>• <i>explaining how preferred physical activities meet the need for personal self-expression.</i>• <i>explaining how preferred physical activities meet the need for social interaction.</i>• <i>describing how movement positively affects personal health.</i>• <i>explaining the rationale for one's choices related to</i>
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		<ul style="list-style-type: none"> physical activity based on personal interests. recognizing group challenges through movement. setting observable long-term goals. identifying movement strengths and opportunities for practice for individual improvement. identifying physical activity opportunities outside of physical education class. recognizing personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting. reflecting on movement experiences during physical education to develop understanding of how movement is personally meaningful.
Content Area Literacy Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> makes judgments and decisions implement innovations manage goals and time interact effectively with others

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

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



Grade 3: Spring PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do I reach the next level of personal fitness? • How do I deserve to be treated?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> patterns, tee</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • combining varied locomotor skills in a variety of practice tasks. • demonstrating transferring weight from feet to hands and hands to feet in a non-dynamic environment. • combining jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment. • combining locomotor, non-locomotor, and manipulative movements based on a variety of dance forms. • demonstrating balancing on different body parts in a non-dynamic environment. • demonstrating throwing in a variety of practice tasks. • demonstrating striking with a long-handled implement in a variety of practice tasks. • demonstrating catching in a variety of practice tasks. • demonstrating serving an object in a non-dynamic 	

		<p><i>environment.</i></p> <ul style="list-style-type: none">• <i>demonstrating striking an object with a short-handled implement in a variety of practice tasks.</i>• <i>demonstrating sending and receiving an object in a variety of practice tasks.</i>• <i>demonstrating dribbling with hands in non-dynamic and dynamic practice tasks.</i>• <i>demonstrating dribbling with feet in a variety of practice tasks.</i>• <i>applying movement concepts and strategies for safe movement within dynamic environments.</i>• <i>demonstrating knowledge of offensive strategies in small-sided invasion practice tasks.</i>• <i>demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.</i>• <i>demonstrating knowledge of appropriate movement concepts for efficient performance of manipulative skills.</i>• <i>demonstrating problem solving strategies in a variety of games/activities.</i>• <i>applying movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.</i>• <i>establishing goals related to enhancing fitness development.</i>• <i>defining and explaining how to implement the FITT Principle for skill or fitness development.</i>• <i>explaining the benefits of physical activity.</i>• <i>recognizing the critical elements that contribute to proper execution of a skill.</i>• <i>describing the impact of food and hydration choices on physical activity.</i>• <i>describing the perspective of others during a variety of activities.</i>• <i>using communication skills to negotiate roles and responsibilities in a physical activity setting.</i>• <i>demonstrating respectful behaviors that contribute to positive social interaction in group activities.</i>
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		<ul style="list-style-type: none"> • <i>demonstrating safe behaviors independently with limited reminders.</i> • <i>solving problems independently, with partners, and in small groups.</i> • <i>making choices that are fair according to activity etiquette.</i> • <i>describing physical activities that represent a variety of cultures around the world.</i> • <i>explaining how preferred physical activities meet the need for personal self-expression.</i> • <i>explaining how preferred physical activities meet the need for social interaction.</i> • <i>describing how movement positively affects personal health.</i> • <i>explaining the rationale for one’s choices related to physical activity based on personal interests.</i> • <i>recognizing group challenges through movement.</i> • <i>setting observable long-term goals.</i> • <i>identifying movement strengths and opportunities for practice for individual improvement.</i> • <i>identifying physical activity opportunities outside of physical education class.</i> • <i>recognizing personally effective techniques that assist with managing one’s emotions and behaviors in a physical activity setting.</i> • <i>reflecting on movement experiences during physical education to develop understanding of how movement is personally meaningful.</i>
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>makes judgments and decisions</i> • <i>adapt to change</i> • <i>be flexible</i> • <i>interact effectively with others</i>

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

	OTHER EVIDENCE:

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

Grade 4: Fall PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Are you fun to play with? • How do I deserve to be treated?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> strategy, offense, defense</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • combining varied locomotor skills in a variety of practice tasks. • demonstrating rolling a ball in a non-dynamic environment. • demonstrating throwing in a variety of practice tasks. • demonstrating catching in a variety of practice tasks. • demonstrating sending and receiving an object in a variety of practice tasks. • demonstrating kicking a ball using the instep in a variety of practice tasks. • demonstrating dribbling with feet in a variety of practice tasks. • applying movement concepts and strategies for safe movement within dynamic environments. • demonstrating knowledge of offensive strategies in small-sided invasion practice tasks. • demonstrating knowledge of defensive strategies in 	

		<ul style="list-style-type: none"> <i>small-sided invasion practice tasks.</i> • <i>demonstrating problem solving strategies in a variety of games/activities.</i> • <i>identifying the need for warm-up & cool-down relative to various physical activities.</i> • <i>identifying location of pulse and provides examples of activities that increase heart rate.</i> • <i>explaining the benefits of physical activity.</i> • <i>recognizing and explaining how physical activity influences physiological changes in their body.</i> • <i>recognizing the critical elements that contribute to proper execution of a skill.</i> • <i>describing the impact of food and hydration choices on physical activity.</i> • <i>describing the perspective of others during a variety of activities.</i> • <i>using communication skills to negotiate roles and responsibilities in a physical activity setting.</i> • <i>demonstrating respectful behaviors that contribute to positive social interaction in group activities.</i> • <i>demonstrating safe behaviors independently with limited reminders.</i> • <i>solving problems independently, with partners, and in small groups.</i> • <i>making choices that are fair according to activity etiquette.</i> • <i>explaining how preferred physical activities meet the need for social interaction.</i> • <i>describing how movement positively affects personal health.</i> • <i>explaining the rationale for one's choices related to physical activity based on personal interests.</i> • <i>recognizing group challenges through movement.</i> • <i>identifying movement strengths and opportunities for practice for individual improvement.</i> • <i>identifying physical activity opportunities outside of physical education class.</i>
Content Area Literacy Standards	21st Century Skills	

<i>not applicable</i>	<ul style="list-style-type: none"> • <i>makes judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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

Grade 4: Winter PE

Stage 1 Desired Results

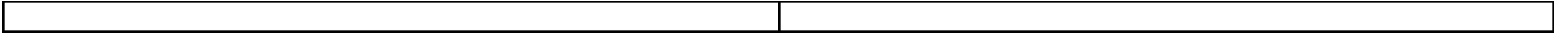
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How did you challenge yourself to become more fit? • How do I deserve to be treated?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> strategy, offense, defense</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • combining varied locomotor skills in a variety of practice tasks. • demonstrating transferring weight from feet to hands and hands to feet in a non-dynamic environment. • demonstrating jumping rope in a variety of practice tasks. • demonstrating/rolling a ball in a non-dynamic environment. • demonstrating throwing in a variety of practice tasks. • demonstrating striking with hands above waist in a variety of practice tasks. • demonstrating striking with hands below waist in a variety of practice tasks. • applying movement concepts and strategies for safe movement within dynamic environments. • demonstrating knowledge of offensive strategies in small-sided invasion practice tasks. 	

		<ul style="list-style-type: none">• <i>demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.</i>• <i>demonstrating knowledge of appropriate movement concepts for efficient performance of manipulative skills.</i>• <i>demonstrating problem solving strategies in a variety of games/activities.</i>• <i>establishing goals related to enhancing fitness development.</i>• <i>defining and explaining how to implement the FITT Principle for skill or fitness development.</i>• <i>defining and providing examples of movement activities for developing the skill-related fitness components.</i>• <i>explaining the benefits of physical activity.</i>• <i>recognizing the critical elements that contribute to proper execution of a skill.</i>• <i>describing the perspective of others during a variety of activities.</i>• <i>using communication skills to negotiate roles and responsibilities in a physical activity setting.</i>• <i>demonstrating respectful behaviors that contribute to positive social interaction in group activities.</i>• <i>demonstrating safe behaviors independently with limited reminders.</i>• <i>solving problems independently, with partners, and in small groups.</i>• <i>making choices that are fair according to activity etiquette.</i>• <i>describing physical activities that represent a variety of cultures around the world.</i>• <i>explaining how preferred physical activities meet the need for personal self-expression.</i>• <i>explaining how preferred physical activities meet the need for social interaction.</i>• <i>describing how movement positively affects personal health.</i>• <i>explaining the rationale for one's choices related to</i>
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		<ul style="list-style-type: none"> physical activity based on personal interests. recognizing group challenges through movement. setting observable long-term goals. identifying movement strengths and opportunities for practice for individual improvement. identifying physical activity opportunities outside of physical education class. recognizing personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting. reflecting on movement experiences during physical education to develop understanding of how movement is personally meaningful.
Content Area Literacy Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> makes judgments and decisions implement innovations manage goals and time interact effectively with others

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

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



Grade 4: Spring PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do I reach the next level of personal fitness? • How do I deserve to be treated?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> strategy, offense, defense</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • combining varied locomotor skills in a variety of practice tasks. • demonstrating transferring weight from feet to hands and hands to feet in a non-dynamic environment. • combining jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment. • combining locomotor, non-locomotor, and manipulative movements based on a variety of dance forms. • demonstrating balancing on different body parts in a non-dynamic environment. • demonstrating throwing in a variety of practice tasks. • demonstrating striking with a long-handled implement in a variety of practice tasks. • demonstrating catching in a variety of practice tasks. • demonstrating serving an object in a non-dynamic 	

		<p><i>environment.</i></p> <ul style="list-style-type: none">• <i>demonstrating sending and receiving an object in a variety of practice tasks.</i>• <i>demonstrating dribbling with hands in non-dynamic and dynamic practice tasks.</i>• <i>demonstrating dribbling with feet in a variety of practice tasks.</i>• <i>applying movement concepts and strategies for safe movement within dynamic environments.</i>• <i>demonstrating knowledge of offensive strategies in small-sided invasion practice tasks.</i>• <i>demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.</i>• <i>demonstrating knowledge of appropriate movement concepts for efficient performance of manipulative skills.</i>• <i>demonstrating problem solving strategies in a variety of games/activities.</i>• <i>applying movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.</i>• <i>establishing goals related to enhancing fitness development.</i>• <i>defining and explaining how to implement the FITT Principle for skill or fitness development.</i>• <i>explaining the benefits of physical activity.</i>• <i>recognizing the critical elements that contribute to proper execution of a skill.</i>• <i>describing the impact of food and hydration choices on physical activity.</i>• <i>describing the perspective of others during a variety of activities.</i>• <i>using communication skills to negotiate roles and responsibilities in a physical activity setting.</i>• <i>demonstrating respectful behaviors that contribute to positive social interaction in group activities.</i>• <i>demonstrating safe behaviors independently with limited reminders.</i>
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		<ul style="list-style-type: none"> • <i>solving problems independently, with partners, and in small groups.</i> • <i>making choices that are fair according to activity etiquette.</i> • <i>describing physical activities that represent a variety of cultures around the world.</i> • <i>explaining how preferred physical activities meet the need for personal self-expression.</i> • <i>explaining how preferred physical activities meet the need for social interaction.</i> • <i>describing how movement positively affects personal health.</i> • <i>explaining the rationale for one's choices related to physical activity based on personal interests.</i> • <i>recognizing group challenges through movement.</i> • <i>setting observable long-term goals.</i> • <i>identifying movement strengths and opportunities for practice for individual improvement.</i> • <i>identifying physical activity opportunities outside of physical education class.</i> • <i>recognizing personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.</i> • <i>reflecting on movement experiences during physical education to develop understanding of how movement is personally meaningful.</i>
Content Area Literacy Standards	21st Century Skills	
<i>not applicable</i>	<ul style="list-style-type: none"> • <i>makes judgments and decisions</i> • <i>adapt to change</i> • <i>be flexible</i> • <i>interact effectively with others</i> 	

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

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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<i>Technology Integration</i>	<i>District Materials</i>

Grade 5: Fall PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Are you fun to play with? • How do I deserve to be treated?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> strategy, offense, defense</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • combining varied locomotor skills in a variety of practice tasks. • demonstrating rolling a ball in a non-dynamic environment. • demonstrating throwing in a variety of practice tasks. • demonstrating catching in a variety of practice tasks. • demonstrating sending and receiving an object in a variety of practice tasks. • demonstrating kicking a ball using the instep in a variety of practice tasks. • demonstrating dribbling with feet in a variety of practice tasks. • applying movement concepts and strategies for safe movement within dynamic environments. • demonstrating knowledge of offensive strategies in small-sided invasion practice tasks. • demonstrating knowledge of defensive strategies in 	

		<ul style="list-style-type: none"> <i>small-sided invasion practice tasks.</i> • <i>demonstrating problem solving strategies in a variety of games/activities.</i> • <i>identifying the need for warm-up & cool-down relative to various physical activities.</i> • <i>identifying location of pulse and provides examples of activities that increase heart rate.</i> • <i>explaining the benefits of physical activity.</i> • <i>recognizing and explaining how physical activity influences physiological changes in their body.</i> • <i>recognizing the critical elements that contribute to proper execution of a skill.</i> • <i>describing the impact of food and hydration choices on physical activity.</i> • <i>describing the perspective of others during a variety of activities.</i> • <i>using communication skills to negotiate roles and responsibilities in a physical activity setting.</i> • <i>demonstrating respectful behaviors that contribute to positive social interaction in group activities.</i> • <i>demonstrating safe behaviors independently with limited reminders.</i> • <i>solving problems independently, with partners, and in small groups.</i> • <i>making choices that are fair according to activity etiquette.</i> • <i>explaining how preferred physical activities meet the need for social interaction.</i> • <i>describing how movement positively affects personal health.</i> • <i>explaining the rationale for one's choices related to physical activity based on personal interests.</i> • <i>recognizing group challenges through movement.</i> • <i>identifying movement strengths and opportunities for practice for individual improvement.</i> • <i>identifying physical activity opportunities outside of physical education class.</i>
Content Area Literacy Standards	21st Century Skills	

<i>not applicable</i>	<ul style="list-style-type: none"> • <i>makes judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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

Grade 5: Winter PE

Stage 1 Desired Results

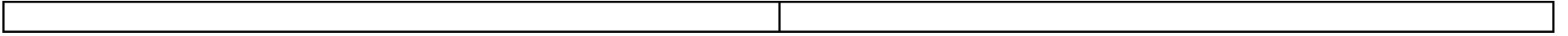
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How did you challenge yourself to become more fit? • How do I deserve to be treated?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> benefits, social</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • combining varied locomotor skills in a variety of practice tasks. • demonstrating transferring weight from feet to hands and hands to feet in a non-dynamic environment. • demonstrating jumping rope in a variety of practice tasks. • demonstrating rolling a ball in a non-dynamic environment. • demonstrating throwing in a variety of practice tasks. • demonstrating striking with hands above waist in a variety of practice tasks. • demonstrating striking with hands below waist in a variety of practice tasks. • applying movement concepts and strategies for safe movement within dynamic environments. • demonstrating knowledge of offensive strategies in small-sided invasion practice tasks. 	

		<ul style="list-style-type: none">• <i>demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.</i>• <i>demonstrating knowledge of appropriate movement concepts for efficient performance of manipulative skills.</i>• <i>demonstrating problem solving strategies in a variety of games/activities.</i>• <i>establishing goals related to enhancing fitness development.</i>• <i>defining and explaining how to implement the FITT Principle for skill or fitness development.</i>• <i>defining and providing examples of movement activities for developing the skill-related fitness components.</i>• <i>explaining the benefits of physical activity.</i>• <i>recognizing the critical elements that contribute to proper execution of a skill.</i>• <i>describing the perspective of others during a variety of activities.</i>• <i>using communication skills to negotiate roles and responsibilities in a physical activity setting.</i>• <i>demonstrating respectful behaviors that contribute to positive social interaction in group activities.</i>• <i>demonstrating safe behaviors independently with limited reminders.</i>• <i>solving problems independently, with partners, and in small groups.</i>• <i>making choices that are fair according to activity etiquette.</i>• <i>describing physical activities that represent a variety of cultures around the world.</i>• <i>explaining how preferred physical activities meet the need for personal self-expression.</i>• <i>explaining how preferred physical activities meet the need for social interaction.</i>• <i>describing how movement positively affects personal health.</i>• <i>explaining the rationale for one's choices related to</i>
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		<ul style="list-style-type: none"> physical activity based on personal interests. recognizing group challenges through movement. setting observable long-term goals. identifying movement strengths and opportunities for practice for individual improvement. identifying physical activity opportunities outside of physical education class. recognizing personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting. reflecting on movement experiences during physical education to develop understanding of how movement is personally meaningful.
Content Area Literacy Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> makes judgments and decisions implement innovations manage goals and time interact effectively with others

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

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



Grade 5: Spring PE

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate levels of personal fitness. • Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. • Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. • Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and others in physically active settings. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. 	Transfer	
	<p>Students will be able to independently use their learning to identify and maintain a healthy lifestyle.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • participating in team settings promote tolerance, empathy, communication skills and accountability. • participating in competitive and recreational activities will help promote relationship building and lifelong fitness. • participating in individual physical activities, improves the quality of one's life. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do I reach the next level of personal fitness? • How do I deserve to be treated?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • the basic rules and strategies for participation in a variety of loco-motor activities. • that learning loco-motor skills will help them with more advanced levels of physical activities. • that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. • that physical activities can be challenging, but with a positive attitude and determination they will find success. • that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <p><u>vocabulary:</u> manipulative, long handled implement, execution</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • combining varied locomotor skills in a variety of practice tasks. • demonstrating transferring weight from feet to hands and hands to feet in a non-dynamic environment. • demonstrating jumping rope in a variety of practice tasks. • demonstrating rolling a ball in a non-dynamic environment. • demonstrating throwing in a variety of practice tasks. • demonstrating striking with hands above waist in a variety of practice tasks. • demonstrating striking with hands below waist in a variety of practice tasks. 	

		<ul style="list-style-type: none">• <i>applying movement concepts and strategies for safe movement within dynamic environments.</i>• <i>demonstrating knowledge of offensive strategies in small-sided invasion practice tasks.</i>• <i>demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.</i>• <i>demonstrating knowledge of appropriate movement concepts for efficient performance of manipulative skills.</i>• <i>demonstrating problem solving strategies in a variety of games/activities.</i>• <i>applying movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.</i>• <i>establishing goals related to enhancing fitness development.</i>• <i>defining and explaining how to implement the FITT Principle for skill or fitness development.</i>• <i>explaining the benefits of physical activity.</i>• <i>recognizing the critical elements that contribute to proper execution of a skill.</i>• <i>describing the impact of food and hydration choices on physical activity.</i>• <i>describing the perspective of others during a variety of activities.</i>• <i>using communication skills to negotiate roles and responsibilities in a physical activity setting.</i>• <i>demonstrating respectful behaviors that contribute to positive social interaction in group activities.</i>• <i>demonstrating safe behaviors independently with limited reminders.</i>• <i>solving problems independently, with partners, and in small groups.</i>• <i>making choices that are fair according to activity etiquette.</i>• <i>describing physical activities that represent a variety of cultures around the world.</i>• <i>explaining how preferred physical activities meet the</i>
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		<ul style="list-style-type: none"> <i>need for personal self-expression.</i> <i>• explaining how preferred physical activities meet the need for social interaction.</i> <i>• describing how movement positively affects personal health.</i> <i>• explaining the rationale for one’s choices related to physical activity based on personal interests.</i> <i>• recognizing group challenges through movement.</i> <i>• setting observable long-term goals.</i> <i>• identifying movement strengths and opportunities for practice for individual improvement.</i> <i>• identifying physical activity opportunities outside of physical education class.</i> <i>• recognizing personally effective techniques that assist with managing one’s emotions and behaviors in a physical activity setting.</i> <i>• reflecting on movement experiences during physical education to develop understanding of how movement is personally meaningful.</i>
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> <i>• makes judgments and decisions</i> <i>• adapt to change</i> <i>• be flexible</i> <i>• interact effectively with others</i>

Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<i>Technology Integration</i>	<i>District Materials</i>



EXECUTIVE SUMMARY

June 18, 2026

Elementary Enrollment projections* for SY 2026-2027

*as of 6/8/26

Early Childhood Multiage Classrooms - class size 16

The following chart outlines the online registrations received for each school/program.

School	AM requests	AM projected classes	PM requests	PM projected classes
Atkinson Academy	15	15	13	13
Danville School	13	13		
Pollard School	26	13/13	7	7
Sandown Central	39	13/13/13	17	9/8

Kindergarten - class size 20

The following chart outlines the online registrations received for each school/program. We are still finalizing registrations (deposit and needed residency documents).

School	AM finalized	AM additional requests	AM Total	Full Day finalized	Full Day additional requests	Full Day Total, projected classes
Atkinson Academy	6	1		30	1	38 19/19
Danville School	10	2	12	22	5	27 14/13
Pollard School	7	1		42	2	52 18/17/17
Sandown Central	16	1	17	41	12	53 18/18/17

The charts on the following page outline projected student numbers in grades 1-5 for the 2026-2027 school year. These numbers are based on current enrollment at a school and grade rolled up to the next grade level with any known withdrawals, new registrations, school choice approvals, and program placements accounted for. Projected classes/sections, including class size per section, is based on projected enrollment compared to class size policy. The bottom row on each chart outlines changes in sections at that grade and school compared to the 2025-2026 school year. Grade levels highlighted in light red are at capacity, those in light yellow are pressure points, approaching capacity.



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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Atkinson Academy

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	60	49	69	51	58
class size by policy	20	22	22	25	25
projected classes	20/20/20	17/16/16	18/17/17/17	17/17/17	20/19/19
change to sections	~	-1	+1	~	~

Danville School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	38	44	43	42	43
class size by policy	20	22	22	25	25
projected classes	19/19	22/22	22/21	21/21	22/21
change to sections	-1	-1	~	~	-1

Pollard School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	56	64	68	70	81
class size by policy	20	22	22	25	25
projected classes	19/19/18	16/16/16/16	17/17/17/17	24/23/23	21/20/20/20
change to sections	-1	~	~	-1	+1

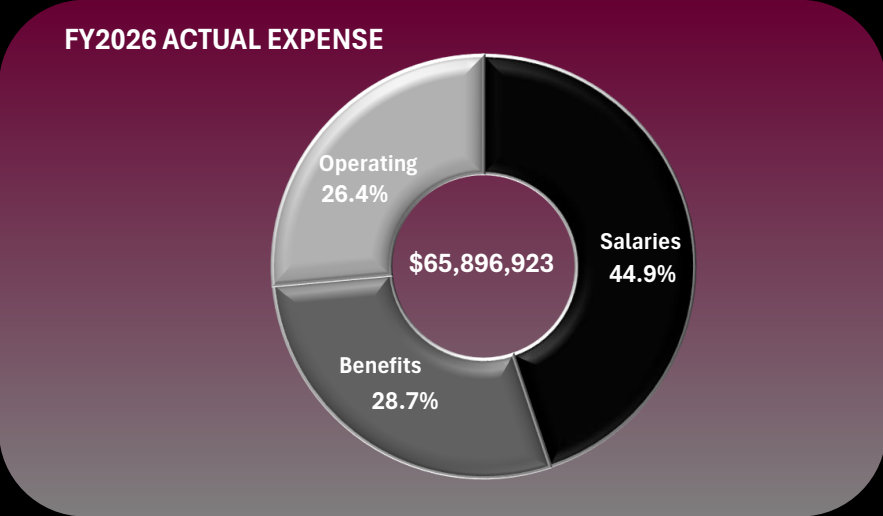
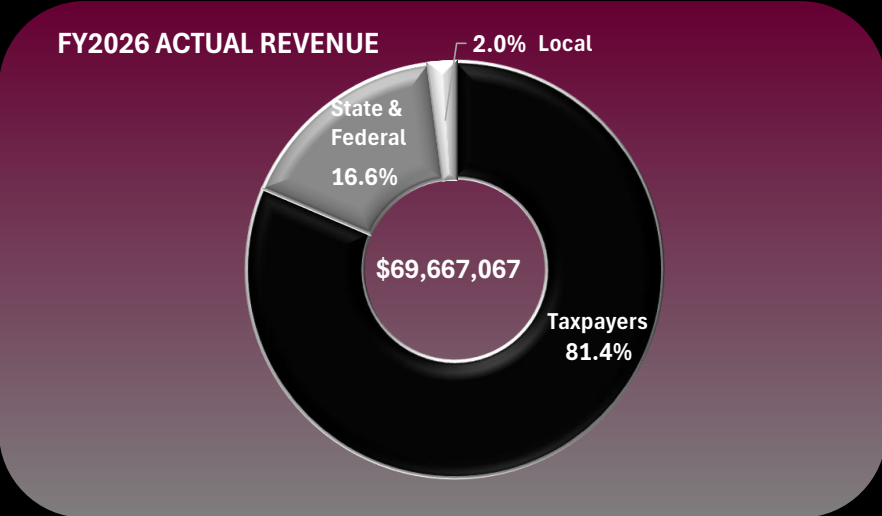
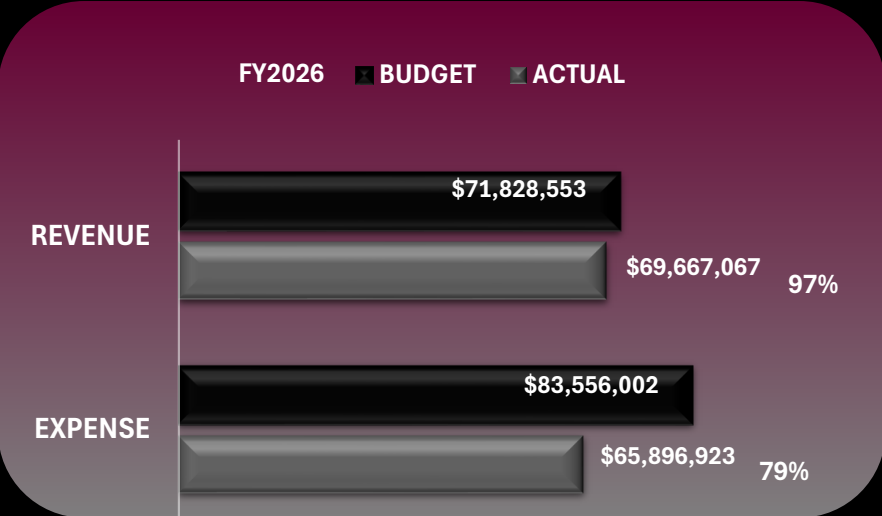
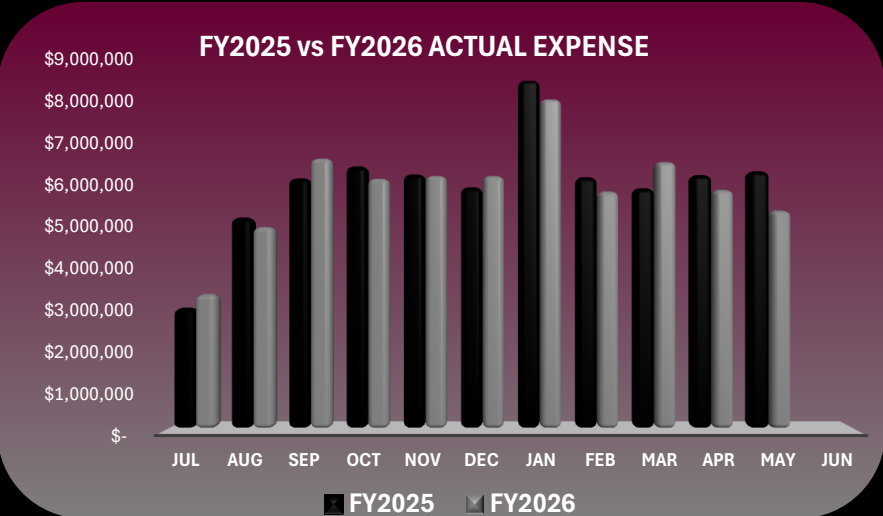
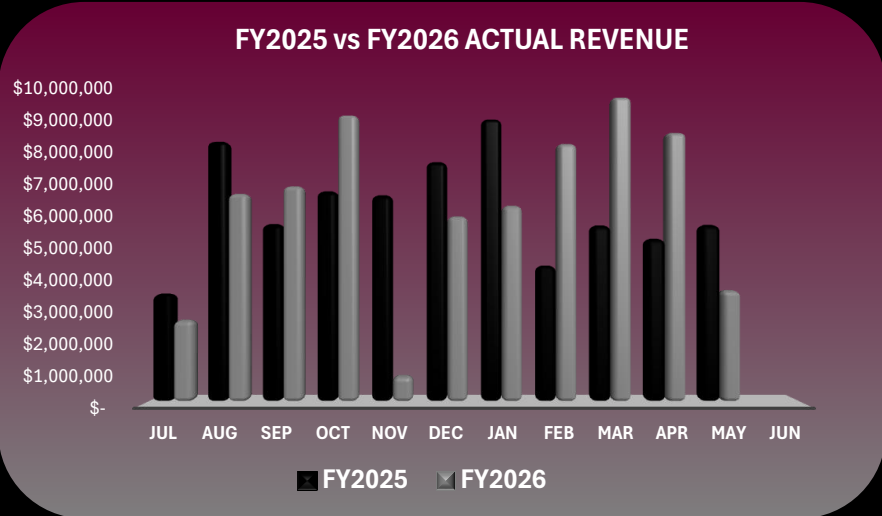
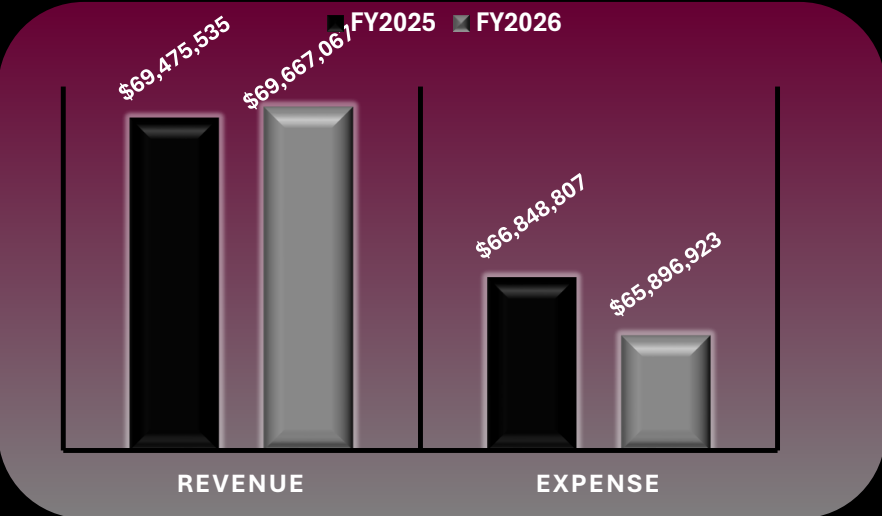
Sandown North

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	66	69	67	65	71
class size by policy	20	22	22	25	25
projected classes	17/17/16/16	18/17/17/17	17/17/17/16	22/22/21	24/24/23
change to sections	~	~	+1	~	~

Respectfully submitted,
Lucy Canotas, Director of Elementary Education

TIMBERLANE REGIONAL SCHOOL DISTRICT

DASHBOARD OF THE GENERAL FUND AS OF MAY 2026



EXPENSES	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
FY2025 ACTUAL	\$ 3,008,044	\$ 5,246,734	\$ 6,218,312	\$ 6,513,697	\$ 6,316,593	\$ 5,996,547	\$ 8,638,655	\$ 6,246,131	\$ 5,971,723	\$ 6,298,802	\$ 6,393,570	\$ 16,622,874	\$ 83,471,682
As a % of Total	4%	6%	7%	8%	8%	7%	10%	7%	7%	8%	8%	20%	
FY2026 ACT. / P	\$ 3,353,881	\$ 5,011,506	\$ 6,708,744	\$ 6,209,360	\$ 6,280,050	\$ 6,278,687	\$ 8,178,353	\$ 5,895,482	\$ 6,625,159	\$ 5,934,028	\$ 5,423,116	\$ 16,604,103	\$ 82,502,469
As a % of Total	4%	6%	8%	8%	8%	8%	10%	7%	8%	7%	7%	20%	
Increase (Decrease)	\$ 345,837	\$ (235,228)	\$ 490,432	\$ (304,338)	\$ (36,544)	\$ 282,140	\$ (460,302)	\$ (350,649)	\$ 653,436	\$ (364,773)	\$ (970,454)	\$ (18,771)	\$ (969,213)

Numbers in red indicate months with three pay periods. Numbers in green indicate projected expenses.

3,186 STUDENTS

591 EMPLOYEES

62 CONTRACTORS

Timberlane Regional School District
FY2026 Cash Flow Report

	July	August	September	October	November	December	January	February	March	April	May	YTD
Beginning Cash Balance	8,382,199	8,828,700	10,867,382	12,108,657	15,203,122	9,645,047	9,333,288	7,766,450	9,824,591	13,271,711	16,238,982	8,382,199
Deposits												
Adequacy Aid	-	-	2,113,931	2,113,931			3,170,895			3,170,893		10,569,650
Appropriation - Atkinson	1,404,641	1,685,419	1,545,155	983,098	702,320	702,320	1,638,989	1,937,062	1,787,903	1,043,110	745,043	14,175,060
Appropriation - Danville	950,470	1,140,462	1,045,551	665,227		950,470		2,456,977	1,228,405	1,228,577		9,666,139
Appropriation - Plaistow	-	2,250,000	2,000,000	2,000,000		2,500,000		2,129,145	4,675,436	1,309,272	935,150	17,799,003
Appropriation - Sandown	-	1,488,436	-	3,423,297		1,785,964	744,218	1,748,701	2,066,726	1,907,583	1,907,849	15,072,774
Impact Fees - Atkinson	6,313	-	-	-	-	-	-	-	-	-	-	6,313
Impact Fees - Danville	-	-	50,000	-	-	-	-	-	-	-	-	50,000
Impact Fees - Plaistow	-	-	27,277	-	-	-	-	-	-	-	-	27,277
Impact Fees - Sandown	75,000	-	-	-	-	-	-	-	-	-	-	75,000
Tuition	88,075	111,807	144,672	75,559	71,110	68,119	67,168	69,641	111,059	38,525	40,123	885,858
Voc Ed Transportation	-	-	-	-	57,766	-	-	-	-	-	-	57,766
Special Education Aid	-	-	55,390	-	-	-	724,156	-	-	-	-	779,546
Medicaid	-	58,499	-	-	16,626	5,380	24,528	1,157	7,545	48,787	9,438	171,960
Interest Income	32,230	17,598	15,909	23,516	25,054	18,262	12,946	15,245	11,496	16,228	23,094	211,579
Other Local Revenue	489	3,447	2,946	22,893	6,507	993	1,468	30,975	30,757	9,463	17,810	127,747
Grants	34,906	134,194	40,159	42,953	33,593	28,082	8,159	152,061	261,278	245,593		980,977
Food Service Government	-	21,997	-	38,284	-	66,055	27,079	-	30,131	41,612	68,663	293,821
Food Service Parents	4,310	50,238	130,705	148,387	110,248	106,567	101,992	102,129	114,381	122,901	105,376	1,097,234
PAC Income	-	-	-	12,411	-	7,109	-	-	10,388	3,740	-	33,648
Total Deposits	2,596,433	6,962,097	7,171,693	9,549,558	1,023,223	6,239,322	6,521,598	8,643,093	10,335,505	9,186,284	3,852,545	72,081,350
Disbursements												
Payroll	764,464	3,572,106	4,477,250	4,713,691	4,643,771	4,649,739	6,104,190	5,122,911	4,642,073	4,668,882	4,638,803	47,997,881
Accounts Payable	1,385,468	1,351,309	1,453,169	1,741,402	1,937,527	1,901,341	1,984,244	1,462,041	2,246,312	1,550,131	970,016	17,982,960
Total Disbursements	2,149,932	4,923,415	5,930,419	6,455,093	6,581,298	6,551,081	8,088,435	6,584,952	6,888,385	6,219,013	5,608,819	65,980,842
Ending Cash Balance	8,828,700	10,867,382	12,108,657	15,203,122	9,645,047	9,333,288	7,766,450	9,824,591	13,271,711	16,238,982	14,482,708	14,482,708

Job Postings

As of 6/12/26

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Athletics/Activities										
5280	Athletics/Activities	Coaching	TRHS Freshman Girls Volleyball Coach	Timberlane Regional High School	6/10/2026	Open until Filled	Aug-26	2026-2027	2	1
5282	Athletics/Activities	Coaching	TRHS Girls Head Cross Country Coach	Timberlane Regional High School	6/10/2026	Open until filled	Aug-26	2026-2027	2	0
5246	Athletics/Activities	Coaching	TRHS Junior Varsity Golf Coach	Timberlane Regional High School	4/13/2026	Open until filled	8/3/2026	2026-2027	60	3
5278	Athletics/Activities	Coaching	Varsity Field Hockey Coach	Timberlane Regional High School	6/4/2026	open until filled	Aug-26	2026-2027	8	0
Elementary School Teaching										
5271	Elementary School Teaching	Primary - Grades 1, 2, 3	Classroom Teacher - Grade 3 cc229	Pollard School	6/1/2026	Open until filled	8/25/2026	2026-2027	11	11
5263	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 3 cc2246	Sandown North	5/28/2026	Open until filled	8/25/2026	2026-2027	15	13
5266	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 3 cc436	Pollard School	5/28/2026	Open until filled	8/25/2026	2026-2027	15	20
5273	Elementary School Teaching	Kindergarten	Kindergarten Teacher cc966	Pollard School	6/2/2026	Open until filled	8/25/2026	2026-2027	10	0
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	70	16
High School Teaching										
5262	High School Teaching	Science - Physics	Science Teacher cc1837	Timberlane Regional High School	5/26/2026	Open until filled	8/25/2026	2026-2027	17	3
Instructional Support Staff										
5264	Instructional Support Staff	Regular education Paraeducator	.5 Regular Education Paraeducator - Afternoon cc961	Pollard School	5/28/2026	Open until filled	8/25/2026	2026-2027	15	0
5152	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	7/10/2025	Open until filled	8/25/2025	2025-2026	337	13
5268	Instructional Support Staff	ASD ISEP Paraeducator	ASD ISEP Paraeducator cc1790, cc1046, cc2350, cc2328	Atkinson Academy	5/29/2026	Open until filled	8/25/2026	2026-2027	14	2
5277	Instructional Support Staff	ASD ISEP Paraeducator	ASD ISEP Paraeducators	Timberlane Regional School District	6/3/2026	Open until filled	8/25/2026	2026-2027	9	0
5276	Instructional Support Staff	Special education Paraeducator	IN/ED ISEP Paraeducator	Danville Elementary	6/3/2026	Open until filled	8/25/2026	2025-2026	9	0
5283	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc2339	Pollard School	6/10/2026	Open until filled	8/25/2026	2026-2027	2	0
5272	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1173	Pollard School	6/2/2026	Open until filled	8/25/2026	2026-2027	10	0
5275	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2328	Timberlane Regional Middle School	6/3/2026			2026-2027	9	2
Maintenance/Custodial										
5279	Maintenance/Custodial	Custodian	Custodian - 2nd Shift cc358	Pollard School	6/9/2026	Open until filled	As soon as possible	2026-2027	3	1
5201	Maintenance/Custodial	Custodian	Custodian - Second Shift cc2276	Timberlane Regional High School	1/8/2026	Open until filled	As soon as possible	2025-2026	155	10
5123	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	368	4
5261	Maintenance/Custodial	Custodian	Youth Facilities - Custodian Assistant	Timberlane Regional School District	5/19/2026	Open until filled	6/22/2026	2025-2026	24	7
Middle School Teaching										
5265	Middle School Teaching	Physical Education	Physical Education/Health Teacher cc189	Timberlane Regional Middle School	5/28/2026	Open until filled	8/25/2026	2026-2027	15	6
Special Education										
5259	Special Education	Out of District Coordinator	Out of District Coordinator cc1354	Timberlane Regional School District	5/12/2026	Open until filled	8/25/2026	2026-2027	31	3
5250	Special Education	Special Education Teacher	Special Education Teacher cc1263	Timberlane Regional Middle School	4/20/2026	Open until filled	8/25/2026	2026-2027	53	8
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	66	6
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	71	8
Student Services										
5255	Student Services	School Counselor	School Counselor cc971	Danville Elementary	4/30/2026	Open until filled	8/25/2026	2026-2027	43	9
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	71	9
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	368	66