NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

Thursday, August 13, 2026
AGENDA

Regular Business Meeting
SAU Boardroom

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

1. **6:30 PM Call to Order – Chair**
2. **Roll Call – Minute Taker**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
5. **Delegates and Individuals**
6. **Current Business**
   - **a. Athletics Annual Report – INFORMATIONAL**
   - **b. Annual Review Sports Injury Emergency Action Plan – INFORMATIONAL**
   - **c. Annual Athletic Booster Sign Sponsorship – ACTION**
   - **d. Suspension Authorization – ACTION**
   - **e. Secondary Culinary Curriculum Revisions: First Read – ACTION**
   - **f. TRMS Schedule - INFORMATIONAL**
   - **g. Deliberative Session Survey Results – ACTION**
   - **h. Elementary Enrollment Update – INFORMATIONAL**
   - **i. Request for Proposals: Heating Oil – ACTION**
   - **j. Request for Proposals: Sandown North Day Tank – ACTION**
   - **k. Budget to Actual Report – INFORMATIONAL**
   - **l. FY2026 Encumbrances – ACTION**
   - **m. 2026–2027 School Board Goals – ACTION**
7. **Administrators' Report**
8. **Personnel Report**
9. **Committee Reports/Reports of the School Board**
10. **Other Business**
11. **Nonpublic Session – if required.**

DATE	TIME	LOCATION	TYPE OF MEETING
9/2/26	4:00 PM	SAU Boardroom	Curriculum & Assessment Comm.
9/3/26	5:00 PM	SAU Boardroom	Policy Committee
9/3/26	7:00 PM	SAU Boardroom	School Board
9/10/26	7:00 PM	SAU Boardroom	Budget Committee
9/15/26	6:15 PM	SAU Boardroom	Capital Improvement Plan Comm.

DRAFT PUBLIC MEETING MINUTES

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

Timberlane Regional School Board
Meeting Minutes

Regular Board Meeting
June 18, 2026
7:00 PM

Superintendent's Office
Greenough Road
Plaistow, NH

Call to Order

Board Members Present
Don Woodworth, Katie Knutsen, Shawna Manthorn, Marianne Springer, Alyssa Kowalczyk, Mark Sherwood

Excused Absence: Paul LeCain, Jack Sapia, Shawn O'Neil

Seated at the Board Table
Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Chris Martin, Executive Director of Operations and Special Projects

Administrators Present:
Maria Watkins, Business Administrator/CFO
Lucy Canotas, Director of Elementary Education
Kurt Schweiss, Director of Music and PAC

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 6/4/26. Seconded by Mrs. Manthorn Motion passed: 4-0-2 (Springer, Kowalczyk abstained)

MOTION: Mr. Sherwood motioned to approve the non-public meeting minutes of 6/4/26. Seconded by Mr. Woodworth Motion passed: 4-0-2 (Springer, Kowalczyk abstained)

STUDENT, STAFF, FAMILY SHARE

Mr. Schweiss, along with two students, came to talk about the two commissions. Mr. Schweiss had approached the Timberlane Music Association back in the fall with a commissioning opportunity with a company called Sing Me a Story. The company identifies a critically ill child and then asks the child to write and illustrate their own story. It is then given to a composer who composes music based off that story and given to a school to perform that music. Timberlane was the recipient of that. They also commissioned a jazz piece of music. The two high school students were part of both premiers, and they talked about their experience and the process.

Mrs. Springer attended the premier and commented on the very moving the end and how everything was very well done.

Mr. Sherman thanked them for what they have given to Timberlane and hopefully they have received it in kind.

DELEGATES & INDIVIDUALS

Kaitlyn Hilbert of Atkinson spoke to the Board as a concerned parent. She is also a member of the Atkinson Academy PTA. She stated at their last PTA meeting, it came to their attention that there will be proposed changes to the unified arts program. They had many concerns about these proposed changes and none of them could see the benefit. Some concerns they have is that its going to divide the school and disrupt the current collaboration they have. She asked the Board to direct the administration to talk to the staff and communicate with them as to why this is happening. They are also concerned about their kids because some really like one unified art or dislike one and they will have to have six straight days of one. They are concerned there will be some kind of behavioral issues as a result. She also cited some regulations and school district policy.

Laura McKellar of Atkinson spoke out for all of the other parents who could not attend the meeting tonight. They are all extremely concerned that their children will not have the weekly variety they've had. She has no idea why this has been decided. She highly encourages whoever proposed this, that it be revisited.

MOTION: Mrs. Manthorn motioned to move the remaining 24 minutes to the end of the meeting. Seconded by Mrs. Kowalczyk. Motion passed: 6-0-0

CURRENT BUSINESS

A. 2026-2027 Music Department Calendar

Mr. Schweiss presented the proposed Performing Arts Center calendar for the following school year for their review and approval.

Mrs. Manthorn thanked him for moving the start time of the concerts to 6:30 pm this year. She also mentioned that the last time he was here, he mentioned a letter received from some folks who rented the PAC. She asked Mr. Schweiss if it is possible to get some type of list of an update every now and then about how frequently the PAC is rented out and what the revenue aspect of that is.

Mr. Schweiss stated he could absolutely do that.

MOTION: Mrs. Manthorn motioned to approve the 2026-2027 Proposed Music and Drama Schedule of Events. Seconded by Mr. Sherwood. Motion passed: 6-0-0

B. CTI Contract

Dr. Martin explained the purpose of the agreement is to continue working with Control Technologies Inc. for the next three years. Mr. Brander, Mr. Sapia and Mr. Sherwood have all been briefed on the agreement and concur with moving forward for another three years. They do preventative maintenance for the building automation systems that controls the HVAC in our buildings. All 9 buildings now have controls installed. The district has a good working relationship with them. It helps streamline the warranty and guarantee process they have with the products we have already installed and paid for.

MOTION: Mr. Sherwood motioned to approve entering into a 3-year contract with Control Technologies, ending on June 30, 2029 for a total cost of $65,430.00. Seconded by Mrs. Kowalczyk Motion passed: 6-0-0

C. Elementary Physical Education Curriculum Revision – First Read

Mrs. Canotas explained they have been working through PE and approved the PE standard changes. She provided a generalized chart to show where the teachers placed the skills within the K-2 grade span and then the 3-5 grade span. There is a lot of consistency as they build their skills at the similar time. She explained the only thing that has changed is that the students will be skilled at statements.

MOTION: Mrs. Springer motioned to approve the first read of the Elementary Physical Education Curriculum revisions. Seconded by Mrs. Manthorn. Motion passed: 6-0-0

D. Elementary Enrollment Update

Mrs. Canotas explained a couple of things have changed but not by much. She mentioned what is not represented in the document is that we have allocated a teacher at Danville who will work with both grade one and grade two. She will not have a homeroom, but she will be a third teacher on those grade levels. She has been at Danville so she is not a new hire. If we were to go over the class size, we would come back and either ask to waive the policy or have an additional teacher.

E. Budget to Actual Report

Mrs. Watkins reviewed the Budget to Actual Report. She stated for the month of June, as far as of today, they have spent $11.7 million. We are at $77.7 million as of today in expenses. The projection is still $82 million - $82.5 million of our fiscal 26 budget. They are projecting to spend what the budget is. She also stated they have received about $3 million in June which is the final payments from the towns. That completes the revenue income for the year, leaving about $5.8 million.

Mrs. Watkins referred to the authorization they received from the Board to place all the debt for food service and tuition into collections. They have placed about $170,000 into the collection agency. They have collected about $40,000, which is about 24% of that debt. She stated it is an amazing effort and thanked the Board for authorizing them to go that route and thinks it has paid off.

ADMINISTRATOR'S REPORT

Dr. Martin spoke on how impressed she was with the professionalism of the teachers at Pollard. The contractors mentioned it and they deserve a shout-out as do the teachers in the 200 wing at the high school. The facilities division has been extraordinarily busy.

Mrs. Allaire gave some highlights on the end of the school year. They ended the year with our teachers and paraeducators over the past two days with two professional learning days. That was time well used and well spent. They have high levels of engagement and collaboration.

Mr. Krieger provided a couple updates. One is in follow-up from a previous meeting around screen time. He spoke with Mr. Henderson about what they are investigating and what the potential cost for more tools to monitor those things. He said the fee is really nominal. It is about $6,500 a year. It would be a three-year contract that would be an add-on to the current contract they have. He stated it is fairly robust in its reporting. It is just not total screen time.

He said if it is the will of the Board, they would be able to find that money and potentially move forward with that for next year.

Mr. Krieger informed the Board that the NH Dept. of Education put out an RFP, and they are going to be doing district mapping for every public school district in NH. It will be interactive mapping with critical response group. It will be tied into all of our emergency service areas in our localized area. It is a unique and a safety-first type of thing here in NH. When folks come out and visit and walk the spaces with them, they will certainly bring it to the Safety Committee to tie them in.

Mr. Krieger brought two bills to their attention that were passed in the legislature and are on the governor's desk. The first is HB 1300 is the tax cap. The other is HB 1610 addresses the unassigned fund balance and the amount of calculation, the impact on taxes from year to year.

Mr. Krieger spoke to the potential changes and shifts to the UA model. They began talking about this as an administrative team in the winter and were really focused on the relational rationale for this right now. He said, if he was a unified arts teacher at the elementary level, he would see up to 500 kids across a week. They are looking to change that and get that ratio down to about 100 kids a week. There is also an instructional rationale to this idea. They are looking to chunk things down into smaller sections for kids. They see a deep relational, instructional, and fiscal impacts with it.

Mrs. Kowalczyk asked if the decision has already been made to disperse this to all four elementary schools for next year. Mr. Krieger said they settled yesterday on a model where they are looking at a six-day cycle.

Mrs. Knutsen said that since Mr. Krieger has taken over as superintendent, any decision he has ever made has been well thought out, and he has gotten collaboration from all the stakeholders involved, and it has never been crammed down anyone's throat. She said she has full confidence that whatever he and his team decide to roll out, it will be well thought out and in the best interest for the district and students.

PERSONNEL REPORT

Mr. Krieger spoke about Paul Biron. He wanted to bring Paul Biron to the Board as assistant principal for Pollard Elementary. They met Paul through a search process for a principal position and had asked him about potentially being interested in this Assistant Principal position which he was. We were happy to hear that and he's met Mary and has been vetted through some different staff teams. He taught in Nashua and has experience as an elementary school administrator in Londonderry, Chester, and Andover.

MOTION: Mrs. Manthorn motioned to approve the professional nominations of: Christopher Andrews, PE/Health Teacher, TRMS; Paul Biron, Assistant Principal, Pollard School; Corryn Lachance, Elementary Teacher, Pollard School; Meghan Rodger, School Nurse, Sandown Central; Skylar Terry, Elementary Teacher, Pollard School; Regan Carpine, Elementary Teacher, Pollard School. Seconded by Mr. Sherwood Motion passed: 6-0-0

MOTION: Mrs. Manthorn motioned to approve the professional resignation of Cheryl Remlin, Elementary Teacher, Danville Elementary School. Seconded by Mr. Sherwood Motion passed: 6-0-0

COMMITTEE REPORTS

Mr. Woodworth offered some observations of going to the graduations. He said it has been great. The high school graduation is the product of everybody's work around the district and it is showcased in these events. You get a real sense of community from everybody being there and a sense of pride.

Mrs. Knutsen attended the high school graduation and the students were so well spoken with their speeches.

Mr. Sherwood attended the high school graduation and what he enjoyed the most was the inter-personal relationships between students, teachers, and paras.

Mrs. Manthorn was able to attend the high school graduation and the 8th celebration. She heard from parents of the transitioning students there was a lot of information provided it gets them engaged earlier. She also mentioned that she and Mr. Woodworth had the opportunity to be judges for the 8th grade poetry slam. She was a semi-finalist round judge. There were some folks at the SAU who participated.

Mrs. Kowalczyk stated the Policy Committee has a meeting scheduled on July 2nd. She was able to volunteer at Pollard for the senior clap-out which was amazing. She had never witnessed any of that before.

OTHER BUSINESS

Mrs. Kowalczyk asked Dr. Martin about the event that happened at Pollard School. Dr. Martin stated that the work is now complete and clean.

DELEGATES AND INDIVIDUALS (cont'd)

Laura Moll of Atkinson stated she is not afraid of change and is very open-minded. She understands things have to progress in order to improve. She stated it is helpful to understand some of the benefits. That is what she was really curious about. There was no notification that came from the school about this so she thinks the communication piece is lacking. She has a son and daughter. Her daughter would probably do fine, but she is concerned about her son behaviorally. She worries about him going weeks without gym class unless there is another way to build in some more dedicated movement. Her concern is not so much having the consecutive days, but more about the gaps that will be there.

Melissa Raymond of Atkinson has two children at Atkinson Academy. They first heard about this from teachers. She doesn't think it sounds like it is a full plan. She said there are positives to it, she just feels like we are rushing into this into the fall.

Laura McKellar of Atkinson appreciated the Board's comments tonight. She is a supporter of change when it is rolled out well. If they are going to do this change which she is still against, she is open to talking more about it. She would like to know how they are going to assess if it's working or failing so they would know when to pull the trigger either to revert or continue. She is concerned about discipline also. She also wants to know how they will ensure that the kids are getting the same holiday spirit throughout the year in the art class.

Molly Conroy of Atkinson is a parent, a graduate, a resident and a teacher within the Timberlane district. She teaches at Atkinson Academy. She was very surprised to hear this news that they were going to be shifting to this type of schedule. Mr. Harris brought it to their attention at a staff meeting. There isn't anyone in the entire school building who was in support of this plan and they were not given one reason why this would be a good idea. A lot of concerns were expressed. She is concerned about trying to cram it all in into six days, only to have to relearn everything in order to reengage with the content.

Mrs. Knutsen mentioned if anyone ever has any problems, to please speak directly to Mr. Krieger and seek to understand and ask questions.

There was no further public business. The meeting adjourned at 8:45 pm.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

DRAFT PUBLIC MEETING MINUTES

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

Timberlane Regional School Board
Meeting Minutes

Special Meeting
July 16, 2026
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order
Mr. Sherwood called the meeting to order at 7:01 PM.

Board Members Present
Marianne Springer, Shawn O'Neil, Mark Sherwood, Katie Knutsen (Temporarily Excused), Don Woodworth, Jack Sapia, and Alyssa Kowalczyk
Excused: Shauna Manthorn and Paul LeCain

Seated at the Board Table
Justin Krieger, Superintendent

Pledge of Allegiance

CURRENT BUSINESS

Mr. O'Neil moved to amend the agenda to move the Delegates & Individuals portion to the beginning of the meeting. Mr. Sapia seconded the motion.

Discussion followed regarding the proposed amendment. Mr. Sherwood stated that he believed the Superintendent should present the proposed program prior to public comment. He noted that a Delegates & Individuals period was not required but supported providing an opportunity for public comment following the presentation.

Mr. Sapia expressed his preference for hearing public comment before the Superintendent's presentation. He stated that the administration had several months to present the proposal and believed the meeting should prioritize public input. He also referenced previous discussions regarding the meeting format.

Mr. Woodworth acknowledged the significant public discussion that had occurred regarding the proposal over the previous month and stated his preference for the Superintendent to present the proposal before public comment.

Mrs. Springer also expressed her preference for hearing the Superintendent's presentation before the Delegates & Individuals portion of the meeting, noting that she did not support allowing public comment before the scheduled agenda item.

Mr. O'Neil stated that the Board had historically held the Delegates & Individuals portion at the beginning of meetings. He expressed concern that moving public comment to the end of the agenda would limit the opportunity for public input prior to an important Board decision.

Mr. Sherwood clarified that no Board action would be taken on the matter that evening, noting that legal counsel had advised the Board that it could not vote on the proposal at the meeting.

Mr. Sapia commented on the process used to bring forward the proposed program, stating that curriculum changes are typically reviewed through the Curriculum & Assessment Committee and approved by the School Board. He questioned the agenda format and the process followed.

Mr. Woodworth noted that he had discussed the matter with the Superintendent and anticipated continuing those discussions moving forward.

Following discussion, Mr. Sherwood called for the vote on the motion.

MOTION: Mr. O'Neil motioned to amend the agenda by moving the Delegates & Individuals portion to the beginning of the meeting. Seconded by Mr. Sapia. Motion fails 2-4-0.

A. Unified Arts Elementary Model
Superintendent Krieger stated that, pursuant to RSA requirements, the Board had a quorum and was authorized to conduct business. He referred members to the executive summary included in the meeting packet.

Mrs. Knutsen arrived at 7:15 p.m.

Superintendent Krieger reviewed the engagement process surrounding the proposed Unified Arts Elementary Model. He announced that the district would not implement the model for the upcoming school year and would instead continue evaluating the proposal throughout the year. He stated that the district was not prepared to move forward with implementation at this time and advised that he had informed district administrators of

the decision earlier that day and would communicate the update to families the following day.

Mr. O'Neil stated that the district would continue operating under the current instructional model unless and until the School Board approved a change. He reiterated that curriculum proposals should follow the established committee and Board approval process. He also noted that he had received significant community feedback following the previous School Board meeting and questioned the need for debate over holding the special meeting.

Mr. Woodworth acknowledged that the proposed Unified Arts Elementary Model had not received sufficient support from the district community. He compared the proposal to the district's previous transition to block scheduling, noting that significant educational changes often require extensive presentations, committee review, and time to gain community support. He stated that while a common learning experience may provide educational benefits, the concerns raised by parents and staff were valid and should be considered as discussions continue.

Mr. Sapia thanked Superintendent Krieger for listening to the concerns expressed by staff and families. He encouraged members of the public to attend Curriculum & Assessment Committee meetings and participate in the curriculum review process.

Mr. Sapia requested that the Delegates & Individuals period be extended beyond 30 minutes due to the level of public interest and requested that non-resident district staff members be permitted to address the Board. Mr. Sherwood stated that he had no objection to allowing non-resident staff members to speak and confirmed his understanding that the Board's policy established 30 minutes as the minimum public comment period.

DELEGATES & INDIVIDUALS

1. Mr. Brian Boyle, resident of Atkinson, stated his background as a former Timberlane Regional School Board member and past Board Chair. He highlighted the unique perspective required to understand governance and board-level decision-making. He compared the proposed Unified Arts changes to the historical implementation of block scheduling and noted that major structural and educational changes must go through the full School Board process and shouldn't be introduced to the Board on short notice.

   Mr. Boyle stated that significant community turnout during the summer reflects strong concerns regarding the proposal. He noted that the elementary schools in the district have run like clockwork and would be hard-pressed to be worried about them. He commended the Superintendent for pausing the change but emphasized that the Board must be

proactive rather than reactive in exercising its oversight responsibilities, and to consider compliance of any change with the TTA contract.

2. Michele Parker, resident of Sandown, Timberlane graduate and Innovation Teacher at Sandown North, expressed appreciation for her Timberlane education. She stated that the Unified Arts team was not consulted before the proposed rotation schedule was presented and summarized concerns regarding transparency, stakeholder input, student learning, consistency, and the impact on neurodivergent learners. Ms. Parker noted that the proposed rotation was adjusted from 12 days to six but said concerns remained. She recommended pausing further changes and forming a committee of administrators, staff, parents, students, and other stakeholders to evaluate the Unified Arts schedule.

3. Laura Ross, resident of Sandown and Librarian at Sandown North, thanked the Board for allowing additional time to consider the proposed Unified Arts schedule. She expressed concerns that the schedule would reduce student access to the library, limit book circulation, research, and teacher collaboration, and create challenges for library programs and events. She encouraged the Board to consider its impact on students and the library program.

4. Krystle Walker, resident of Atkinson, thanked the Board for pausing implementation and expressed concerns about the proposed Unified Arts schedule and lack of transparency and collaboration in its development. She cited potential disruptions to student routines, physical education, and collaboration between classroom and Unified Arts teachers. Ms. Walker urged the Board to continue working with staff and families to develop alternatives that preserve a consistent, well-rounded education.

5. Roberta Monroe, Occupational Therapist at Atkinson Academy, explained how Unified Arts classes, particularly art, support occupational therapy by reinforcing fine motor, visual-perceptual, sensory, and pre-writing skills. She expressed concern that the proposed schedule could create gaps in skill development and make it more difficult to provide required occupational, physical, and speech therapy services effectively.

6. Jennifer Parino, resident of Sandown, expressed concerns regarding the proposed Unified Arts scheduling change from the perspective of a parent of a student entering fourth grade. She shared that their child looks forward to certain Unified Arts classes and has developed meaningful relationships with Unified Arts teachers.

   Ms. Parino expressed concern that a six-day rotation could negatively impact students by creating longer gaps between preferred classes, potentially affecting student engagement and the relationships students have built with their teachers. She also noted that students who are less interested in certain Unified Arts subjects may struggle with attending the same class for six consecutive days rather than having a more balanced rotation.

7. Samantha Choinski, resident of Atkinson, raised concerns about the proposed Unified Arts schedule's impact on younger students, particularly the reduced frequency of physical education. She noted that regular movement supports her child's regulation, focus, and learning, and urged the Board to consider the importance of consistent physical activity and student well-being.

8. Pamela Dulong, Atkinson Academy Innovation Teacher with 30 years of experience, highlighted her concerns about the proposed Unified Arts schedule and the process used to develop it. She noted that staff across the district have raised concerns and emphasized the need for research, stakeholder input, and evaluation before implementation. She cited potential impacts on student development, instructional consistency, and teacher collaboration and supported continued discussion and planning.

9. Jeff Goddard, Physical Education Teacher at Atkinson Academy with more than 30 years in the district, shared concerns about the proposed six-day Unified Arts schedule, including limited communication and staff input. He cited lengthy gaps between classes, potential impacts on students receiving special education services, and disruptions to interdisciplinary activities. Mr. Goddard stated that he had not seen research supporting the model and thanked the Board for tabling the proposal.

10. Michael Boucher, resident of Atkinson, stated that he supports change when it is developed through a transparent and collaborative process. He expressed concerns about the lack of communication, research, data, and stakeholder input regarding the proposed Unified Arts schedule, as well as potential impacts on students who miss classes during extended rotations. He encouraged greater community involvement and discussion before implementing significant changes.

11. Marian Chaffe, resident of Atkinson, shared concerns regarding the proposed Unified Arts schedule from a special education perspective. She emphasized the importance of consistency, repetition, and predictable routines for students who rely on structure to support self-regulation, confidence, academic growth, and peer relationships.

    Ms. Chaffee voiced concern that six-day blocks could create challenges for students transitioning between preferred and non-preferred activities, potentially leading to increased behaviors, difficulty with transitions, and impacts on student relationships. She noted that these challenges could affect students, families, teachers, and support staff.

    Ms. Chaffee thanked the Board for pausing the proposal and requested that any future changes be supported by research and focused on creating a positive learning environment for all students. She asked that the district share the research and data supporting the proposed schedule change before moving forward.

12. Molly Conroy, a Timberlane graduate, resident, parent, and teacher at Atkinson Academy, expressed concerns about the lack of collaboration and follow-up regarding the proposed Unified Arts schedule. She highlighted the value of current Unified Arts programs and questioned what problem the proposed change was intended to address. Ms. Conroy supported further research and a collaborative process, including consideration of a committee to evaluate the schedule.

13. Pamela Dolan-Alexander, teacher at Atkinson Academy with 32 years of service, explained that she agreed with the concerns shared by parents and staff regarding the proposed Unified Arts schedule change. She stated that she did not support the proposed changes but encouraged the district to move forward by recognizing teachers and staff as valuable resources.

    Ms. Dolan-Alexander asked district leadership to engage more directly with educators by visiting classrooms, asking questions, and gaining a deeper understanding of what teachers teach, why they teach it, and how it benefits students. She expressed that staff felt overlooked during the process and encouraged stronger communication and collaboration moving forward.

    Ms. Dolan-Alexander stated that she is open to change and enjoys learning and improving practices. She expressed optimism that, through open dialogue and collaboration, the district and staff can work together to enhance the educational experience for students.

14. Jennifer Toth, resident of Sandown, shared concern that the proposed Unified Arts schedule change was being considered without a full understanding of the current programs, relationships, and collaborations already taking place in elementary schools. She encouraged Board members and district leadership to spend time in schools, observe Unified Arts classes, and speak with teachers to better understand the impact of the proposed change.

    Ms. Toth stated that she believes the current Unified Arts model provides valuable opportunities for student connections, teacher collaboration, and interdisciplinary work. While acknowledging that there is always room for improvement and that staff are open to change, she expressed concern that the proposed schedule could negatively affect students and teachers without a complete understanding of what is currently working.

15. Amy Ellis, resident of Atkinson, expressed opposition to the proposed Unified Arts model, citing concerns about its impact on elementary students, inequitable learning experiences during teacher absences, and the lack of identified issues with the current model. She thanked Mr. Krieger for delaying implementation and urged the Board not to move forward with the proposal.

16. Beth Kissel, Danville library media specialist, spoke about the importance of elementary library programs and information literacy instruction. She emphasized the relationships librarians build with students and the role libraries play in providing access, trust, and support. She expressed concern about the impact of schedule changes and reduced access to libraries and Unified Arts. Ms. Kissel thanked the Board for tabling implementation and encouraged members to spend time observing Unified Arts classes and elementary libraries firsthand.

Mr. Sherwood emphasized the Board's commitment to serving the community and providing the best possible services within limited resources. He stressed that continued communication is essential and thanked the public for attending.

Mr. Sapia expressed appreciation for the parents, staff, administration, and Board for working together. He emphasized the importance of Unified Arts to students and supported delaying implementation for one year to allow further collaboration, research, and evaluation before returning with a recommendation.

Mr. O'Neil thanked the public for their input and noted that he gained a new perspective regarding how Unified Arts time allows occupational therapists to evaluate students they work with regularly. He questioned the need to change a model that is performing well at the elementary level and suggested that the district's focus should instead be on areas with lower proficiency, particularly at the middle and high school levels.

There was no further public business.

The meeting was adjourned at 8:45 PM.

Respectfully submitted,

Kelly Salovitch
Recording Secretary

Approved by the School Board on

TIMBERLANE REGIONAL HIGH SCHOOL

36 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6541 Fax: (603) 382-8086

TimberlaneHS.com @TimberlaneHS @TimberlaneHS @TimberlaneHS

July 11, 2026

Annual Report: Athletics

During the 2025-2026 school year, the Timberlane Regional Athletic Department put on approximately 807 events between the middle school and high school programs. Throughout the year, approximately 739 middle and high school students participated in athletics. Out of those student athletes, 41% played multiple sports; 433 students participated in 1 sport, 188 participated in 2 sports, and 118 participated in 3 sports.

MIDDLE SCHOOL ATHLETICS:

The Timberlane Regional Middle School Athletic Program is a member of the Tri-County League and competes against schools from around the state of New Hampshire. The purpose of the Tri-County League is to organize, coordinate, and stimulate interest in athletic activities while developing young athletes at the middle school/junior high school level.

The Tigers enjoyed an outstanding athletic year, with more than 312 student-athletes participating during the 2025–2026 school year. Our student-athletes and coaches represented Timberlane with pride, achieving success across multiple sports.

During the winter season, the Girls Wrestling team made school history by finishing second at the State Championship, the highest finish in program history. Our Boys Basketball team also had an exciting postseason run, advancing to the Tri-County Championship game. Although the team fell short in the championship, their success energized the Timberlane community and highlighted a bright future for the boys' basketball program.

The spring season continued the momentum with several impressive accomplishments. The Girls A Softball team advanced to the Tri-County Championship game, where they battled Londonderry in a competitive contest before falling 7–4. With a talented young core, the future of the program is very promising. The Girls Track and Field team put together a dominant season, winning every meet they competed in before capturing the Tri-County Championship. The championship was especially meaningful as it was held on Timberlane's new track surface, allowing the school to host the Tri-County Championships for the first time in more than a decade.

36 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6541 Fax: (603) 382-8086
TimberlaneHS.com @TimberlaneHS @TimberlaneHS @TimberlaneHS

Overall, the 2025–2026 TRMS athletic year was a tremendous success and showcased the dedication, hard work, and sportsmanship of our student-athletes, coaches, and the entire Timberlane community.

HIGH SCHOOL ATHLETICS:

Timberlane Regional High School is a member of the New Hampshire Interscholastic Athletic Association (NHIAA) and is a recognized Division 1 Athletic Program. TRHS offers over thirty different sport offerings for boys and girls to choose from. Many of our student athletes are also involved in a variety of student activities including band, music, and student government.

The TRHS athletic programs enjoyed tremendous success throughout the school year. The Wrestling Team captured the Division 1 State Championship, and the Winter Cheer team finished as NHIAA State Runner-Up. The Spring Sports' season was extremely successful with all teams qualifying for the NHIAA State Tournament. The Girls' Lacrosse team, along with the Baseball and Softball teams made it to the NHIAA State Semi-Finals.

Aside from team honors, several individual student-athletes were recognized for outstanding achievement. Class 2027 student-athlete, Danielle Bates, won the NHIAA State High Jump and Triple Jump Championship, while TRHS Senior Charlotte Beaudoin broke 4 school track records! In Girls' Lacrosse, both Lila Fitzgerald and Riley Donahue reached a milestone by scoring their 100th career goals.

TRHS Football Coach Kevin Fitzgerald has been awarded the 2025 NFHS Football Coaches' Award for the state of New Hampshire. This award recognizes outstanding football coaches through its Coaches Association Awards, honoring coaches who demonstrate excellence in coaching, ethics, and sportsmanship. Coach Fitzgerald will receive this award at the upcoming fall NHIAA Annual Meeting of principals and athletic directors in September.

Senior Scholar-Athletes:

NHADA/NHIAA recognized 26 TRHS Senior Scholar-Athletes for their excellence in the classroom, as well as on the playing field. A ceremony recognizing the NH Scholar-Athletes took place in April at the Capitol Center for the Arts in Concord, NH. At the conclusion of the school year, the Timberlane Athletic Department recognized our Senior Athletes with an awards ceremony that took place in the TRHS Gymnasium. Class of 2026 student-athletes, Lila Fitzgerald and Matthew Fitzgerald were named TRHS Outstanding Female and Male Athlete of the Year! Taylor Alperin and Michael Santosuosso were named the Outstanding Female and Male Leadership Award winners.

36 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6541 Fax: (603) 382-8086
TimberlaneHS.com @TimberlaneHS @TimberlaneHS @TimberlaneHS

College Athletic Signings:

The Timberlane Athletic Department is proud to recognize the following student-athletes for signing their National Letters of Intent to continue their athletic successes at the Division I/II college level:

Alli Harb, Audrina Cordiero, Landon Petry, and Charlotte Beaudoin.

NHIAA Student-Leadership Trainings:

TRHS continues to create student-leadership training workshops for our Life of an Owl Leadership Program. We have an introductory level session for our younger student-athletes, as well as an advanced workshop that includes our new outdoor ropes course. The goal is to create opportunities for our student-athletes to collaborate and understand the importance of healthy lifestyles.

We are very proud of our student-athletes and coaches. Thank you to the School District and the community for your continued support.

Go Owls

Prepared by: Angelo Fantasia, CMAA. Director of Athletics.

TIMBERLANE REGIONAL HIGH SCHOOL

36 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6541 Fax: (603) 382-8086

TimberlaneHS.com @TimberlaneHS @TimberlaneHS @TimberlaneHS

July 13, 2026

Executive Summary: Emergency Action Plan

Senate Bill 148-FN was signed into law on August 10, 2021 and took effect on September 1, 2022. This Bill requires all athletic departments to create and implement Emergency Action Plans for sports-related injuries.

The Timberlane Athletic Department continues to collaborate with our athletic trainer to update the EAP. A revised document has been sent to the SAU for the upcoming August 13, 2026 School Board meeting.

Coaches and student-athletes from our middle school and high school teams are required to practice emergency drills in preparation for a traumatic incident. Coaches assign roles and responsibilities to members of the team. The athletic trainer coordinates drills for each team, and feedback is provided after each drill. We continue to assess our Emergency Action Plan for relevance and best practices.

The safety and security of our coaches, student-athletes, and community members is our highest priority. We believe that this plan will equip our student athletes to respond quickly and effectively in the event of an emergency.

Prepared by: Mr. Angelo Fantasia, CMAA Director of Athletics, TRSD

Emergency Action Plan (EAP)

New Hampshire Law 148-FN requires schools to have Emergency Action Plans (EAPs) for sports-related injuries. These plans outline procedures for handling emergencies, including sports injuries, and are to be implemented by the start of each academic year. Key components include specific actions for coaches and users, reporting procedures, and identifying emergency contacts.

Emergency Roles:

1. Acute care provided by the most qualified personnel on scene.
    a. Check life-threatening conditions.,
    b. Apply basic first aid as a situation arises.
2. Activation of EMS by a calm person with good communication skills.
3. Contact Gina Carbone (Athletic Trainer).
4. Have someone (administrator if possible) awaiting EMS to direct them to the best emergency exit.

AED:

- An AED will be available with our Athletic Trainer or in the specified location indicated in this EAP depending on your location.
- The school will regularly check and maintain the AED according to the manufacturer's instructions.
- Each AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies. AEDs shall not be locked in an office or be stored in a location that is not easily and quickly accessible during any school sponsored athletic activity; and
- An AED should be onsite or available within one to 3 minutes of the school venue during any school sponsored athletic activity.

Athletics Contact List

- Director of Athletics: Angelo Fantasia, CMAA.
  angelo.fantasia@timberlane.net
  603-382-6541 Ext 3941
- Athletic Trainer: Gina Carbone, NHLAT, ATC.
  gina.carbone@timberlane.net
  (603) 382-6541, ext. 3346
- Middle School Athletic Coordinator: Zachary Champion
  zachary.champion@timberlane.net
  603-382-6541 Ext 3923
- High School Principal: John Vaccarezza
  john.vaccarezza@timberlane.net
  603-382-6541 Ext 3901

Emergency Team Roles(Athletic Trainer, School Administration, Coaches):
A. Acute care is provided by the most qualified individual at the scene
B. Emergency equipment retrieval
C. Activation of EMS
D. Meet and direct EMS to the scene (unlock all doors and gates)
E. Head Coaches make sure there is at least one cell phone accessible at all times

Emergency Phone Numbers:
A. Emergency: 911
B. Plaistow Fire: (603) 382-5012
C. Plaistow Police: (603) 382-1200

Local Hospitals and Clinics
A. Hospitals:

- **Lawrence General Hospital**
  (978) 683-4000
  1 General St. Lawrence, MD 01841
- **Exeter Hospital**
  (603) 778-7311
  5 Alumni Dr. Exeter, NH 03833
- **Holy Family Hospital**
  (978) 374-2000
  140 Lincoln Ave Haverhill, MA 01830

B. Urgent Care Centers:

- **Plaistow Emergency Room: A campus of Parkland Medical Center**
  (603) 257-6100
  26 Plaistow Rd, Plaistow, NH, 03865
- **ClearChoiceMD Urgent Care**
  (603) 797-9289
  127 Plaistow Rd, Plaistow, NH 03865

Practice and Competition Fields/Facilities

1. Athletic Wing TRHS (36 Greenough Rd)
    a. Athletic Training Office (Door B12 @ Mini Gym)
    b. 302 A/B Gymnasium Doors B9
    c. 300 Mini Gym
    d. Weight Room
    e. Boys/Girls Locker Rooms (PE and Sports)
2. JV Softball Field
3. JV Soccer Field
4. Varsity Baseball Field
5. Tennis Courts
6. Varsity Softball Field
7. Field Hockey Field
8. Marching Band Practice Field
9. Football/ Boys' Lacrosse/ Track
10. Pole Vault/ Long Jump/ High Jump/ Throwing Circle
11. Varsity Soccer/ Girls' Lacrosse Field
12. JV/ Freshmen/ Middle School Baseball Field
13. Football Practice Field
14. Middle School Soccer Fields
15. Middle School Softball Field
16. Athletic Wing TRMS (44 Greenough Rd)
    a. Gymnasium
    b. Boys'/Girls' Locker Rooms (PE and Sports)
17. Middle School Field Hockey/ Lacrosse Field
18. Cross Country Trails
19. Ropes Course
20. Science Pond

Off-Site Venues

Please note that coaches and players must be aware of EAP procedures at off-site venues

- Methuen High School Ice Rink - 1 Ranger Rd, Methuen, MA, 01844
- Salem ICENTER - 60 Lowell Rd, Salem, NH, 03079
- Pat's Peak Ski Resort - 686 Flanders Rd, Henniker, NH, 03242
- Cedardale Aquatics Center- 931 Boston Rd, Haverhill, MA, 01835
- A2 Gym and Cheer - 16 Garabedian Dr, Salem, NH, 03079
- Phanzone Indoor Complex - 142 NH-111, Hampstead, NH, 03841
- Granite Fields Indoor Complex - 7 NH-125, Kingston, NH, 03848
- Atkinson Country Club - 85 Country Club Dr, Atkinson, NH, 03811

<u>Field Location, Upper fields (Varsity Soccer/Girls Lacrosse, Baseball, Football/Boys Lacrosse Practice field, middle school fields):</u> 36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
  - With Athletic Trainer
  - Maintenance shed near 1st base of baseball field
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Upper fields:**
  Direct ambulance to go to the field entrances by either dirt road access
  Have someone (an administrator if possible) waiting at the gate to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first. Monitor the athlete until help arrives.

<u>Field Location, Lower Fields (Field Hockey, Varsity Softball, Varsity Baseball, Tennis):</u> 36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
  - With Athletic Trainer
  - Concession Stand
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Lower fields:**
  Direct ambulance to go to the SAU parking lot
  Have someone (an administrator if possible) waiting at the gate to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first. Monitor the athlete until help arrives.

<u>Field Location, Lower Fields (JV Softball, Track, JV Soccer, Football/Boys Lacrosse):</u> 36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
  - With Athletic Trainer
  - Concession Stand
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Lower fields:**
  Direct ambulance to go to top of track hill entrance
  Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first. Monitor the athlete until help arrives.

<u>Field Location, Main Gymnasium/Cafe:</u> 36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
  - With Athletic Trainer
  - Outside Gym or Cafe
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Gymnasium/Cafe:**
  Direct ambulance to go door B9
  Have someone (an administrator if possible) waiting at the door to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first. Monitor the athlete until help arrives.

<u>Field Location, Mini Gym, Weight Room, Athletic Training Room:</u>

36 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
  - With Athletic Trainer
  - 300 Hallway (Athletic Wing)
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Athletic Wing:**

  Direct ambulance to go to door B12

  Have someone (an administrator if possible) waiting at the door to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first. Monitor the athlete until help arrives.

<u>Field Location, Middle School Gym:</u>

44 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
  - With Athletic Trainer
  - Main Office Hallway near staff bathroom
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Athletic Wing:**

  Direct ambulance to go to door D14

  Have someone (an administrator if possible) waiting at the door to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first. Monitor the athlete until help arrives.

<u>Field Location, Middle School Annex:</u>

44 Greenough Rd, Plaistow, NH 03865

- **AED locations:**
  - With Athletic Trainer
  - Main Office Hallway near staff bathroom
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Athletic Wing:**

  Direct ambulance to go to door D17

  Have someone (an administrator if possible) waiting at the door to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first. Monitor the athlete until help arrives.

<u>Salem Ice Arena</u>

60 Lowell Rd, Salem, NH, 03079

- **AED locations:**
  - With Athletic Trainer
  - Top Floor Main Lobby
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Ice Rink:**

  Direct ambulance to go to the back entrance of the Ice Center/Zamboni entrance

  Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first. Monitor the athlete until help arrives.

<u>Methuen High School Ice Rink</u>

1 Ranger Rd, Methuen, MA, 01844

- **AED locations:**
  - With Athletic Trainer
  - Ice Rink
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Ice Rink:**

  Direct ambulance to go to the Main entrance For Ice Rink Door in the front of the building, it will be labeled

  Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first.

    Monitor the athlete until help arrives.

<u>Cedardale Aquatics Center</u>

931 Boston Rd, Haverhill, MA, 01835

- **AED locations:**
  - Main Lobby
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Pool:**

  Direct ambulance to go to the Main entrance

  Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first.

    Monitor the athlete until help arrives.

<u>A2 Gym and Cheer</u>
16 Garabedian Dr, Salem, NH, 03079

- **AED locations:**
  - Main Lobby
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Gym:**
  Direct ambulance to go to the Main entrance
  Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first.
    Monitor the athlete until help arrives.

<u>Phanzone Indoor Complex</u>
142 NH-111, Hampstead, NH, 03841

- **AED locations:**
  - Main Lobby
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Indoor fields:**
  Direct ambulance to go to the Main entrance
  Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first.
    Monitor the athlete until help arrives.

<u>Granite Fields Indoor Complex</u>
7 NH-125, Kingston, NH, 03848

- **AED locations:**
  - None on site
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Field:**
  Direct ambulance to go to the Main entrance and field location
  Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first.
    Monitor the athlete until help arrives.

<u>Atkinson Country Club</u>
85 Country Club Dr, Atkinson, NH, 03811

- **AED locations:**
  - Main Building
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Golf course (specific hole):**
  Direct ambulance to go to the Main entrance/closest access to emergency
  Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first.
    Monitor the athlete until help arrives.

<u>Pat's Peak Ski Resort</u>
686 Flanders Rd, Henniker, NH, 03242

- **AED locations:**
  - With Ski Patrol, First Aid Building
- **Emergency Phone Numbers:**
  - Ski Patrol (603) 428-7911
  - Fire/EMS 911
- **To Activate Ski Patrol, call the number listed, they are available whenever the lifts are running**
- In case of an injury, individuals should go to the First Aid room, located next to the Main Lodge, or call (603) 428-7911.
- Medical evaluations will be done by First Aid staff. If hospital transport is needed, a parent or guardian will be called, and the individual will be transported by ambulance to Concord Hospital

<u>Greenwood Pond</u>
10 Church Street, Kingston, NH 03848

- **AED locations:**
  - None on-site
- **Emergency Phone Numbers:**
  - Fire/EMS 911
- **Directions to Greenwood Pond:**
  Direct ambulance to go to the Main entrance to pond
  Have someone (an administrator if possible) waiting at the entrance to ensure direct access.
- **To Activate EMS system, dial 911**
  - State name, address, telephone number
  - State nature of injury, indication of severity, and number of people injured
  - State that the ambulance will be met by a representative at the entrance (be specific).
  - Ask if further information is needed and allow EMS to hang up first.
    Monitor the athlete until help arrives.

TIMBERLANE REGIONAL HIGH SCHOOL

36 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6541 Fax: (603) 382-8086

TimberlaneHS.com @TimberlaneHS @TimberlaneHS @TimberlaneHS

July 13, 2026

Executive Summary: Booster Sign Sponsorships

Booster groups wishing to display sign sponsorships from businesses on school grounds must have School Board approval. Per the School board, requests need to be made every year. As a result, Booster presidents must complete the fundraising form outlining the sign sponsorship details.

To streamline the approval process, we ask that the School Board approve ALL sign sponsorships for the booster groups at the first August School Board meeting. The information from each booster group is attached and will be kept on file in the Athletic Office,

On behalf of the TRHS Booster Groups, thank you for considering this request.

Prepared by: Mr. Angelo Fantasia, CMAA Director of Athletics, TRSD

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Boys Volleyball Boosters
Contact Person	Michelle Lampron
Telephone #	(978)979-2490
Activity Proposed	Displaying sponsor banners at home games
Facilities Needed	Gym
Activity Date	Volleyball Season, March 2026 through June 2027
Time	During JV & Varsity home games
Location of Activity	TRHS gym
# of Students Involved	
# of Adults Supervising	
Estimated Profit	$2,000 +

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic _X_ Other

Please Describe - displaying sponsor banners at home games. Banners will be taken down after each game.

Required Signatures:

Athletic Director: _____ Date: 7/16/26

Head Coach: _____ Date: 7/16/26

Town Official: _____ Date: _____

Other: _____ Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:

   Signs will be hung along the bleachers behind the team benches.

2. The size of any signage:

   2 ½' x 6'

3. The cost to the business:

   $40-$50 to make any new signs.

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

   Aiming to hang 8 to 10 signs.

5. How will the profits be used by the Booster Club

   Profits will be used to help fund scholarships for graduating seniors. Profits will also be used to purchase equipment, travel gear, tournament fees, and other essential costs.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Girls Basketball Boosters
Contact Person	Michelle Lampron
Telephone #	(978)979-2490
Activity Proposed	Displaying sponsor banners at home games.
Facilities Needed	gym
Activity Date	Basketball Season, Dec 2026 through Feb 2027
Time	During JV & Varsity Girls Basketball Games
Location of Activity	TRHS gym
# of Students Involved	
# of Adults Supervising	
Estimated Profit	$2,000 +

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic __X_ Other

Please Describe - displaying sponsor banners at home games. Banners will be taken down after each game.

Required Signatures:

Athletic Director: _____ Date: 7/16/26

Head Coach: _____ Date: 7/16/26

Town Official: _____ Date: _____

Other: _____ Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:

   Signs will be hung along the bleachers behind the team benches.

2. The size of any signage:

   2 ½' x 6'

3. The cost to the business:

   $40-$50 to make any new signs.

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

   Aiming to hang 8 to 10 signs.

5. How will the profits be used by the Booster Club

   Profits will be used to help fund scholarships for graduating seniors. Profits will also be used to purchase equipment, travel gear, tournament fees, and other essential costs.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Boys Basketball Boosters
Contact Person	Stacey Marcotte
Telephone #	(978)994-3428
Activity Proposed	Sponsor Banners
Facilities Needed	High School Gym
Activity Date	December 2026-March 2027
Time	Evenings during HS varsity basketball games
Location of Activity	High School Gym
# of Students Involved	n/a
# of Adults Supervising	n/a
Estimated Profit	$500-$1000

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic x___Other

Please Describe_____ Sponsor Banners

Required Signatures:

Athletic Director: _____ Date: 6/25/26

Head Coach: _____ Date: 6/25/26

Town Official: _____ Date: _____

Other: _____ Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:

Above bleachers on far side of gym (where teams sit). Signs will be put up before home games and taken down after game concludes.

2. The size of any signage:

Approximately 2x5 ft

3. The cost to the business:

Approximately $200 a sign

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

Yes, due to room there will be a limit to approximately 6 sponsor banners

5. How will the profits be used by the Booster Club

Money raised will go towards senior scholarships, warm up shirts for all 3 boys basketball teams, practice jerseys for all 3 teams, senior night celebration and end of season banquet.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Girls Lacrosse
Contact Person	Meg Fitzgerald
Telephone #	603-548-3962
Activity Proposed	Business Signage Banners and/or tent.
Facilities Needed	Use of fence by lacrosse field
Activity Date	3/27 - 6/27
Time	—
Location of Activity	Lacrosse field
# of Students Involved	—
# of Adults Supervising	—
Estimated Profit	$ 500

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic ___Other

Please Describe Display Business Name

Required Signatures:

Athletic Director: _____ Date: 7/15/26

Head Coach: Helena Horgan Date: 7/8/26

Town Official: _____ Date: _____

Other: _____ Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses: On the fence by the girl's lacrosse field.

2. The size of any signage: 2.5'x6' Banners (approx)

3. The cost to the business: $250.00

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN
We are/would try for no more than 5,

5. How will the profits be used by the Booster Club
We will use profits for things girls need for season. Supplemental items the school does not pay for. EX. Shooter shirts, food for away games, etc,

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Booster Soccer Club
Contact Person	Sharon Norcott
Telephone #	(781) 910-5454
Activity Proposed	Sponsor banners
Facilities Needed	Varsity Soccer field
Activity Date	duration of fall season
Time	
Location of Activity	Varsity Soccer field
# of Students Involved	
# of Adults Supervising	
Estimated Profit	$3,200

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic ✓ Other

Please Describe_____

Required Signatures:

Athletic Director: _____ **Date:** 6/24/26

Head Coach: _____ **Date:** 6/24/26

Town Official: _____ **Date:** _____

Other: Sharon Norcott **Date:** 6/23/26

If you are fundraising during school hours, a school activity request must also be filled out.

(PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:

   Entrance to Soccer field

2. The size of any signage:

   2'½' x 5'

3. The cost to the business:

   $400

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

   No

5. How will the profits be used by the Booster Club

   End of season banquet, food / buses for away games
   Sr night, scholarships

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Baseball Boosters
Contact Person	Melanie Pantano
Telephone #	(978) 590-5554
Activity Proposed	Sign Sponsership
Facilities Needed	Fence on Baseball Field
Activity Date	3/24/27 – 6/15/27
Time	BASEBALL SEASON
Location of Activity	VARSITY BASEBALL
# of Students Involved	—
# of Adults Supervising	—
Estimated Profit	$1000-1500

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic ✓ Other

Please Describe Sign Sponsersships

Required Signatures:

Athletic Director: _____ Date: 7/15/26

Head Coach: _____ Date: 7/16/26

Town Official: _____ Date: _____

Other: _____ Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:

   Large Fence in Left Field

2. The size of any signage:

   3x5 , 4x6

3. The cost to the business:

   $100 - 500

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

   No

5. How will the profits be used by the Booster Club

   Scholarships, apparel, Banquets etc.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	TRHS Football Boosters
Contact Person	Jaclyn Kelley
Telephone #	603-553-1144
Activity Proposed	Sign Sponsorships
Facilities Needed	N/A
Activity Date	20260 Fall Season
Time	20260 Fall Season
Location of Activity	Football Field Fence.
# of Students Involved	N/A
# of Adults Supervising	N/A
Estimated Profit	$ unknown

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic X Other

Please Describe Sign Sponsorship

Required Signatures:

Athletic Director: _____ Date: 7/8/26

Head Coach: _____ Date: 7-8-26

Town Official: _____ Date: _____

Other: Jaclyn M. Kelley Date: 07/07/20260

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:
   High School Football field.

2. The size of any signage:
   3' x 5'

3. The cost to the business:
   Either $500.00 or $1,000.00.

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN
   NO

5. How will the profits be used by the Booster Club
   * player scholarships * Apparel * Game Day Giveaways
   * Game Day food * Banquet.

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL

ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	TRHS Lacrosse Boosters (Boys)
Contact Person	Jaclyn Kelley
Telephone #	603-553-1144
Activity Proposed	Sign Sponsorships
Facilities Needed	N/A
Activity Date	2021 Lacrosse Season
Time	N/A
Location of Activity	Lacrosse Field
# of Students Involved	40-50 / N/A
# of Adults Supervising	N/A
Estimated Profit	Unknown

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic X Other

Please Describe Sign Sponsorships

Required Signatures:

Athletic Director: _____ Date: 7/8/26

Head Coach: _____ Date: 07/07/26

Town Official: _____ Date: _____

Other: Jaclyn M. Kelley Date: 07/07/26

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:
   TRHS Boys Lacrosse Field

2. The size of any signage:
   3'x5'

3. The cost to the business:
   $250.00 or $500.00

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN
   N/A

5. How will the profits be used by the Booster Club
   * Banquet * Away Game Food
   * Senior Scholarships * Apparel

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL
ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Softball Boosters
Contact Person	Jillian Salafia
Telephone #	603-303-3461
Activity Proposed	Sponsor Signs
Facilities Needed	Varsity and JV Softball
Activity Date	Spring 2027
Time	N/A
Location of Activity	Varsity and JV Softball Field Fences
# of Students Involved	N/A
# of Adults Supervising	2-3
Estimated Profit	$4,000

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic __X__Other

Please Describe Sponsor Signs

Required Signatures:

Athletic Director: _____ Date: 6/23/26

Head Coach: Kevin Cunningham (Jun 22, 2026 12:41:31 EDT) Date: 22/06/26

Town Official: _____ Date: _____

Other: _____ Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:

   Fence of both the JV and Varsity softball fields

2. The size of any signage:

   3 x 5

3. The cost to the business:

   $200 - $400 depending on sponsorship

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

   No

5. How will the profits be used by the Booster Club

   Senior scholarships, Keene bus, banquet, team bonding events, senior night and gifts

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TIMBERLANE REGIONAL HIGH SCHOOL

ATHLETIC FUNDRAISING ACTIVITY REQUEST FORM

The Council is currently researching "Best Practices" with regards to Booster Groups utilizing electronic payments. At this time, the Council prohibits the use of electronic payment practices.

In order to place an activity on the Athletic Department calendar, this form must be made out and submitted at least two weeks in advance of the activity to the Athletic Department. If the school facilities are needed a Use of Facilities form must also be filled out.

Name of Booster Organization	Timberlane Track + Cross Country Boosters
Contact Person	Jessica Aprile (New Person TBD)
Telephone #	978-621-5707
Activity Proposed	Sponsor Signs
Facilities Needed	Track Fence
Activity Date	Spring 2027
Time	N/A
Location of Activity	Track Fence
# of Students Involved	N/A
# of Adults Supervising	2-3
Estimated Profit	$ 3000

Description or Purpose: ___Ad Book ___Tag Day ___Concession ___Clinic X Other

Please Describe Sponsor Signs

Required Signatures:

Athletic Director: _____ Date: 7/27/26

Head Coach: _____ Date: 7/27/26

Town Official: _____ Date: _____

Other: _____ Date: _____

If you are fundraising during school hours, a school activity request must also be filled out.

(SIGN SPONSORSHIPS-PLEASE TURN OVER FOR DETAILED DESCRIPTION)

1. The Location of any Signs incorporating Businesses:

   One the Fence surrounding the track near the entrance

2. The size of any signage:

   3x5

3. The cost to the business:

   $200

4. Are there limits to the number of signs/businesses to be posted. PLEASE EXPLAIN

   NO

5. How will the profits be used by the Booster Club

   Senior Scholarships, Away Bus (Keene), Banquet, Team Bonding

Please note that the Timberlane School District reserves the right to remove any signs at any time.

The Timberlane Regional School District does not approve of any signage promoting Drug, Alcohol, or Tobacco products.

TITLE XV
EDUCATION

CHAPTER 193
PUPILS

School Attendance

Section 193:13

193:13 Suspension and Expulsion of Pupils. –
I. (a) A superintendent or chartered public school director, or a representative designated in writing by the superintendent or chartered public school director, may suspend pupils from school for a period not to exceed 10 consecutive school days for:
(1) Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; or
(2) Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions under paragraph X.
(b) The school board or chartered public school board of trustees, or a representative designated in writing may, following a hearing, extend the suspension of a pupil up to 10 additional consecutive school days for an act that constitutes an act of theft, destruction, or violence as defined in RSA 193-D; bullying pursuant to school district policy when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or possession of a firearm, BB gun, or paintball gun. The school board's or board of trustee's designee may be the superintendent or any other individual, but may not be the individual who suspended the pupil for the first 10 days under subparagraph (a). Any suspension shall be valid throughout the school districts of the state, subject to modification by the superintendent of the school district or chartered public school in which the pupil seeks to enroll.
(c) Any suspension in excess of 10 school days imposed under subparagraph (b) by any person other than the school board or board of trustees is appealable to the school board or board of trustees, provided that the superintendent, school board, or board of trustees received such appeal in writing within 10 days after the issuance of the decision being appealed. The school board or board of trustees shall hold a hearing on the appeal, but shall have discretion to hear evidence or to rely upon the record of a hearing conducted under subparagraph (b). The suspension under subparagraph (b) shall be enforced while that appeal is pending, unless the school board or board of trustees stays the suspension while the appeal is pending.
II. Any pupil may be expelled from school by the local school board or board of trustees for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:
(a) A repeated act under subparagraph I(b);
(b) Any act of physical or sexual assault that would be a felony if committed by an adult;
(c) Any act of violence pursuant to RSA 651:5, XIII; or
(d) Criminal threatening pursuant to RSA 631:4, II(a).
III. A pupil who has been expelled shall not attend school until reinstated by the local board or chartered public school board of trustees.
III-a. Before expelling a pupil under this section the local school board or chartered public school board of trustees shall consider each of the following factors:
(a) The pupil's age.
(b) The pupil's disciplinary history.
(c) Whether the pupil is a student with a disability.
(d) The seriousness of the violation or behavior committed by the pupil.
(e) Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.

(f) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.
III-b. Any expulsion shall be subject to review by the pupil's school board of attendance or the board of trustees of the chartered public school's board that issued the expulsion if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local board or board of trustees to the state board of education at any time while the expulsion remains in effect. All appeals of final action by the state board of education shall be in accordance with RSA 541.
III-c. Any expulsion shall be valid throughout the school districts of the state. However, upon application by the pupil, any school district or chartered public school may choose to admit an expelled pupil at the school district or chartered public school's sole discretion. The decision by a chartered public school or superintendent to accept a pupil under this paragraph shall not be binding upon any other school district or chartered public school until the pupil is reinstated by the pupil's local school board or chartered public school board of trustees.
IV. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. Nothing in this section shall be construed to prevent the local school district or chartered public school that expelled the student from providing educational services to such student in an alternative setting.
V. School districts and chartered public schools shall make educational assignments available to the suspended pupil during periods of suspension. Except as provided in paragraphs II and IV, a school district or chartered public school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The alternative educational services shall be designed to enable a pupil to advance from grade to grade. Any time a pupil is suspended more than 10 school days in any school year, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors. No pupil shall be penalized academically solely by virtue of missing class due to suspension.
VI. A pupil expelled from school in another state under the provisions of the Gun-Free Schools Act of 1994 shall not be eligible to enroll in a school district in New Hampshire for the period of such expulsion. If the out-of-state expulsion is for an indefinite period of time, such pupil or the pupil's parent or guardian shall have the right to petition the pupil's local school board for enrollment upon establishing residency. If the pupil is denied enrollment, the pupil's expulsion shall be subject to review pursuant to paragraph III-b.
VII. The local school board or chartered public school shall adopt a policy which allows the superintendent or charter public school director to modify the expulsion and enrollment requirements under paragraphs IV and VI on a case by case basis.
VIII. For purposes of paragraphs I, II, III, and IV school board may be either the school board or a subcommittee of the board duly authorized by the school board.
IX. Nothing in this section shall prevent the superintendent of the pupil's local school district or chartered public school director from reinstating a suspended or expelled pupil.
X. The provisions of this section shall be construed in a manner consistent with RSA 186-C.
XI. School boards and chartered public schools shall establish policies on school discipline that contain a system of supports and consequences designed to correct student misconduct and promote behavior within acceptable norms. Such policies shall:
(a) Include a graduated set of age appropriate responses to misconduct that may include, but are not limited to, parent conferences, counseling, peer mediation, instruction in conflict resolution and anger management, parent counseling and training, community service, rearranging class schedules, restriction from extra curricular activities, detention, in-school supports and consequences, out-of-school suspension, and expulsion.
(b) Set forth standards for short term suspensions up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and expulsion. Such standards shall make reference to the nature and degree of disruption caused to the school environment, the threat to the health and safety of pupils and school personnel, and the isolated or repeated nature of incidents forming the basis of disciplinary action.
XII. Each school district and chartered public school shall make its policy on school discipline:
(a) Available to parents at the beginning of each school year;
(b) Publicly available on the district, school administrative unit, or chartered public school website and in the student handbook; and
(c) Available to parents via a manner designed to ensure parental notification if the school district, school

administrative unit, or chartered public school does not maintain a website and/or student handbook.

Source. RS 73:4. CS 77:4. GS 83:3. GL 91:3. PS 93:3. 1921, 85, III:10. PL 118:12. RL 137:12. RSA 193:13. 1969, 356:5. 1971, 371:6. 1994, 355:2. 1995, 231:1. 1996, 168:1, 2. 1999, 44:2. 2017, 12:1, eff. June 16, 2017. 2020, 38:1, eff. July 29, 2020 and July 1, 2021.

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

EXECUTIVE SUMMARY

Secondary Culinary Courses

Competency Removal - Curriculum Revision

TRSD Secondary Schools (TRMS and TRHS) are seeking board approval for a proposed revision to the Culinary course curricula. The proposal is to eliminate one competency and other curriculum components associated with that competency.

The competency is: Students will demonstrate the ability to apply knowledge and skills connected to food service leadership and careers in order to meet the intended goal. The competency will be removed from the following courses: Grade 7 Cooking, Contemporary Culinary Arts, Baking and Pastries, and Gourmet. There are other minor changes in other sections of the curriculum: students will know statements, vocabulary words, standards, students will be skilled at statements.

While there is some basic instruction and assessment connected to food service leadership and careers, this is not a focus point of the courses. Concepts and practice center on introductory knowledge and skills necessary for household cooking, not in careers.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Grade 6 Cooking: Foods

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to identify basic food categories, describe what a balanced meal looks like describe ways to make healthier meals, and describe the nutritional benefits of various foods.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.1 - Analyze career paths within the food production and food services industries.
- NASAFACS 8.2 - Demonstrate food safety and sanitation procedures.
- NASAFACS 8.3 - Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NASAFACS 8.4 - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- NASAFACS 8.6 - Demonstrate implementation of food service management and leadership functions.
- NASAFACS 8.7 - Demonstrate the concept of internal and external customer service.

Students will be able to independently use their learning to ***safely work and prepare recipes.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- following a recipe accurately will help ensure success.
- choosing the correct equipment in the lab will help to accurately prepare food.

ESSENTIAL QUESTIONS

- How are math and science related to food preparation?

Acquisition

Students will know...

- *that a well written recipe will increase the chance of a successful outcome.*
- *that there are essential parts of a well written recipe.*
- *that there are basic common kitchen utensils used in the lab.*
- *that accurate measuring is necessary.*
- *of career opportunities in the culinary field.*

vocabulary: beat, blend, cream, cut-in, dust, fold in, peel, preheat, roll out, mix, slice, yield, ingredients, amounts, directions, pan or container, time, temperature

Students will be skilled at...

- safely using and caring for common kitchen utensils to complete a recipe.
- measuring dry, solid and liquid ingredients accurately.
- keeping a clean and well organized kitchen.
- selecting recipes that contain all 7 essential parts of a well written recipe.
- working in group to prepare recipes successfully.
- pre-reading recipes and setting up the lab with needed equipment and ingredients will insure success in the food lab.

Content Area Literacy Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

21st Century Skills

- Interact Effectively with Others
- Manage Goals and Time

RH.6-8.3 Identify key steps in a text's description of a process. RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	• Collaborate with Others • Be Flexible

Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	***Mathematics Integration***
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	***District Materials***
• 1.OA.1 Use	

Grade 6 Cooking: Foods

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to identify basic food categories, describe what a balanced meal looks like describe ways to make healthier meals, and describe the nutritional benefits of various foods.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.2 - Demonstrate food safety and sanitation procedures
- NASAFACS 8.3 - Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NASAFACS 8.4 - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

*Students will be able to independently use their learning to **safely work and prepare recipes.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

.

- following a recipe accurately will help ensure success.
- choosing the correct equipment in the lab will help to accurately prepare food.

ESSENTIAL QUESTIONS

- How are math and science related to food preparation?

Acquisition

Students will know…

- *that a well written recipe will increase the chance of a successful outcome.*
- *that there are essential parts of a well written recipe.*
- *that there are basic common kitchen utensils used in the lab.*
- *that accurate measuring is necessary.*

vocabulary: beat, blend, cream, cut-in, dust, fold in, peel, preheat, roll out, mix, slice, yield, ingredients, amounts, directions, pan or container, time, temperature

Students will be skilled at…

- safely using and caring for common kitchen utensils to complete a recipe.
- measuring dry, solid and liquid ingredients accurately.
- keeping a clean and well organized kitchen.·
- selecting recipes that contain all 7 essential parts of a well written recipe.
- working in group to prepare recipes successfully.
- pre-reading recipes and setting up the lab with needed equipment and ingredients will insure success in the food lab.

Content Area Literacy Standards	***21st Century Skills***
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	• Interact Effectively with Others • Manage Goals and Time

RH.6-8.3 Identify key steps in a text's description of a process. RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	• Collaborate with Others • Be Flexible

Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	***Mathematics Integration***
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	***District Materials***
• 1.OA.1 Use	

Cooking: 7th Grade Foods

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to apply knowledge and skills connected to food service leadership and careers in order to meet the intended goal.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.1 - Analyze career paths within the food production and food service industries.
- NASAFACS 8.2 - Demonstrate food safety and sanitation procedures.
- NASAFACS 8.3 - Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NASAFACS 8.4 - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Students will be able to independently use their learning to be an educated and independent consumers.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- choosing healthy foods will lead to wellness
- following a recipe accurately will help ensure success.
- choosing the correct equipment in the lab will help to accurately prepare food.

ESSENTIAL QUESTIONS

- What if there were no recipes to follow?
- What is the secret to successful baking?

Acquisition

Students will know...

- that there are 6 basic baking ingredients that work together to create different products.
- that there ways to make healthy changes to a recipe.
- that choosing a well written recipe will increase the chance of a successful outcome.
- that it is important to read and follow the essential parts of a well written recipe.
- that there are all 7 essential parts of a well written recipe.
- that there are basic common kitchen utensils used in the lab.
- that accurate measuring is necessary to a successful outcome.
- that students will know of career opportunities in the culinary field.

vocabulary: flour, sugar, eggs, liquids, flavoring agents, roll out, bake, peel, core, slice, cut in, cream,

Students will be skilled at...

- managing time in the kitchen.
- safely and properly using and caring for common kitchen utensils to complete a recipe.
- measuring dry, solid and liquid ingredients accurately.
- keeping a clean and well organized kitchen.
- selecting recipes that contain all essential parts.
- working in group to prepare recipes successfully.
- pre-reading recipes and setting up the lab with needed equipment and ingredients.
- writing a work plan.

	beat, blend, knead, bloom, leavening agent, fold, dissolve, grease, yield, gluten, dough, batter	

Content Area Literacy Standards	***21st Century Skills***
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RH.6-8.3 Identify key steps in a text's description of a process. RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	• Solve Problems • Communicate Clearly • Collaborate with Others • Be Self-directed Learners

Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	***Mathematics Integration***
• 1.OA.1 Use	• 1.OA.1 Use

Technology Integration	***District Materials***
• 1.OA.1 Use	

Cooking: 7th Grade Foods

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.2 - Demonstrate food safety and sanitation procedures
- NASAFACS 8.3 - Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NASAFACS 8.4 - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Students will be able to independently use their learning to be an educated and independent consumers.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- choosing healthy foods will lead to wellness
- following a recipe accurately will help ensure success.
- choosing the correct equipment in the lab will help to accurately prepare food.

ESSENTIAL QUESTIONS

- What if there were no recipes to follow?
- What is the secret to successful baking?

Acquisition

Students will know…

- that there are 6 basic baking ingredients that work together to create different products.
- that there ways to make healthy changes to a recipe.
- that choosing a well written recipe will increase the chance of a successful outcome.
- that it is important to read and follow the essential parts of a well written recipe.
- that there are all 7 essential parts of a well written recipe.
- that there are basic common kitchen utensils used in the lab.
- that accurate measuring is necessary to a successful outcome.

Students will be skilled at…

- managing time in the kitchen.
- safely and properly using and caring for common kitchen utensils to complete a recipe.
- measuring dry, solid and liquid ingredients accurately.
- keeping a clean and well organized kitchen.
- selecting recipes that contain all essential parts.
- working in group to prepare recipes successfully.
- pre-reading recipes and setting up the lab with needed equipment and ingredients.
- writing a work plan.

vocabulary: flour, sugar, eggs, liquids, flavoring agents, roll out, bake, peel, core, slice, cut in, cream,

	beat, blend, knead, bloom, leavening agent, fold, dissolve, grease, yield, gluten, dough, batter	

Content Area Literacy Standards	***21st Century Skills***
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RH.6-8.3 Identify key steps in a text's description of a process. RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	● Solve Problems ● Communicate Clearly ● Collaborate with Others ● Be Self-directed Learners

Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	***Mathematics Integration***
● 1.OA.1 Use	● 1.OA.1 Use
Technology Integration	***District Materials***
● 1.OA.1 Use	

Culinary: Intro to Cooking

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to apply safe and healthy practices in order to prepare food.***
- ***Students will demonstrate the ability to apply knowledge and skills connected to food service leadership and careers in order to meet the intended goal.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.1 - Analyze career paths within the food production and food services industries.
- NASAFACS 8.2 - Demonstrate food safety and sanitation procedures.
- NASAFACS 8.3 - Students will demonstrate standards in selecting, using and maintaining food production and food service equipment.
- NASAFACS 8.4 - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet consumer needs.
- NASAFACS 8.6 - Demonstrate implementation of food service management and leadership functions.
- NASAFACS 8.7 - Demonstrate the concept of internal and external customer service.

Transfer

Students will be able to independently use their learning ***to be educated and independent consumers.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- recipes are directions for preparing foods and offer helpful information.
- different food preparation techniques have varied effects on foods and mastering them is essential for success in the kitchen
- different cooking methods change the texture and flavor of foods, and add nutrition and appeal to meals.
- a work plan helps you manage time and tasks in order to prepare meals successfully.

ESSENTIAL QUESTIONS

- What would happen if recipes were never written?

Acquisition

Students will know...

- that it is important to read a recipe before beginning to cook.
- that there are different kinds of cooking techniques.
- that it is important to be familiar with herbs and spices.
- that it is important to know how to use kitchen equipment properly.
- that there are safety rules to follow when using knives, tools, and equipment.
- that there are standards when selecting, using, and maintaining food production and equipment.

Students will be skilled at...

- analyzing opportunities for employment and entrepreneurial endeavors.
- practicing good personal hygiene/health procedures, including dental health and weight management, and reporting symptoms of illness.
- demonstrating procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- applying menu-planning principles to develop and modify menus.

	• that measuring and portioning ingredients are essential to cooking well. • of the career opportunities in the culinary field . *vocabulary:* conductions, convection, moist heat, cooking, smoking point, sear, dry heat cooking, cutting, cube, dice, julienne, mince, breading, saute, herb, spice, paring knife, french knife, chef, sous chef	• demonstrating professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. • applying principles of purchasing, receiving, issuing, and storing in food service operations. • working in a group to prepare recipe successfully.
Content Area Literacy Standards		**21st Century Skills**
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.		• *Think Creatively* • *Collaborate with Others* • Solve problems • Work creatively with others • Be flexible

applying the principles of budgeting, purchasing, and storing food to support independent living and being an educated consumer.

Culinary: Intro to Cooking

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to apply safe and healthy practices in order to prepare food.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.2 - Demonstrate food safety and sanitation procedures.
- NASAFACS 8.3 - Students will demonstrate standards in selecting, using and maintaining food production and food service equipment.
- NASAFACS 8.4 - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet consumer needs.

Transfer

Students will be able to independently use their learning ***to be educated and independent consumers.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- recipes are directions for preparing foods and offer helpful information.
- different food preparation techniques have varied effects on foods and mastering them is essential for success in the kitchen
- different cooking methods change the texture and flavor of foods, and add nutrition and appeal to meals.
- a work plan helps you manage time and tasks in order to prepare meals successfully.

ESSENTIAL QUESTIONS

- What would happen if recipes were never written?

Acquisition

Students will know…

- that it is important to read a recipe before beginning to cook.
- that there are different kinds of cooking techniques.
- that it is important to be familiar with herbs and spices.
- that it is important to know how to use kitchen equipment properly.
- that there are safety rules to follow when using knives, tools, and equipment.
- that there are standards when selecting, using, and maintaining food production and equipment.

Students will be skilled at…

- practicing good personal hygiene/health procedures, including dental health and weight management, and reporting symptoms of illness.
- demonstrating procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- applying menu-planning principles to develop and modify menus.
- demonstrating professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying,

	● that measuring and portioning ingredients are essential to cooking well. <u>*vocabulary:*</u> conductions, convection, moist heat, cooking, smoking point, sear, dry heat cooking, cutting, cube, dice, julienne, mince, breading, saute, herb, spice, paring knife, french knife, chef, sous chef	deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. ● applying principles of budgeting, purchasing, and storing in food to support independent living and being an educated consumer. ● working in a group to prepare recipe successfully.
Content Area Literacy Standards		***21st Century Skills***
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.		● *Think Creatively* ● *Collaborate with Others* ● Solve problems ● Work creatively with others ● Be flexible

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

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

Culinary: Intro to Baking

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.3 - Students will demonstrate standards in selecting, using and maintaining food production and food service equipment.
- NASAFACS 8.4 - Demonstrate industry standards in selecting, using and maintaining food productions and food service equipment.
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet consumer needs.

Demonstrate menu planning Principles and techniques based on standardized recipes to meet customer needs.

Transfer

Students will be able to independently use their learning ***to be educated and independent consumers.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- the use and care of equipment and tools in food production will vary based on the setting.
- applied mathematics are essential for accurate recipe production.

ESSENTIAL QUESTIONS

- What is better: baking or cooking?

Acquisition

Students will know...

- that it is important to read and follow a recipe to create baked goods.
- that it is important to mix and measure properly.
- that there are a variety of techniques to determine doneness such as the toothpick test and springs back.
- that there are different tools and equipment used in baking.

vocabulary: gluten, bleached flour, unbleached flour, self-rising flour, active dry yeast, proofing granulated sugar, confectioners' sugar, brown sugar, preheat, blend, beat, cream, cut-in, whip, whisk, spatula, tongs, pie pan, cake pan

Students will be skilled at...

- demonstrating procedures for cleaning and sanitizing equipment serving dishes glassware and utensils to meet industry standards and osha requirements.
- identifying a variety of types of equipment for food processing, cooking, holding,storing and serving including hand tools and small ware.
- analyzing food, equipment supplies needed for menus.
- developing a variety of menu layouts, themes and design styles.
- utilizing weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- applying the fundamentals of time, temperature, and cooking methods to to cooking, cooling, reheating and holding of

	applying the principles of budgeting, purchasing, and storing food to support independent living and being an educated consumer.	variety of foods. • preparing breads, baked goods and desserts using safe and handling and professional preparation techniques. • applying principles of purchasing, receiving, issuing and storing in food service operations. • demonstrating quality services that meet industry standards in the foodservice industry.
Content Area Literacy Standards		***21st Century Skills***
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.		• *Think Creatively* • *Collaborate with Others* • Solve problems • Work creatively with others • Be flexible

Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	***Mathematics Integration***
• 1.OA.1 Use	• 1.OA.1 Use

Culinary: Intro to Baking

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.3 - Students will demonstrate standards in selecting, using and maintaining food production and food service equipment.
- NASAFACS 8.4 - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet consumer needs.

Transfer

Students will be able to independently use their learning ***to be educated and independent consumers****.*

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- the use and care of equipment and tools in food production will vary based on the setting.
- applied mathematics are essential for accurate recipe production.

ESSENTIAL QUESTIONS

- What is better: baking or cooking?

Acquisition

Students will know…

- that it is important to read and follow a recipe to create baked goods.
- that it is important to mix and measure properly.
- that there are a variety of techniques to determine doneness such as the toothpick test and springs back.
- that there are different tools and equipment used in baking.

vocabulary: gluten, bleached flour, unbleached flour, self-rising flour, active dry yeast, proofing granulated sugar, confectioners' sugar, brown sugar, preheat, blend, beat, cream, cut-in, whip,
whisk, spatula, tongs, pie pan, cake pan

Students will be skilled at…

- demonstrating procedures for cleaning and sanitizing equipment serving dishes glassware and utensils to meet industry standards and osha requirements.
- identifying a variety of types of equipment for food processing, cooking, holding,storing and serving including hand tools and small ware.
- analyzing food, equipment supplies needed for menus.
- developing a variety of menu layouts, themes and design styles.
- utilizing weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- applying the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating and holding of a variety of foods.

		● ~~preparing breads, baked goods and desserts~~ using safe and handling and professional preparation techniques. ● applying principles of budgeting, purchasing, and storing food to support independent living and being an educated consumer. ● demonstrating quality services that meet industry standards in the foodservice industry.

Content Area Literacy Standards	***21st Century Skills***
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	● *Think Creatively* ● *Collaborate with Others* ● Solve problems ● Work creatively with others ● Be flexible

Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	***Mathematics Integration***
● 1.OA.1 Use	● 1.OA.1 Use

Technology Integration	***District Materials***
• 1.OA.1 Use	

Gourmet: Global Foods

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to apply knowledge and skills connected to food service leadership and careers in order to meet the intended goal.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.1 - Analyze career paths within the food production and food services industries.
- NASAFACS 8.3 Students will demonstrate standards in selecting, using and maintaining food production and food service equipment.
- NASAFACS 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs
- NASAFACS 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs
- NASAFACS 8.7 - Demonstrate the concept of internal and external customer service.

Transfer

Students will be able to independently use their learning to ***be an educated and independent consumers.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- there are cultural factors that influence cuisine.
- cooking techniques differ among cuisines and cultures.

ESSENTIAL QUESTION

- Why is food important to the identity of different cultures?

Acquisition

Students will know...

- that regional dishes use different ingredients and cooking techniques.
- that there are standards in selecting, using and maintaining food production equipment.
- that there are proper techniques to handle knives, tools and equipment.
- that there are proper ways to use weight and measurements.
- of the career opportunities in the culinary field .

vocabulary: regional, climate, menu planning, time management, legumes, protein, coastal, vegetarian, vegan, menu planning, al a cart, table d'hote, buffet, culture, geography, chef, sous chef, line cook, production cook

Students will be skilled at...

- analyzing opportunities for employment and entrepreneurial endeavors.
- summarizing educational and training requirements and opportunities for career paths in food production and services
- identifying characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- practicing good personal hygiene/health procedures, including dental health and weight management and report symptoms of illness
- operating tools equipment following safety procedures and OSHA requirements
- maintain tools and equipment following safety procedures and OSHA requirement
- demonstrating procedures for cleaning and sanitizing equipment,serving dishes, glassware

		and utensils to meet industry standards and OSHA requirements. • identifying a variety of types, of equipment for food processing, cooking, holding, storing and serving, including hand tools and small ware. • developing a variety of menu layouts, themes and design styles. • preparing requisitions for food equipment , and supplies to meet productions requirements. • recording performance of menu items, to analyze sales and determine menu revisions • demonstrating professional skills in safe handling of knives, tools and equipment • demonstrating professional skill for a for a variety of cooking methods. • preparing various dishes using safe handling and professional preparation techniques. • demonstrating cooking methods that increase nutritional value, lower calorie and fat content and utilize herb and spices to enhance flavor. • analyzing the role of quality service as a strategic component of exceptional performance • demonstrating quality services that meet industry standards in the foodservice industry.
Content Area Literacy Standards		***21st Century Skills***
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.		• *Think Creatively* • *Collaborate with Others* • Solve problems • Work creatively with others • Be flexible

Stage 2 - Evidence

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

Gourmet: Global Foods

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.3 Students will demonstrate standards in selecting, using and maintaining food production and food service equipment.
- NASAFACS 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs
- NASAFACS 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs

Transfer

Students will be able to independently use their learning to ***be an educated and independent consumers.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- there are cultural factors that influence cuisine.
- cooking techniques differ among cuisines and cultures.

ESSENTIAL QUESTION

- Why is food important to the identity of different cultures?

Acquisition

Students will know…

- that regional dishes use different ingredients and cooking techniques.
- that there are standards in selecting, using and maintaining food production equipment.
- that there are proper techniques to handle knives, tools and equipment.
- that there are proper ways to use weight and measurements.

vocabulary: regional, climate, menu planning, time management, legumes, protein, coastal, vegetarian, vegan, al a cart, table d'hote, buffet, culture, geography, chef, sous chef, line cook, production cook

Students will be skilled at…

- identifying characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- practicing good personal hygiene/health procedures, including dental health and weight management and report symptoms of illness
- operating tools equipment following safety procedures and OSHA requirements
- maintain tools and equipment following safety procedures and OSHA requirement
- demonstrating procedures for cleaning and sanitizing equipment,serving dishes, glassware

		and utensils to meet industry standards and OSHA requirements. ● identifying a variety of types, of equipment for food processing, cooking, holding, storing and serving, including hand tools and small ware. ● developing a variety of menu layouts, themes and design styles. ● preparing requisitions for food equipment , and supplies to meet productions requirements. ● recording performance of menu items, to analyze sales and determine menu revisions ● demonstrating professional skills in safe handling of knives, tools and equipment ● demonstrating professional skill for a for a variety of cooking methods. ● preparing various dishes using safe handling and professional preparation techniques. ● demonstrating cooking methods that increase nutritional value, lower calorie and fat content and utilize herb and spices to enhance flavor.
Content Area Literacy Standards		***21st Century Skills***
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.		● *Think Creatively* ● *Collaborate with Others* ● Solve problems ● Work creatively with others ● Be flexible

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

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

Baking and Pastries: Pies and Pastries

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to apply knowledge and skills connected to food service leadership and careers in order to meet the intended goal.***
- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to apply safe and healthy practices in order to prepare food.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.1 - Analyze career paths within the food production and food services industries.
- NASAFACS 8.2 - Demonstrate food safety and sanitation procedures.
- NASAFACS 8.3 - Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Transfer

Students will be able to independently use their learning ***to be an educated and independent consumers.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- using different fats will have a variety of outcomes
- quality of ingredients will affect the outcome of the final product.

ESSENTIAL QUESTIONS

- Is it easy as pie?

Acquisition

Students will know...

- that there are four different types of pies.
- that there are factors that contribute to proper pastry dough.
- that there are ways to prevent problems while baking pies and tarts.
- of the career opportunities in the baking and pastry field .

vocabulary: pies, fluting edge, lattice crust, pie shell, streusel, tart, turnover, cream pie, fruit pie, meat pie, custard pie

Students will be skilled at...

- summarizing education and training requirements and opportunities for career paths in food production and services.
- practicing good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- operating and maintaining tools and equipment following safety procedures and OSHA requirements.
- utilizing weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- preparing various dishes using safe handling and professional preparation techniques.
- preparing breads, baked goods and desserts using safe handling and professional preparation techniques.
- working in a group to prepare recipes successfully.

Content Area Literacy Standards

RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

21st Century Skills

- *Think Creatively*
- *Collaborate with Others*
- *Solve problems*
- *Work creatively with others*

audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	• *Be flexible*

Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	Mathematics Integration
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	**District Materials**
• 1.OA.1 Use	

Baking and Pastries: Pies and Pastries

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.***
- ***Students will demonstrate the ability to apply safe and healthy practices in order to prepare food.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

NASAFACS - National Association of State Administrators for Family and Consumer Sciences

- NASAFACS 8.2 - Demonstrate food safety and sanitation procedures.
- NASAFACS 8.3 - Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- NASAFACS 8.5 - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Transfer

Students will be able to independently use their learning ***to be an educated and independent consumers.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- using different fats will have a variety of outcomes
- quality of ingredients will affect the outcome of the final product.

ESSENTIAL QUESTIONS

- Is it easy as pie?

Acquisition

Students will know…

- that there are four different types of pies.
- that there are factors that contribute to proper pastry dough.
- that there are ways to prevent problems while baking pies and tarts.

vocabulary: pies, fluting edge, lattice crust, pie shell, streusel, tart, turnover, cream pie, fruit pie, meat pie, custard pie

Students will be skilled at…

- practicing good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- operating and maintaining tools and equipment following safety procedures and OSHA requirements.
- utilizing weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- preparing various dishes using safe handling and professional preparation techniques.
- preparing breads, baked goods and desserts using safe handling and professional preparation techniques.
- working in a group to prepare recipes successfully.

Content Area Literacy Standards

RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

21st Century Skills

- *Think Creatively*
- *Collaborate with Others*
- *Solve problems*
- *Work creatively with others*

audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	● *Be flexible*

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

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

Streamlining the Middle School Schedule

Over the past two years, three priorities consistently emerged through our conversations:

1. Expand Student Academic Supports
As we continued developing our WIN (What I Need) model, we wanted every student to have access to targeted intervention or enrichment every day. The schedule needed to create that opportunity.

2. Improve the Unified Arts Learning Experience
Our Unified Arts teachers have consistently shared ways the current schedule limits continuity of instruction, project-based learning, and student engagement. Together, we explored how a different model could better support learning in these content areas.

3. Strengthen Teacher–Student Relationships
Consistent with the Superintendent's district-wide emphasis on building meaningful teacher-student relationships, we looked for ways to create more consistent instructional loads and more frequent interactions between students and teachers. We believe stronger relationships lead to greater engagement, improved school connectedness, and better student outcomes.

Different View of Random Student Schedule

Last Year's Schedule for Quarter 1

Mon - A	Tues - B	Wed - A	Thurs - B	Fri - A
Advisory	Advisory	Advisory	Advisory	Advisory
PE	Music	PE	Music	PE
ELA	ELA	ELA	ELA	ELA
Science	Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Math	Math	Math	Math	Math
Computer Tech	FACS	Computer Tech	FACS	Computer Tech
STEAM	WIN	STEAM	WIN	STEAM

This Year's Proposed Schedule Schedule for Quarter 1

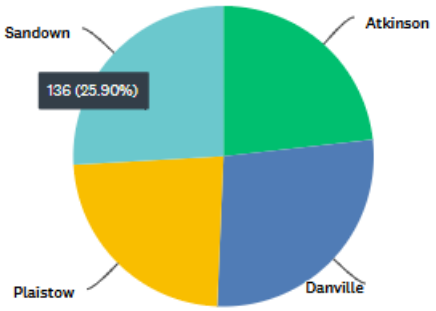
Mon - A	Tues - B	Wed - A	Thurs - B	Fri - A
Advisory	Advisory	Advisory	Advisory	Advisory
PE	Music	PE	Music	PE
ELA	ELA	ELA	ELA	ELA
Science	Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Math	Math	Math	Math	Math
Computer Tech	Computer Tech	Computer Tech	Computer Tech	Computer Tech
WIN	WIN	WIN	WIN	WIN

TRSD Deliberative Session Survey

Q1

Please indicate the town in which you are registered to vote.

Answered: 525 Skipped: 0

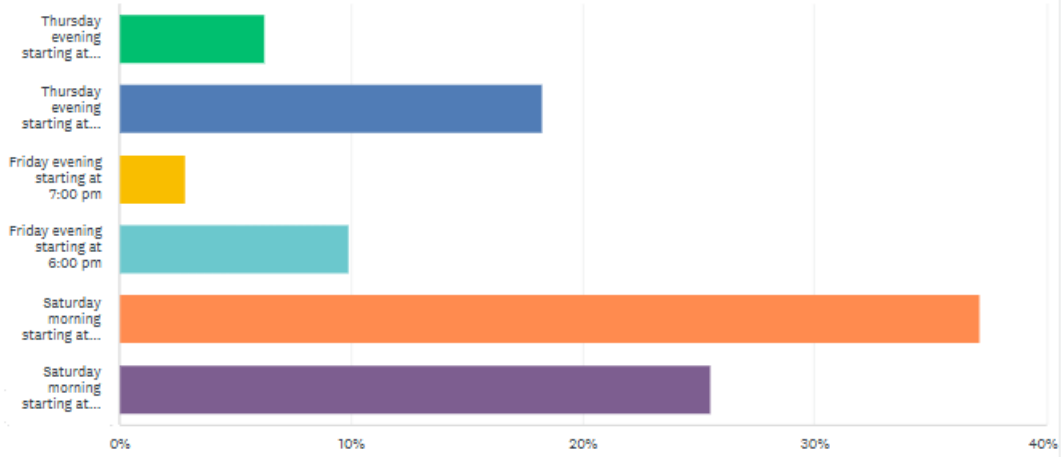


ANSWER CHOICES	RESPONSES	
Atkinson	23.24%	122
Danville	27.43%	144
Plaistow	23.43%	123
Sandown	25.90%	136
TOTAL		525

Q2

Historically, the Timberlane Regional School District Deliberative Session has generally been held on a Thursday evening in February starting at 7:00 pm. We are seeking input on several options that have been suggested by members of the community. The goal is to facilitate maximum participation. The State of NH RSAs provide strict guidelines for a window of dates within which both town and school district deliberative sessions must be held.

Answered: 525 Skipped: 0

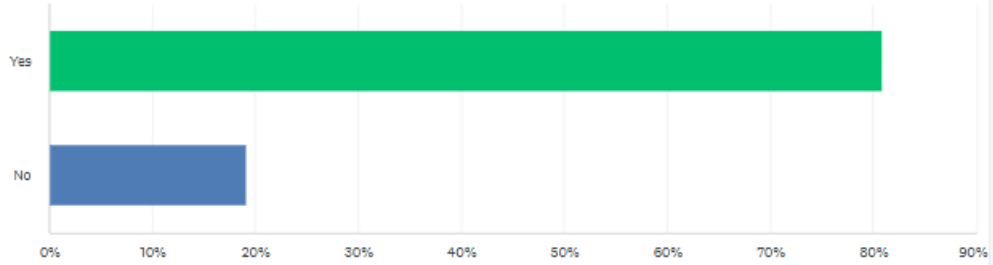


ANSWER CHOICES	RESPONSES	
Thursday evening starting at 7:00 pm	6.29%	33
Thursday evening starting at 6:00 pm	18.29%	96
Friday evening starting at 7:00 pm	2.86%	15
Friday evening starting at 6:00 pm	9.90%	52
Saturday morning starting at 9:00 am	37.14%	195
Saturday morning starting at 10:00 am	25.52%	134
TOTAL		525

Q3

Optional: Have you attended the School District Deliberative Session in the past 3 years?

Answered: 517 Skipped: 8



ANSWER CHOICES	RESPONSES	
Yes	80.85%	418
No	19.15%	99
TOTAL		517

Powered by SurveyMonkey

Check out our sample surveys and create your own now!

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

EXECUTIVE SUMMARY

August 13, 2026

Elementary Enrollment projections* for SY 2026-2027

*as of 8/7/26

Early Childhood Multiage Classrooms - class size 16
The following chart outlines final registrations for each school/program.

School	AM finalized	AM class size	PM finalized	PM class size
Atkinson Academy	14	14	9	9
Danville School	13	13		
Pollard School	25	13/12	7	7
Sandown Central	40	14/13/13	17	12/5

Kindergarten - class size 20
The following chart outlines finalized registrations for each school/program.

School	AM finalized	class size	Full Day finalized	class size
Atkinson Academy	6		33	20/19
Danville School	11	11	25	13/12
Pollard School	8		47	18/18/18
Sandown Central	19	19	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
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

Atkinson Academy

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	58	50	68	52	59
class size by policy	20	22	22	25	25
projected classes	20/19/19	17/17/16	17/17/17/17	18/17/17	20/20/19
change to sections	~	-1	+1	~	~

Danville School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	38	42	42	40	43
class size by policy	20	22	22	25	25
projected classes	19/19	21/21	21/21	20/20	22/21
change to sections	-1	-1	~	~	-1

Pollard School

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	63	67	70	71	80
class size by policy	20	22	22	25	25
projected classes	16/16/16/15	17/17/17/16	18/18/17/17	24/24/23	20/20/20/20
change to sections	~	~	~	-1	+1

Sandown North

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
projected student #s	65	68	68	65	73
class size by policy	20	22	22	25	25
projected classes	17/16/16/16	17/17/17/17	17/17/17/17	22/22/21	25/24/24
change to sections	~	~	+1	~	~

Respectfully submitted,
Lucy Canotas, Director of Elementary Education

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

EXECUTIVE SUMMARY - Home Heating Oil RFP Approval

August 13, 2026

Overview

An RFP was submitted for home heating oil to supply Atkinson Academy, TLC at Sandown Central and Sandown North Elementary School. Even though five vendors were sent the RFP, only one vendor responded.

Question

In compliance with Policy DJE, may district administration engage Palmer Gas and Oil , to supply home heating oil for select district buildings. A firm price of $3.579 per gallon (net) is for one year.

Respectfully Submitted,

Chris Martin, Ed.D.
Executive Director

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

EXECUTIVE SUMMARY - SN Day Tank Installation RFP Approval

August 13, 2026

Overview

A day tank is an above ground storage tank which functions in between the underground oil tanks and boilers. It is necessary to function as a transfer vessel so that the boilers remain operational on the coldest days when both are in high fire. Without this tank the boiler pumps would dry out since there would not be enough oil capacity in the underground piping.

Current Circumstance

The current tank at SN is outside of both NH Department of Environmental Services and local safety codes given that it is constructed with single walls. Whereas in previous years the local authorities signed off on the safety of the current tank, the new fire marshall will not. Additionally, we have a staff person who has completed the appropriate training in tank inspection and notes the danger surrounding not replacing this singled-walled tank with a double walled unit.

Question

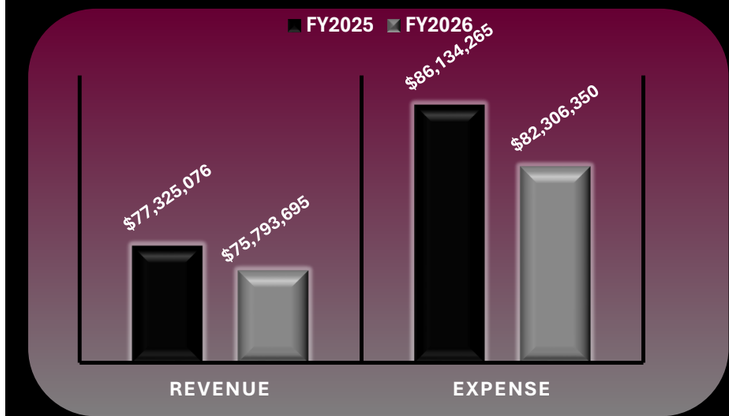
In compliance with Policy DJE, may district administration engage CommTank , Inc. to replace the single-walled day tank for a cost of $32,900.00?

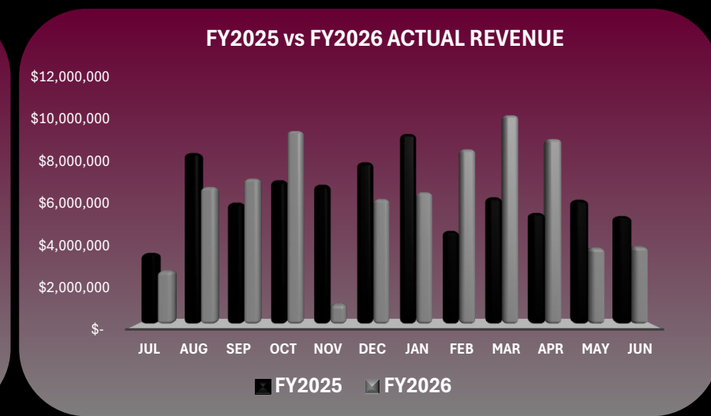
Respectfully Submitted,

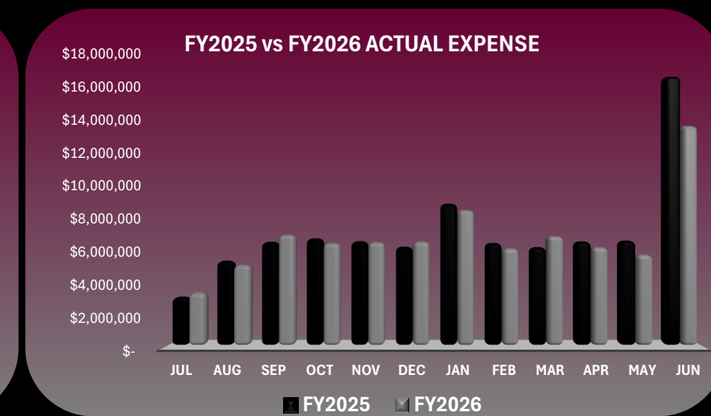
Chris Martin, Ed.D.
Executive Director

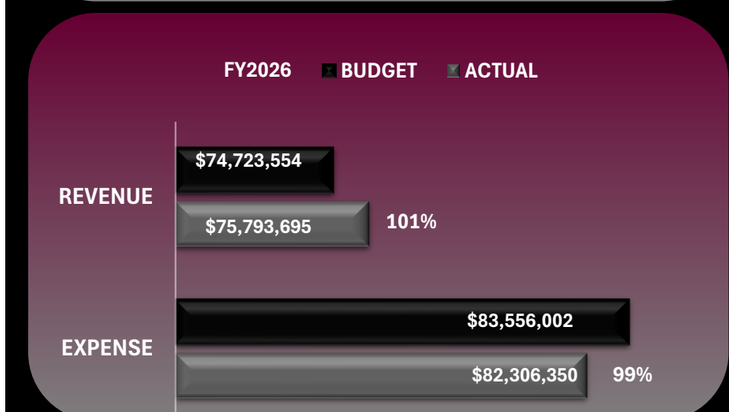
TIMBERLANE REGIONAL SCHOOL DISTRICT

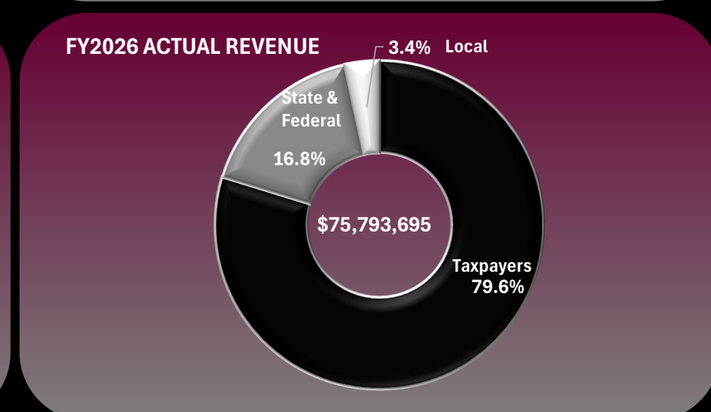
DASHBOARD OF ALL FUND AS OF JUNE 2026

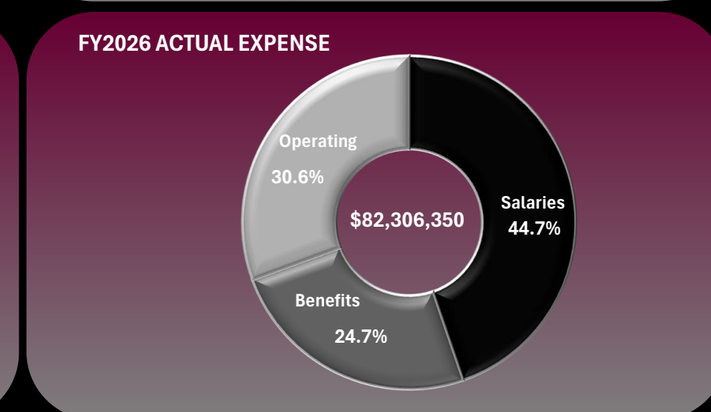












EXPENSES	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
FY2025 ACTUAL	$ 3,078,852	$ 5,340,210	$ 6,532,797	$ 6,746,401	$ 6,564,902	$ 6,227,107	$ 8,928,608	$ 6,456,494	$ 6,193,353	$ 6,557,408	$ 6,602,570	$ 16,905,564	$ 86,134,265
As a % of Total	4%	6%	8%	8%	8%	7%	10%	7%	7%	8%	8%	20%	
FY2026 ACTUAL	$ 3,365,732	$ 5,091,396	$ 6,977,044	$ 6,460,364	$ 6,519,721	$ 6,557,580	$ 8,531,440	$ 6,135,497	$ 6,899,879	$ 6,208,154	$ 5,742,615	$ 13,816,927	$ 82,306,350
As a % of Total	4%	6%	8%	8%	8%	8%	10%	7%	8%	8%	7%	17%	
Increase (Decrease)	$ 286,880	$ (248,815)	$ 444,247	$ (286,036)	$ (45,181)	$ 330,473	$ (397,167)	$ (320,998)	$ 706,526	$ (349,253)	$ (859,954)	$ (3,088,637)	$ (3,827,915)

Numbers in red indicate months with three pay periods.

3,187 STUDENTS

591 EMPLOYEES

62 CONTRACTORS

Y:\Finance\TRSD\Bud Com\Monthly Financials\Misc. Reports\Dashboard\FY2026\Dashboard 6.30.26Dashboard

Timberlane Regional School District
FY2026 Year End Summary
June 30, 2026

Fund	Description	Revenue	Expenditure
100	General Fund	72,848,937	79,617,687
210	Food Service	1,526,321	1,520,226
220	Grants	1,382,747	1,382,747
500	Performing Arts	35,689	35,689
		75,793,695	82,556,350

Beginning Fund Balance	7,611,357.69
Revenues	72,848,936.78
Less Expenditures	(79,617,687.23)
Add FY2025 Encumbrances	2,007,792.43
Subtract FY2026 Encumbrances	(1,687,612.91)
Fund Balance (spendable)	**1,162,786.76**
FY2025 Fund Balance Retention	-
Unassigned Fund Balance *	**1,162,786.76** Available for FY2026 Fund Balance Retention

Fund Balance Retained:

RSA 198:4-b II. Notwithstanding any other provision of law, a school district by a vote of the legislative body may authorize, indefinitely until specific rescission, the school district to retain any unused portion of the year-end unassigned general funds, from the preceding fiscal year in subsequent fiscal years, provided that the total amount of year-end unassigned general funds does not exceed, in any fiscal year, 5 percent of the current fiscal year's net assessment under RSA 198:5, for the purpose of having funds on hand to use as a revenue resource for emergency expenditures under RSA 32:11, or to be used as a revenue source to reduce the tax rate.

FY2024 Local Tax Assessment	59,736,169	
	2.5%	Per warrant article 13 - Fund Balance Retention
Fund Balance Retention Max	1,493,404	

**** Unexpected additional revenue in FY2026 contributed to the Fund Balance as follow:***

Additional Revenue:	
Tuition Revenue	383,000
Medicaid	234,000
Special Education Aid	135,000
Interest Income	135,000
Other State & Federal	50,000
Refunds	46,000
Vocational Transportation	38,000
Total	**1,021,000**

Timberlane Regional School District
FY2026 Cash Flow Report

	July	August	September	October	November	December	January	February	March	April	May	June	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**	**14,482,708**	**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	724,841	**14,899,901**
Appropriation - Danville	950,470	1,140,462	1,045,551	665,227		950,470		2,456,977	1,228,405	1,228,577		571,054	**10,237,193**
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	902,790	**18,701,793**
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	824,505	**15,897,279**
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	-	-	-								85,000	**160,000**
Tuition	88,075	111,807	144,672	75,559	71,110	68,119	67,168	69,641	111,059	38,525	40,123	61,001	**946,859**
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	111,733	**283,693**
Interest Income	32,230	17,598	15,909	23,516	25,054	18,262	12,946	15,245	11,496	16,228	23,094	24,046	**235,626**
Other Local Revenue	489	3,447	2,946	22,893	6,507	993	1,468	30,975	30,757	9,463	17,810	24,621	**152,368**
Grants	34,906	134,194	40,159	42,953	33,593	28,082	8,159	152,061	261,278	245,593		229,726	**1,210,703**
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	74,490	**1,171,724**
PAC Income	-	-	-	12,411		7,109			10,388	3,740		34,743	**68,390**
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**	**3,668,549.63**	**75,749,900**
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	9,980,300	**57,978,181**
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	3,436,415	**21,419,375**
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**	**13,416,715**	**79,397,556**
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**	**4,734,542**	**4,734,542**

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

EXECUTIVE SUMMARY

August 13, 2026

FY2026 Encumbrances

At the close of each fiscal year, there are typically still Purchase Orders that remain open from the prior fiscal year. In accordance with municipal laws, appropriated funds shall lapse at the conclusion of the fiscal year, unless they meet certain exceptions specifically outlined in the statutes.

One of these exceptions allows funds to carry forward for amounts that have become encumbered by a legally enforceable obligation, prior to the close of the fiscal year. Purchase Orders are one such legally enforceable obligation. Therefore, we present the attached listing of open Purchase Orders as of June 30, 2026 and ask that the School Board vote to encumber the funds necessary for fulfillment of these Purchase Orders.

Should these encumbered funds not be fully expended for the purposes of these remaining obligations, any residual funding will be returned as part of our unrestricted fund balance in the subsequent year.

If the School Board is so inclined to do so, the cleanest way to handle this would be by a motion to approve the FY2026 encumbrances in the amount of $366,875.35.

Respectfully submitted,
Maria Watkins, CFO/Business Administrator

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

Account	Account Description	Amount
100.2213.240.01.33.4.00000	Tuition Reimb. (TTA Contract)	$ 425.00
100.2213.240.01.33.4.00000	Tuition Reimb. (TTA Contract)	$ 1,275.00
100.2213.240.01.33.4.00000	Tuition Reimb. (TTA Contract)	$ 1,275.00
100.4600.450.12.33.4.00000	Building Renovations-District Wide	$ 36,760.80
100.4600.450.12.33.4.00000	Building Renovations-District Wide	$ 293,750.00
100.4600.450.12.33.4.00000	Building Renovations-District Wide	$ 20,771.00
100.2318.330.01.33.4.00000	Legal Fees	$ 3,831.09
100.1100.430.41.33.4.00000	Repairs To Equipment-Music	$ 656.08
100.2410.531.01.33.4.00000	Telephones/Comm	$ 584.73
100.1100.610.28.60.3.00000	Supplies-Gen. High School	$ 4,552.45
100.2840.610.14.33.4.00000	Data Proc-Supplies	$ 1,615.27
100.2410.610.25.08.1.00000	Supplies-Gen. Elem.	$ 584.36
100.2410.610.27.50.2.00000	Supplies-Gen. Middle	$ 794.57
Grand Total		**$ 366,875.35**

Job Postings

As of 8/7/26

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Administration										
5309	Administration	Early Childhood Special Education Coordinato	Early Childhood Coordinator cc1726	The Learning Center at Sandown Central	7/14/2026	Open until filled	As soon as possible	2026-2027	24	0
Athletics/Activities										
5306	Athletics/Activities	Coaching	TRHS Boys Head Cross Country Coach	Timberlane Regional High School	7/13/2026	open until filled	8/1/2026	2026-2027	25	0
5294	Athletics/Activities	Coaching	TRHS Boys Junior Varsity Soccer Coach	Timberlane Regional High School	6/24/2026	open until filled	7/1/2026	2026-2027	44	0
5319	Athletics/Activities	Coaching	TRHS Boys Varsity Assistant Soccer Coach	Timberlane Regional High School	7/29/2026	open until filled	8/12/2024	2026-2027	9	0
5292	Athletics/Activities	Coaching	TRHS Fall Season E Sports Coach	Timberlane Regional High School	6/19/2026	open until filled	8/1/2026	2025-2026	49	0
5312	Athletics/Activities	Coaching	TRHS Junior Varsity Field Hockey Coach	Timberlane Regional High School	7/23/2026	open until filled	8/3/2026	2026-2027	15	2
5295	Athletics/Activities	Athletic Coordinator	TRMS Athletic Coordinator	Timberlane Regional Middle School	6/24/2026	open until filled	7/13/2026	2026-2027	44	9
5320	Athletics/Activities	Coaching	TRMS Head Field Hockey Coach	Timberlane Regional Middle School	7/30/2026	open until filled	8/17/2026	2026-2027	8	1
Elementary School Teaching										
5315	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 1 cc1630	Pollard School	7/23/2026	Open until filled	8/20/2026	2026-2027	15	9
5307	Elementary School Teaching	Library Media Specialist	Library Media Specialist cc154	Atkinson Academy	7/13/2026	Open until filled	8/25/2026	2026-2027	25	9
5321	Elementary School Teaching	Art Teacher	Long Term Substitute - Elementary Art Teacher	Danville Elementary	8/3/2026	Open until filled	8/25/2026	2026-2027	4	4
High School Teaching										
5317	High School Teaching	Science - General	Long-Term Substitute - High School Science Teacher	Timberlane Regional High School	7/29/2026	Open until filled	9/10/2026	2026-2027	9	0
5262	High School Teaching	Science - Physics	Science Teacher cc1837	Timberlane Regional High School	5/26/2026	Open until filled	8/25/2026	2026-2027	24	6
Instructional Support Staff										
5152	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	7/10/2025	Open until filled	8/25/2025	2025-2026	393	18
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	70	8
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	65	3
5276	Instructional Support Staff	Special education Paraeducator	IN/ED ISEP Paraeducator	Danville Elementary	6/3/2026	Open until filled	8/25/2026	2025-2026	65	4
5283	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc2339	Pollard School	6/10/2026	Open until filled	8/25/2026	2026-2027	58	7
5305	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc2567	Danville Elementary	7/9/2026	Open until filled	8/25/2026	2026-2027	29	3
5318	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc2635	The Learning Center at Sandown Central	7/29/2026	Open until filled	8/20/2026	2026-2027	9	1
5272	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1173	Pollard School	6/2/2026	Open until filled	8/25/2026	2026-2027	66	2
5300	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1864	The Learning Center at Sandown Central	7/6/2026	Open until filled	8/25/2026	2026-2027	32	1
5314	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2254	Timberlane Regional Middle School	7/23/2026	Open until filled	8/20/2026	2026-2027	15	3
Maintenance/Custodial										
5279	Maintenance/Custodial	Custodian	Custodian - 2nd Shift cc358	Pollard School	6/9/2026	Open until filled	As soon as possible	2026-2027	59	4
5299	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	7/6/2026	Open until filled	As soon as possible	2026-2027	32	1
PAC TECHNOLOGY AND INSTRUCTORS										
5118	PAC TECHNOLOGY AND INSTRUCTORS	Summer Music Instructors	Summer Program Music Instructor	Performing Arts Center	7/28/2026	Open until filled	As soon as possible	2025-2026	10	10
Special Education										
5322	Special Education	Special Education Facilitator	Anticipated Special Education Facilitator cc1105	Timberlane Regional Middle School	8/5/2026	Open until filled	8/25/2026	2026-2027	2	1
5285	Special Education	Social Worker	Long Term Substitute - School Social Worker	Danville Elementary	6/16/2026	Open until filled	9/10/2026	2026-2027	52	0
5316	Special Education	Special Education Teacher	Long Term Substitute - Special Education Teacher	Timberlane Regional Middle School	7/28/2026	Open until filled	11/17/2026	2025-2026	10	0
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	87	4
5297	Special Education	Physical Therapist	Part-Time Physical Therapist cc451	Timberlane Regional School District	7/6/2026	Open until filled	8/25/2026	2026-2027	32	0
5311	Special Education	Special Education Facilitator	Special Education Facilitator cc2606	Sandown North	7/16/2026	Open until filled	8/20/2026	2026-2027	22	0
5288	Special Education	Special Education Teacher	Special Education Teacher CC 2389	Danville Elementary	6/18/2026	Open until filled	8/20/2026	2026-2027	50	6
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	122	7
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	127	9
Substitute										
5298	Substitute		Substitute Teachers and Paraeducators for the 2026/2027 School Year	Timberlane Regional School District	7/6/2026	Open until filled	8/25/2026	2026-2027	32	6