NH School Administrative Unit 106 | Timberlane Regional School District

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Thursday, September 3, 2026
AGENDA

Regular Business Meeting
SAU 106 Boardroom

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

1. **7:00 PM Call to Order – Chair**
2. **Roll Call – Minute Taker**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
5. **Student, Staff, Family Share**
6. **Delegates and Individuals**
7. **Student Representative**
8. **Current Business**
    a. **Secondary Culinary Curriculum Revisions: Second Read – ACTION**
    b. **FY2026 Summary – INFORMATIONAL**
    c. **FY2026 Unassigned Fund Balance – ACTION**
    d. **2026-27 Budget Committee Presentation Calendar – INFORMATIONAL**
    e. **SY2026-27 TRHS End of Year Dates – ACTION**
    f. **2026 NHSBA Delegate Assembly – INFORMATIONAL**
    g. **2027 Deliberative Session Date – ACTION**
9. **Administrator's Report**
10. **Personnel Report**
11. **Committee Reports/Reports of the School Board**
12. **Other Business**
13. **Nonpublic Session – if required.**

DATE	TIME	LOCATION	TYPE OF MEETING
9/10/26	7:00 PM	SAU Boardroom	Budget Committee
9/15/26	11:00 AM	SAU Boardroom	Facilities
9/15/26	6:15 PM	SAU Boardroom	Capital Improvement Plan
9/17/26	7:00 PM	SAU Boardroom	School Board
10/1/26	5:00 PM	SAU Boardroom	Policy
10/1/26	7:00 PM	SAU Boardroom	School Board
10/7/26	4:00 PM	SAU Boardroom	Curriculum & Assessment

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
August 13, 2026
6:30 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order
Chair Knutsen called the meeting to order at 6:31 PM.

Board Members Present
Marianne Springer, Paul LeCain, Alyssa Kowalczyk, Shauna Manthorn, Katie Knutsen, Don Woodworth, Jack Sapia, Mark Sherwood

Excused Absence: Shawn O'Neil

Seated at the Board Table
Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent

Administrators Present
Angelo Fantasia, Director of Athletics
Mark Pedersen, Director of Secondary Education
Bill McCarthy, Middle School Assistant Principal
Mitch Mencis, Middle School Principal
Maria Watkins, Business Administrator/CFO

APPROVAL OF MINUTES

MOTION: Mrs. Manthorn motioned to approve the June 18, 2026 meeting minutes as amended. Seconded by Mrs. Kowalczyk. Motion passes 6-0-2 (LeCain and Sapia abstain).

Mrs. Springer requested edits to the June 18th meeting minutes on page 2, including removing the word "the" before "end" and changing "Mr. Sherman" to "Mr. Sherwood."

MOTION: Mrs. Springer motioned to approve the July 16, 2026 meeting minutes. Seconded by Mrs. Kowalczyk. Motion passes 6-0-2 (LeCain and Sapia abstain).

DELEGATES & INDIVIDUALS

Kate Rochford, an Atkinson resident and President of the Atkinson Historical Society, thanked the District for the restoration of the Atkinson Academy belfry and offered the Historical Society's assistance in preserving and sharing the Academy's history. She highlighted the building's significant historical connections, including its original construction in the 1780s and visits from President John Adams and his grandchildren. Ms. Rochford suggested that the Historical Society collaborate with the District to develop educational opportunities and share the Academy's history with students and the community. She also noted that preserving the Academy's history could strengthen future grant applications and referenced the Society's ongoing restoration of the Center Schoolhouse. Superintendent Krieger requested that Ms. Rochford provide her telephone number and email address so the District can coordinate a time to work with her.

MOTION: Mr. Sherwood motioned to move the remaining 30 minutes of Delegates & Individuals to the end of the meeting. Seconded by Mrs. Manthorn. Motion passes 8-0-0.

CURRENT BUSINESS

a. Athletics Annual Report

Mr. Fantasia highlighted the 2025-2026 school year, noting that the Timberlane Regional Athletic Department hosted approximately 807 events, with approximately 739 middle and high school students participating in athletics. Forty-one percent of student-athletes participated in multiple sports. The middle school program had more than 312 participants and experienced a successful year, highlighted by the Girls Wrestling team's second-place finish at the State Championship, the Boys Basketball team's appearance in the Tri-County Championship game, the Girls A Softball team's appearance in the Tri-County Championship game, and the Girls Track and Field team's undefeated season and Tri-County Championship.

He noted that the high school athletic program, which offers more than 30 sports, had a successful year. He highlighted the Wrestling Team's Division I State Championship, Winter Cheer's State Runner-Up finish, and the qualification of all spring teams for NHIAA State Tournaments; several student-athletes earned individual honors, including state championships and school records, while 26 seniors were recognized as NHADA/NHIAA Senior Scholar-Athletes; four student-athletes signed National Letters of Intent to compete at the collegiate level.; Coach Kevin Fitzgerald received the 2025 NFHS Football Coaches' Award for New

Hampshire; and the Athletic Department continued its Life of an Owl student-leadership training program.

b. Annual Review Sports Injury Emergency Action Plan
Mr. Fantasia reviewed the District's Emergency Action Plan (EAP), which is required under Senate Bill 148-FN for sport-related injuries. The Athletic Department continues to update the EAP in collaboration with the athletic trainer and community partners. Coaches and student-athletes participate in emergency drills, with the athletic trainer coordinating and providing feedback. Mr. Fantasia emphasized that the safety of student-athletes, coaches, and community members remains the Department's highest priority.

Mrs. Kowalczyk questioned whether the AED at Pollard School, and potentially other elementary schools, could be relocated outdoors if it is located near the athletic fields. Mr. Fantasia suggested bringing the matter to the Safety Committee for discussion and consulting with Nurse Kate regarding the current use and placement of the AED.

c. Annual Athletic Booster Sign Sponsorship
Mr. Fantasia informed the Board of the procedure requiring Booster organizations to obtain Board approval for their signs.

MOTION: Mr. Sapia motioned to approve the booster sign sponsorships as provided in the August 13th packet. Seconded by Mrs. Manthorn. Motion passes 8-0-0.

d. Suspension Authorization
Mr. Krieger presented a suspension authorization request under RSA 193:13, seeking Board authorization to extend student suspensions for up to an additional 10 days in cases involving serious conduct, such as firearms, violence, significant destruction, persistent bullying, or threats to health and safety. He noted that while he has not imposed an extended suspension during his four years with the District, the authorization has allowed for meetings with students and families to address serious incidents.

MOTION: Mrs. Manthorn motioned to authorize the Superintendent for SY26-27 to suspend students for more than 10 days. Seconded by Mr. Sherwood. Motion passes 8-0-0.

e. Secondary Culinary Curriculum Revisions: First Read
Mr. Pedersen presented a first read of the Secondary Culinary course curriculum, noting the removal of a competency focused on the culinary industry and careers. The courses are primarily intended to develop home-based culinary skills, while career-focused culinary education is available through Salem CTE.

MOTION: Mrs. Springer motioned to the first read of the Secondary Culinary Curriculum revisions. Seconded by Mrs. Manthorn. Motion passes 8-0-0.

Mr. Sapia expressed support for the culinary program, noting the variety of career opportunities available within the industry and its potential to generate student interest in culinary careers.

f. TRMS Schedule

Assistant Superintendent Allaire welcomed Timberlane Regional Middle School Principal Mitch Mencis, Assistant Principal Bill McCarthy, and Family and Consumer Science Teacher Sarah Choolijian. She explained that they were present to provide an update on schedule adjustments presented to the Curriculum and Assessment Committee, which aim to expand student access to academic support through WIN, streamline scheduling in four content areas, reduce class sizes, improve communication and feedback, strengthen instruction, and enhance student-teacher relationships.

Principal Mencis explained that the proposed middle school schedule is intended to improve student support and learning while maintaining the current structure. The schedule would provide every student with a daily WIN ("What I Need") block for targeted intervention and enrichment; and 4 Unified Arts courses (Arts, STEAM, Technology, and FACS) would be offered daily for a quarter rather than every other day.

Principal Mencis noted that the current schedule requires students to manage approximately 10 different classes over two days and can be challenging for both students and teachers. The proposed schedule would provide greater consistency, reduce the number of students teachers see at one time, and strengthen student-teacher relationships and instructional support. It would also allow staff to address students' priorities earlier in the year, potentially improving competencies and assessment outcomes.

Mr. Sapia commended the middle school team and expressed strong support for the WIN concept. He noted that the proposed schedule represents a significant change in curriculum delivery rather than a minor adjustment and requested that the Board formally vote on the proposed Unified Arts schedule changes.

MOTION: Mr. Sapia motioned to adopt the changes to the Middle School Unified Arts schedule as delivered tonight by Mitch Mencis. Seconded by Mr. Sherwood.

Mrs. Springer expressed concern that the term "adopt" was too strong, stating that changes to the daily operations of the District are generally the responsibility of the Superintendent and administrative teams and that the Board should endorse, rather than adopt, such changes.

Mr. Sapia disagreed, stating that the proposed schedule represents a substantial change in curriculum delivery affecting all middle school students and therefore falls within the Board's governance responsibilities. He distinguished the proposal from routine operational decisions and noted that the Board has previously voted on significant scheduling and curriculum changes.

Mrs. Springer questioned whether making WIN available every day would reduce the number of Unified Arts (UA) opportunities available to students during the school year. Assistant Principal McCarthy explained that, under the current schedule, WIN and UA classes run concurrently, so students may already miss one depending on their schedule. He noted that some students may have fewer opportunities for certain UA courses based on their music or world language tracks; however, the UA curriculum itself would remain unchanged. The proposed schedule would primarily change the frequency and consistency with which the curriculum is delivered.

It was clarified that the curriculum and instructional methods for the UA courses would not change; rather, the schedule would change when and how frequently students receive the courses. The four identified UA courses would be offered daily for a quarter instead of every other day.

Mrs. Springer referenced Policies BDD and BDD-R, which outline the respective roles of the School Board and Superintendent. She stated that, in her view, the Board is being appropriately informed about the proposed changes and that it would be appropriate for the Board to endorse the schedule rather than formally adopt it.

Mr. Woodworth emphasized the importance of educator autonomy and allowing administrators to make decisions based on their experience and best practices. He stated that the School Board's role is to provide support and raise concerns when necessary, while the Superintendent is responsible for evaluating and overseeing operational changes. He stressed the importance of respecting the roles of district leadership and maintaining the trust of staff.

Mr. Sapia acknowledged the Superintendent's authority to manage the District but emphasized the Board's responsibility to govern and provide oversight. He stated that because the proposed schedule represents a significant change affecting all middle school students, the Board should have the opportunity to review its rationale and educational impact and formally approve the change. He clarified that the vote would provide oversight and support rather than interfere with the Superintendent's day-to-day responsibilities.

Mr. Sapia amended his motion, changing the language from "adopt" to "support."

MOTION: Mr. Sapia motioned to support the changes to the Middle School Unified Arts schedule as delivered tonight by Mitch Mencis. Seconded by Mr. Sherwood. Motion passes 7-0-1 (Sapia abstains).

g. Deliberative Session Survey Results
Superintendent Krieger reviewed the results of the community survey regarding the 2027 Deliberative Session schedule. The survey, conducted with support from the Boards of Selectmen in all four towns, was open for approximately two months and closed on June 30, 2026, receiving 525 responses. Results showed that approximately 25% preferred Thursday, 13% preferred Friday, and 62% preferred Saturday. The Board discussed using the results to determine the date of the 2027 Deliberative Session.

MOTION: Mrs. Manthorn motioned to set the day of the week for the Deliberative Session to be held on a Saturday. Seconded by Mr. Sherwood. Motion passes 8-0-0.

Superintendent Krieger will coordinate with the towns to determine the specific Saturday for the 2027 Deliberative Session and bring the matter back as a future agenda item.

h. Elementary Enrollment Update
Superintendent Krieger reported that there were no substantial changes to the administration's recommendations regarding staffing. The swing position previously designated for Danville School was moved to Pollard School due to Pollard exceeding the class-size limit established by District policy. Danville School remains near capacity but is not over the policy limit. The District will continue to monitor enrollment and bring any necessary recommendations to the Board. The Pollard position is for Grade 1.

i. Request for Proposals: Heating Oil – ACTION
Superintendent Krieger presented the recommendation for the District's heating oil supplier, noting that the proposal was reviewed by the Facilities Committee. In accordance with Policy DJE, administration recommends Palmer Gas & Oil as the supplier at a firm price of $3.579 per gallon for one year. The District received one bid in response to the RFP.

MOTION: Mrs. Manthorn motioned to approve entering into a one year contract with Palmer Gas and Oil for home heating oil at a price of $3.579 per gallon. Seconded by Mrs. Kowalczyk. Motion passes 8-0-0.

j. Request for Proposals: Sandown North Day Tank
Superintendent Krieger presented the proposed replacement of the Sandown North day tank, noting that the approximately 20-year-old tank requires annual certification and is no longer expected to receive approval from the local fire marshal due to safety concerns. Administration received one bid of $32,900 to replace the existing single-wall tank with a double-wall tank.

Mr. Sherwood explained that the replacement is necessary due to safety and environmental concerns and is consistent with current best practices. He noted that the existing tank has been allowed to remain in service for several years but can no longer be certified by the fire marshal. He emphasized that the replacement is necessary rather than discretionary.

MOTION: Mr. Sherwood motioned to approve entering into a contract with CommTank to replace the single-walled day tank located at Sandown North with a double-walled unit for $32,900. Seconded by Mr. Woodworth. Motion passes 8-0-0.

k. Budget to Actual Report

Mrs. Watkins presented the FY2026 year-end financial report, noting that the District received approximately $75.8 million in revenue, or 101% of budgeted revenue, and incurred approximately $82.3 million in expenditures, representing 99% of the budget. Revenue consisted of approximately 80% from taxpayers, 17% from state and federal sources, and 3% from local sources. Expenditures consisted of approximately 45% salaries, 25% benefits, and 30% operating expenses. She noted that expenditures were approximately $4 million lower than the prior year, primarily due to a lease payment prepaid in FY2025. She also highlighted the challenges of managing cash flow under a restricted budget, noting that the District ended June with approximately $4.5 million in cash while July disbursements totaled approximately $3.5 million. She expressed appreciation to District employees for their efforts in maintaining the budget during a challenging financial year.

Mrs. Watkins reported that the District's FY2026 unassigned fund balance was approximately $1.16 million, with roughly $1 million attributable to revenues exceeding budget projections, including tuition, Medicaid, special education aid, interest, grants, refunds, and vocational transportation. She explained that less than $200,000, or approximately 0.2% of the budget, was attributable to District operations.

It was clarified that the $135,000 in additional special education aid was above the regular special education aid allocation and was among the revenues identified for potential use toward required special education expenses.

Mrs. Watkins noted that best practices recommend maintaining an unassigned fund balance of approximately 12% of the District's budget. The District's FY2026 unassigned fund balance attributable to operations was approximately 0.2%. Superintendent Krieger stated that he would like to report back to the Board on the two phases of the budget process: the reductions made to align with the voted budget and the measures taken during the fiscal year to reach the current financial position.

Mrs. Watkins explained that, due to recently enacted legislation, FY2026 is the final year in which the District has the option to retain a portion of its fund balance. The District may retain

up to approximately $1.493 million for emergency purposes and she presented the option for the Board's consideration. Chair Knutsen requested that the matter be brought back to the Board for consideration in September.

Mr. LeCain questioned how the $1 million lease payment would affect the fund balance. Mrs. Watkins clarified that the payment was recorded as an accounting entry in July because it was due in July, although the payment was made in June. The payment will be charged to the FY2027 budget.

l. FY2026 Encumbrances

Mrs. Watkins requested Board approval of the FY2026 encumbrances, noting that each must meet specific criteria, including having a contract or binding purchase order. The total encumbrances are $366,875.35, the lowest amount during her tenure, and each is supported by the required documentation.

MOTION: Mr. Sherwood motioned to approve the FY2026 encumbrances in the amount of $366,875.35. Seconded by Mr. LeCain. Motion passes 8-0-0.

m. 2026–2027 School Board Goals

Assistant Superintendent Allaire provided an update on the 2025-2026 School Board learning goals. She reported that the District made significant progress in expanding personalized learning opportunities, including ELOs, dual enrollment, AP, SEL, and CTE programs, and strengthening related policies. Professional development focused on personalized learning, Universal Design for Learning, and Multi-Tiered Systems of Support also remained a priority.

She noted that the District met its goals related to instructional alignment, assessment, reporting, and compliance with ED 306 requirements, while competency-based education will continue to be implemented. The District will also continue monitoring student achievement by comparing assessment data with a consistent group of 25 New Hampshire school districts and the state average.

Superintendent Krieger provided an update on the personnel, community, and facilities-related School Board goals. He noted progress in evaluating SAU performance, reorganizing the District, implementing the organizational chart, developing a preliminary succession plan, engaging families and stakeholders, and expanding mental health and wellness initiatives district-wide.

He identified ongoing priorities, including improving staff evaluation and analytics, strengthening community partnerships, developing long-term facilities and maintenance plans, and determining how to protect and sustain the District's recent facility investments.

Mrs. Manthorn requested that, before the Board considers future goals, an executive summary or brief bullet points be provided for each goal to document its history, current status, and ongoing work for future Board members. She summarized the Board's discussion to streamline its goals into three areas: learning; community connection and communication; and facilities and learning environments. Mrs. Springer suggested separating community connection and communication and adding a fourth goal focused on the District's long-term viability, financial sustainability, educational excellence, and taxpayer affordability.

Mr. LeCain suggested replacing the word "while" with "in order to" in the proposed goal. He stated that this would more clearly emphasize the Board's intent to strengthen community and stakeholder engagement in order to maintain financial sustainability, educational excellence, taxpayer affordability, and the District's long-term viability.

Chair Knutsen stated that the Board's goals are intended to be broad and overarching, with the administration responsible for operationalizing and implementing those goals. Ms. Manthorn emphasized that the Board's role is to establish the goals, while administration should develop corresponding benchmarks and action plans and report back to the Board regularly. She suggested quarterly check-ins to support ongoing oversight, collaboration, and discussion of progress toward the goals.

MOTION: Mrs. Manthorn motioned to accept the TRSB Goals as revised to eliminate "while maintaining" to add "in order to maintain", and to change the title to 2026-27. Seconded by Mr. Sherwood. Motion passes 8-0-0.

Administrator's Reports

Assistant Superintendent Allaire announced that the district will welcome new teachers next Tuesday and Wednesday for a two-day induction program. The program will provide training on district systems, curriculum, assessments, mentoring, building information, and other resources. She noted that the mentoring and new teacher induction program is largely funded through the federal Title IIA grant, which requires an annual application.

The Board discussed whether the grant funding would be considered unexpected revenue. Superintendent Krieger explained that the district has three funds, general, grant, and food service, and clarified that federal grant funds are used to supplement, rather than supplant, district funding.

Superintendent Krieger highlighted opportunities for School Board members to engage with staff during New Teacher Induction on August 18th and the district-wide opening day gathering on August 26th. He noted Pollard construction remains on schedule, with staff expected to return on

August 20th. He announced the upcoming joint meetings with the Budget Committee are scheduled for September 24th and November 23rd.

Superintendent Krieger reported that House Bill 1300 is now law and will place tax cap questions before voters in November 2026 and November 2028. The administration will work with the Budget Committee and local boards to understand the law's potential impact on the district's budget process. He also provided an overview of the recent three-day administrative meeting, which included legal and legislative updates, MTSS, anti-discrimination training, HR and contractual matters, financials, special education, and safety procedures.

Personnel Report

Mrs. Manthorn read into the record the electronically signed personnel reports dated June 24, June 26, July 7, July 10, July 14, July 21, and July 24, 2026. The Professional Nominations of Brian Benson, Science Teacher, TRHS; Natasha Bibeau, Elementary Teacher, Danville Elementary School; Taylor Donovan, School Counselor, TRMS; Jessica Winter, English Teacher, TRMS; Samantha Cahill, Elementary Teacher, Sandown North; Amy Champion, Elementary Teacher, Sandown North; Crystal Hatzimanolis, ELA Enrichment Teacher, TRMS; Charles Angwin, Out of District Coordinator, District; Lisa Cartwright, Special Education Teacher, TRMS; Leanna Perkins, Elementary Teacher, Danville Elementary School; Alexandra Proteau, Social Studies Teacher, TRHS. The Professional Resignations of Kimberly Rivers, Early Childhood Coordinator, TLC; Ashlee Sarnie, ELA Enrichment Teacher, TRMS; Jennifer Toth, Library Media Specialist, Atkinson Academy; Elise Merrill, Elementary Teacher, Danville Elementary School; Alexandra Stevens, Social Studies Teacher, TRHS; Nicole DeSantis, Elementary Teacher, Danville Elementary School. The Renomination of Wendy Bowen, Kindergarten Teacher, Pollard School.

MOTION: Mrs. Manthorn motioned to accept the professional nomination of Amanda Bonaventura, Elementary Teacher, Pollard School; and the professional resignations of Danielle Morrison, Special Education Facilitator, TRMS, and Jamie Dupuis, Special Education Teacher, Sandown North. Seconded by Mrs. Kowalczyk. Motion passes 8-0-0.

Committee Reports

Mrs. Manthorn reported on her visits to the Extended School Year (ESY) programs at TLC and the middle school. She praised the collaboration among staff, focus on building student connections, and engaging activities that supported academic and social skills while creating a

fun learning environment. She expressed appreciation for the staff supporting students throughout the summer.

Mr. Sherwood reported that TTA negotiations are in the preliminary stages, with research underway and expectations for a productive, collaborative process. He also provided a Facilities Committee update, including discussions regarding the replacement of the day tank, siding configurations, and the condition of the high school windows. The Committee is obtaining pricing options for window replacement, including costs with and without the windows as part of the building envelope project. He also noted ongoing maintenance concerns with the aging windows and reviewed exterior project visualizations.

Mr. Sapia provided an update on the window and building exterior project. He reported that the project can be completed during the summer and that the existing gypsum board can remain in place where appropriate, reducing costs. Pricing is being obtained for various project scopes and window options, with additional information expected in October. The project and window replacement are also being considered as part of the CIP. Mr. Sherwood emphasized that the Committee is evaluating multiple project and financial options to control costs while addressing necessary work. The Facilities Committee also discussed the District's oil and electric contracts, including upcoming pricing and contract terms. Mr. Woodworth emphasized the importance of documenting where gypsum board is present or replaced throughout the building so that accurate information is available for future maintenance and facility staff.

Mr. Sapia reported on the discussion held by the CIP Committee regarding fire suppression systems at the Danville and Sandown North schools. Danville School may be able to use a dry system, while Sandown North would require a wet system and a 30,000-gallon cistern due to the lack of a municipal water supply. The discussion also addressed the potential impacts of a fire at Sandown, including student relocation, insurance coverage, alternative facilities, and the possibility of presenting the project to voters as a warrant article.

Mr. Sherwood suggested that, in addition to addressing the sprinkler systems at Sandown and Danville, the District should consider Sandown's long-term needs and potential expansion plans in coordination with the town to ensure proactive planning.

There was no further public business. The meeting was adjourned at 9:15 PM.

Respectfully submitted,

Kelly Salovitch
Recording Secretary

Approved by the School Board on

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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	

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.

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 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

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:

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	

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

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	

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 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	

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	

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. *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	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	

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	

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EXECUTIVE SUMMARY - FY26 Summary

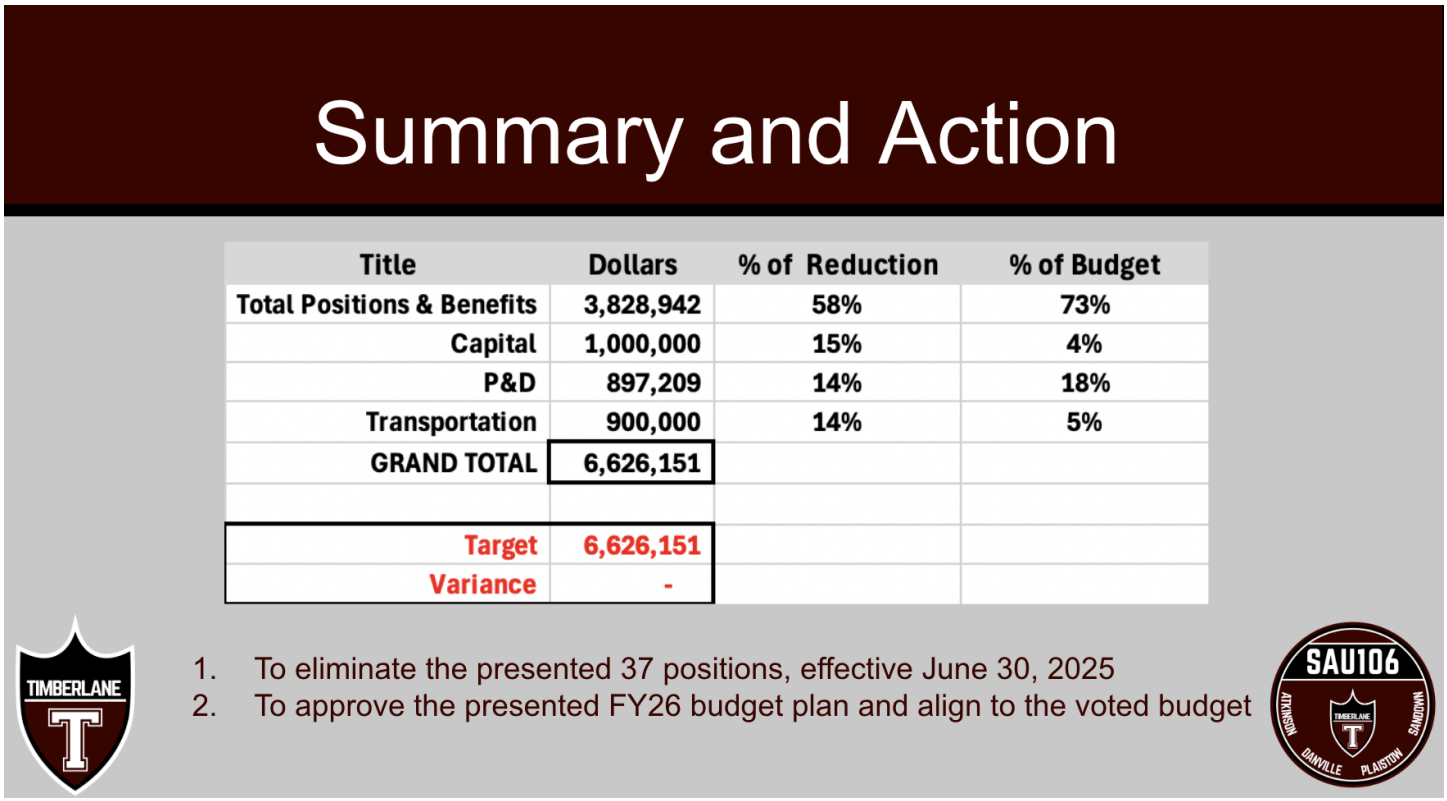
September 3, 2026

Overview

District Administration presented the FY26 end-of-year financials to the School Board on August 13, 2026. (Slides 94-98) This executive summary reviews previously approved budgetary reductions made in order to align to the FY26 voted budget, their impacts, administrative measures executed over the duration of the fiscal year in order for the District to meet its fiscal obligations, and lastly, a budget to actual breakdown of salaries, benefits, and operations to illustrate how pieces of the budget work together.

Alignment to the FY26 Voted Budget and Impacts

After the 2025 March District Ballot and at the March 20, 2025 School Board meeting, I presented the $6.6M delta between the proposed budget and the voted budget in addition to a preliminary plan on how the District could align to the voted budget. This draft plan presented $6.2M in reductions while recognizing we needed to identify further reductions north of $400K. At the School Board meeting on April 3, 2025, I presented a revised plan to make reductions across the District that aligned to the $6.6M delta. Those reductions were approved by the School Board and are summarized herein below. You can find the past two complete presentations, here.



Impact of School Board Reductions to Align to FY26 Voted Budget

Personnel

Prior to the beginning of the 25-26 school year, the School Board eliminated 37 positions, including 10 through a reduction in force (RIF), 5 through attrition (not filling a resignation/retirement), and 22 positions that were currently vacant.

In total, the District began the school year in fall of 2025 with 15 fewer staff working with students or supporting District operations and 22 fewer vacant positions to address any changing student or District needs over the 18 months that passed from the budget proposal in January to the close of the fiscal year the following June.

Reduction in Force

- Director of Special Education - the primary job responsibilities were added to the Director of Student Services
- 1 technology teacher at each elementary school for a total of 4 - their primary job responsibilities were shifted to technology specialists and classroom teachers
- 1 elementary teacher - their class size was absorbed by the FY27 grade level staff assignments
- 1 adjustment counselor at the middle school - the primary job responsibilities were absorbed by the existing counseling department
- 2 high school teachers - their class size was absorbed by existing teacher
- 1 high school library paraeducator - the primary responsibilities will be absorbed by the existing librarian and not offered to students

Attrition

- 1 special education teacher at the middle school - the primary job responsibilities including caseload size and service delivery were absorbed by the existing special education staff
- 1 PE teacher at the middle school - their class size for PE and health courses were absorbed by existing staff
- 1 administrative assistant at the middle school - the primary job responsibilities of this main office receptionist were absorbed by existing staff and administrators
- 1 English teacher at the high school - their class size was absorbed by existing teacher
- 1 intervention teacher at the high school - the primary job responsibilities were not available to students or staff.

Benefits

- The School Board reduced the health insurance line by $1M.
- At the close of the fiscal year, the District overspent this line by $750K.

<u>Schools and Departments</u>

Prior to the beginning of the 25-26 school year, the School Board reduced the budget lines of all schools and all departments. In total, close to 180 discrete lines were eliminated (zero funded) or reduced. A high-level summary of the eliminations and reductions is included herein below. A more comprehensive list and description of impact of eliminations and reductions can be found here. As a point of continuity and for context, District Administration reduced budget lines for all schools and departments again this past spring by close to $650K to align to the FY27 voted budget.

Curriculum and Professional Development

- Elimination of planned purchase of new elementary writing / social studies instructional resources
- Reduction of in-service professional development, including staff, administrators, and contracted services

Student Services

- Elimination of Navigate360 software for ALICE training

Technology

- Elimination of AV presentation equipment and classroom projectors and smartboards
- Reduction of replacement computers for staff
- Elimination of increased video coverage within and outside of school buildings

Special Education

- Reduction of equipment, supplies, and professional development
- Reduction of online access and professional services related specifically to speech and language

Athletics and the Performing Arts Center

- Elimination of replacement equipment and instruments
- Reductions in replacement and new equipment and supplies

Schools

- Reduction and elimination of equipment and supplies at all levels - early childhood, elementary, middle, and high school
- Postponement of planned CTE high school bus transportation to Pinkerton Academy
- Reduction of middle school field trip and transportation lines (67%)
- Elimination of elementary professional development

Transportation

Prior to the beginning of the 25-26 school year, the School Board reduced the District transportation budget line by $900K. At the close of the fiscal year, the District overspent its general transportation budget by $878K.

Capital

Prior to the beginning of the 25-26 school year, the School Board reduced the District capital line by $1M. In the spring of 2025, the School Board voted to use FY25 monies to complete the fencing on the main campus and the belfry at Atkinson Academy, two CIP projects approved for FY26. At the close of the fiscal year, the District did not complete the two other CIP projects approved for FY26. The work for the high school bathroom project was kept at the design stage and the work at the Danville roof will be completed in FY27 as the monies were encumbered by the School Board.

Administrative Measures in FY26

Based on the delta between the proposed budget and the voted budget and in consideration of the reductions made to meet that delta, District Administration engaged with the District Attorney and mapped out a monitoring plan to the School Board. This plan identified the month of February as the point in the fiscal year that the District would have enough actual expenses to analyze and have enough time left to make any necessary changes to current spending practices before the close of the fiscal year, if needed. At the first School Board meeting in March, District Administration presented that it had enacted a spending freeze, limiting the number of staff who may approve purchases to the Superintendent's direct team of five. A summary of the most consequential denied or revised purchases from March to June of 2026 is included herein below.

- Canceled professional development training of staff to complete the FIFER, a reading assessment, and purchasing the kits. Currently, the District contracts out for these specialized evaluations.
- Canceled the purchase of additional technology to assist with academic testing. The District currently uses paper protocols and would like to move forward with an electronic version for a host of reasons to include storage, efficiency, and student engagement in the process.
- Canceled the purchases of writing and social studies resources.
- Canceled the purchase of summer reading books for K-5.
- Canceled consultants to support delivery of professional development at both March and June staff days.
- Canceled all off-campus professional development for staff beyond the contractual benefit.
- Removed all funding for student field trip transportation. (Exception for elementary State House visit and 5th-6th transition.)
- Delayed repair of snow damage to main campus fence.
- Delayed the repair of the SAU generator.
- Delayed the replacement of the SN underground oil tank.
- Reduced stipends for audio/video/photo coverage.
- Delayed the replacement of heat pumps at Danville and TRMS.
- Canceled the softball field renovation.
- Delayed high school bathroom renovation.

Additionally as a safety gap, in the spring of 2025, District Administration worked in concert with the Budget Committee and School Board to apply for and receive permission from the Commissioner of Education to spend additional revenue received beyond projections. In the end, the District did not need to expend this additional revenue and it lapsed to the unassigned fund balance previously reported.

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Budget to Actual for Salaries, Benefits, and Operations

It is useful to identify how these three primary pieces of the overall budget help to support one another through the fiscal year and FY26 is a sound illustration of this relationship.

Salaries

The voted budget was $39,180,460 and the FY26 actual was $37,342,569. This yielded a variance in salaries of $1,837,891.

Benefits

The voted budget was $21,345,096 and the FY26 actual was $21,763,188. This yielded a variance in benefits of ($418,093).

Operating

The voted budget was $19,164,357 and the FY26 actual was $20,259,423. This yielded a variance in operations of ($1,095,067).

Respectfully submitted,

Justin Krieger
Superintendent of Schools

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September 3, 2026

Unassigned Fund Balance Overview

What is it? The Unassigned Fund Balance is the amount remaining from School District funds at year-end available and used to offset subsequent year town assessments. The Unassigned Fund Balance may also be known as the Fund Balance to Reduce Taxes (in form MS-24) and may be referred to as the Unreserved Fund Balance.

What is the Impact on Unassigned Fund Balance to Taxpayers? Under Timberlane's apportionment calculation, District Operating expenses are allocated in proportion to each town's Average Daily Membership (ADM), and Capital Expenditures are allocated in proportion to each town's Equalized Valuation.

How much fund balance should a local government retain? There is no single answer to this question, as each municipality should analyze its own unique circumstances to determine the appropriate level of fund balance to retain. Some concepts and best practices to consider have been developed by the Government Finance Officer's Association (GFOA).

Let's begin by stating that zero is not an advisable option. Every government entity requires some level of fund balance for cash flow purposes and for responses to emergencies. There is an appropriate range of fund balance because it is possible to have too little, but it is also possible to have too much. Key factors to consider when establishing an appropriate level of unreserved fund balance include:

- Considering a policy that targets an amount equal to two months of operating expenses, including debt service obligations.
- Generally, the GFOA recommends a range of 5% to 15%, regardless of the size of the municipality.
- The New Hampshire Department of Revenue Administration (DRA) recommends 5%-17%. The higher percentage takes into account that New Hampshire is one of the most heavily reliant states on property tax as revenue for the operation cities, towns, schools, and counties.

Determining and maintaining appropriate fund balance levels requires regular analysis and monitoring. In light of economic trends, risk tolerance, or emergencies that impact a municipality, levels of unassigned fund balance may need to be adjusted as a budget grows and new debt service obligations are issued. Some elements to consider might be a historical review of the timing of how revenues are received, and expenditures are paid. Also consider the impact of revenue and expenditure patterns on cash flow and peak cash flow needs over most recent years. Determine available cash for emergencies during peak cash flow needs and perform an assessment of the municipality's risks which could occur simultaneous with peak cash flow needs.

To determine what the impact would be on each town, for illustrative purposes, let's assume the district had to raise $1,000,0000. Under the current year apportionment formula that $1,000,000 is raised as follows for each town:

Town	Operating	ADM%	Capital	Eq. Val. %
Atkinson	$ 222,423	22.24%	$ 323,796	32.38%
Danville	$ 184,762	18.48%	$ 152,744	15.27%
Plaistow	$ 306,421	30.64%	$ 303,576	30.36%
Sandown	$ 286,394	28.64%	$ 219,884	21.99%
Total	**$ 1,000,000**	**100.00%**	**$ 1,000,000**	**100.00%**

As a point of reference, below please find the historical unassigned fund balance retention for the Timberlane School District.

During my tenure with the District, we have not needed to utilize retained funds for an emergency. However, maintaining an unassigned fund balance provides the District with an important financial resource for managing unexpected circumstances and supporting cash flow needs. Historically, any retained funds have lapsed and been used to offset taxes in the subsequent fiscal year.

The retention of an unassigned fund balance is a prudent financial practice that provides the District with the capacity to respond to unforeseen emergencies while also strengthening cash flow management and overall financial stability. Maintaining an appropriate level of reserves helps ensure that the District can meet its financial obligations and navigate unexpected financial challenges without creating unnecessary disruption to operations or placing additional pressure on taxpayers.

Timberlane Regional School District
Fund Balance Retention History

Year	Reatined Amount
FY2025	-
FY2024	-
FY2023	500,000
FY2022	500,000
FY2021	500,000
FY2020	500,000
FY2019	500,000
FY2018	200,000
FY2017	175,000
FY2016	200,000
FY2015	350,000
FY2014	100,000

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FY2026 Unassigned Fund Balance

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**	
FY2026 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.

FY2026 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**

Meeting Type	Date	Meeting Time	TRSD Budget Committee Proposed Schedule Department Head / Location Presenters				
BC	9/10/26	7:00PM	Historical Review	Funding Review	Legislative Review	Calendar and Goals	
BC & SB	9/24/26	7:00PM	BC Priorities	SB Priorities			
BC	10/8/26	7:00PM	Personnel				
BC	10/22/26	7:00PM	Special Education & Student Services	Music	Athletics	Facilities & CIP	Technology
BC	11/12/26	7:00PM	Elementary Schools	Secondary Schools	Curriculum & Professional Learning	SAU & Budget Committee	
BC & SB	11/23/26	7:00PM	Monday meeting Warrants				
BC	12/10/26	7:00PM	Discussion of total budget, Determine if additional information is needed, Presentation of additional information as requested by the Budget Committee. Review of Budgets and consider motions to adjust and/or accept the Budget Committee's proposed budget				
BC	12/14/26	7:00PM	Monday meeting. Discussion of total budget. Presentation of additional information as requested by the Budget Committee. Review of budgt and consider motions to adjust and / or accept the Budget Committee's proposed budget Review of budget, motions to adjust and/or accept the Budget Committee's proposed department budgets				
BC	12/21/26	7:00PM	Monday meeting. Review of budget, motions to adjust and/or accept the Budget Committee's proposed budget				
PH	1/14/27	7:00PM	Public Hearing (Snow Date 1/15/27) (on or before the 3rd Tuesday in January)				
DS	2/4/2027 or 2/6/27	7:00PM	Deliberative Session (Snow Date 2/5/2027) (Between the 1st & 2nd Saturdays following the las Monday In January)				
BC	3/25/27	7:00PM	Annual Organizational Meeting (The 1st Thursday following the SB organizational meeting)				

TRHS 2026-2027

End of Year Dates

Seniors Finals	June 3
Seniors Finals	June 4
Senior Breakfast	June 5
Senior Finals	June 7
Athlete Recognition Night	June 7
Senior Finals	June 8
Excellence in Academics Dinner (ACC&R)	June 8
Senior Finals Make-Up	June 9
Graduation Practice	June 10
Senior Picnic	June 10
Jr and Senior Awards and Scholarship night	June 10
Graduation Practice	June 11
Senior Clap Out	June 11
Graduation 2027	June 12
Underclassmen Finals	June 10-15
Last Day of School for Students	June 15

Outlook

NHSBA Announcement: 2026 Delegate Assembly Documents Ready for Review

From The New Hampshire School Boards Association <bchristina-nhsba.org@shared1.ccsend.com>
Date Fri 8/28/2026 1:24 PM
To Salovitch, Kelly <kelly.salovitch@timberlane.net>

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NHSBA
NEW HAMPSHIRE SCHOOL BOARDS ASSOCIATION

NHSBA Announcement
2026 Delegate Assembly Documents Ready for Review

Dear NHSBA Members:

Documents for the 2026 NHSBA Delegate Assembly are now ready of review and Delegate Assembly registration is now open. The Assembly will be held on Saturday October 17, 2026 starting at 10:30am. A full agenda will be sent in the coming weeks.

NHSBA 2026

ANNUAL DELEGATE ASSEMBLY

Date: Saturday, October 17, 2026
Registration Begins: 9:45am
Conference Begins: 10:30am
Cost: Free.
Location: Grappone Conference Center, 70 Constitution Ave., Concord NH 03301

CLICK HERE TO REGISTER

Registration must be completed by 4:30 p.m. on Wednesday, October 14, 2026. After this deadline, the link will no longer be accessible.

2026 NHSBA Delegate Assembly Documents

Please note the following documents are contained in a single PDF. Those documents include:

1. Cover Letter
2. Table of Contents
3. Proposed NHSBA Bylaws Amendments
4. 2026 Proposed Resolutions
5. 2026 NHSBA Continuing Resolutions
6. 2026 NHSBA Policies, Resolutions, and Statement of Beliefs Manual

Important notice: Please note that NHSBA is proposing numerous changes to its existing bylaws. A full explanation is included in the Cover Letter.

Each member-school board may send one voting Delegate and one alternative. However, any and all board members are invited to attend. All proposed Resolutions will be brought forward to the Delegation. In past years, discussion of a proposed Resolution only followed a motion to adopt the proposal. This year, NHSBA will allow the Delegate from the board that submitted the proposed Resolution to speak to their submission, even if the proposal does not receive a motion to adopt.

NHSBA asks that our members please note the following:

- Have your local school board appoint/elect an official Delegate to attend the NHSBA Delegate Assembly and have the Delegate register using the link above.
- Have your local school board take an official vote/position on each of the Proposed Resolutions as well as the Proposed Bylaw changes – support, oppose, abstain.

- NHSBA does not monitor local boards for their specific grants of authority and relies on each delegate to take positions consistent with their Board's authorization, therefore, the local school board should also discuss the authority of the delegate vote on amendments and amended resolutions.

- Every submitted Proposed Resolution is included as it was submitted. The Proposed Rationale was completed by the school board that submitted the Proposal.

- The recommendation from the NHSBA Board of Directors is just that - a recommendation. The ultimate positions/Resolutions will be determined by NHSBA member school boards.

- As a reminder, the Continuing Resolutions are Resolutions that passed the last two Delegate Assemblies. Per NHBSA bylaws, Resolutions must be adopted for three consecutive years by the Delegates in order to move into NHSBA's Statement of Beliefs Manual.

We look forward to seeing you at this year's Delegate Assembly. Please contact NHSBA if you have any questions.

As always, thank you for your service on your local school board.

Barrett M. Christina, Esq.
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EXECUTIVE SUMMARY - 2027 Deliberative Date

September 3, 2026

Overview

Over the past 12 months, the District has engaged with its communities and stakeholders regarding a potential date change for the 2027 Deliberative Session. This executive summary outlines those efforts and outcomes.

Timeline

In the summer of 2025, I met with representatives from the town Board of Selectmen (BOS), town moderators, and the District moderator to explore a potential date change. On September 4, 2025, I reported to the School Board that there did not exist consensus among this group to consider a date change in 2026. Moreover, if the School Board wanted to move there in 2027, there would be outreach work to do.

On April 2, 2026, the School Board built consensus to develop a survey regarding a potential date change to the 2027 Deliberative Session in order to receive input from residents.

District Administration developed the survey per the parameters of the School Board and it was distributed and open for residents to complete during the months of May and June of 2026, closing on June 30th. As part of this effort to collect resident responses, the 2027 Deliberative Session date was an agenda item at my spring meetings with all town BOS in which School Board representatives joined me in asking for and receiving their support in distributing the survey to residents.

On August 13, 2026, the School Board reviewed the survey results and voted to change the 2027 Deliberative Date to a Saturday.

On August 24, 2026, I communicated the School Board's determination to all town BOS via email and solicited further input. The general communication is below.

Good afternoon from Timberlane. I am following up regarding the District date for the 2027 Deliberative Session. At their last meeting, the School Board reviewed the survey data and determined to move the 2027 Deliberative Session to a Saturday. In consideration of the statutory window and respecting the past practice of Timberlane towns, the School Board wishes to set the 2027 Deliberative Session date for Saturday, February 6th. As part of considering setting the date at an upcoming public meeting, the School Board wishes to extend the opportunity to each of the BOS to provide any further input to this end as the District wishes to ensure open communication lines. I expect this to be an agenda item for the School Board on September 3rd.

Other Relevant Factors for Consideration

1. The statutory window, as defined in RSA 40:13 III, provides a timeline that allows for all towns to hold their Deliberative Session on the first Saturday and the District to hold its Deliberative Session on the second Saturday.
2. In a review of the last three years, all towns have held their Deliberative Session on the first Saturday. (See Table)
3. Postponements of any Deliberative Session must be held within 72 hours of the scheduled date and in the event of a postponement the originally scheduled date will continue to satisfy all statutory requirements. (See RSA 40:4)
4. The District Moderator has committed his support to a Saturday date change.

Respectfully submitted,

Justin Krieger
Superintendent of Schools

Job Postings

As of 8/28/26

JobId	Category	Position Type	Additional Title	Location	Closing Date	Date Available	Filled by AppNo	Date Filled	For Fiscal Year	Time To Fill	AppCount	MinorityCount	FemaleCount	MaleCount	Creator_User_ID
Athletics/Activities															
5292	Athletics/Activities	Coaching	TRHS Fall Season E Sports Coach	Timberlane Regional High School	open until filled	As soon as possible			2025-2026	70	2				fantasia
High School Teaching															
5329	High School Teaching	World Language - Spanish	Long-Term Substitute - High School Spanish Teacher	Timberlane Regional High School	Open until filled	1/18/2027			2026-2027	1	2	1		1	dhusson
5262	High School Teaching	Science - Physics	Science Teacher cc1837	Timberlane Regional High School	Open until filled	As soon as possible		6/19/2026	2026-2027	24	7	1	3	2	dhusson
Instructional Support Staff															
5152	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	Open until filled	As soon as possible			2025-2026	414	18	3	9	3	dhusson
5277	Instructional Support Staff	ASD ISEP Paraeducator	ASD ISEP Paraeducators	Timberlane Regional School District	Open until filled	As soon as possible			2026-2027	86	3	1	1		dhusson
5330	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2332	Pollard School	Open until filled	As soon as possible			2026-2027	1	0				dhusson
Maintenance/Custodial															
5279	Maintenance/Custodial	Custodian	Custodian - 2nd Shift cc358	Pollard School	Open until filled	As soon as possible			2026-2027	80	10	3	1	8	dhusson
5327	Maintenance/Custodial	Grounds Worker	Groundskeeper cc1857	Timberlane Regional School District	Open until filled	As soon as possible			2026-2027	11	3		1	2	dhusson
5323	Maintenance/Custodial	Grounds Worker	Lead Groundskeeper cc2701	Timberlane Regional School District	Open until filled	As soon as possible			2026-2027	18	7	1		5	dhusson
5299	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	Open until filled	As soon as possible			2026-2027	53	1	1	1		dhusson
Special Education															
5285	Special Education	Social Worker	Long Term Substitute - School Social Worker	Danville Elementary	Open until filled	9/10/2026			2026-2027	73	0				dhusson
5316	Special Education	Special Education Teacher	Long Term Substitute - Special Education Teacher	Timberlane Regional Middle School	Open until filled	11/17/2026			2025-2026	31	0				dhusson
5297	Special Education	Physical Therapist	Part-Time Physical Therapist cc451	Timberlane Regional School District	Open until filled	As soon as possible			2026-2027	53	0				dhusson
5238	Special Education	Special Education Teacher	Special Education Teacher cc199	Timberlane Regional High School	Open until filled	As soon as possible			2026-2027	143	8		2	3	dhusson
5324	Special Education	Special Education Teacher	Special Education Teacher cc963	Sandown North	Open until filled	As soon as possible			2026-2027	16	0				dhusson
Substitute															
5298	Substitute		Substitute Teachers and Paraeducators for the 2026/2027 School Year	Timberlane Regional School District	Open until filled	8/25/2026			2026-2027	53	16		7	5	dhusson