NH School Administrative Unit 106 | Timberlane Regional School District

30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

Thursday, September 17, 2026
AGENDA

Regular Business Meeting
SAU 106 Boardroom

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

1. **6:30 PM Call to Order – Chair**
2. **Roll Call – Minute Taker**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
5. **Student, Staff, Family Share**
6. **Delegates and Individuals**
7. **Student Representative**
8. **Current Business**
    a. **Curriculum Revisions – ACTION**
        i. **English for the Trades – First Read**
        ii. **NH History – First Read**
        iii. **Algebra II – First Read**
    b. **Budget to Actual Report – INFORMATIONAL**
    c. **2027 Deliberative Session Time & Location – ACTION**
    d. **Policies – ACTION**
        i. **Notice to Revoke Policy BGF: Waiving, Suspending & Revoking Policies**
        ii. **First Read: BGAA**
        iii. **First Read: JICK**
        iv. **First Read: GCCAD**
    e. **2026 Summer Facilities Work Summary – INFORMATIONAL**
    f. **Design of High School Envelope – INFORMATIONAL**
    g. **Overnight Student Field Trip Request – 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
10/1/26	5:00 PM	SAU Boardroom	Policy
10/1/26	6:30 PM	SAU Boardroom	School Board

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
September 3, 2026
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order
Chair Knutsen called the meeting to order at 7:01 PM.

Board Members Present
Shawn O'Neil, Marianne Springer, Alyssa Kowalczyk, Shauna Manthorn, Katie Knutsen, Don Woodworth, Jack Sapia, Mark Sherwood

Excused Absence: Paul LeCain

Seated at the Board Table
Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Ginger Drechsel, Director of Student Services
Noah Darnstaedt, Student Representative

Administrators Present
Maria Watkins, Business Administrator/CFO
Mitch Mencis, Middle School Principal

APPROVAL OF MINUTES

MOTION: Mr. Sapia motioned to approve the August 13, 2026 meeting minutes. Seconded by Mrs. Kowalczyk. Motion passes 7-0-1 (O'Neil abstains).

Student, Staff, Family Share

Principal Mencis recognized sixth-grade students Kinsley (Sandown), Ryan (Atkinson), Ethan (Plaistow), Savannah (Danville), and Audrey (Sandown), who participated in transition tours for incoming sixth graders through the House of Representatives and Student Senate. The students discussed how the tours helped reduce anxiety about transitioning to middle school and provided an opportunity to become familiar with the building. They noted that knowing where classrooms were located and having supportive teachers were particularly helpful, while nachos were identified as a favorite lunch item.

Principal Mencis also recognized student tour guides Olivia (Sandown), Harper (Plaistow), Lyla (Plaistow), and Chloe (Plaistow). The guides shared that they participated to help incoming students and develop leadership and public-speaking skills. They enjoyed answering questions and sharing their experiences, noting that students were highly engaged.

DELEGATES & INDIVIDUALS

There were no Delegates and Individuals at this time.

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

Student Representative

Noah Darnstaedt, the new Student School Board Representative, reported on the start of the school year and his goal of increasing communication with elementary and middle school administrators. He reported that the high school year began smoothly, with 93% freshman attendance at orientation, and noted some maintenance concerns, including water fountain filters. He provided updates on fall athletics, including strong early-season performances, and shared that marching band and chorus activities at the Performing Arts Center are underway, including a recent performance of the national anthem at a Fisher Cats game.

Mr. Darnstaedt reported positive energy at the middle school, with grade-level team-building activities planned at Camp Lincoln, Trickling Falls, and Adventure Lore. He also provided updates from Pollard, Sandown North, Sandown Central, and Atkinson Academy, noting successful starts to the school year, HVAC improvements, student transitions, school-wide activities, and a successful fire drill at Atkinson.

CURRENT BUSINESS

a. Secondary Culinary Curriculum Revisions: Second Read

Assistant Superintendent Allaire presented the second read of the revised competencies and curriculum components, previously presented at the August meeting. She explained that revisions were made to a competency related to job-related opportunities in food service, as the current programming and facilities do not support that specific focus. She noted that the related content and career discussions continue to be addressed.

MOTION: Mr. Sherwood motioned to the second read of the Secondary Culinary Curriculum revisions. Seconded by Mr. Sapia. Motion passes 8-0-0.

b. FY2026 Summary

Superintendent Krieger presented a summary of FY2026, including budget reductions, administrative measures, and year-end financial results. To align with the voted budget, the District eliminated 37 positions, reduced benefits by $1 million, reduced capital expenditures by $1 million, reduced school and department budgets by approximately $900,000, and reduced transportation by $900,000. Additional reductions included elementary writing and social studies resources; professional development; Navigate 360; AV equipment, projectors, and smart boards; staff computer replacements; special education equipment, supplies, and services; athletics and performing arts equipment; school-level equipment and supplies; the planned CTE bus for Pinkerton students; and portions of field trip transportation.

During the year, the District implemented a spending freeze and subsequently canceled or delayed additional expenditures, including reading assessment training and kits, academic testing technology, summer reading books, professional development consultants, most field trip transportation, snow damage and generator repairs, the Sandown North underground oil tank replacement, Danville and middle school heat pump replacements, the softball renovation, and the high school bathroom renovation. The Superintendent reported year-end variances of approximately $1.8 million in salaries, ($400,000) in benefits, and ($1 million) in operating expenses.

c. FY2026 Unassigned Fund Balance

Mrs. Watkins explained that the unassigned fund balance provides a cash-flow management tool and noted that the FY2026 balance is $1.162 million, primarily due to additional revenues. The Board may retain up to 2.5%, or $1,493,404.

MOTION: Mr. Sherwood motioned to retain $500,000 of 2026 year-end unassigned general funds. Seconded by Mr. Woodworth. Motion passes 8-0-0.

d. 2026-27 Budget Committee Presentation Calendar

Superintendent Krieger presented the 2026–2027 Budget Committee presentation calendar and announced that the Budget Committee will be asked to set goals at next week's meeting. He noted additional joint School Board and Budget Committee meetings are scheduled for September 24th and November 23rd. In addition, Mrs. Springer will serve as the School Board representative.

e. SY26-27 TRHS End of Year Dates

Superintendent Krieger presented the 2026-2027 High School end of year dates. He stated that approving the calendar enables early planning and reservations, noting that adjustments can be made later in the year as needed.

MOTION: Mrs. Manthorn motioned to approve the High School's proposed dates for the 2027 end of year events as presented with the graduation date set as June 12, 2027. Seconded by Mrs. Springer. Motion passes 8-0-0.

f. 2026 NHSBA Delegate Assembly

Superintendent Krieger noted the event is scheduled for October 17, 2026 at the Grappone Center. Chair Knutsen will be the Timberlane representative.

g. 2027 Deliberative Session Date

Superintendent Krieger explained that following community engagement and survey feedback, the School Board approved shifting the deliberative session to a Saturday at its August 13th meeting, pursuant to RSA 40:13, III and IV. He noted that the district's towns historically hold their meetings on the first Saturday, and any emergency postponements to be rescheduled within 72 hours. The Board discussed placing the change of date for the Deliberative Session as a future warrant article.

MOTION: Mr. O'Neil motioned to have the Timberlane Regional School District's 2027 Deliberative Session on Saturday, February 6, 2027. Seconded by Mr. Sherwood. Motion passes 8-0-0.

Administrator's Reports

Mrs. Drechsel detailed that their department was fully focused on welcoming students and getting acclimated for the new school year, and that summer hiring went well, with direct and contracted hires filling almost all vacancies, leaving only one open case manager position at Sandown North. Regarding the PAGS audit report received on July 9th, the district is preparing a Corrective Action Plan due October 9th, which will be presented to the board at the first October meeting. The DOE liaison noted the district fared very well, citing only 18 non-compliance findings out of 796 audited IEP areas with an approximate 2% error rate, most of which were clerical or documentation errors. Moving forward, the department is implementing process adjustments and staff professional development to address these findings and ensure consistency across all schools.

Assistant Superintendent Allaire commended the 31 staff members who participated in the two-day new teacher induction, highlighting the strong connections made. She also announced that Policy JICK will be brought to the Board following new state legislation. Because the law requires public engagement on this policy, she invited interested community members to reach out and participate in the process.

Superintendent Krieger presented the opening day report, noting 98-99% opening-day attendance across all schools. He met with the Atkinson Historical Society to explore local history initiatives and belfry access at the Academy. In addition, he noted that the district must issue an RFP for a new food service vendor as its current contract enters its final year. Following a screening of the documentary Gone Guys, he plans to present at a future meeting the national statistical trends regarding challenges facing men and boys, such as

addiction, suicide, and isolation, to evaluate how they compare with Timberlane's student body.

Personnel Report

Mrs. Manthorn read into the record the electronically signed personnel reports dated July 31, August 5, and August 24, 2026. The Professional Nominations of Christian Peterson, Special Education Facilitator, Sandown North Elementary School; Casey Middleton, Special Education Teacher, Danville Elementary School; Jessica Roberts, Library Media Specialist, Atkinson Academy; and Leighann Maher, Interventionist, Sandown North Elementary School. The Professional Resignation of Brian Benson, Science Teacher, TRHS.

Committee Reports

Mrs. Springer reported that the Curriculum and Assessment Committee held a productive discussion on how curriculum updates are initiated, noting that additional curriculum documents will be presented to the Board in upcoming meetings.

Mrs. Manthorn reported that the Wellness Committee will schedule a meeting shortly, adding that he and Superintendent Krieger connected with Dr. Preble to review potential initiatives for the district.

Chair Knutsen reported that the Safety Committee is wrapping up its ALICE training program and will soon transition to its next project.

Mr. Woodworth highlighted the Policy Committee's review of Policy JICK and the stakeholder group required for its development, noting it must include students, parents, teachers, volunteers, and community members.

Other Business

Mrs. Manthorn asked if the Board would be open to permanently adopting an earlier schedule for their regularly scheduled meetings.

MOTION: Mr. Sherwood motioned to have the start time for School Board meetings be at 6:30 PM. Seconded by Mr. Sapia. Motion passes 8-0-0.

Mr. Sherwood requested an upcoming agenda item focusing on special education trends, dynamic growth or shifts in student service needs, legally mandated versus discretionary spending, and strategies for matriculating students out of specialized services.

Mr. O'Neil reported receiving a parent concern regarding the display of Pride and transgender rights flags in a sixth-grade science classroom. He requested for the School Board to consider a classroom flag-display policy, including the possibility of removing all non-official flags from classrooms, with the goal of minimizing distractions and keeping the focus on academics.

MOTION: Mr. O'Neil motioned to have the School Board create a flag policy for the display in classrooms. Seconded by Mr. Sapia. Motion fails 3-4-0.

Superintendent Krieger read his response to the resident's concern regarding classroom flag displays. He stated that the District does not have a School Board-approved policy specific to classroom flags and allows staff discretion in creating safe, connected, and welcoming learning environments. He also noted that there is currently no state statute limiting flag displays in New Hampshire public schools.

Mrs. Kowalczyk suggested that the matter be reviewed through the Policy Committee and potentially other avenues with broader public input. Mr. O'Neil agreed to amend his motion to direct the Policy Committee to develop a proposal for further Board discussion and possible public input.

MOTION: Mr. Woodworth motioned to have the Policy Committee look at policies relevant to this conversation and to report back to the Board. Seconded by Mr. Sapia. Motion passes 8-0-0.

Delegates & Individuals

Representative Debra DeSimone, joined by Representative Markell, commended Superintendent Krieger's focus on supporting young men and boys. She highlighted her work with Thrive, an organization supporting male victims of sex trafficking, and emphasized the need to dispel common misconceptions surrounding the issue. She noted that trafficking can begin at birth and often involves family members rather than strangers. She invited anyone interested in state-level efforts or community education to contact her, and Superintendent Krieger requested her contact information for the district.

There were no additional delegates and individuals.

MOTION: Mrs. Manthorn motioned to enter non-public under RSA 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mr. Sherwood. Motion passed 8-0-0.

The Board was polled:

Kowalczyk – yes Sherwood – yes Springer – yes Sapia – yes
Manthorn - yes O'Neil – yes Kowalczyk – yes Knutsen – yes

The Board entered the non-public session at 10:10 PM.

The Board returned to the public session at 10:58 PM to seal the minutes and adjourn the meeting.

MOTION: Mr. Sherwoord motioned to seal the non-public minutes of September 3, 2026. Seconded by Mrs. Manthorn. Motion passed 8-0-0.

There was no further public business. The meeting was adjourned at 10:59 PM.

Respectfully submitted,
Kelly Salovitch
Recording Secretary

Approved by the School Board on

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EXECUTIVE SUMMARY

English for the Trades - new course proposal

The TRHS English Department is seeking approval for a new course, English for the Trades. English for the Trades will be a ½-credit course open to students in grades 11 and 12 at the CCP level. Pending approval, the course will be offered through Evening Division during the 2026–2027 school year for English credit.

The course description provides a summary of the course content.

Course Description :

English for Trade Careers is an English course designed for students who plan to be future business owners, contractors, and technicians in trade careers like construction, cosmetology, health care, and/or technology. Students will explore and practice the specific literacy skills required to succeed in a future trade career. They will practice reading skills through trade-specific materials, learn to write professionally, clearly, and persuasively about their trade services and products, and learn techniques for written and oral communication with future clients and teams. This work will conclude with the launch of a professional website promoting the student's skills in their future trade career.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

English for Trade Careers: Unit 1- Identifying & Evaluating English Skills in Trade Careers

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will narrate a story by building a particular tone and outcome in order to develop real or imagined experiences.***
- ***Students will demonstrate the ability to synthesize relevant information and critically evaluate arguments in order to determine their impact on different audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Transfer

Students will be able to independently use their learning to ***identify and evaluate how*** **trade professionals effectively read, write, and speak in order to be successful in their careers.**

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- effective readers use a variety of strategies to make sense of key ideas and details presented in a text.
- to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- within trade industries, language arts skills play an integral role in employee success and advancement.
- learning these skills will enhance opportunities for promotion and job-related mastery across trade industries.
- upskilling the workforce ensures employers that potential employees are equipped to participate in the evolving language arts-minded landscape.
- trade employees who possess strong language arts skills have an increased ability to problem-solve, demonstrate efficiency, and collaborate in their careers.

ESSENTIAL QUESTIONS

- How are English skills relevant and important to trade careers?

● W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ● L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.11-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. ● L.11-12.6 Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	***Acquisition***	
	Students will know… ● that language arts skills are important and relevant in the workplace. ● that professionals in trade careers must upskill, reskill, and engage in continuous learning in order to remain proficient in their trade. ● that the way a business markets their products and services has an impact on how clients perceive the business and can impact potential clientele. ● that different trade careers use reading, writing, speaking & listening in different ways, but they are all essential to maintaining their professional work. ● that tradespeople use online tools (such as websites and social media) to market their services and attract clientele. ● that tradespeople must be able to effectively communicate information to their clients (in writing and orally). <u>vocabulary:</u> inform, upskilling, reskilling, continuous learning, specifications, audience, tone, professionalism	Students will be skilled at… ● determining where an informational text's meaning is ambiguous, unclear or open to interpretation and cite text evidence to support this determination. ● accurately and objectively summarizing how two or more central ideas of an informational text interact and build one another. ● analyzing a complex sequence of events or set of ideas in an informational text in order to explain connections and relationships and how individuals, ideas, or events interact and develop over the course of the text in order to determine the impact on the meaning of the text. ● determine the meaning of words and phrases as they are used in a text. ● synthesizing ideas from close reading of informational texts and secondary sources to support complex conclusions about text meaning and significance. ● writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● writing routinely for a range of durations and purposes. ● discussing topics through building on others' ideas and expressing their own clearly and persuasively.

		● adapting speech to a variety of contexts ● applying grammar and usage when writing and speaking. ● determining the meaning of unknown and multiple meaning words and phrases. ● using accurate vocabulary
Content Area Literacy Standards		***21st Century Skills***
N/A		● *creativity* ● *critical thinking* ● *communication* ● *information, media, and technology literacy* ● *social skills* ● *productivity*

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	

English for Trade Careers: Unit 2- Applying English Skills in Trade Careers

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to communicate information, ensuring that the most significant and relevant facts build upon one another, in order to share new knowledge.***
- ***Students will demonstrate the ability to defend an opinion using the most relevant evidence in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases in order to persuade others.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Transfer

Students will be able to independently use their learning to ***apply the use*** **of reading, writing, and speaking in order to be successful in a trade career.**

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

ESSENTIAL QUESTIONS

- How do tradespeople demonstrate professional and accurate communication?

Acquisition

Students will know…

- that trade professionals communicate technical information by anticipating and accommodating the knowledge level of the audience.
- that tradespeople persuade clients to use their services with a variety of techniques including professional demonstrations of skill, transparent communication of project scope and costs, tailored proposals addressing specific client needs, and showcasing positive past performance.
- that tradespeople use visuals to effectively communicate complex information.
- that AI tools can be used effectively and ethically when employed with purpose and

Students will be skilled at…

- writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- conducting short as well as more sustained research projects to answer a question or solve a problem.
- gathering relevant information from multiple authoritative print and digital sources, assess the strengths and limitations of each source in

• W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy • SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.11-12.6 Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	understanding of the tools' capabilities and limits. • that tradespeople must be able to effectively communicate information to their clients (in writing and orally). <u>vocabulary:</u> persuade, inform, upskilling, reskilling, continuous learning, specifications, audience, tone, professionalism, artificial intelligence (AI), generative, predictive	terms of the task, purpose, and audience. • integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • drawing evidence from literary or informational texts to support analysis, reflection, and research. • producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • writing routinely for a range of durations and purposes. • discussing topics through building on others' ideas and expressing their own clearly and persuasively. • integrating multiple sources of information and presenting in diverse formats • presenting information clearly and persuasively • using digital media for enhancement • adapting speech to a variety of contexts • applying grammar and usage when writing and speaking. • applying knowledge of how language functions in different contexts. • using accurate vocabulary
Content Area Literacy Standards		***21st Century Skills***
N/A		• *leadership* • *communication* • *social skills* • *information, media, and technology literacy*

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

New Hampshire History- new course curriculum

The TRHS Social Studies Department is seeking approval for its newly developed course, New Hampshire History. The course was approved as part of the 2026–2027 Program of Studies approval process in the fall of 2025.

New Hampshire History will be a semester-long, ½-credit course open to students in grades 11 and 12 at both the CCP and Accelerated levels. As part of the ED 306 rules, successful completion of the course will be a graduation requirement beginning with this year's freshman class, the Class of 2030.

The course description provides a summary of the course content. Pending approval, the course may be offered through Evening Division during the 2026–2027 school year for elective credit and may also be offered during the 2027–2028 school year for elective credit. The course will definitively be offered during the 2028–2029 school year.

Course Description:
New Hampshire History explores the people, places, events, and ideas that have shaped the Granite State from its earliest Indigenous communities to the present day. Students will investigate how New Hampshire's geography, economy, government, culture, and influential citizens have contributed to both state and national history while developing the skills of historians through the analysis of primary and secondary sources, historical perspectives, and evidence-based inquiry. Through collaborative projects, civic engagement, research, and discussion, students will examine how the past continues to influence modern New Hampshire and consider their own role in preserving and improving their communities as informed, active citizens.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

New Hampshire History

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective.***
- ***Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.***
- ***Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***

Content Standards:

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.2.9-12. Analyze change and continuity in historical eras
- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context
- D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- D2.His.9.9-12 Analyze the relationship between historical sources and the secondary interpretations made from them
- D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them
- D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions
- D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
- D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

Transfer

Students will be able to independently use their learning to ***garner a greater understanding of New Hampshire, its unique qualities, and its position within the United States.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies.
- understanding New Hampshire history allows for a better understanding of modern New Hampshire and its place within the United States.
- all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.
- understanding history includes participating in its present and future.
- history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs.
- no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences.
- in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
- active and responsible citizens identify and analyze public problems, deliberate with other people about how to define and address issues, and take constructive, collaborative action.

ESSENTIAL QUESTIONS

- What aspects of New Hampshire make it unique?
- What impact has the state of New Hampshire had on the historical and political development of the United States and the global community?
- How does the geology and geomorphology of New Hampshire shape its inhabitants and industry?
- How can people contribute to preserving or improving their community?
- How does service strengthen a sense of place?

• D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others. • D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	***Acquisition***	
	Students will know… • that the qualities of New Hampshire geography impact society and its industries. • that the symbols and state subjects are linked to New Hampshire's identity. • that the contributions of New Hampshire have had an impact on American government and society. • that the contributions of key New Hampshire figures have had an impact on domestic and global communities. • that there have been economic shifts in New Hampshire. • that New Hampshire has cultural diversity displayed by the multi-ethnic groups that settled in the state. • that many innovations and inventions began in New Hampshire. <u>*vocabulary*</u>: Merrimack River, Man of the Mountain, Live Free or Die, Franklin Pierce, Alan Shepard, Robert Frost, Bretton Woods Conference, Portsmouth Peace Treaty, mills, tourism, Abenaki, Pennacock, Nashua, Ossipee, Sokoki, Wabanaki Confederation, Dean Kamen, Ralph Baer, Sylvester Marsh, Levi Hutchins, Samuel Morey	*Students will be skilled at…* • evaluating how historical events and developments were shaped over time. • analyzing change and continuity in historical eras. • generating questions about individuals and groups to assess how the significance of their actions change over time and is shaped by the historical context. • explaining how the perspectives of people in the present shape interpretations of the past. • analyzing the relationship between historical sources and secondary interpretations. • analyzing relationships between humans and physical systems • evaluating how political and economic decisions have influenced cultural and environmental characteristics of places and regions. • evaluating the impact of economic activities and political decisions on spatial patterns. • evaluating how changes in the environmental and cultural characteristics of a place or region influence spatial patterns. • describing the roles of institutions in a market economy. • explaining why advancements in technology and investments increase economic growth and standards of living. • distinguish the powers and responsibilities of institutions. • evaluating citizens' and institutions' effectiveness in addressing social and political problems. • applying civic virtues and democratic principles when working with others. • analyzing historical, contemporary, and emerging means of changing societies.
Content Area Literacy Standards		***21st Century Skills***
• RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • WHST.11-12.1 Write arguments focused on discipline-specific content. • WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		• *utilizing technology for research* • *making decisions based on social and community impacts* • *using and managing information* • *accessing and utilizing information*

• WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	

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

Algebra II- Curriculum Revision

The TRHS Math Department is seeking approval for a curriculum revision to streamline the curriculum documents for Algebra II and Algebra II Part 1/Part 2. Algebra II is offered both as a year-long course and as a two-year progression through Part 1 and Part 2. The goal of this revision is to ensure that the same curriculum units and sequence are used regardless of the course format in which students are enrolled.

CURRENT Algebra II curriculum units	**CURRENT Algebra II part 1 & part 2 curriculum units**	**PROPOSED Algebra II curriculum units (Algebra II, Algebra II pt 1 and Algebra II part 2)**
Review of Algebra	Review of Algebra (pt 1)	Review of Algebra
Probability and Statistics	Probability and Statistics (pt 1)	Probability and Statistics
Power Functions	Quadratic Functions (pt 1)	Polynomial Functions
	Polynomial Functions (pt 2)	Quadratic Functions
		Rational Functions
		Irrational Functions
Exponential and Logarithmic Behavior (taught, but labeled only as part 2, and not as straight Alg II)	Exponential and Logarithmic Behavior (pt 2)	Exponential and Logarithmic Behavior

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Algebra II: Review of Algebra

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate perseverance and strategic thinking by identifying the underlying meaning of a problem, planning a logical solution pathway, working through challenges, and verifying the reasonableness of their answers.***
- ***Students will demonstrate resourcefulness by evaluating and selecting the most effective tools to solve mathematical problems and deepen their understanding of concepts.***
- ***Students will demonstrate accuracy and clarity using correct mathematical terminology, specifying units of measure, and calculating with the degree of precision appropriate for the problem context.***
- ***Students will demonstrate structural awareness by discerning patterns and functional relationships within complex mathematical concepts to simplify and solve problems.***
- ***Students will demonstrate the ability to notice repetitive calculations or patterns, evaluate the reasonableness of results, and formulate general methods, formulas, or shortcuts while maintaining oversight of the process.***
- ***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:

- A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.
- A.REI.5 Prove that, given a system of two equations in two variables,replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
- A.REI.6 Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables.
- A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
- A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Transfer

Students will be able to independently use their learning to ***summarize information in order to answer questions and make predictions.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- information can be represented in a variety of ways and is dependent upon the information you are given and/or the information you are seeking.
- a constant rate of change always results in a direct correlation between quantities.
- there are many factors to consider when selecting a method for representing information.

ESSENTIAL QUESTIONS

- When presented with multiple methods of solving a problem, how does one select the best method?

Acquisition

Students will know…

- *graphs can be used to visually represent the relationship between two variable quantities as they both change.*
- *that functions can be represented using tables, words, equations, sets of ordered pairs, mappings, and graphs.*
- *that, if both the x-values and the y-values in a table have a common difference, than the table represents a linear function.*
- *that the set of all solutions of an equation forms the equation's graph.*
- *that a rate of change can be represented with slope.*
- *that a horizontal line has zero slope, and a vertical line has undefined slope.*
- *that, if the ratio of two variables is constant, then they vary directly.*
- *the various forms of the equations for linear and absolute value functions.*
- *the parent functions for linear and absolute value functions.*

Students will be skilled at…

- *calculating the slope of a line.*
- *writing and graphing an equation of a direct variation.*
- *writing linear equations in standard, slope-intercept, and point-slope forms.*
- *graphing linear equations in standard, slope-intercept, and point-slope forms.*
- *rewriting linear equations in the various forms.*
- *identifying/Interpreting key features of a graph, such as intercepts and slope*
- *graphing and transforming linear and absolute functions.*
- *graphing vertical and horizontal translations for linear and absolute value functions.*
- *identifying/Interpreting key characteristics of absolute value graphs, including vertex, axis of symmetry,decreasing/increasing rate of change.*
- *solving systems of equations by graphing, substitution,and elimination.*
- *writing and graphing linear inequalities in two variables.*

• F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x). • F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. • F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. • F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. • F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. • F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. • F-IF.C.7a Graph linear functions and show intercepts. • F-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. • F-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). • F-BF.1 Write a function that describes a relationship between two quantities. o Determine an explicit expression, a recursive process, or steps for calculation from a context. o Combine standard function types using arithmetic operations. • F-BF.B.3 Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x),f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. • F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context. • A.SSE.1 Interpret expressions that represent a quantity in terms of its context. o Interpret parts of an expression, such as terms, factors, and coefficients. o Interpret complicated expressions by viewing one or more of their parts as a single entity. • A.SSE.2 Use the structure of an expression to identify ways to rewrite it. • A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the	• *that parallel lines have equal slopes.* • *that the slopes of perpendicular lines are opposite reciprocals of each other.* • *that the solution to a system of equations or of inequalities is the point(s) that they have in common.* • *that a system of equations can have one, no, or infinite solutions.* • *the graph of a linear inequality in two variable consists of all points in the coordinate plane that represent solutions.* • *that the solution of a system of linear inequalities is the region where the graphs of the inequalities overlap.* • *that in order for a radical to be in simplest form, the properties of radicals must be applied, perfect nth powers must be removed, the root index should be as small as possible, and the denominator must be rationalized.* • <u>vocabulary:</u> *linear, slope, rate of change, direct variation, constant of variation, parent function, translation, y-intercept, x-intercept, parallel, perpendicular, absolute value, system of equations, substitution, elimination, consistent, inconsistent, independent, dependent, vertex, maximum, minimum, increasing, decreasing, axis of symmetry*	• *applying the properties of exponents to simplify expressions.* • *explaining the meaning of rational exponents using properties of integer exponents.* • *rewriting an expression involving radicals and rational exponents using properties of exponents.* • *performing the four operations on radical expressions.*

expression. o Use the properties of exponents to transform expressions forexponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%. • N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. • N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. • MP2 Reason abstractly and quantitatively. • MP4 Model with mathematics. • MP5 Use appropriate tools strategically. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.		

Content Area Literacy Standards	***21st Century Skills***
• RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. • RST.9-10.4 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 9-10 texts and topics*. • RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	• *reason effectively* • *use systems thinking* • *solve problems* • *access and evaluate information* • *use and manage information* • *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		
Science Integration	***College, Career, and Civic Life Integration***	***Technology Integration***
District Materials	***Distance Learning/Field Trips***	***Technology Resources***

Algebra II: Probablity & Statistics

Stage 1 Desired Results

ESTABLISHED GOALS: *Competencies:*

- *Students will demonstrate perseverance and strategic thinking by identifying the underlying meaning of a problem, planning a logical solution pathway, working through challenges, and verifying the reasonableness of their answers.*
- *Students will demonstrate logical thinking and communication skills by building justified mathematical arguments, comprehending the justification of others, and critiquing their reasoning.*
- *Students will demonstrate application skills by using mathematical concepts and symbols to represent, analyze, and solve problems arising in everyday life, society, and the workplace.*
- *Students will demonstrate resourcefulness by evaluating and selecting the most effective tools to solve mathematical problems and deepen their understanding of concepts.*
- *Students will demonstrate accuracy and clarity using correct mathematical terminology, specifying units of measure, and calculating with the degree of precision appropriate for the problem context.*
- *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:

- S.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
- S.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S.IC.A.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
- S.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- S.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- S.IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
- S.IC.B.6 Evaluate reports based on data.
- S.CP.A.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
- S.CP.A.2 Understand that two events A and B are independent if the probability of A and Boccurring together is the product of their

Transfer

*Students will be able to independently use their learning to **construct and defend a well thought out prediction.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- the probability of an event's occurrence can be predicted with varying degrees of confidence.
- statistical representations are beneficial for either studying certain characteristics or influencing certain interpretations of the data.

ESSENTIAL QUESTIONS

- How confident can you be that a given outcome will occur?

Acquisition

Students will know…

- *the Fundamental Counting principle.*
- *the difference between dependent and independent events.*
- *the Binomial Theorem.*
- *the formula for binomial probability.*
- *the conditional probability formula.*
- *the formulas for finding the number of combinations and permutations.*
- *the characteristics and graph of normal distribution.*
- *the various sampling types and study methods.*
- *that the more times you repeat an experiment, the closer the experimental probability gets to the theoretical probability.*

<u>vocabulary:</u> *combination, conditional probability, experimental probability, measure of central tendency, mean, median, mode, bimodal, outlier, quartile, interquartile range, percentile, box-and-whisker plot, mutually exclusive events, normal distribution, permutation, simulation, theoretical probability, n factorial, sample space, equally likely outcomes,*

Students will be skilled at…

- *using the Fundamental Counting principle.*
- *calculating combinations and permutations of data sets using formulas.*
- *comparing experimental and theoretical probability.*
- *calculating theoretical probability.*
- *calculating geometric probability.*
- *classifying events as dependent, independent or mutually exclusive.*
- *finding the probability of independent, dependent and mutually exclusive events.*
- *designing a probability distribution .*
- *calculating conditional probability and creating a conditional probability table .*
- *calculating experimental and theoretical probability of events using formulas and from simulations of modeling.*
- *constructing a probability model.*
- *finding the measures of central tendency (mean, median, mode).*
- *identifying an outlier in a data set.*
- *calculating percentiles.*

probabilities, and use this characterization to determine if they are independent. • S.CP.A.3 Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. • S.CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. • S.CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. • S.CP.B.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. • S.CP.B.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model. • MP2 Reason abstractly and quantitatively. • MP3 Construct viable arguments and critique the reasoning of others. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.	*dependent events, independent events, contingency table, probability model, measure of variation, standard deviation, binomial probability, binomial experiment, Binomial Theorem, population, sample, convenience sample, self-selected sample, systematic sample, random sample, bias, observational study, controlled experiment, survey, discrete probability distribution, continuous probability distribution, normal distribution*	• *finding the variance and standard deviation (with and without a calculator).* • *using standard deviation to describe data.* • *analyzing sample methods.* • *analyzing study methods.* • *designing a survey.* • *using a formula to find probabilities.* • *expanding binomials.* • *applying the Binomial theorem.* • *analyzing normally distributed data.* • *sketching a Normal curve.*
Content Area Literacy Standards		***21st Century Skills***
• RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 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 11-12 texts and topics*. • 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. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.		• *reason effectively* • *make judgments and decisions* • *access and evaluate information* • *use and manage information*

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	

Algebra II: Polynomial Functions

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to decontextualize (represent symbols) and contextualize (understand the meaning of quantities) by converting real-world situations into mathematical symbols for manipulation, and interpreting symbolic results back into practical contexts.***
- ***Students will demonstrate accuracy and clarity using correct mathematical terminology, specifying units of measure, and calculating with the degree of precision appropriate for the problem context.***
- ***Students will demonstrate the ability to notice repetitive calculations or patterns, evaluate the reasonableness of results, and formulate general methods, formulas, or shortcuts while maintaining oversight of the process.***
- ***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:

- A.SSE.A.1.A Interpret parts of an expression, such as terms, factors, and coefficients
- A.SSE.A.1.B Interpret complicated expressions by viewing one or more of their parts as a single entity.
- A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.
- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems.
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales
- A.APR.B.2 Know and apply the Remainder Theorem
- A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
- A.APR.C.4 Prove polynomial identities and use them to describe numerical relationships.
- A.APR.D.6 Rewrite simple rational expressions in different forms;

Transfer

*Students will be able to independently use their learning to **represent relationships between quantities, manipulate and analyze the representation, and interpret its meaning.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- equivalent expressions can be created by using multiple strategies and the guiding rules of mathematics.
- the graph and equation of a function communicate information that can be used to answer questions about real world problems.

ESSENTIAL QUESTIONS

- How can the multiple representations of a function be used to best analyze the relationship between the two quantities that it models?

Acquisition

Students will know…

- *that a function can be represented in many ways, including as a graph, table, and equation.*
- *that the zeroes of a function are the roots of the equation when set equal to zero and are the x-coordinate of the x-intercepts.*
- *the Remainder Theorem.*
- *the Factor Theorem.*
- *that, when a real root has even multiplicity, the graph of $y = P(x)$ touches the x-axis but does not cros it.*
- *that, when a real root has an odd multiplicity greater than one, the graph bends as it crosses the x-axis.*
- *that the degree and leading coefficient of a polynomial function determine its end behavior*
- *that a rational expression is simplified when the numerator and denominator have no common factors other than 1.*
- *that extraneous solutions can occur when both sides of an equation are multiplied by an expression that can equal zero.*
- *that in order for a radical to be in simplest form,*

Students will be skilled at…

- *adding, subtracting, multiplying polynomials*
- *dividing polynomials using long division and synthetic division.*
- *determining whether a binomial is a factor of a polynomial .*
- *factoring polynomials, including the sum and difference of two cubes.*
- *identifying zeros of polynomials when suitable factorizations are available.*
- *using the Factor Theorem to determine factors of a polynomial.*
- *determining a polynomial function's end behavior.*
- *sketching graphs of polynomial functions .*
- *utilizing technology to graph functions and to explore their key properties.*
- *simplifying rational expressions.*
- *solving simple rational equations.*
- *evaluating expressions with positive and negative rational exponents.*
- *solving simple radical equations.*
- *graphing square root and cube root functions.*
- *graphing piecewise functions*

write a(x)/b(x) in the form q(x) +r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system. • A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. • A.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. • A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately • N.CN.A.1 Know there is a complex number i such that i2 = -1, and every complex number has the form a + bi with a and b real. • N.CN.A.2 Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. • N.CN.C.7 Solve quadratic equations with real coefficients that have complex solutions. • F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. • F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. • F.IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. • F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases • F.IF.C.7.A Graph linear and quadratic functions and show intercepts, maxima, and minima. • F.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. • F.IF.C.7.C Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. • F.IF.C.8.A Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. • F.BF.A.1.B Combine standard function types using arithmetic operations. • F.BF.B.3 Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. • MP2 Reason abstractly and quantitatively. • MP4 Model with mathematics. • MP5 Use appropriate tools strategically. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.	*the properties of radicals must be applied, perfect nth powers must be removed, the root index should be as small as possible, and the denominator must be rationalized.* <u>vocabulary:</u> *transformation, translation, vertex, axis of symmetry, parabola, power (and root), intercepts (x and y), zeroes of a function, imaginary number, discriminant, complex number, polynomial function, leading coefficient, end behavior, even and odd functions, relative maximum and minimum, synthetic division, turning point, rational expression, rationalize*	• *combining functions using arithmetic operations*

Content Area Literacy Standards	***21st Century Skills***
• RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 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 11-12 texts and topics*. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	• *reason effectively* • *use systems thinking* • *make judgments and decisions* • *solve problems* • *access and evaluate information* • *apply technology effectively*

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	

Algebra II: Quadratic Functions

Stage 1 Desired Results

ESTABLISHED GOALS: *Competencies:*

- *Students will demonstrate perseverance and strategic thinking by identifying the underlying meaning of a problem, planning a logical solution pathway, working through challenges, and verifying the reasonableness of their answers.*
- *Students will demonstrate the ability to decontextualize (represent symbols) and contextualize (understand the meaning of quantities) by converting real-world situations into mathematical symbols for manipulation, and interpreting symbolic results back into practical contexts.*
- *Students will demonstrate logical thinking and communication skills by building justified mathematical arguments, comprehending the justification of others, and critiquing their reasoning.*
- *Students will demonstrate application skills by using mathematical concepts and symbols to represent, analyze, and solve problems arising in everyday life, society, and the workplace.*
- *Students will demonstrate resourcefulness by evaluating and selecting the most effective tools to solve mathematical problems and deepen their understanding of concepts.*
- *Students will demonstrate accuracy and clarity using correct mathematical terminology, specifying units of measure, and calculating with the degree of precision appropriate for the problem context.*
- *Students will demonstrate structural awareness by discerning patterns and functional relationships within complex mathematical concepts to simplify and solve problems.*
- *Students will demonstrate the ability to notice repetitive calculations or patterns, evaluate the reasonableness of results, and formulate general methods, formulas, or shortcuts while maintaining oversight of the process.*
- *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:

- A.SSE.A.1.A Interpret parts of an expression, such as terms, factors, and coefficients
- A.SSE.A.1.B Interpret complicated expressions by viewing one or more of their parts as a single entity.
- A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.
- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems.
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales
- A.APR.B.2 Know and apply the Remainder Theorem
- A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
- A.APR.C.4 Prove polynomial identities and use them to describe numerical relationships.
- A.APR.D.6 Rewrite simple rational expressions in different forms;

Transfer

*Students will be able to independently use their learning to **represent relationships between quantities, manipulate and analyze the representation, and interpret its meaning.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- equivalent expressions can be created by using multiple strategies and the guiding rules of mathematics.
- the graph and equation of a function communicate information that can be used to answer questions about real world problems.

ESSENTIAL QUESTIONS

- How can the multiple representations of a function be used to best analyze the relationship between the two quantities that it models?

Acquisition

Students will know…

- *the parent function for quadratic functions.*
- *the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x+k).*
- *that a function can be represented in many ways, including as a graph, table, and equation.*
- *the vertex form of a quadratic function is* $f(x) = a(x-h)^2 + k$.
- *the standard form of a quadratic function is* $f(x) = ax^2 + bx + c$.
- *that the zeroes of a function are the roots of the equation when set equal to zero and are the x-coordinate of the x-intercepts.*
- *that complex numbers can be used to describe the zeros of quadratic functions that have no real zeros.*
- *the Quadratic Formula.*
- *that the solution to a system of equations or inequalities is the point(s) that they have in common.*
- *that the graph of an inequality in two variable consists of all points in the coordinate plane that represent solutions.*

Students will be skilled at…

- *evaluating quadratic functions.*
- *describing and performing transformations to quadratic functions including vertical and horizontal translations, reflections, stretches, and compressions using the vertex form of the equation.*
- *determining the axis of symmetry of a parabola from an equation and from a graph.*
- *determining the vertex of a parabola from an equation and from a graph.*
- *determining a quadratic function's minimum or maximum value.*
- *finding the roots of a quadratic equation by factoring, using technology, and using the Quadratic Formula.*
- *factoring special cases, including the difference of two squares and perfect square trinomials.*
- *writing a quadratic function with a given set of zeros.*
- *completing the Square (where a=1) in order to solve a quadratic equation.*
- *deriving the Quadratic Formula.*
- *using the discriminant to determine the number*

write a(x)/b(x) in the form q(x) +r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system. • A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. • A.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. • A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately • N.CN.A.1 Know there is a complex number i such that i2 = -1, and every complex number has the form a + bi with a and b real. • N.CN.A.2 Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. • N.CN.C.7 Solve quadratic equations with real coefficients that have complex solutions. • F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. • F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. • F.IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. • F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases • F.IF.C.7.A Graph linear and quadratic functions and show intercepts, maxima, and minima. • F.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. • F.IF.C.7.C Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. • F.IF.C.8.A Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. • F.BF.A.1.B Combine standard function types using arithmetic operations. • F.BF.B.3 Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. • MP2 Reason abstractly and quantitatively. • MP4 Model with mathematics. • MP5 Use appropriate tools strategically. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.	• *that any number can be written as a complex number.* <u>*vocabulary:*</u> *transformation, translation, vertex, axis of symmetry, parabola, power (and root), intercepts (x and y), zeroes of a function, imaginary number, discriminant, complex number*	*and type of solutions to a quadratic equation.* • *solving and graphing quadratic inequalities.* • *solving a system of a linear and quadratic equation graphically and algebraically.* • *modeling real world situations with quadratic functions.* • *adding, subtracting, and multiplying complex numbers.*

Content Area Literacy Standards	***21st Century Skills***
• RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 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 11-12 texts and topics*. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	• *reason effectively* • *use systems thinking* • *make judgments and decisions* • *solve problems* • *access and evaluate information* • *apply technology effectively*

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	

Algebra II: Rational Functions

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate perseverance and strategic thinking by identifying the underlying meaning of a problem, planning a logical solution pathway, working through challenges, and verifying the reasonableness of their answers.***
- ***Students will demonstrate resourcefulness by evaluating and selecting the most effective tools to solve mathematical problems and deepen their understanding of concepts.***
- ***Students will demonstrate the ability to notice repetitive calculations or patterns, evaluate the reasonableness of results, and formulate general methods, formulas, or shortcuts while maintaining oversight of the process.***
- ***Students will demonstrate accuracy and clarity using correct mathematical terminology, specifying units of measure, and calculating with the degree of precision appropriate for the problem context.***
- ***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:

- A.SSE.A.1.A Interpret parts of an expression, such as terms, factors, and coefficients.
- A.SSE.A.1.B Interpret complicated expressions by viewing one or more of their parts as a single entity.
- A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.APR.B.2 Know and apply the Remainder Theorem.
- A.APR.D.6 Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) +r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

Transfer

Students will be able to independently use their learning to represent relationships between quantities, manipulate and analyze the representation, and interpret its meaning.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- equivalent expressions can be created by using multiple strategies and the guiding rules of mathematics.
- the graph and equation of a function communicate information that can be used to answer questions about real world problems.

ESSENTIAL QUESTIONS

- How can the multiple representations of a function be used to best analyze the relationship between the two quantities that it models?

Acquisition

Students will know…

- that there is a standard parent function for rational functions.
- that there is an effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x+k).
- that a function can be represented in many ways, including as a graph, table, and equation.
- that the standard form of a rational function is $f(x) = \frac{a}{x-h} + k$.
- that a rational expression is simplified when the numerator and denominator have no common factors other than 1.

vocabulary:

domain, range, transformation, factoring, horizontal asymptote, vertical asymptote, removable discontinuity (hole), polynomial, continuous, discontinuous, excluded value, extraneous solution, least common denominator

Students will be skilled at…

- identifying rational expressions.
- describing and performing transformations to rational functions including vertical and horizontal translations, reflections, stretches, and compressions using the vertex form of the equation.
- determining domain of a rational function and identify restricted values where the denominator is zero.
- calculating the x and y intercepts of a rational function (if they exist).
- determining horizontal and vertical asymptotes and removable discontinuities from an equation.
- identifying horizontal asymptotes by comparing degrees of the numerator and denominator polynomials.
- simplifying rational expressions by factoring polynomials and canceling common factors.
- multiply and divide rational functions and state the correct domain restrictions.
- finding a common denominator to add and subtract rational expressions.

● A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. ● F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. ● F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. ● F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ● F.BF.A.1.B Combine standard function types using arithmetic operations. ● F.BF.B.3 Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. ● MP2 Reason abstractly and quantitatively. ● MP4 Model with mathematics. ● MP5 Use appropriate tools strategically. ● MP7 Look for and make use of structure. ● MP8 Look for and express regularity in repeated reasoning.		● evaluating rational functions. ● solving simple rational equations and check for extraneous solutions.
Content Area Literacy Standards		***21st Century Skills***

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	

Algebra II - Irrational Functions

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate perseverance and strategic thinking by identifying the underlying meaning of a problem, planning a logical solution pathway, working through challenges, and verifying the reasonableness of their answers.***
- ***Students will demonstrate resourcefulness by evaluating and selecting the most effective tools to solve mathematical problems and deepen their understanding of concepts.***
- ***Students will demonstrate accuracy and clarity using correct mathematical terminology, specifying units of measure, and calculating with the degree of precision appropriate for the problem context.***
- ***Students will demonstrate structural awareness by discerning patterns and functional relationships within complex mathematical concepts to simplify and solve problems.***
- ***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:

- A.SSE.A.1.A Interpret parts of an expression, such as terms, factors, and coefficients.
- A.SSE.A.1.B Interpret complicated expressions by viewing one or more of their parts as a single entity.
- A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
- A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Transfer

Students will be able to independently use their learning to represent relationships between quantities, manipulate and analyze the representation, and interpret its meaning.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- equivalent expressions can be created by using multiple strategies and the guiding rules of mathematics.
- the graph and equation of a function communicate information that can be used to answer questions about real world problems.

ESSENTIAL QUESTIONS

- How can the multiple representations of a function be used to best analyze the relationship between the two quantities that it models?

Acquisition

Students will know…

- that there is a standard parent function for irrational functions.
- that there is an effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x+k).
- that a function can be represented in many ways, including as a graph, table, and equation.
- that the standard form of an irrational function is f(x) = $a\sqrt{x - h} + k$
- that extraneous solutions can occur when both sides of an equation are multiplied by an expression that can equal zero.
- that in order for a radical to be in simplest form, the properties of radicals must be applied, perfect nth powers must be removed, the root index should be as small as possible, and the denominator must be rationalized.

Students will be skilled at…

- evaluating irrational functions.
- describing and performing transformations to irrational functions including vertical and horizontal translations, reflections, stretches, and compressions using the standard form of the equation.
- identifying domain and range of irrational functions.
- evaluating expressions with positive and negative rational exponents.
- solving simple radical equations.
- solving more complex radical expressions using inverse operations.
- graphing square root and cube root functions.
- determining the starting point and x+y intercepts of a graph from an equation.
- simplifying radical expressions of all types or degrees.
- performing operations on radical expressions.

vocabulary:

• F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. • F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. • F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. • F.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. • F.BF.A.1.B Combine standard function types using arithmetic operations. • F.BF.B.3 Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. • MP2 Reason abstractly and quantitatively. • MP4 Model with mathematics. • MP5 Use appropriate tools strategically. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.	domain, range, transformation, translation, vertex, starting point, key point, axis of symmetry, parabola, power (and root), intercepts (x and y), zeroes of a function,leading coefficient, end behavior, radical, radicand, radical sign, principal root, index, extraneous solution, rationalizing, inverse	
Content Area Literacy Standards		***21st Century Skills***

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	

Algebra II: Exponential & Logarithmic Behavior

Stage 1 Desired Results

ESTABLISHED GOALS: *Competencies:*

- ***Students will demonstrate the ability to decontextualize (represent symbols) and contextualize (understand the meaning of quantities) by converting real-world situations into mathematical symbols for manipulation, and interpreting symbolic results back into practical contexts.***
- ***Students will demonstrate logical thinking and communication skills by building justified mathematical arguments, comprehending the justification of others, and critiquing their reasoning.***
- ***Students will demonstrate application skills by using mathematical concepts and symbols to represent, analyze, and solve problems arising in everyday life, society, and the workplace.***
- ***Students will demonstrate accuracy and clarity using correct mathematical terminology, specifying units of measure, and calculating with the degree of precision appropriate for the problem context.***
- ***Students will demonstrate structural awareness by discerning patterns and functional relationships within complex mathematical concepts to simplify and solve problems.***
- ***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:

- F.IF.C.7.E Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- A.SSE.A.1.A Interpret parts of an expression, such as terms, factors, and coefficients.
- A.SSE.A.1.B Interpret complicated expressions by viewing one or more of their parts as a single entity.
- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems.
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
- A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the

Transfer

*Students will be able to independently use their learning to **make informed decisions based upon their understanding of exponential growth or decay.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- a constant percent increase or decrease applied at regular intervals always results in an exponential relationship between two quantities.
- an inverse function reverses the effect of the original function.

ESSENTIAL QUESTIONS

- How do different factors alter an outcome?

Acquisition

Students will know…

- *the parent functions for exponential and logarithmic functions.*
- $A(t) = a(1 - r)^t$.
- *the properties of exponents.*
- *that a function and its inverse are reflections across the line y=x .*
- *the Product Property of Logarithms.*
- *the Quotient Property of Logarithms.*
- *the Power Property of Logarithms.*
- *the Inverse Properties of Logarithms and Exponents.*
- *the Change of Base Formula.*
- *that an exponential or logarithmic function can be represented as a graph, table, and equation.*
- *that exponential and logarithmic functions are inverses of each other.*
- *the recursive rule for an arithmetic sequence.*
- *the recursive rule for geometric sequence.*
- $a_n = a_1 + (n - 1)d$.
- $a_n = a_1 r^{n-1}$.
- *the formula for geometric mean.*
- *summation notation.*

Students will be skilled at…

- *adding using the properties of exponents in order to simplify, multiply, divide, raise a power to a power or distribute.*
- *applying their knowledge of exponents to numbers in scientific notation.*
- *writing inverses of multi-step functions.*
- *graphing the inverse of a function.*
- *using the properties of logarithms in order to simplify expressions involving logs, including multiply, divide, or raise a logarithm to an exponent or change a base.*
- *modeling real world situations with exponential functions.*
- *graphing exponential and logarithmic functions from their equations.*
- *knowing how to find, identify, and interpret key points (starting point, asymptotes, shape, etc.) of various exponential functions.*
- *rewriting logarithmic functions as exponential functions and vice versa.*
- *solving exponential and logarithmic equations with same and different bases.*
- *writing recursive and explicit formulas for*

solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. • F.IF.C.8.B Use the properties of exponents to interpret expressions for exponential functions. • F.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). • F.BF.A.1.A Determine an explicit expression, a recursive process, or steps for calculation from a context. • F.BF.A.1.B Combine standard function types using arithmetic operations. • F.BF.B.4.A Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. • F.LE.A.4 For exponential models, express as a logarithm the solution to abct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. • A.SSE.B.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. • MP2 Reason abstractly and quantitatively. • MP4 Model with mathematics. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.	<u>vocabulary:</u> *exponent, exponential function/equation, scientific notation, asymptote, exponential growth/decay, growth/decay rate, growth/decay factor, compound interest, principal interest, inverse function, logarithm, logarithm function/equation, inverse function, arithmetic sequence, arithmetic series, geometric sequence, geometric series, geometric mean*	*arithmetic sequences.* • *calculating the sum of the first n terms of a arithmetic series.* • *writing recursive and explicit formulas for geometric sequences.* • *calculating the sum of the first n terms of a geometric series.* • *calculating the sum of an infinite geometric series* • *using induction to prove statements.*
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.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 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 11-12 texts and topics*.		• *reason effectively* • *use systems thinking* • *apply technology effectively* • *make judgments and decisions* • *solve problems* • *access and evaluate information*

Stage 2 - Evidence

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

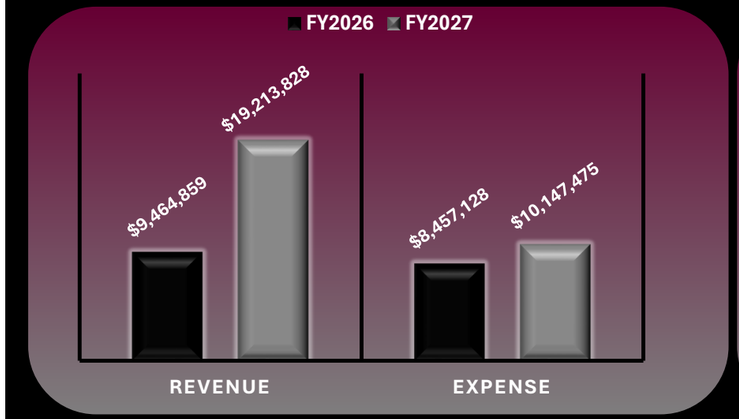
Stage 3 – Learning Plan

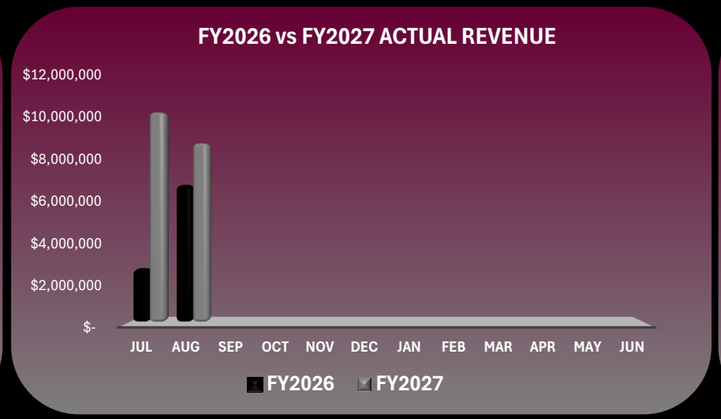
Summary of Key Learning Events and Instruction

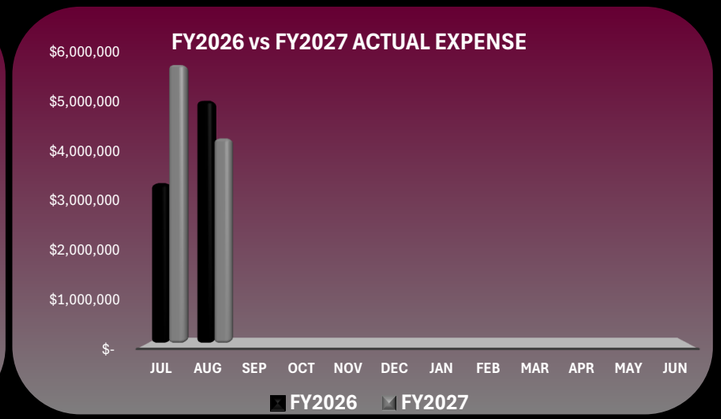
Language Arts Integration	***Mathematics Integration***
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	***District Materials***
• 1.OA.1 Use	

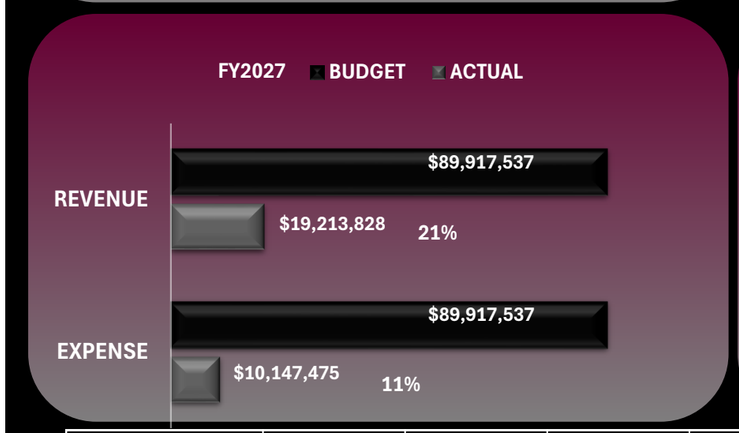
TIMBERLANE REGIONAL SCHOOL DISTRICT

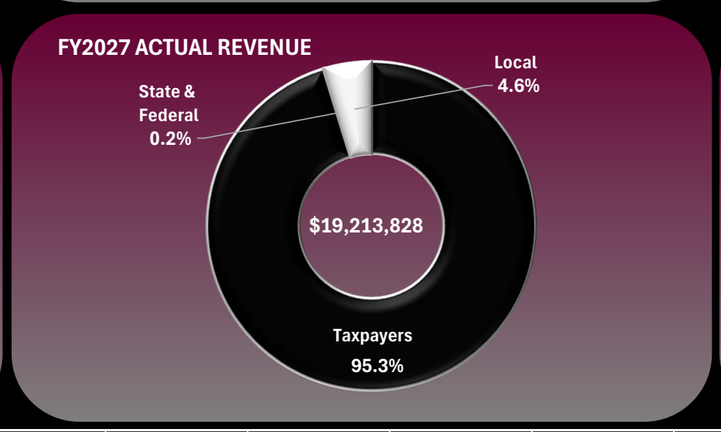
DASHBOARD OF ALL FUND AS OF AUGUST 2026

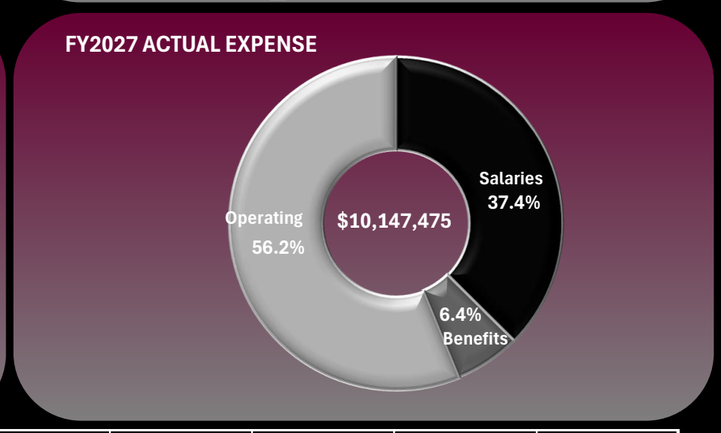












EXPENSES	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
FY2026 ACTUAL	$ 3,365,732	$ 5,091,396	$ 6,977,044	$ 6,460,364	$ 6,519,721	$ 6,557,580	$ 8,531,440	$ 6,135,497	$ 6,899,879	$ 6,208,154	$ 5,742,615	$ 13,816,927	$ 82,306,350
As a % of Total	4%	6%	8%	8%	8%	8%	10%	7%	8%	8%	7%	17%	
FY2027 ACT. / PROJ.	$ 5,842,125	$ 4,305,350	$ 7,500,323	$ 6,944,892	$ 7,008,700	$ 9,171,298	$ 7,049,398	$ 6,595,659	$ 7,417,369	$ 6,673,766	$ 6,173,312	$ 14,853,197	$ 89,535,389
As a % of Total	7%	5%	8%	8%	8%	10%	8%	7%	8%	7%	7%	17%	
Increase (Decrease)	$ 2,476,393	$ (786,046)	$ 523,278	$ 484,527	$ 488,979	$ 2,613,719	$ (1,482,042)	$ 460,162	$ 517,491	$ 465,612	$ 430,696	$ 1,036,270	$ 7,229,039

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

3,155 STUDENTS

584 EMPLOYEES

63 CONTRACTORS

Timberlane Regional School District
FY2027 Cash Flow Report

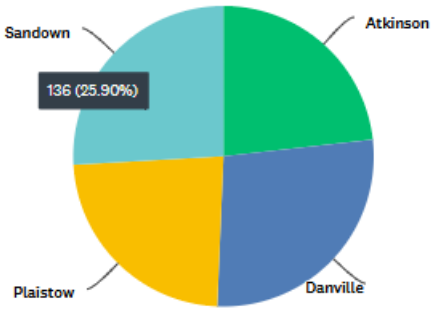
	July	August	YTD
Beginning Cash Balance	**2,230,506**	**8,768,928**	**2,230,506**
Deposits			
Adequacy Aid	-		**-**
Appropriation - Atkinson	3,914,139	1,957,069	**5,871,208**
Appropriation - Danville	1,305,698	1,566,838	**2,872,536**
Appropriation - Plaistow	2,313,114	2,775,737	**5,088,851**
Appropriation - Sandown	1,992,034	2,390,440	**4,382,474**
Impact Fees - Atkinson	4,200		**4,200**
Impact Fees - Danville			**-**
Impact Fees - Plaistow			**-**
Impact Fees - Sandown			**-**
Tuition	95,536	121,566	**217,102**
Voc Ed Transportation			**-**
Special Education Aid			**-**
Medicaid	14,074	16,917	**30,991**
Interest Income	15,430	12,836	**28,266**
Other Local Revenue	503,621	12,687	**516,308**
Grants	337,434	23,854	**361,288**
Food Service Government	54,016		**54,016**
Food Service Parents	3,720	42,113	**45,833**
PAC Income		3,230	**3,230**
Total Deposits	**10,553,015**	**8,923,288**	**19,476,303**
Disbursements			
Payroll	1,228,652	3,355,219	**4,583,870**
Accounts Payable	2,785,941	935,220	**3,721,161**
Total Disbursements	**4,014,593**	**4,290,438**	**8,305,031**
Ending Cash Balance	**8,768,928**	**13,401,778**	**13,401,778**

TRSD Deliberative Session Survey

Q1

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

Answered: 525 Skipped: 0

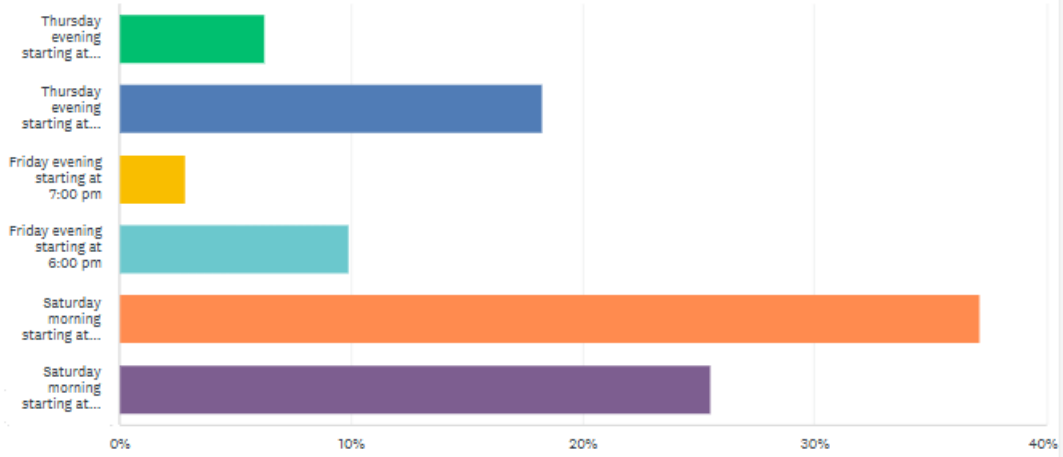


ANSWER CHOICES	RESPONSES	
Atkinson	23.24%	122
Danville	27.43%	144
Plaistow	23.43%	123
Sandown	25.90%	136
TOTAL		525

Q2

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

Answered: 525 Skipped: 0

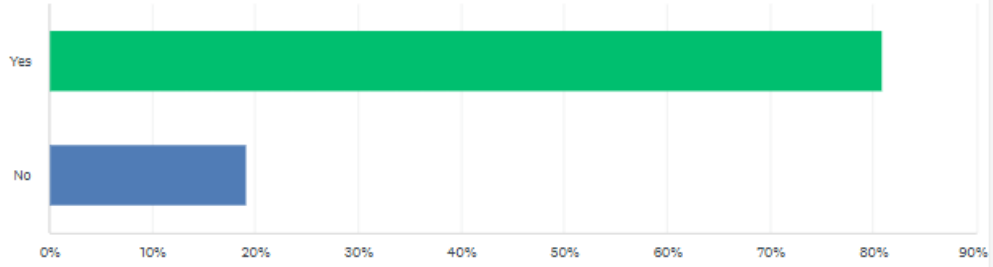


ANSWER CHOICES	RESPONSES	
Thursday evening starting at 7:00 pm	6.29%	33
Thursday evening starting at 6:00 pm	18.29%	96
Friday evening starting at 7:00 pm	2.86%	15
Friday evening starting at 6:00 pm	9.90%	52
Saturday morning starting at 9:00 am	37.14%	195
Saturday morning starting at 10:00 am	25.52%	134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

Q3

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

Answered: 517 Skipped: 8



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

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TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

September 17, 2026

Notice to Repeal

Policy	Changes/Recommendations
BGF - Waiving, Suspending & Revoking Policies	This serves as the 2-week notice that the Committee recommends repealing Policy BGF upon adoption of Policy BGAA, which incorporates provisions addressing the waiver, suspension, and revocation of Board policies.

First Read

Policy	Changes/Recommendations
BGAA - Policy Development, Adoption & Review	Revisions include: removing "full" from section E, 2 as this is not the district's current practice. Adding Revocation to section G.
JICK – Pupil Safety, Violence Prevention, and Anti-Bullying	The recommendation is to approve the policy for first read, waive the second read, and proceed with adoption. Following adoption, the Policy Committee will convene a stakeholder committee to review the policy and recommend any necessary revisions, while retaining all provisions required by statute. Please refer to the Executive Summary for additional information. Revisions are necessary due to the passage of HB 131 and include updates to definitions and reporting and investigation procedures; the inclusion of examples of cyberbullying; notice regarding school bus audio recordings; and, most substantively, the amendment requiring the School District to make available a report describing how the policy is integrated into the school's curriculum, discipline policies, behavioral programs, and other violence prevention efforts.
GCCAD - Leave for Uniformed Service Members or Their Spouses	TRSD does not maintain this policy; the language is provided by NHSBA.

Timberlane Regional School Board	Policy Code: BGF
Adopted: 09-20-01 **Revised: 03-17-16** **Revised: 06-01-17** **Revised: 05-05-22**	**Page 1 of 1**

WAIVING, SUSPENDING AND REVOKING POLICIES

Waiving a Policy

The Board may waive a policy only when all the following conditions are met:

- the proposed policy to be waived has been publicly announced to the School Board at least one week prior to the Board's vote;
- the waiver is for a one-time action by the Board or administration;
- the vote is held at a properly noticed meeting; and
- a majority of Board members present agree.

In cases of emergency meetings, or justifiable situations where inadequate prior notice was given the Board, a majority vote by all Board members present is required to waive a policy.

Suspending a Policy

Policies may also be suspended by the Board but only when all the following conditions are met:

- the proposed policy to be suspended has been publicly announced to the School Board at least one week prior to the Board's vote;
- the proposed suspension stipulates a specific time period for the suspension, after which the policy comes back into force;
- the policy is not suspended for more than one academic year;
- the policy and intention to suspend shall be included in the Board's agenda packet; and
- a majority vote of the entire Board membership in favor at a properly noticed, regular meeting in which written notice of the policy to be suspended was included on the agenda.

Revoking a Policy

Policies may be revoked when all the following conditions have been met:

- a majority vote of the Policy Committee to recommend revocation at least two weeks prior to a Board vote;
- the Policy Committee takes into consideration any associated policies and procedures that may need to be rescinded or amended;
- inclusion on the Board's agenda of the policy and intention to revoke; and
- a majority vote of the entire Board membership in favor at a properly noticed, regular meeting in which written notice of the policy to be revoked was included on the agenda.

Timberlane Regional School District	Policy Code: BGAA
Adopted: 01-08-26 **Revised:**	**Page 1 of 4**

Policy Development, Adoption, and Review

The development and adoption of policies that govern the School District is one of the School Board's most important functions. Board policies establish the goals, direction and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students and parents.

Board policies are intended to provide the framework for district operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a Board-level procedure.

A. Policy Committee Responsibilities and Meetings. The Board's Policy Committee with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to the full Board for its consideration, including adopting new policies, revising existing policies and deleting obsolete policies.

B. Policy Committee Meetings and Agendas. The Superintendent or his/her designee, in consultation with the Policy Committee Chair shall prepare all agendas for the meetings of the Policy Committee.

C. Review of Existing Manual. The Policy Committee shall establish a schedule for reviewing existing Board policies, and forming recommendations regarding the same for the Board.

D. Procedures for Policy Development and Review.

1. Individual Board members, Board standing or special committees, the Superintendent or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.

2. The Superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such updates and make recommendations deemed appropriate under this policy.

3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to District staff or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full Board.

4. The Superintendent, should seek counsel of the School Board's attorney or the New Hampshire School Boards Association when there may be a question of legality or proper legal procedure in the substance of any proposed or current board policy.

5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.

6. The Policy Committee will provide reports to the full Board monthly. The reports will include the Policy Committee's recommendations for new policies (including full text of policies/revisions to be considered for action by the Board), as well as recommendations for repeal of existing policies. Policy Committee reports should also include any information requested by the full board, and any other information deemed appropriate by the Policy Committee.

E. Board Actions Required to Approve, Revise or Repeal Policies. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the board at a public meeting.

1. Policy Committee reports shall be placed on the agenda of a regular Board meeting and will be made part of the agenda package for that meeting.

2. All new policies, and/or revisions to existing board policies are subject to a "first reading" by the ~~full~~ board to occur at a regular board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual reading is appropriate).

3. The Board will allow opportunity for public comment on policy proposals per Board policy BEDH.

4. Any changes agreed upon or requested by the Board during the first reading shall be made by the Policy Committee prior to the second reading.

5. At the next Board meeting (or a later meeting if so agreed by the Board), the policy shall be placed on the agenda for a second (or additional) reading, and action. Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc.

6. Prior to final approval by the Board, each policy will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.

~~7.~~ 7. All policies must go through a first and second read at the board.

~~7.~~8. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.

~~8.~~9. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.

F. Minor Revisions by Policy Committee.

The Board authorizes the Policy Committee to make non-substantive corrections and minor changes to existing policies provided that the Policy Committee shall document such modifications and report the same at the next meeting of the School Board. For the purposes of this policy, "non-substantive changes" shall include: grammatical, typographical or other clerical changes; addition or deletion of legal, cross or other references; policy code or policy class designation changes; or correcting misidentified or modified job titles (e.g., "school counselor" in place of "guidance counselor"). Upon review of such a report from the Policy Committee, the Board may take such action as the Board deems appropriate, including accepting the report without objection or other formal action.

G. Suspension, ~~or~~ Waiver, or Revocation of Policy Process.

1. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that public notice of the proposed action was given at least two (2) weeks at a previous Board meeting and that each Board member was notified of the proposed action. For purposes of notification, a meeting agenda delivered to each Board member is deemed sufficient if it identifies the policy to be acted upon.

2. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy, or to suspend or revise an existing policy. In such instances, the meeting minutes should reflect the nature of the circumstances warranting the suspension of the normal procedures.

H. Policy Dissemination, Records and Manual Updates.

1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.

2. All current Board policies shall be readily available, including on the School District's website, with separate, clearly identified links on each school's independent website. Information about the location of the policies shall be included in all parent/student and employee handbooks.

3. The Superintendent will ensure that information about new Board policies and any Board policy revisions, repeals, or other changes is included in a timely manner on the District's website, is otherwise made publicly available, and is specifically communicated to affected groups (i.e., school staff, students, parents).

4. The Superintendent shall ensure that copies of all policies deleted from the Board policy manual as well as copies of former versions of revised policies are retained as permanent records of the School Board.

5. An up-to-date policy manual shall be maintained on the District's website with a hard copy, in the Superintendent's Office.

References:
RSA 189:74 School Board Public Comment Period
RSA 91-A:2 Meetings Open to Public

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EXECUTIVE SUMMARY
Policy JICK - Pupil Safety and Violence Prevention

September 9, 2026

Policy JICK – Pupil Safety and Violence Prevention

The New Hampshire School Boards Association (NHSBA) has issued a revised Policy JICK in response to changes to RSA 193-F enacted through House Bill 131 (HB 131), Chapter 205, Laws of 2026. Because the substantive changes became effective August 1, 2026, the District should adopt a policy that reflects the new statutory requirements as soon as practicable.

Key Legal Changes

HB 131 amended RSA 193-F:4 and requires local bullying and cyberbullying policies to address, among other things:

- definitions and scope of bullying and cyberbullying;
- protections against retaliation and false accusations;
- reporting procedures and communication of the policy;
- disciplinary consequences and interventions; and
- integration of the policy into curriculum, discipline policies, behavior programs, and other violence-prevention efforts.

The law also requires school boards, to the greatest extent practicable, to involve pupils, parents, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies in the development of the policy.

January 1, 2027 Reporting Requirement

HB 131 establishes a temporary reporting requirement. By January 1, 2027, each public school district must make available a report, or link to a report, describing how its bullying policy has been integrated into the school's curriculum, discipline policies, behavior programs, and other violence-prevention efforts. The report or link must be provided to specified state education and legislative officials. This reporting provision is scheduled to sunset on January 1, 2027.

Recommended Process

The TRSD Policy Committee, consistent with the recommendation of the NHSBA, recommends a two-phase approach to Policy JICK:

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Phase 1 – Immediate Compliance

- Conduct a first reading of the NHSBA-revised Policy JICK.
- Waive the customary second-reading period and adopt the revised policy at the earliest practical meeting. NHSBA recommends this expedited process because the statutory changes are already in effect and should be reflected in district policy at the beginning of the school year.

Phase 2 – Stakeholder Review and Local Policy Development

- Following adoption, the TRSD administration will engage the stakeholder groups identified in RSA 193-F:4, including pupils, parents, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies.
- The Policy Committee will review stakeholder feedback, determine whether additional local revisions are warranted, and incorporate any changes into a revised Policy JICK.
- Following the review and approval process through the Policy Committee, Policy JICK will be brought back to the School Board, ideally by December 1, 2026.

This approach allows the District to meet its immediate legal obligations while providing a meaningful opportunity for stakeholder participation and local policy development.

Recommended Board Action:

The TRSD Policy Committee and NHSBA recommend that the School Board conduct a first reading, waive the second-reading requirement, and adopt the revised Policy JICK. Following adoption, the Policy Committee and administration will facilitate the stakeholder review required by RSA 193-F:4 and bring any recommended revisions back to the Board for consideration before December 1, 2026.

Respectfully Submitted,
Sandra Allaire
Assistant Superintendent

Timberlane Regional School Board	Policy Code: JICK
Adopted: 01-18-01 **Revised:** 02-24-05 **Revised:** 04-16-08 **Revised:** 12-16-10 **Revised:** 10-06-16 **Revised:** 05-02-19	**Page 1 of 15**

BULLYING PREVENTION - PUPIL SAFETY~~,~~ AND VIOLENCE PREVENTION ~~AND ANTI-BULLYING~~

A. **Purpose and Intent.** The Timberlane Regional School District is committed to providing a safe and respectful learning environment for all students. Through education, prevention, and consistent enforcement, we aim to eliminate bullying and promote positive peer relationships for all of our students. This policy defines and prohibits bullying and related conduct, and establishes clear procedures for reporting, investigating, and responding to incidents.

1. Prohibition of Bullying or Cyberbullying of a Student - RSA 193-F:4, II(a). This policy is intended to comply with and implement RSA 193-F. Bullying, in any form—whether physical, verbal, social, or cyber—is strictly prohibited and will not be tolerated. The prohibition against bullying and cyberbullying, also applies to conduct that occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property, or occurs off school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or any school-sponsored activity or event.

2. Protection of all School Aged Children - RSA 193-F:4, II(c). This policy shall apply to all students and school-aged persons on school district grounds and participating in school district functions, whether or not such school-aged person is a student within the District and regardless of status under the law.

Prohibition of Retaliation and False Accusations - RSA 193-F:4, II(b). This policy further prohibits retaliation or false threats against a victim, witness, or anyone else who, in good faith, provides information about an act of bullying or cyberbullying.

~~I.~~ **B. Definitions (RSA 193-F:3)**

1. "Bullying"~~.~~ means ~~Bullying is hereby defined as~~ a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

~~(1)~~ a. Physically harms a ~~pupil~~ student or damages the ~~pupil's~~ student's property;
~~(2)~~ b. Causes emotional distress to a ~~pupil~~student;
~~(3)~~ c. Interferes with a ~~pupil's~~ student's educational opportunities;
~~(4)~~ d. Creates a hostile educational environment; ~~or~~
~~(5)~~ e. Substantially disrupts the orderly operation of the school~~.~~; or
f. Occurs on, is delivered to, school property or a school-sponsored activity or event on or off school property.

~~Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.~~

~~Bullying is defined as actual or perceived verbal or physical conduct that denigrates or shows hostility or aversion toward an individual on the basis of race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomical status, age, physical, mental, or leaning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.~~

Examples of bullying conduct include, but are not limited to:

i. Mocking a student's appearance, speech, or abilities.

ii. Spreading rumors to damage a student's reputation.

iii. Intentionally excluding a student from social or school activities.

iv. Threatening a student with physical harm or intimidation.

v. Encouraging others to target or ridicule a specific student.

vi. Taking, hiding, or damaging a student's personal belongings.

vii. Using slurs or derogatory names to demean a student.

2. "Cyberbullying"~~.~~ ~~Cyberbullying is defined as any~~ means conduct defined above as ~~"~~bullying~~"~~ ~~in this policy that is~~ committed or undertaken through the use of electronic devices. ~~For purposes of this policy, any references to~~ Unless the context indicates otherwise, the term "bullying" ~~shall~~ as used in this policy will include acts of cyberbullying.

   Additional examples of cyberbullying conduct include, but are not limited to:

   a. "Doxxing" - sharing through digital means another student's private information, such as their address(es), telephone number, images with the intent to cause embarrassment or damage to personal reputation.

b. "Cyberstalking" — repeatedly contacting another student through electronic devices, repeatedly attempting or requesting a connection on social media or messaging apps when that other student has requested not to be contacted or in any other manner that causes fear or distress.

c. "Catfishing" - creating fake accounts or pretending to be another student.

d. Sharing of "deepfakes" - distributing or communicating through electronic devices digitally altered images, video, audio or other content that impersonates another student, misrepresents facts, harasses, embarrasses or otherwise causes or is intended to cause reputational harm. (See also Board policy EHAG for definition and prohibition on creating or sharing of deepfakes.)

3. "Electronic devices". ~~Electronic devices~~ includes, but are not limited to, telephones, cellular or smartphones, computers, pagers, or any other device which is used for or can transmit: voice calls or messages; electronic mail~~,~~; text/instant or other verbal messaging~~,~~ ; images or videos; ~~text messaging,~~ and websites.

4. "Parent" means a person who has legal custody of a minor child as a natural or adoptive parent, as a legal guardian, or who is functioning in a parental role if the actual parent or guardian is absent from the child's daily life. Additionally, "parent" may include students who have been emancipated, either by age or legal process. The term "parent", shall not, however, include a parent as to whom the parent-child relationship has been terminated by judicial decree or voluntary relinquishment.

5. "Perpetrator" means a student who engages in bullying or cyberbullying.

6. "Principal" shall mean and include the building Principal or other senior building administrator of a school, as well as any "designee" (qualified person) designated by the Principal to carry out all or some Principal functions as described in this policy.

7. "Retaliation" means and includes such conduct as intimidation, threats, coercion, harassment, or discrimination in response to (or an effort to prevent) a victim, witness or other person, who in good faith provides information about an act or conduct that the person providing the information believes is bullying or cyberbullying.

~~4.~~8. "School property~~."~~ ~~School property~~ means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

~~Any reference in this policy to "parent" shall include parents or legal guardians.~~

9. "Staff" means and includes all district, school or SAU employees, bus drivers, coaches, designated volunteers (as defined in Board policy GBCD) (or other volunteers who are regularly on school property, or who have significant contact with students, and any contracted consultants or employees of a company under contract to the District or SAU who provide services on school property.

10. "Student" shall have the same meaning as "pupil" as used in RSA 193-F and this or any other Board policy.

11. "Superintendent" means the Superintendent (Senior Education Official) or other person designated by the Superintendent to carry out all or some Superintendent functions as described in this policy.

12. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.

~~**II. Statement Prohibiting Bullying or Cyberbullying of a Pupil** (RSA 193-F:4, II(a))~~

~~The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.~~

~~Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:~~

~~(1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or~~

~~(2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.~~

~~**III. Statement prohibiting retaliation or false accusations** (RSA 193-F:4, II(b))~~
~~False Reporting. A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.~~

~~Reprisal or Retaliation. The district will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.~~

~~Process to Protect Pupils from Retaliation. If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal or designee shall develop a process or plan to protect that student from possible retaliation.~~

~~**IV. Protection of all Pupils** (RSA 193-F:4, II(c))~~

~~This policy shall apply to all pupils on school district grounds and participating in school district functions, regardless of whether or not such pupil is a student within the District.~~

~~**V. Disciplinary Consequences For Violations of This Policy** (RSA 193-F:4, II(d))~~

~~The district reserves the right to impose disciplinary measures or interventions, or both, against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.~~

~~**VI. Distribution and Notice of This Policy** (RSA 193-F:4, II(e))~~

~~The district shall inform annually school employees, regular school volunteers, pupils, parents, legal guardians, or employees of a company under contract to the school district or its schools. All district employees shall receive annual training.~~

~~**VII. Procedure for Reporting Bullying** (RSA 193-F:4, II(f))~~

~~At each school, the Principal or designee shall be responsible for receiving complaints of alleged violations of this policy. If the student is more comfortable reporting the alleged act to a person other than the Principal or designee, the student may tell any school district employee or volunteer about the alleged bullying.~~

~~The Superintendent is authorized to contact legal counsel for matters relative to bullying.~~

~~**See Appendix JICK-R Procedure for Reporting Bullying**~~

~~***Legal References:***~~

~~*RSA 193-F:3, Pupil Safety and Violence Prevention Act*~~
~~*RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed*~~
~~*NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment*~~

C. **Retaliation & False Accusations** - RSA 193-F:4, II(b). Retaliation or false accusations related to bullying or cyberbullying shall be deemed a violation of this policy. Upon receiving any report of bullying or cyberbullying, the Principal will immediately assess the need to develop a plan or take steps to protect the alleged victim or any witnesses against retaliation. The same assessment shall be made at any point upon a report of retaliation or false accusations made during or after a bullying/cyberbullying investigation.

Reports of retaliation or false accusations relating to a bullying/cyberbullying report may be made in

the same manner as for reports of bullying/cyberbullying as provided in this policy.

Investigations, and responses (i.e., interventions, supportive measures, disciplinary consequences) to reports of retaliation or false accusations may be made as provided in the same manner as provided in Section E-H for reports or incidents of bullying/cyberbullying, or in accordance with procedures and provisions set forth in the Student Code of Conduct/Handbook.

D. **Procedures for Reporting Bullying, Cyberbullying, Retaliation or False Accusations** - RSA 193-F:4, II(f)- (h). At each school, the Principal is responsible for receiving reports or complaints of bullying or cyberbullying.

1. Student Reporting. Any student who believes he or she has been the victim of bullying/cyberbullying, retaliation, or false accusations should report the alleged acts immediately to the Principal, or to a school district employee or volunteer that the student feels more comfortable making the report.

2. Staff Reporting. Any school employee or volunteer who receives a report of, witnesses, or has knowledge or belief that bullying/cyberbullying or retaliation may have occurred, shall inform the Principal as soon as possible, but no later than the end of that school day.

3. Parent Reporting. Parents and other adults are also encouraged to report any concerns about possible bullying/cyberbullying or retaliation of students to the Principal.

4. Anonymous Reports. The Principal may develop a system or method for receiving anonymous reports of bullying within the building. Although students, parents, volunteers and visitors may report anonymously, an investigation based upon such reports may by necessity be incomplete. More significantly, formal disciplinary action may not be based solely on an anonymous report, and, likewise, other remedial or supportive measures may require some form of evidentiary verification.

5. Reports Involving Students from Different Districts. Reports of bullying which relate to students from different districts should, when possible, be made to the Principal of the school in which the victim(s) is enrolled/attending, otherwise to the Principal of the school in which the perpetrator is enrolled/attending.

6. Report Forms. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.

E. Actions Upon Receipt of Report of Bullying or Cyberbullying.

1. Notice when Allegations Involve Students from Other Districts/Schools/States - RSA 193-F:4, II(k). When a report of bullying involves conduct across multiple districts or students from multiple school districts, the Principal/designee will immediately inform the Principal(s) of each of the other schools/districts. Additionally, if the report concerns bullying across state lines, the Principal/designee will inform the New Hampshire Attorney General's office.

2. Information to Alleged Victim - Upon a receipt of a report of bullying, the Principal/designee shall provide the alleged victim with a written copy of their rights, protections, and support services available. RSA 193-F:4, II(i).

3. Parental Notice of Bullying Report — RSA 193-F:4, II(i). Within 48 hours of receiving a report of bullying, the Principal will notify the parents of any student reported as a victim of bullying, as well as the parents of any student who has been reported as a perpetrator of bullying. The notification to parent(s)/guardian(s) will include the measures being taken to ensure the safety of the victim (alleged) and to prevent further acts of bullying. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be included in the investigative report. Notifications shall be consistent with the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) relative to the student privacy rights of each student indicated in the report.

   The Principal may request of the Superintendent designee a waiver of the parental notification requirement, which may be granted only if the Superintendent deems such a waiver to be in the best interest of either the alleged victim or alleged perpetrator. Details of any request for a waiver and any grant of such request will be included in the investigative report. However, notification to parents/guardians may not be waived for longer than 5 school days except for reports of bullying across multiple school districts (see Section E.1). RSA 193-F:4, II(j).

4. Receipt of Report. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section F of this policy, and shall assess:

   a. the need for a plan to protect students against retaliation,

   b. whether the conduct may be construed as illegal discrimination or harassment related to a protected class as set forth in Board policy AC. If so, the Principal shall confer with the District staff member(s) charged with handling such

discrimination or harassment to determine how to proceed (e.g., parallel or combined investigations); and

c. whether such conduct constitutes a safe schools violation requiring a report pursuant to RSA 193-D:4 and Ed 317.05.

F. Investigative Procedures - RSA 193-F:4, II(k).

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.

2. Under state law, when bullying is alleged to occur across multiple New Hampshire school districts, the Principals/designees for each New Hampshire school involved are expected to collaborate and cooperate in the investigation. The Principal who first learns of the incident(s) is required to initiate the investigation.

3. The investigation should include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, and shall be confidential to the extent permitted by law. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.

4. The investigation should include review of any available surveillance recordings subject to the provisions of Board policy ECAF. As required under RSA 507-A:2, II(k), parents/guardians and students are notified that surveillance recordings with audio may occur on school buses if authorized under Board policy ECAF.

5. If the alleged bullying was cyberbullying in whole or in part, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications, consistent with Board policy JIH and RSA 189:68. The Principal may not, however, require or request a student to disclose or to provide access to a personal social media account through the student's user credentials.

6. The Principal or other investigator may consider all relevant facts and circumstances during the course of the investigation, including but not limited to:

a. Description of incident, including the nature of the behavior;

b. How often the conduct occurred;

c. Whether there were past incidents or past continuing patterns of behavior;

d. The characteristics of parties involved, (name, grade, age, etc.);

e. The identity and number of individuals who participated in bullying behavior;

f. Where the alleged incident(s) occurred;

g. Whether the conduct adversely affected any student's education or educational environment;

h. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and/or

i. Whether the conduct violated any other District or school policies or rules.

7. In most instances, the Principal shall complete the investigation within 10 school days of receiving the initial report. See RSA 193-F:4, II(o). If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Superintendent/designee shall notify in writing all parties involved of the granting of the extension and the reason for the extension. To the extent not previously communicated, the Superintendent shall ensure that the victim's parent(s) or guardian(s) are notified of the investigation, the extension, and the reason for the extension.

   Without limiting what might constitute sufficient cause for an extension under this paragraph, the Superintendent may consider the interests of the victim or alleged perpetrator related to any investigation into some or all of the same alleged conduct which other investigation includes procedures and timelines mandated by a regulation or statute other than RSA 193-F (e.g., Title IX, criminal investigations, etc.). Before waiving the time requirement on account of such other investigation, the Superintendent should confer with counsel and/or the District's Human Rights Officer.

8. In cases involving reports of bullying across multiple districts or states, the Principal(s) of any and all districts in New Hampshire involved SHALL collaborate with any other principals or districts involved.

G. Completion of Investigation and Report.

1. Investigative Determination and Report. Whether a particular action or incident constitutes bullying/cyberbullying, retaliation or other violation of this policy – requires review and consideration of available evidence of all facts and surrounding circumstances. The investigative determination along with a summary of the investigation, shall be included in a comprehensive report. If the determination is that the bullying allegation is substantiated, the report shall include provisions describing any disciplinary consequences, interventions, supportive measures or other assistance for the victim or perpetrator, and, when indicated, any steps appropriate to protect all students from retaliation of any kind. The report may also include policy, training or other recommendations for preventing future bullying conduct within the school.

2. Communication with Students and Parents Upon Completion of Investigation - RSA 193-F:4, II(m) and (o).

a. Within 10 school days, the Principal will notify the parents of the alleged victim and of the alleged perpetrator regarding the school's remedies and assistance, within the boundaries of applicable state and federal law. The initial communication may be in writing, in person or by telephone, but if verbally, the Principal will also send a letter confirming earlier determination to the parents within 2 school days confirming the earlier notification.

b. The Principal/Designee shall conduct a conference with each perpetrator, and the perpetrator's parents/guardians and applicable school personnel for age-appropriate discussion that includes at a minimum the impacts of bullying. The conference shall occur even if the parent or parents or guardian or guardians decline to participate or fail to attend. Information concerning the date, time, place and attendees of the conference, and any other information from the conference deemed pertinent by the Principal/designee shall be appended to the investigative report provided to the Superintendent.

c. If the victim's parents request, the Principal shall schedule a meeting with them to further explain the investigative determination.

d. In accordance with the Family Educational Rights and Privacy Act (FERPA) and other laws concerning student privacy, the District will not disclose educational records of students, including the disciplinary consequences assigned to the perpetrator(s).

3. Appeals. A parent aggrieved by the investigative determination of the Principal may appeal the determination in accordance with the standards and procedures set forth for Level II and Level III appeals in Board policy ACAA.

4. Additional Reporting Requirements.

a. Reporting Substantiated Incidents - RSA 193-F:4, II(n). The Principal shall forward all substantiated reports of bullying or retaliation to the Superintendent upon completion of the Principal's investigation.

b. Department of Education Reports - RSA 193-F:6. The Principal shall be responsible for completing such reports/forms as required by the New Hampshire Department of Education (NHED) for all substantiated incidents of bullying. Irrespective of the time/date a form/report is due to be filed with NHED, the report/form or the information required for the report/form shall be completed/compiled within 10 school days following an investigative finding of a substantiated bullying/cyberbullying report. The Principal or designee shall retain a copy and shall forward one copy to the Superintendent. Hard copies are not necessary if the digital form/data is retained and accessible to both the building administration and SAU.

c. Reporting to NH Department of Education - RSA 193-F:6, I. The Superintendent shall annually report the District's substantiated incidents of bullying to the New Hampshire Department of Education. Pursuant to FERPA, such reports shall not contain any personally identifiable information pertaining to any student.

H. Substantiated Instances of Bullying or Retaliation: Interventions, Remedial Measures and Disciplinary Consequences —

While students who have been found to have committed an act of bullying/cyberbullying (i.e. perpetrators) shall face disciplinary consequences as provided in Paragraph H.2.a below, the Board encourages the administration and school district staff to explore additional measures, remedies and interventions to address the substantiated instances of bullying/cyberbullying, and prevent their reoccurrence. See also Paragraph H.3, below.

1. Interventions and Other Remedial Measures. Examples of interventions and remedial measures include, but are not limited to:

a. Restitution,

b. Parent conferences,

c. Student counseling,

d. Behavior assessment,

e. Corrective instruction or other relevant learning experience,

f. Peer support group, and

g. Mediation (but only after the investigation has been completed).

Interventions and other remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

2. Disciplinary Consequences - RSA 193-F:4, II(d), VI & VIII.

a. Students found to have committed one or more acts of bullying or retaliation shall receive disciplinary consequences. Such consequences for students shall be consistent with the Student Code of Conduct/Handbook for the conduct that constituted bullying/cyberbullying. Disciplinary consequences should be varied according to specific circumstances such as: the nature of the behavior, the developmental age of the student, the student's prior disciplinary history, or performance. Students will be afforded any due process applicable to the level of consequences as provided in Board policy JICD, RSA 193:13 and Ed 317.

b. Staff (see definition above) who fail to report bullying or retaliation as required by this policy, fail to adhere to the timelines described above, submit inaccurate or false information with respect to reports or investigations under this policy, or commit an act of retaliation against a reporter of bullying or any parent will be disciplined up to and including dismissal.

3. Additionally, under RSA 193-F:4, VI, any such violation by an "educator" as defined by state law or regulation will constitute a violation of the Code of Conduct for New Hampshire Educators.3. Additional Requirement of Principal(s)/Designee(s) - RSA 193-F:4, II(l). Upon a determination that a bullying report is substantiated, the Principal or designee will, in addition to the specific interventions and disciplinary responses described above, will, in appropriate circumstances, make recommendations to the Superintendent strategies for "protecting all pupils from retaliation of any kind."

I. **Dissemination of Policy and Bullying Prevention Education** - RSA 193-F:4, II(e) and 193-F:5.

1. Staff, Coaches, Bus Drivers, Designated Volunteers, Employees of Contracted Companies/Contracted Consultants. All staff (see definition section above) will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, website, workshops, etc.). The Superintendent will ensure that all school employees and volunteers receive **annual** training on bullying and related Board policies, consistent with RSA 193-F:5.

2. Students and Parents, and Student Handbooks. RSA 193-E:4, II(e) and (f). The Superintendent may determine the method of providing information about this policy to students and parents. Methods may include student handbooks, mailing, hard copy, website, etc. At the very least, all student/parent handbooks will include a summary of the prohibitions and other provisions of Sections A.1-3, the definitions of bullying, cyberbullying and retaliation in Sections B.1, 2 and 3, and the verbatim language relating to the procedures found in Section D.1 for students and parents to report bullying/cyberbullying or retaliation. Additionally, that provision of the student handbook(s) will include information as to where the entirety of this policy may be found on the District's website.

3. Curriculum. Each year, all students will participate in programming that includes anti-bullying/cyberbullying materials presented in age-appropriate language. The materials and information should, among other things, describe expectations for student behavior, emphasize an understanding of what bullying/cyberbullying, harassment and intimidation is and looks like, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and how and when the conduct can lead to disciplinary consequences.

   The Superintendent, in consultation with staff, will, to the extent reasonably possible, integrate student anti-bullying training and education into the district's curriculum, behavior programs and other violence prevention efforts.

The following two sentences may be deleted from this policy any time after March 15, 2027 without further action of the School Board. No later than **December 15, 2026,** the Superintendent shall cause a report or a link to a report on how the District's policy has been integrated into the school's curriculum, discipline policies, behavior programs, and other violence prevention efforts. Such report or link shall be provided to the office of the Commissioner of Education, the Chair of the State Board of Education, the President of the New Hampshire Senate, the Speaker of the New Hampshire House of Representatives, and to members of the New Hampshire House and Senate education committees.

4. Additional Notice and School District Programs. The Board may, from time to time, host or schedule public forums in which it will address this anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals, including teachers, administrators, guidance counselors, school psychologists and other interested persons.

J. **Summary of School Officials' Duties to Implement Policy** - RSA 193-F:4, II(p).

The Superintendent, as the person charged with supervision of all employees of the District, is responsible for the implementation of this policy and the provisions of RSA 193-F. The School Principal(s) are expected and required by statute to implement this policy within their respective school buildings and ensure the procedures are followed.

Consistent with this Policy, the Principal(s) shall receive reports of alleged bullying or retaliation, investigate the alleged conduct, and communicate with the parties involved (including their parents) consistent with privacy laws, and communicate/report to the Superintendent. The Superintendent shall oversee the Principal(s) in their duties relative to this policy and shall ensure each school is compliant with this policy. Additionally, the Superintendent, will receive reports of substantiated incidents, review waivers and time extension requests, and communicate with the Principal(s), the School Board, and the NH Department of Education, all as provided in this policy.

K. **Immunity and Liability** – RSA 193-F:7 & 9.

Under 193-F:7, employees, volunteers, students, parents and any other person covered by this policy will be immune from civil liability for **good faith** conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under this policy or RSA 193-F. (Note – civil liability could arise, (including for attorneys fees) in the event of gross negligence or willful misconduct for violations of this policy.)

Legal References:

RSA 189:70 Educational Institution Policies on Social Media

RSA 193-D:4 Written Report Required (Safe School Zones)

RSA 193-F Pupil Safety and Violence Prevention

RSA 193-F:3 Definitions (Pupil Safety and Violence Prevention)

RSA 193-F:4 Policy Requirements (Pupil Safety and Violence Prevention)

RSA 193-F:7 Immunity (Pupil Safety and Violence Prevention)

RSA 570-A:2 Capture of Audio Recordings on School Buses Allowed

Leave for Uniformed Service Members or Their Spouses

A. General Policy and Definition.

The purpose of this policy is to reinforce the District's commitment to military personnel and their families within the educational community. The policy describes certain leave and reemployment rights that apply under state and federal law for (1) employees who are members of the military, and (2) spouses of members of the military on active duty. This policy is intended to support military families by protecting their employment status during periods of military service and ensuring a smooth transition back into the workforce.

In accordance with applicable state statutes and the federal Uniformed Services Employment and Reemployment Rights Act (USERRA), as used in this policy "Uniformed Services" consist of members of the:

1. Army, Navy, Air Force, Marine Corps, Space Force, Coast Guard, including reservists), Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), Commissioned Corps of the Public Health Service, Federal Emergency Management Agency (FEMA), National Disaster Medical System, and any other category of persons designated by the President of the United States in time of war or national emergency;

2. National Guard (regardless of the activation authority or location of service), and

3. Others as may be added by statute from time to time.

An administrator who receives a request for leave for a service position not described above, is encouraged to determine whether there has been an expansion of the classifications of personnel entitled to rights under USERRA or under RSA 110-C:1.

Employees of the District who are the spouse of a uniformed services member are also granted certain rights. These rights are explained in Section C.

B. Provisions Applicable to Uniformed Service Members Only.

Uniformed service members employed by the District are eligible for service-related leave, re-employment and other rights in accordance with USERRA and applicable state law. Among other things, and subject to certain exceptions, returning employees must be treated as if they had never left, and retain all seniority-based rights and benefits as if continuously employed during their military leave.

The provisions below address the most common circumstances related to uniform service leave and reemployment following the leave. There are many other provisions of USERRA and related regulations that address special situations and which may alter the responsibilities of the District and/or the rights of the employee (e.g., injuries sustained during the service related leave, undue hardship to the district, cumulative service-related leave exceeding 5 years, dishonorable or "other than honorable" discharge, etc.). The Director of Human Resources and immediate supervisor should consult with counsel or contact the U.S. Department of Labor in such circumstances.

1. **Notice.** A uniformed service member employee is required to give advance notice to the Director of Human Resources and immediate supervisor before taking a service-related leave. Ideally, the notice will be given in writing as early as reasonably possible under the circumstances. Except in cases of emergency assignment or "military necessity", a minimum of 30 days prior to deployment is expected.

2. **Salary and Wages.** The District will not pay salary or wages during the service-related leave, subject to any terms in collective bargaining agreements, or if the employee elects to use any accrued paid time off.

3. **Retirement System and other Retirement Benefits.** The entire period of the service-related leave is to be treated as continuous employment. However, the District is not required to make contributions during service-related leave except in accordance with the requirements of the New Hampshire Retirement Service System. Note that if the period of service-related leave straddles more than one fiscal year, the contribution rate may change based upon experience steps or other compensation increases between the two fiscal years to which the employee would have been entitled had the service not occurred.

4. **Medical Insurance.** A uniform service member taking leave under URESSA may elect to continue participation (for themselves and their dependents) in the District's employer-sponsored health insurance during the leave for up to 24 months. If the employee's period of service is 30 days or less, the normal employee and employer contribution schedule and rates apply. If the service-related leave is 31 days or longer, the District has the discretion to charge the employee up to 102% of the entire premium, and the payment schedule will be dependent on the health plan's rules. The District will provide the employee with a USERRA continuation coverage notice at or before the commencement of the leave. If the employee elects not to continue coverage at the time of taking the leave or ceases coverage during the leave, reinstatement into the plan upon return to work must occur without a waiting period.

5. **Completion of Service-Related Leave.** Upon completion of service (no longer than five cumulative years), the employee shall give evidence of satisfactory discharge immediately thereafter. The employee shall be restored to his or her previous or similar position with the same status, pay, vacation leave, sick leave, bonus, advancement, and seniority. **Seniority shall continue to accrue during the period of absence.**

   If the employee is unable to provide satisfactory evidence (documents, etc.) because they are not readily available or do not exist, the employee shall be reemployed despite this. However, if once the documentation becomes available it shows that one or more of the reemployment requirements were not met, the district may terminate the person and any rights or benefits that may have been granted.

6. **Return to Work/Reemployment After Completion of Service.**

   If service is less than 31 days, an employee must return to work within the first day after duty ends, after a period for safe transportation and at least 8 hours of rest.

   If service is between 31 days and 180 days, the employee must apply for re-employment, not later than 14 days after completion. Applications for re-employment submitted after 14 days, due to no fault of the employee, will be accepted.

If service is greater than 180 days, the employee must apply for re-employment within 90 days of returning from service.

The reporting or application deadlines may be extended for up to two years for employees who are hospitalized or convalescing due to an injury or illness incurred during military service. If the employee was disabled on account of the service, or a pre-existing disability is aggravated by account of the service, the District will make reasonable efforts to accommodate the disability.

7. Reinstatement Rights. Employees returning from service-related leave will be reinstated to the position they would have attained had they remained continuously employed, unless doing so would impose an undue hardship on the District or impossible as defined by 20 CFR 1002.139. If the responsibilities for the same position that the employee held have changed since the employee began the service-related leave, and additional training is required, the District will make reasonable efforts to retrain the employee for their position.

C. Provisions Applicable to Employee Spouses of Uniformed Service Members

This section provides limited leave and other employment protections for employees who are legally married to uniformed service members (as defined above) when service members are involuntarily mobilized for up to one year and one day. The section applies only to District employees who work in a school or other District location with 50 or more full or part-time employees (whether assigned entirely or partially at that school/location).

1. **Leave.** The District will grant unpaid leave to an employee spouse of a uniformed service member, and will not discharge, refuse to hire or take any adverse employment action against the employee based on the involuntary mobilization of the employee's spouse **when such mobilization lasts at least one year and one day.**

   In order to exercise leave and other rights under this Section C, the spouse employee must inform the Superintendent, Director of Human Resources, and immediate supervisor within 30 days of their spouse's receipt of the official notice of the involuntary mobilization. The District must then provide a written acknowledgment to the employee of the notice of deployment, explicitly confirming adherence to the terms of RSA 110-C:1-a and this policy.

2. **Benefits.** Under RSA 110-C:1-a, II, except as otherwise provided in this Section C, a service member spouse shall be afforded the same privileges, benefits and protections as would a service member employee called to active duty as described in Section B above.

3. **Reemployment.** A spouse of an involuntarily mobilized uniformed service member has reemployment rights or the same duration that a uniformed service member would have under Section B.6, above. The service member spouse will be reemployed in the same position he or she held, or in a position of like seniority, status, and pay for which he or she is qualified. The District may choose not to reemploy the employee if the District certifies that its circumstances have so changed as to make reemployment impossible or unreasonable as defined by 20 C.F.R. Section 1002.139.

   In order to exercise the reemployment right, the employee is required to report to work or submit a timely application for reemployment upon the spouse's completion of mobilization.

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September 17, 2026

EXECUTIVE SUMMARY

During the summer of 2026, the school district successfully completed major facility upgrades across four schools, focusing heavily on energy efficiency updates, full roof replacements totaling 62,267 square feet, and electrical power upgrades.

Below is a clean, organized breakdown of the work finished under the Energy Efficiency Investments (EEI) program and the Capital Improvement Plan (CIP).

📊 Overall District Numbers At-a-Glance

- **Total New Roofs:** 62,267 square feet of code-compliant, insulated roofing.
- **New Fresh-Air Systems:** 11 total Energy Recovery Units (ERUs) installed.
- **Power Upgrade:** Pollard School increased its electrical power capacity by 50%.
- **Daylight Updates:** 17 broken or failing skylights replaced.

🏫 Upgrades by School Building

Pollard School *(EEI Phase 4 & CIP)*

- **Air Ventilation:** Swapped out 8 old units for brand-new Energy Recovery Units (ERU-1 through ERU-8).
- **Future Readiness:** Pre-installed the roof frame and metal air ducts for a 9th unit (AHU-9/ERU-9) to be added later.
- **Kitchen Upgrades:** Added a new Makeup Air Unit (MAU) to give the kitchen fresh air and heating.
- **Main Electrical Upgrade:** Boosted the main electrical system from **800-amp 3-phase to 1200-amp 3-phase** to support new gear.
- **Boiler Room Redesign:** Rebuilt the entire boiler room with brand-new equipment and computerized controls.
- **Valves & Controls:** Swapped out all water-based (hydronic) control valves and updated building-wide computer controls.
- **Ductwork Insulation:** Added missing insulation wraps to about **60% of the building's air ducts**.
- **Ductwork Cleaning:** Deep cleaned the inside of all building air ducts before turning on the new fans.

- **Furniture:** Measured and ordered new school cabinets from Hertz Furniture.

Atkinson Academy *(EEI Phase 3 & Phase 4)*

- **Roof Ventilation:** Installed 2 new rooftop energy recovery units featuring built-in moisture control (dehumidification) for ERU-5 and ERU-6.
- **Roof Duct Upgrades:** Completely tore down and replaced the old rooftop air ducts connected to ERU-5.
- **Indoor Ventilation:** Replaced 1 indoor air handler with a new dehumidifying energy recovery unit (AHU-1).
- **Plumbing System:** Put in 3 new water softeners along with all connecting pipes.
- **AC Repair:** Replaced a broken outdoor cooling unit (condenser) and its matching indoor cooling coil for AHU-3.
- **Roof Replacement:** Tore off and replaced **Roof B (7,925 sqft)** and **Roof E (4,442 sqft)**, bringing insulation thickness up to modern building codes.

Timberlane Regional High School *(EEI Phase 4)*

- **Roof Replacement:** Completed a massive full roof replacement on **Roof B (10,487 sqft)** and **Roof C (26,713 sqft)** while upgrading insulation.
- **Skylights:** Replaced 17 broken or old skylights built into Roof C.

Danville Elementary *(CIP)*

- **Roof Replacement:** Contractor Melanson tore off and replaced **12,700 sqft** of roofing and brought insulation thickness up to modern building codes.

Pollard School *(CIP)*

- **New Cabinets:** Hertz Furniture measured for and has placed the order.

Below is a clean, organized breakdown of the work scheduled under the Energy Efficiency Investments (EEI) program for the summer of 2027.

🏛️ Timberlane Regional High School (Phase 4)

- **Mechanical:** Replace **AHU-2** and all corresponding equipment.
- **Structural:** Install a new doorway into the mezzanine coming from the canopy over **door C17**.
- **Building Envelope:** Complete the High School building envelope scope (including exterior wall/panel upgrades). [1]

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🏫 Pollard School (Phase 4)

- **ERU Upgrades:**
  - Replace the interior **AHU-9** with a new rooftop energy recovery unit (**ERU-9**).
  - Replace the interior **AHU-1** with a new interior energy recovery unit (**ERU-10**).
-
- **Ductwork Mitigation:** Improve the duct network configuration. *Note: Final layout/execution is contingent on district approval regarding flooring abatement.*

🎭 Performing Arts Center (Phase 5)

- **HVAC Systems:** Replace the existing **AHU-1** condenser, coil, motors, and drives.
- **Building Automation:** Upgrade the environmental controls for the entire building.
- **Roofing:** Replace the aged roofing sections located directly beneath the **AHU-1** condensing unit.

🏢 Timberlane Regional Middle School (Phase 5)

- **HVAC Infrastructure:** Complete full replacement of the following units:
  - **AHU-3**
  - **AHU-7**
  - **AHU-9**
  - **AC-1**
  - **ERU-9**

🎒 Danville Elementary School (Phase 5)

- **Air Handlers:** Complete full replacement of **AHU-2** and **AHU-4**.

Respectfully submitted,

Marc Brander

Director of Facilities

No document available. Dr. Martin/Facilities Committee to present.

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EXECUTIVE SUMMARY September 17, 2026

Overview:
This proposal seeks approval for a seven-day, six-night environmental research trip for Timberlane Regional High School students to Playa Grande, San Carlos Panama in July 2027. The trip, organized in partnership with Istmo Retreat and Adventures, will provide students with an immersive outdoor environmental education experience focused on environmental research, with the potential to earn ELO credit for their scientific work.

Itinerary:

- Day 1: Arrive and Welcome: Settle in, then walk down to the beach (5 minutes walk away) for a first look at the coastline and a group beach cleanup.
- Day 2: El Valle de Anton- Cloud Forest Crater Hike: Hike the rim of one of the largest inhabited volcanic craters in the world and experience the cloud forest Ecosystem. Stop at the El Valle Amphibian Conservation Center (EVACC), home to the critically endangered Panamanian golden frog to take a close look at disease ecology and species-recovery science.
- Day 3: Panama Canal + Biomuseo:Miraflores Locks: watch a live vessel transit and see a live case study in freshwater-dependent infrastructure under climate stress. A visit to Biomuseo to investigate the geologic rise of the isthmus roughly three million years ago, and the Great American Biotic Interchange triggered as species crossed between two continents for the first time.
- Day 4: Finca Manatial de Vida- Canal Watershed Reserve Travel to Capira, inside the Panama Canal's protected watershed reserve. Hands-on service: students plant pineapple and coffee seedlings within the farm's shade-grown system and see how root structure and ground cover slow erosion and runoff into the streams that ultimately feed the canal. Farmer-led discussion on soil conservation, reforestation, and Panama's Payment for Ecosystem Services program — how landowners get paid to keep forest cover that protects the water supply. Traditional community lunch included. Enjoy a group salsa class back at Istmo after dinner.
- Day 5: Embera Village- Traditional Land Stewardship Dugout canoe into the rainforest to visit an Emberá community. Traditional ecological knowledge: medicinal plants, sustainable forest use, and multigenerational land management, set alongside Western conservation models. Craft economy and community-led ecotourism as a case study in sustainable development. Traditional community lunch included.
- Day 6: Pachamama OBC- Mangrove Restoration, Chame Bay Service project with Pachamama OBC, a community-based nonprofit restoring mangrove forest along Chame Bay. Students collect propágulos (mangrove seed pods) and plant them alongside local guides, and learn how mangroves store carbon, buffer storm surge, and filter runoff before it reaches open water. Back at Istmo by late afternoon for an optional surf lesson followed by a bonfire and farewell dinner to close out the program.
- Day 7: Departure day Breakfast at Istmo. Free time to enjoy the local beach. Box lunch for the airport transfer to Tocumen International Airport leaving at noon.

Lodging and Meals:
Students and chaperones will stay in bungalows on the grounds of the private retreat center. All meals are prepared by on-site chef, including lunches for excursion days.

Cost:
The trip is estimated to cost $2900 in total for all expenses including airfare.

Participation: The trip is open to all 9th, 10th and 11th grade students, but it is limited to 14 students to ensure the ideal student to teacher ratio for the scientific work. Students will need to go through an application process administered by the high school science department.

Supervision: Students will be accompanied by 2 TRHS staff chaperones whom have chaperoned prior international students trips. Istmo Retreat and Adventures is an exclusive use property, meaning that no other guests are on the property during the visit. Istmo has US trained educators and EMTs on staff.

Respectfully submitted,
Mark Pedersen

Job Postings

As of 9/9/26

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Athletics/Activities										
5292	Athletics/Activities	Coaching	TRHS Fall Season E Sports Coach	Timberlane Regional High School	6/19/2026	open until filled	As soon as possible	2025-2026	77	2
High School Teaching										
5329	High School Teaching	World Language - Spanish	Long-Term Substitute - High School Spanish Teacher	Timberlane Regional High School	8/27/2026	Open until filled	1/18/2027	2026-2027	8	2
5262	High School Teaching	Science - Physics	Science Teacher cc1837	Timberlane Regional High School	5/26/2026	Open until filled	As soon as possible	2026-2027	24	8
Instructional Support Staff										
5152	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	7/10/2025	Open until filled	As soon as possible	2025-2026	421	18
5277	Instructional Support Staff	ASD ISEP Paraeducator	ASD ISEP Paraeducators	Timberlane Regional School District	6/3/2026	Open until filled	As soon as possible	2026-2027	93	3
5330	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2332	Pollard School	8/27/2026	Open until filled	As soon as possible	2026-2027	8	0
Maintenance/Custodial										
5279	Maintenance/Custodial	Custodian	Custodian - 2nd Shift cc358	Pollard School	6/9/2026	Open until filled	As soon as possible	2026-2027	87	13
5327	Maintenance/Custodial	Grounds Worker	Groundskeeper cc1857	Timberlane Regional School District	8/17/2026	Open until filled	As soon as possible	2026-2027	18	7
5323	Maintenance/Custodial	Grounds Worker	Lead Groundskeeper cc2701	Timberlane Regional School District	8/10/2026	Open until filled	As soon as possible	2026-2027	25	9
5299	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	7/6/2026	Open until filled	As soon as possible	2026-2027	60	1
PAC TECHNOLOGY AND INSTRUCTORS										
5331	PAC TECHNOLOGY AND INSTRUCTORS	Technical Asst PAC	Theater Technical Assistant	Performing Arts Center	9/1/2026	Open until filled	As soon as possible	2026-2027	3	4
Special Education										
5285	Special Education	Social Worker	Long Term Substitute - School Social Worker	Danville Elementary	6/16/2026	Open until filled	9/10/2026	2026-2027	80	0
5316	Special Education	Special Education Teacher	Long Term Substitute - Special Education Teacher	Timberlane Regional Middle School	7/28/2026	Open until filled	11/17/2026	2025-2026	38	0
5324	Special Education	Special Education Teacher	Special Education Teacher cc963	Sandown North	8/12/2026	Open until filled	As soon as possible	2026-2027	23	0
Substitute										
5298	Substitute		Substitute Teachers, Paraeducators and Administrative Assistants for the 2026/2027 School Year	Timberlane Regional School District	7/6/2026	Open until filled	8/25/2026	2026-2027	60	19