NH School Administrative Unit 106 | Timberlane Regional School District
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Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

# Thursday, October 1, 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. **State and Local Trends in Special Education – INFORMATIONAL**
    b. **PAGS Audit Presentation – INFORMATIONAL**
    c. **Music Department Florida Field Trip Sponsorships – ACTION**
    d. **Curriculum Revisions – ACTION**
        i. **English for the Trades – Second Read**
        ii. **NH History – Second Read**
        iii. **Algebra II – Second Read**
        iv. **Elementary PE – Second Read**
    e. **Policies – ACTION**
        i. **BGAA & GCCAD – Second Read**
        ii. **Revoke Policy BGF: Waiving, Suspending & Revoking Policies**
    f. **Elementary Education Resources in Sandown – INFORMATIONAL**
    g. **Right to Know Requests Website Posting – ACTION**
9. **Administrator's Report**
10. **Personnel Report**
11. **Committee Reports/Reports of the School Board**
12. **Correspondence**
13. **Other Business**
14. **Nonpublic Session – if required.**

| DATE | TIME | LOCATION | TYPE OF MEETING |
|---|---|---|---|
| 10/7/26 | 4:00 PM | SAU Boardroom | Curriculum & Assessment |
| 10/8/26 | 7:00 PM | SAU Boardroom | Budget Committee |
| 10/14/26 | 11:00 AM | SAU Boardroom | Facilities |

# 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 17, 2026**
**6:30 PM**

**Superintendent's Office**
**30 Greenough Road**
**Plaistow, NH**

**Call to Order**
Chair Knutsen called the meeting to order at 6:30 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
Noah Darnstaedt, Student Representative

**Administrators Present**
Maria Watkins, Business Administrator/CFO
Mark Pedersen, Director of Secondary Education
Marc Brander, Director of Facilities

## APPROVAL OF MINUTES

**MOTION: Mr. Sherwood motioned to approve the September 3, 2026 meeting minutes. Seconded by Mrs. Manthorn. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**MOTION: Mr. Sapia motioned to approve the September 3, 2026 non-public meeting minutes. Seconded by Mr. Woodworth. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**Student, Staff, Family Share**
There were no student, staff, or family presentations.

**DELEGATES & INDIVIDUALS**

Mr. John Downing addressed the Board regarding the 2026 Deliberative Session, Right-to-Know requests, communications involving members of the School Board, administration, union representatives, and members of the public, and concerns regarding transparency and the Deliberative Session process. Mr. Downing submitted written materials and requested that his comments be entered into the meeting minutes (see Exhibit 1). Chair Knutsen advised that the Delegate and Individual portion of the meeting was not intended to be a back-and-forth discussion.

Discussion continued regarding the matters raised by Mr. Downing and Board members provided responses regarding the communications.

The Board went into recess at 6:42 PM, and returned at 6:45 PM.

**MOTION: Mrs. Manthorn motioned to continue onto the next agenda item. Seconded by Mrs. Kowalczyk. Motion passes 8-0-1. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood; Abstains: O'Neil)**

**Student Representative**
Student Representative Noah Darnstaedt presented an update on districtwide activities, beginning with Timberlane High School regarding safety drills, student parking, Spirit Week, and recent college, career, and activities fairs. High school athletic highlights included the New Hampshire Tackles Hunger football event and the recognition of Head Coach Kevin Fitzgerald with the NFHS Football Coaches Award for New Hampshire. Middle school athletics have officially commenced, with plans to join the NHIAA the following fall, while elementary updates across Danville, Sandown North, Sandown Central, and Atkinson Academy showcased active participation in music programs, marching band performances, and schoolwide events.

Additionally, Mr. Darnstaedt detailed the high school's revised WIN program, which now engages Unified Arts teachers to enhance academic support and foster stronger teacher-student relationships. To help inform the program's ongoing evaluation, he expressed plans to visit elementary and middle school campuses throughout the year to collect direct feedback from students.

**MOTION: Mrs. Manthorn motioned to move the remained 27 minutes of Delegates & Individuals to the end of the meeting. Seconded by Mrs. Springer. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

## CURRENT BUSINESS

### a. Curriculum Revisions

Mr. Pedersen presented three (3) curriculum items for first read. He noted that the revisions had gone through the teacher, administrative, and Curriculum and Assessment Committee review processes.

#### i. English for the Trades – First Read

Mr. Pedersen reported the addition of a half-credit, half-semester English course for grades 11 and 12. Designed for students pursuing trade careers, the course fulfills core competencies while developing practical skills in areas such as business proposals, website development, and marketing.

**MOTION: Mrs. Springer motioned to accept the first read of the English for the Trades Curriculum. Seconded by Mrs. Manthorn. Motion passes 8-0-0 (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

#### ii. NH History – First Read

Mr. Pedersen presented the curriculum documents for the New Hampshire History course. He noted that while the course was approved last year to maintain compliance with ED 306 regulations, he is now submitting the formal curriculum.

**MOTION: Mr. Sherwood motioned to accept the first read of the NH History new course curriculum. Seconded by Mrs. Springer. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

#### iii. Algebra II – First Read

Mr. Pedersen presented the updated Algebra II curriculum, noting that the documents were streamlined into a single, unified framework to ensure instructional consistency across classrooms. Mrs. Springer added that during the Curriculum and Assessment (C&A) committee review, the primary focus was to standardize course competencies.

**MOTION: Mr. Sherwood motioned to accept the first read of the Algebra II curriculum revisions. Seconded by Mrs. Springer. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**Chair Knutsen requested to move the final agenda item so Mr. Pedersen could address the topic. Hearing no objections, the Board agreed to adjust the agenda.**

**b. Overnight Student Field Trip Request**

Mr. Pedersen presented the overnight international environmental research trip to Playa Grande, San Carlos, Panama, scheduled for July 2027. The proposed trip would be seven (7) days and six (6) nights, with students conducting environmental research. The trip would be self-funded, and the District was exploring the possibility of awarding ELO credit.

The proposed trip would include up to 14 students and two Timberlane staff members. The Board discussed supervision, facility security, medical support, and the fact that the trip would occur during the summer.

**MOTION: Mrs. Manthorn motioned to approve the overnight field trip for Timberlane High School students to conduct environmental research in Playa Grande, San Carlos, Panama, scheduled for July 2027. Seconded by Mr. Sherwood. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**c. Budget to Actual Report**

Superintendent Krieger and Mrs. Watkins presented a Budget-to-Actual Report incorporating all District funds, including the General Fund, food service, grants, and other funds. Mrs. Watkins reported that the District received approximately $19.2 million in revenue and had $10.147 million in expenditures. In addition, she noted that the fiscal year was still in its early stages and projected that the District would remain on budget.

**d. 2027 Deliberative Session & Time**

The Board reviewed the results of the survey regarding the time and location of the 2027 Deliberative Session. They discussed the High School gym and Performing Arts Center as potential locations, including capacity, sound systems, broadcasting capabilities, traffic flow, secret-ballot procedures, and associated costs. The Board favored the larger capacity of the High School gym.

**MOTION: Mr. Sherwood motioned t to hold the 2027 Deliberative Session on February 6, 2027, at 9:00 a.m. at Timberlane High School. Seconded by Mr. Sapia. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**e. Policies**

**i. Notice to Revoke Policy BGF**

Superintendent Krieger explained that Policy BGF would be revoked following the required notice period and that relevant provisions would be incorporated into Policy BGAA.

**ii. First Read BGAA**

Superintendent Kriger presented the revisions to Policy BGAA regarding the process for suspension, waiver, and repeal of policies.

**MOTION: Mrs. Springer motioned in Section G on page 3, the heading should read Process for Suspension, Waiver or Repeal of Policy. Mr. O'Neil seconded. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**MOTION: Mrs. Springer motioned to accept the first read of policy BGAA. Seconded by Mrs. Manthorn. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**iii. First Read JICK**

Superintendent Krieger presented the proposed revisions to Policy JICK, Pupil Safety, Violence Prevention, and Anti-Bullying, in response to changes in New Hampshire law. He explained that the Policy Committee would convene a stakeholder group and bring resulting recommendations back through the policy process.

**MOTION: Mrs. Manthorn motioned to accept the first read, waive second read, and adopt policy JICK Pupil Safety, Violence Prevention, and Anti-Bullying. Seconded by Mrs. Kowalczyk. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**iv. First Read GCCAD**

Superintendent Krieger presented the proposed new Policy GCCAD, Leave for Uniformed Service Members or Their Spouses. Administration noted that the policy language was provided by the New Hampshire School Boards Association.

**MOTION: Mrs. Manthorn motioned to accept the first read of policy GCCAD Leave for Uniformed Service Members or Their Spouses. Seconded by Mrs. Springer. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**f. 2026 Summer Facilities Work Summary**

Mr. Brander presented a summary of districtwide summer work, highlighting the replacement of approximately 62,267 square feet of roofing and insulation, the installation of 11 energy recovery units, and 17 new skylights at Timberlane High School, alongside additional HVAC, electrical, boiler, ductwork, and roofing improvements across Atkinson Academy, Danville Elementary, Pollard School, and the High School.

He presented the planned summer 2027 projects which focus on HVAC and building-envelope work at the High School, Middle School, Pollard School, Danville Elementary, and the Performing Arts Center.

**g. Design of High School Envelope**

Mr. Brander provided an update on the High School envelope project following the September 15th Facilities Committee meeting with Banwell Architects and EEI. He noted that Banwell Architects provided EEI with construction drawings and specifications for pricing and expects to receive pricing in October.

In addition, the Board discussed window replacement options and associated pricing. Mr. Brander expects to provide the Board with additional information regarding the envelope, alternate materials, and windows at the October 15th meeting.

**Administrator's Reports**

Superintendent Krieger provided an update regarding House Bill 1300 and the prescribed tax cap, noting that an injunction had been denied and that the question was expected to appear on the November 2026 ballot. The Board discussed the potential implications for the District's budget process and the need for community education and information.

He also reported that the FCC is reviewing E-Rate funding formulas. The District has received approximately $161,000 in E-Rate grants over the previous five years for IT infrastructure and student connectivity. The Board was informed that the Health Trust insurance rate was expected on October 7th and would be incorporated into budget modeling.

**Personnel Report**

**MOTION: Mrs. Manthorn motioned to accept the professional retirement of Megan Palmieri, Art Teacher at Timberlane High School, and to thank her for her service to District students. Seconded by Mrs. Kowalczyk. Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

**Committee Reports**

Mr. Sapia noted that the CIP Committee met and reviewed their recommendations. The list has been reduced to approximately 22 items, with additional prioritization expected at the next meeting.

Chair Knutsen presented that the Safety Committee has discussed its future direction, ALICE training, and the District emergency operating plan. The plan is being circulated to neighboring municipalities and emergency services for review and signatures. –

Mr. Sherwood relayed that union negotiations are progressing and additional information is being gather before future discussions.

Mrs. Springer noted that the next Curriculum & Assessment Committee meeting is scheduled for October

7th.

**Other Business**

Mr. Sapia discussed community involvement in District activities and the value of relationships developed through District athletics. He also discussed the upcoming Deliberative Session and the importance of maintaining a constructive process during the upcoming budget season.

Mr. O'Neil requested an update regarding the publication of Right-to-Know request information, and Superintendent Krieger reported that the process is being developed.

Mr. O'Neil also raised a question regarding the Superintendent's employment contract and its renewal provisions. Chair Knutsen stated that the matter had previously been discussed by the Board in non-public session as a personnel matter.

**Delegates & Individuals Continued**

Mr. Downing raised additional concerns regarding the Deliberative Session, communications obtained through Right-to-Know requests, communications during work hours, committee meeting records, and the accounting of unexpected revenue. He questioned information concerning expenditures and special education-related funds and requested additional explanation regarding the District's financial records.

There were no other delegates and individuals at this time.

**MOTION: Mr. Sapia motioned to direct the administration to track the amount of staff time associated with processing Right-to-Know requests in order to provide an accounting of the administrative resources required. Seconded by Mr. O'Neil Motion passes 8-0-0. (Yes: Springer, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia, Sherwood, O'Neil)**

There was no further public business. The meeting was adjourned at 8:12 PM.

Respectfully submitted,
Kelly Salovitch
Recording Secretary

**Approved by the School Board on**

9-17-26 School Board Meeting

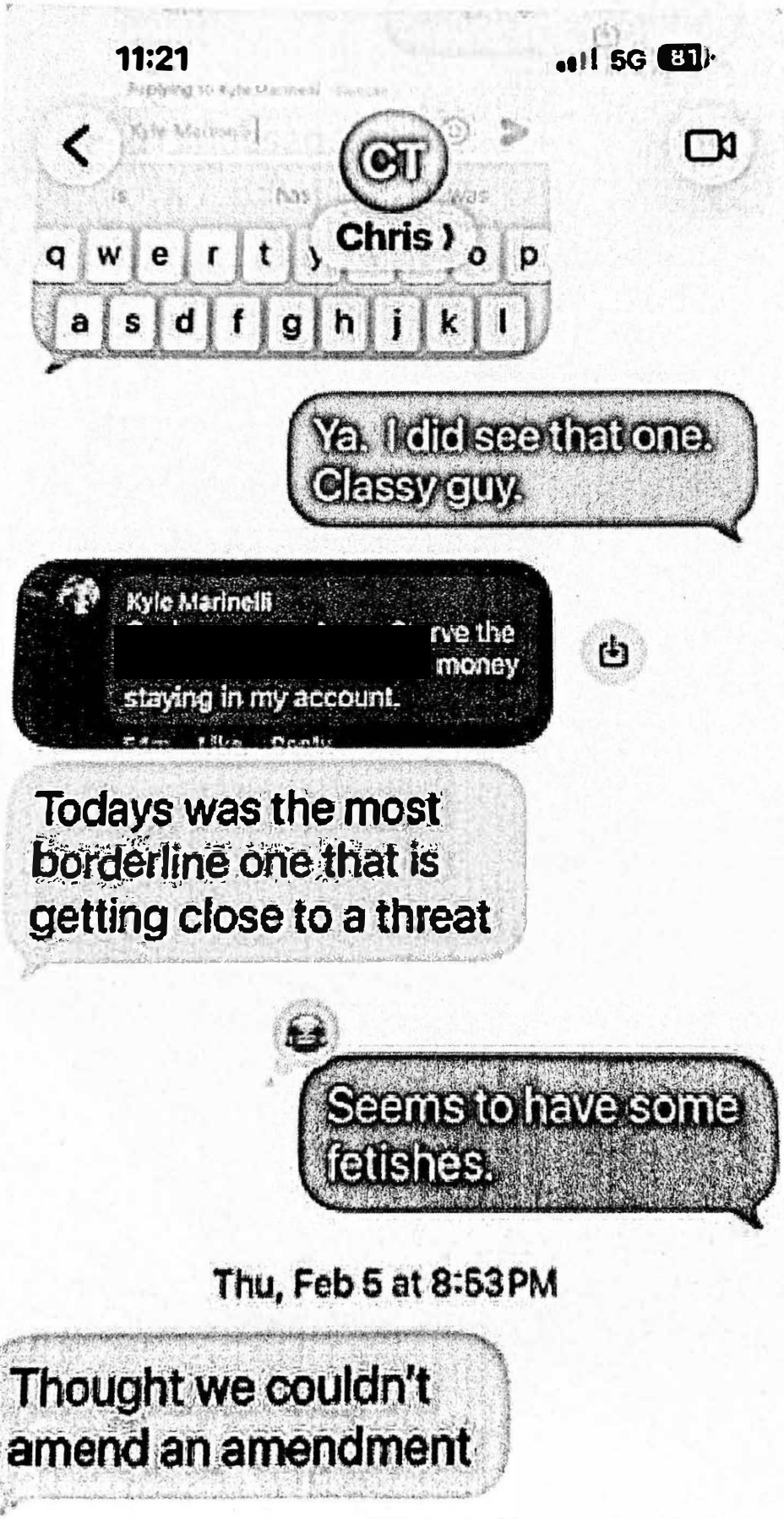
1. RTK shows timeline of communications and shows collaboration with the greaT team before the deliberative meeting and during. An additional collection of screenshots shows the group chat by greaT. Clearly collaborating in real time with mr sherwood from the stage as practiced a day earlier
2. The non public practice session was an Inappropriate non public meeting. Agendas were made, collaborated and practiced during this practice session.
3. The collaboration shown by the superintendent, SB, union members and other groups included in this planning acted highly inappropriate in official capacities
4. Ms Knudesen and Mr Sherwood was Controlling the ongoing flow of a legal proceeding in the capacity of a school board member and school board chairs
5. The moderator stated he was directed by the TRSD lawyer to limit discussions and move the meeting forward
6. The lawyer should not be directing the moderator ever
7. The moderator is to be an impartial unbiased official of a public meeting. He should set the rules as he did and maintain those rules consistently for the entirety of the meeting. Not change in the middle by direction of the lawyer.
8. The amount of wrongdoing should be and will be investigated further. Every one sitting here was aware and should be highly ashamed and held accountable.
9. Moving forward the integrity of all ADMIN and SB members should be questioned. The lies and deciept shown toward the PROCESS and TAXPAYERS is disgusting.
10. Thinking about the upcoming budget season. There are dual meetings with the SB and BUDCOM. I would highly recommend this NOT happen. The only committee left that can be trusted with the voters tax dollars and protect taxpayers is BUDCOM

I THINK RESIGNATIONS SHOULD BE EXPECTED OR REMOVAL FOR CAUSE!!

John Downing

17 Phillipswood Rd

Sandown NH

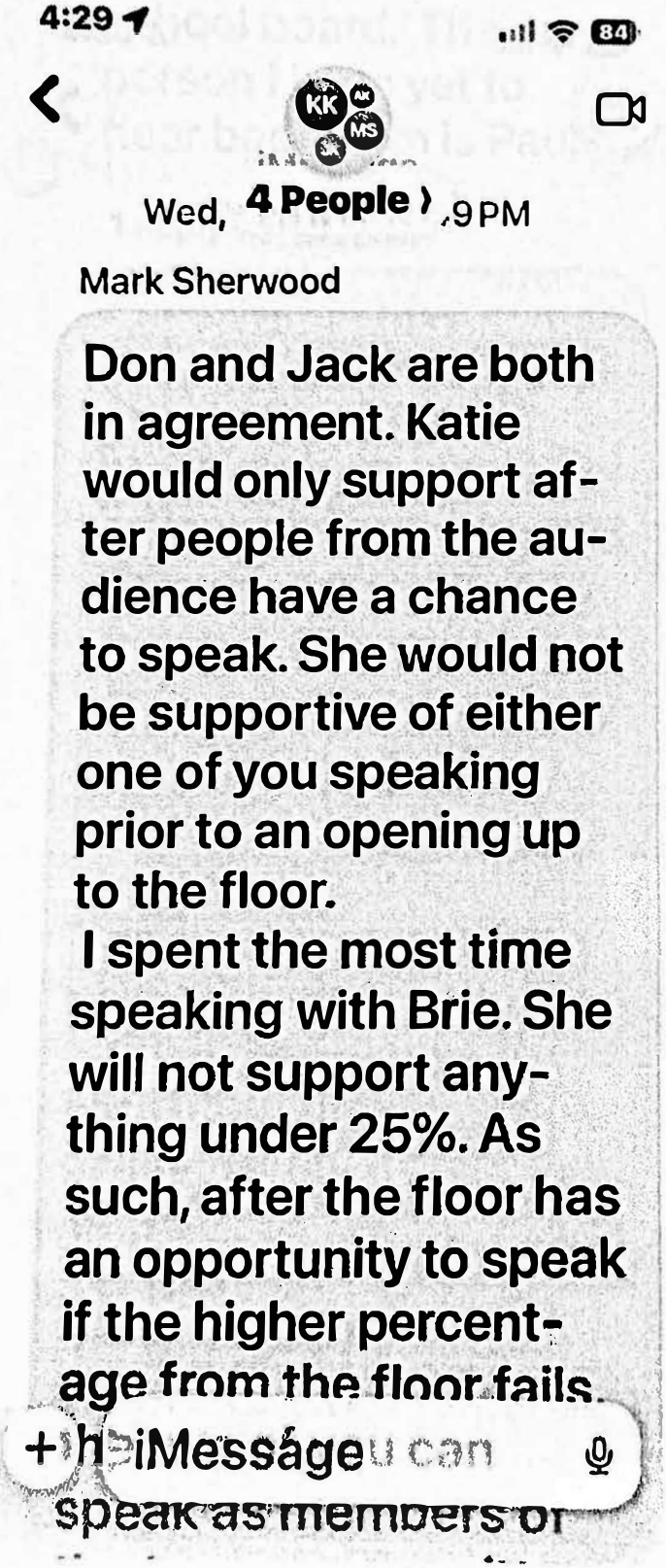

11:21
5G
81
CT
Chris
Ya. I did see that one. Classy guy.
Kyle Marinelli
rve the money staying in my account.
Todays was the most borderline one that is getting close to a threat
Seems to have some fetishes.
Thu, Feb 5 at 8:53 PM
Thought we couldn't amend an amendment

Call the question!

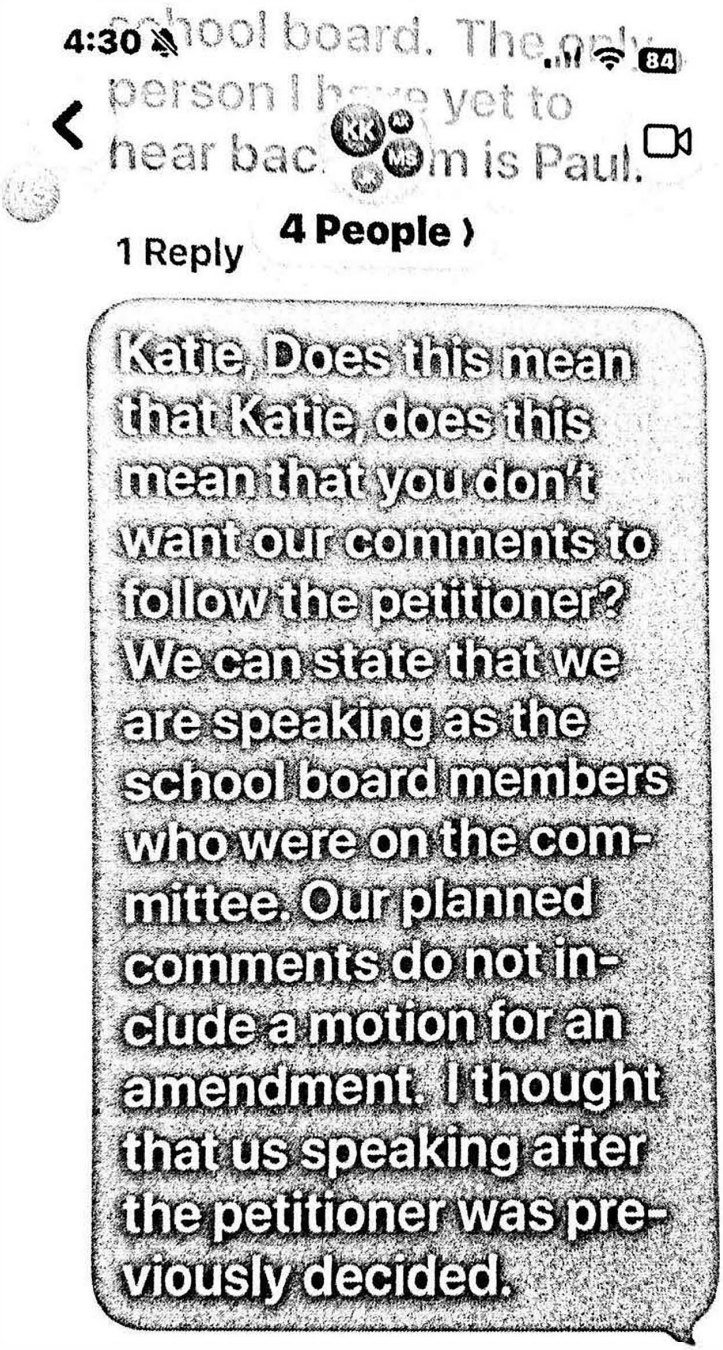
+ iMessage

I know nothing improper

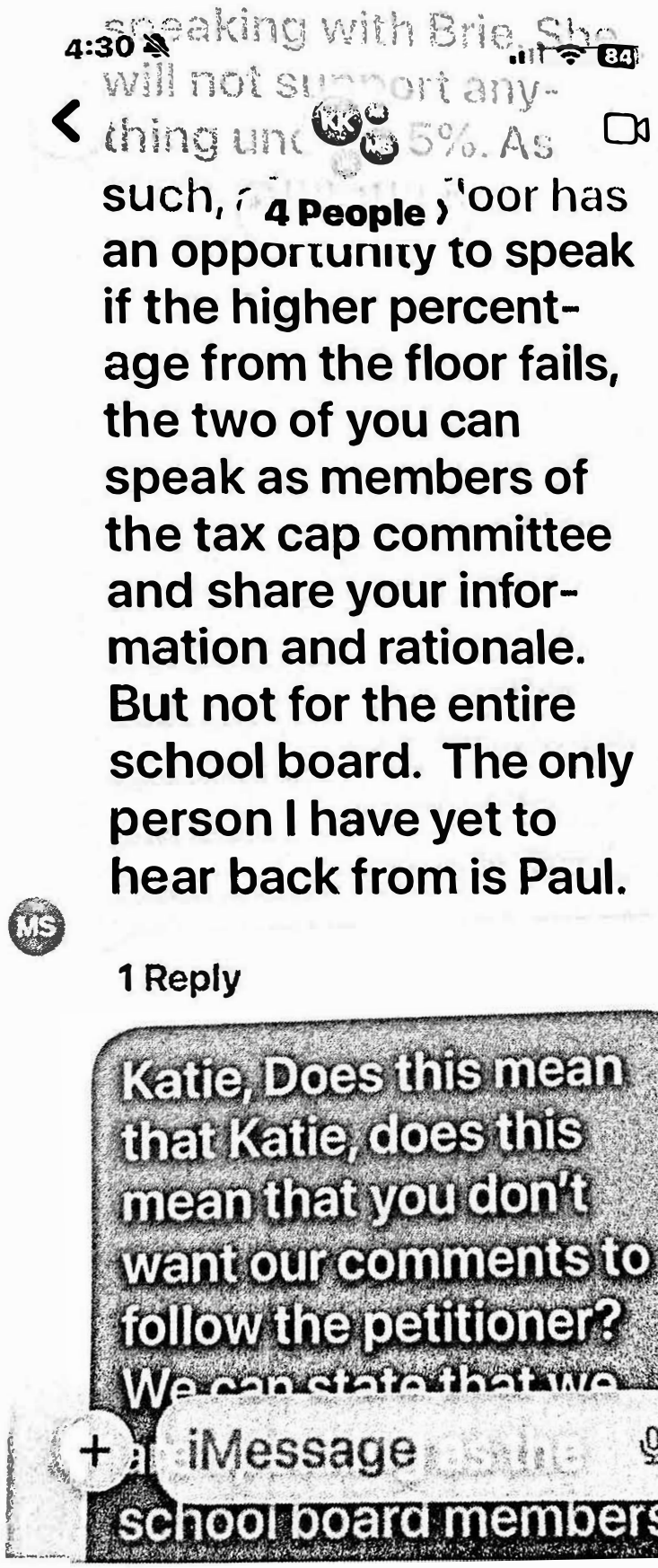
Mark Sherwood, Marianne Springer, Katie Knutsen, Alyssa Kowalzcyk, Justin Krieger



Mark Sherwood, Marianne Springer, Katie Knutsen, Alyssa Kowalzcyk, Justin Krieger



Mark Sherwood, Marianne Springer, Katie Knutsen, Alyssa Kowalzcyk, Justin Krie



8. Current Business

# Timberlane Regional School District

## Trends In Special Education

*National, State, and Local*

*October 1, 2026*

# Agenda

**National Trends**

**State of NH Trends**

**Timberlane Summary**

**Educator Trends**

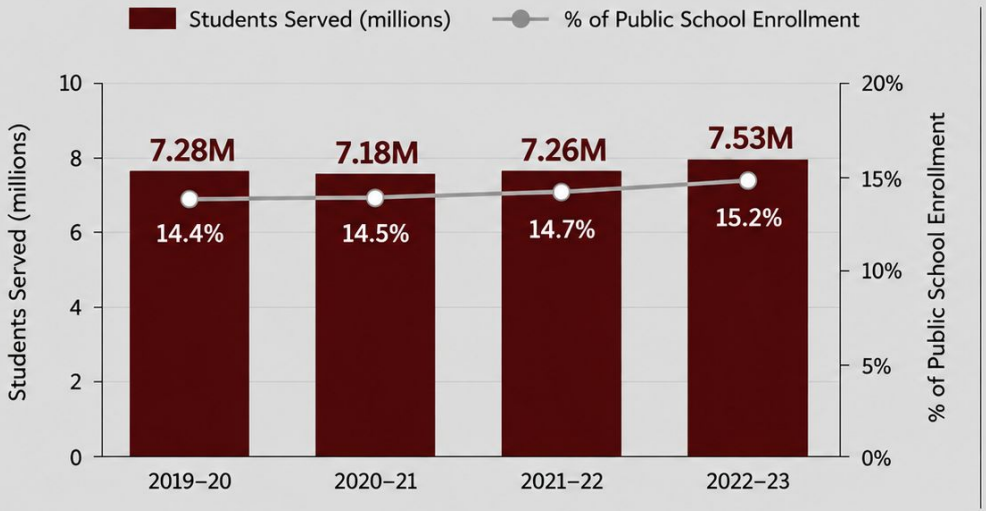
**Takeaways & Follow-Up**

# National Trends

**Students Served Under IDEA**

## More Students Are Receiving Special Education Services

*Rising numbers. A growing share.*




2012–13 → 2022–23

**13%** of public school students

**15%** of public school students

**+ 10%**

increase in the number of students served

*Source: U.S. Department of Education, NCES, Condition of Education 2024, Students With Disabilities; Digest of Education Statistics 2023, Table 204.70.*

*A growing need in a stable (or declining) enrollment environment.*

# National Trends

**Staffing Under IDEA**

## Staffing Has Become a Major National Constraint

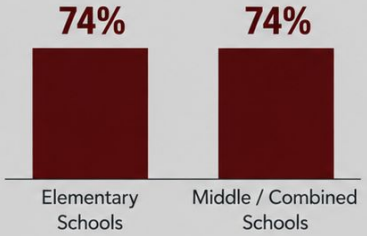
*High vacancy rates and persistent hiring challenges for special education staff.*

### Special Education Teacher Vacancies

Percentage of vacancies filled with fully certified teachers (2024–25 school year).




**Schools Reporting Difficulty Filling Special Education Teacher Vacancies**




### Students with Disabilities per Staff Member

National averages (most recent data available).

**13.51**
students with disabilities per special education paraprofessional

**15.85**
students with disabilities per special education teacher

**30.11**
students with disabilities per related-service provider

*Sources: U.S. Department of Education, NCES School Pulse Panel, 2024–25; OSEP Fast Facts: Part B Personnel, SY 2022–23.*

*Special education enrollment and service demand are increasing at the same time the workforce needed to provide those services has become increasingly difficult to recruit and retain.*

# National Trends

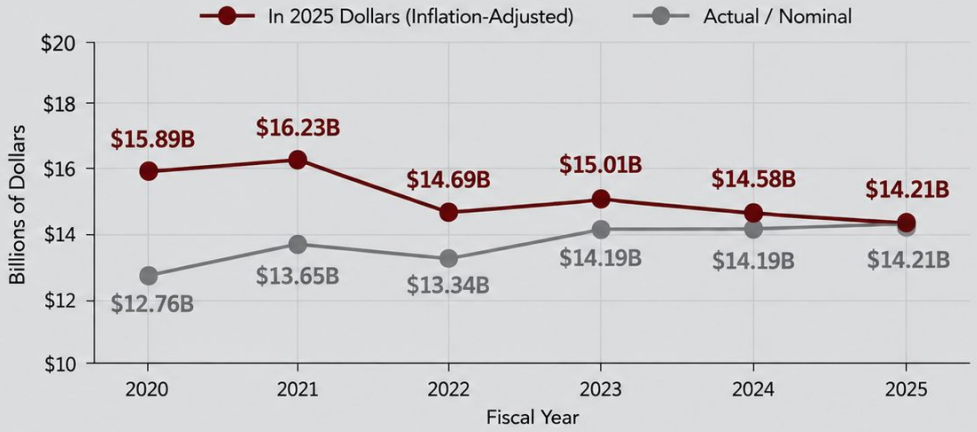
**Federal Funding Under IDEA**

## Federal IDEA Part B Funding Has Not Kept Pace with Inflation

*Nominal increases, but declining purchasing power.*

### Federal IDEA Part B Appropriations

Nominal vs. Inflation-Adjusted (2025 Dollars)




*Sources: U.S. Department of Education, IDEA Part B §611 appropriations; U.S. Bureau of Labor Statistics, CPI-U annual averages.*

### Change from 2020 to 2025

**Nominal Funding**

**+11.4%**

$12.76B → $14.21B

**Inflation-Adjusted Purchasing Power**

**−10.5%**

$15.89B → $14.21B

*Federal IDEA Part B appropriations have increased in nominal dollars; however, those increases have not kept pace with inflation. Adjusted to 2025 dollars, funding declined approximately 10.5% in purchasing power from 2020 to 2025.*

# National Trends

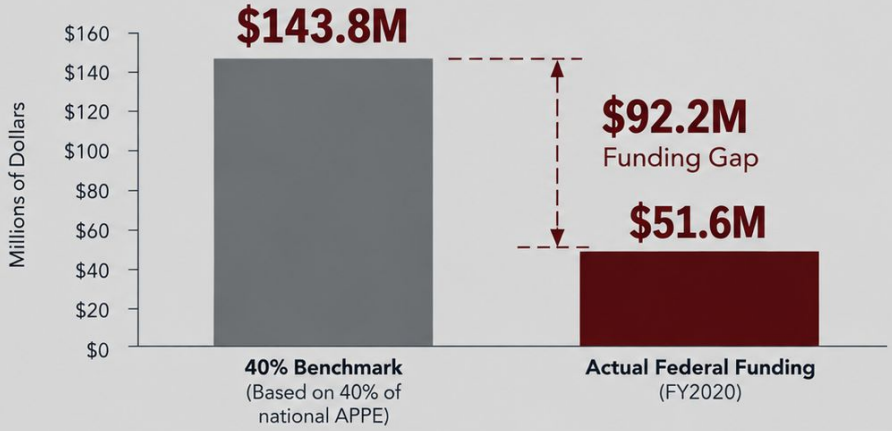
**Federal Funding Under IDEA**

## Federal IDEA Funding Has Never Reached the 40% Benchmark

*IDEA establishes a maximum federal funding level tied to 40% of the national average per-pupil expenditure (APPE).*

### New Hampshire IDEA Funding Comparison (FY2020)

40% of national APPE represents the statutory maximum funding benchmark — not 40% of a district's actual special education costs.




### Key Takeaways

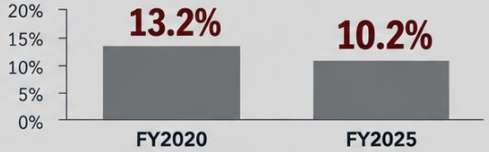
**35.9%**

**Of New Hampshire's full-funding benchmark was provided in FY2020.**

NH received $51.6M, which is 35.9% of the $143.8M benchmark. The remaining 64.1% was not funded.

### National IDEA Funding Has Declined

Federal IDEA funding as a percentage of national average per-pupil expenditure (APPE).




National IDEA funding as a share of APPE has declined from 13.2% in FY2020 to 10.2% in FY2025, further increasing the federal funding gap.

*Sources: N.H. General Court, 2024 HCR 11 (FY2020 NH figures); Congressional Research Service, IDEA funding reports (national federal share).*

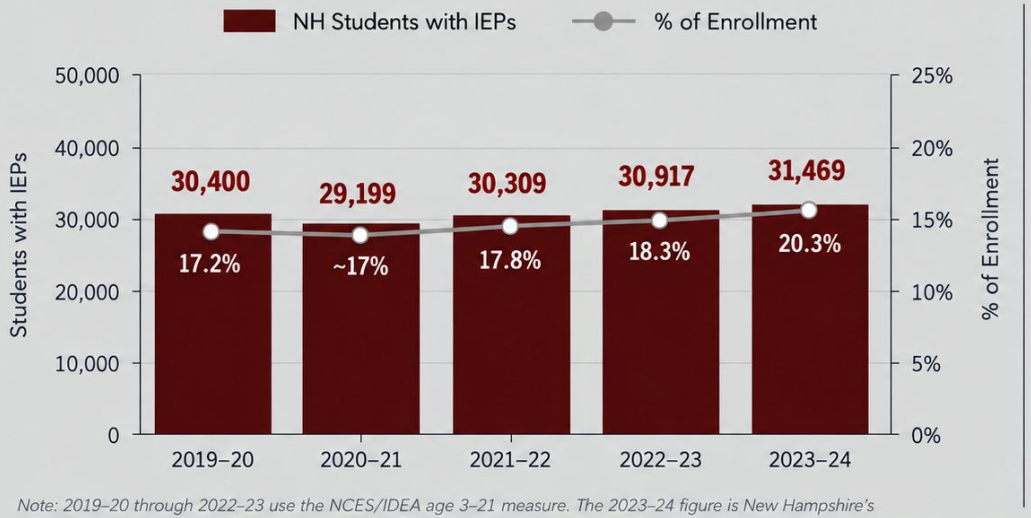
*Federal IDEA appropriations remain well below the statutory 40% benchmark, leaving states and local districts responsible for most special education costs.*

# State of NH Trends

**Students Served Under IDEA**

## New Hampshire: A Particularly Important Trend

*New Hampshire's rate of special education identification is above the national rate.*




*Note: 2019–20 through 2022–23 use the NCES/IDEA age 3–21 measure. The 2023–24 figure is New Hampshire's ADM-R/IEP measure, so the five years are not a perfectly identical statistical series, but they demonstrate the same underlying trajectory.*

*Sources: U.S. Department of Education, NCES, Digest of Education Statistics 2023, Tables 204.50 & 204.70; NHED 2023–24 adequacy/ADM-R data.*

**Share of Students Receiving Special Education Services (2022–23)**

| 18.3% | 15.2% |
|---|---|
| New Hampshire | United States |

By 2023–24, New Hampshire served approximately **31,469** students with IEPs — roughly **one in five students.**

*New Hampshire is serving a growing number — and a higher share — of students with disabilities compared to the nation.*

# State of NH Trends

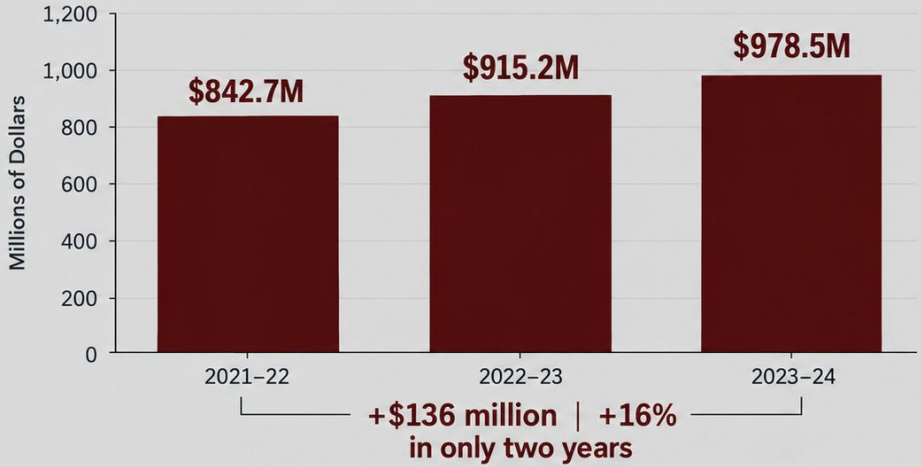
**District Spending Under IDEA**

## New Hampshire Costs Are Rising Substantially

*Special education expenditures have increased significantly in a short period of time.*

### New Hampshire Special Education Expenditures

Total Expenditures (Millions of Dollars)




### Share of Total Education Spending in 2023–24



**25.2%**

$978.5 million of $3.88 billion total expenditures

### Average Additional Cost per Student with an IEP



**$31,093**

up 5.2% in one year

*Sources: New Hampshire Department of Education, 2023–24 revenues and expenditures data; NH School Funding Fairness Project, 2025 special education analysis.*

*Special education expenditures are increasing faster than overall educational costs in New Hampshire.*

# State of NH Trends

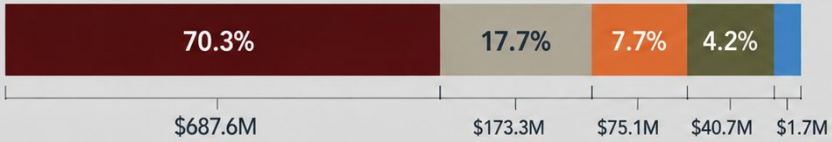
**Category Spending Under IDEA**

## New Hampshire Special Education Spending by Category

*2023–24 | $978.5 Million in Total Special Education Expenditures*

**$978,485,932**

Total Special Education Expenditures (FY2024)




*Source: New Hampshire Department of Education, DOE-25 FY2024 special education expenditure data.*

**Instruction** $687,594,871 **70.3%**
Direct instruction for students with IEPs, including special education teachers, instructional paraprofessionals/aides, specialized instructional programs, and contracted instructional services/placements.

**Instruction Related** $173,327,035 **17.7%**
Related and student-support services, including psychological services, speech/audiology, occupational therapy, physical therapy, vision services, health services, social work, guidance, and other related supports.

**Transportation** $75,148,114 **7.7%**
Specialized transportation and other transportation costs attributable to students with disabilities.

**Administration** $40,726,662 **4.2%**
Special education administration and program-management costs.

**Legal** $1,689,250 **0.2%**
Legal expenditures attributable to special education, including due process and related legal services.

**88%** *of New Hampshire's special education spending is attributable to direct student instruction and related services as determined by the IEP team.*

# State of NH Trends

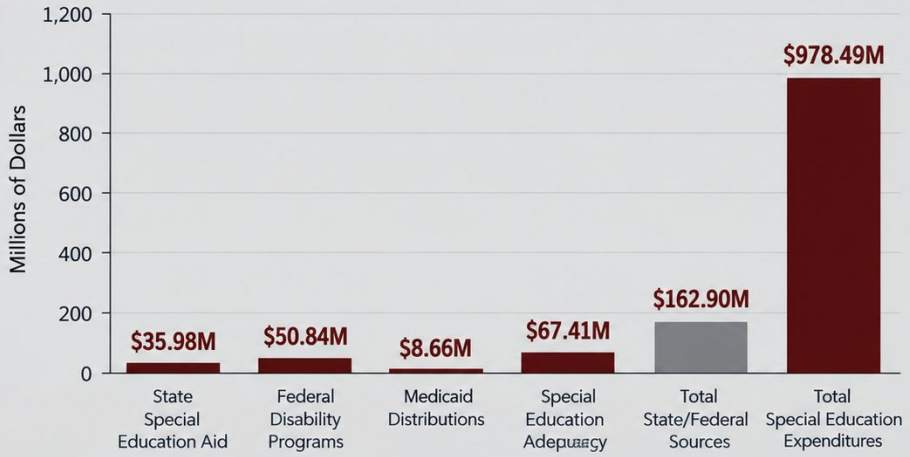
**NH Funding Under IDEA**

## NH Funding Has Not Kept Pace with Those Costs

*State and federal sources cover only a small share of special education expenditures.*

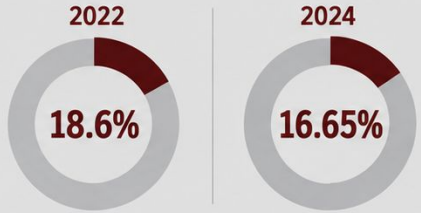
### New Hampshire Special Education Funding (2023–24)

State and Federal Sources (Millions of Dollars)




*Sources: New Hampshire Department of Education, DOE-25 FY2024 data; NH School Funding Fairness Project, 2025 special education analysis.*

### Share of Special Education Expenditures Covered by State/Federal Sources




In 2023–24, state and federal sources covered **16.65%** of special education expenditures, leaving **83.35%** supported locally.

The higher-government share has declined, from **18.6%** in 2022 to **16.65%** in 2024.

*Despite rising costs, state and federal funding for special education has not kept pace, leaving an increasing share of costs to be supported locally.*

# Timberlane Summary

**Students Served Under IDEA**

**Revenue History**

**Contracted Service History**

**Educator Trends**

# Timberlane Summary

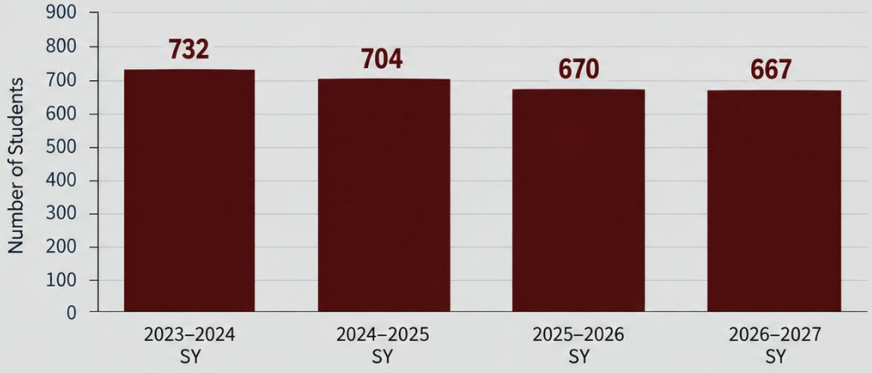
**Students Served Under IDEA**

## Timberlane Regional School District

*Fewer students are identified for special education services.*

### Number of TRSD Identified Students

Students Receiving Special Education Services




**Total District Enrollment (All Students)**

| 2023–2024 SY | 2024–2025 SY | 2025–2026 SY | 2026–2027 SY |
|---|---|---|---|
| 3,296 | 3,224 | 3,185 | 3,171 |

*Source: Timberlane Regional School District, October 1 enrollment reports, 2023–24 through 2026–27.*

**Change in Students with IEPs** (2023–2024 to 2026–2027)

**-8.9%**

decrease in identified students (732 to 667)

**Change in Total District Enrollment** (2023–2024 to 2026–2027)

**-3.8%**

decrease in total enrollment (3,296 to 3,171)

TRSD identified **667** students for special education services in 2026–2027, compared with **732** in 2023–2024.

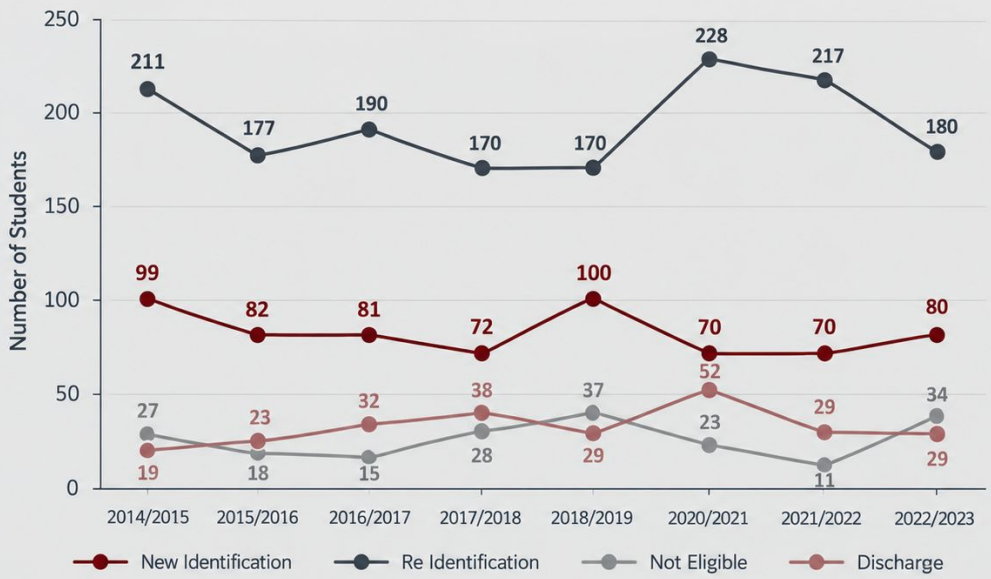
Total district enrollment decreased by **125** students (**3.8%**) from 3,296 in 2023–2024 to 3,171 in 2026–2027.

*The number of TRSD students identified for special education services has decreased by 8.9% over the past four years, compared with a 3.8% decrease in overall district enrollment.*

# Timberlane Summary

**Students Served Under IDEA**

## Student Identification Data (2014–2023)




### Change Over Time

2014–15 to 2022–23

| Category | Net Change | % Change |
|---|---|---|
| New Identification | -19 | -19.2% |
| Re Identification | -31 | -14.7% |
| Not Eligible | +7 | +25.9% |
| Discharge | +10 | +52.6% |

*Source: Timberlane Regional School District, Special Services identification records, 2014–15 through 2022–23.*

*Over this period, new identifications and re-identifications declined, while the number of students found not eligible or discharged increased.*

# Timberlane Summary

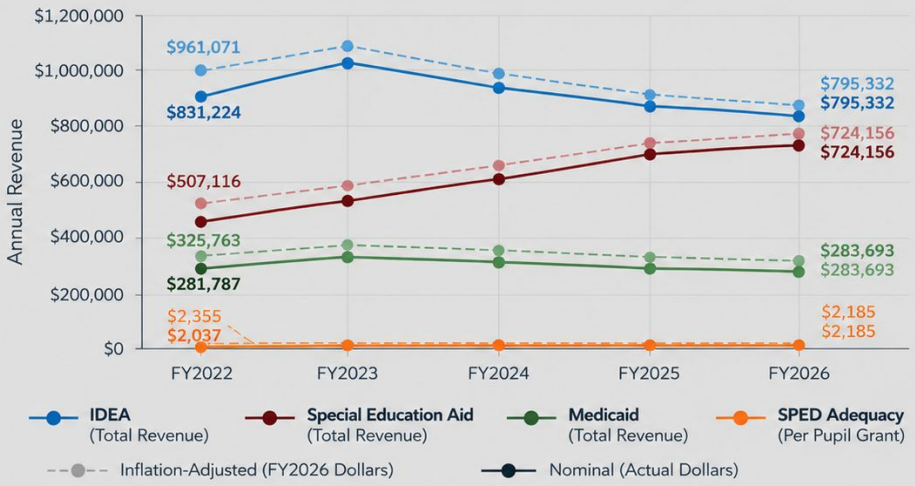
**Revenue History**

## Special Education Revenue by Source

*Actual increases, but most sources have lost purchasing power.*

### Total Revenue by Funding Source

Nominal vs. Inflation-Adjusted (FY2026 Dollars)




### Change from FY2022 to FY2026

Nominal vs. Inflation-Adjusted

**IDEA**

| Nominal Change | Inflation-Adjusted Change |
|---|---|
| −4.3% | −17.2% |
| $831,224 → $795,332 | $961,071 → $795,332 |

**Special Education Aid**

| Nominal Change | Inflation-Adjusted Change |
|---|---|
| +65.1% | +42.8% |
| $438,551 → $724,156 | $507,116 → $724,156 |

**Medicaid**

| Nominal Change | Inflation-Adjusted Change |
|---|---|
| +0.7% | −12.9% |
| $281,787 → $283,693 | $325,763 → $283,693 |

**SPED Adequacy (Per Pupil Grant)**

| Nominal Change | Inflation-Adjusted Change |
|---|---|
| +7.3% | −7.2% |
| $2,037 → $2,185 | $2,355 → $2,185 |

While Special Education Aid has increased in nominal dollars, the real value of *IDEA* revenue and the SPED Adequacy per pupil grant has declined over the last five years.

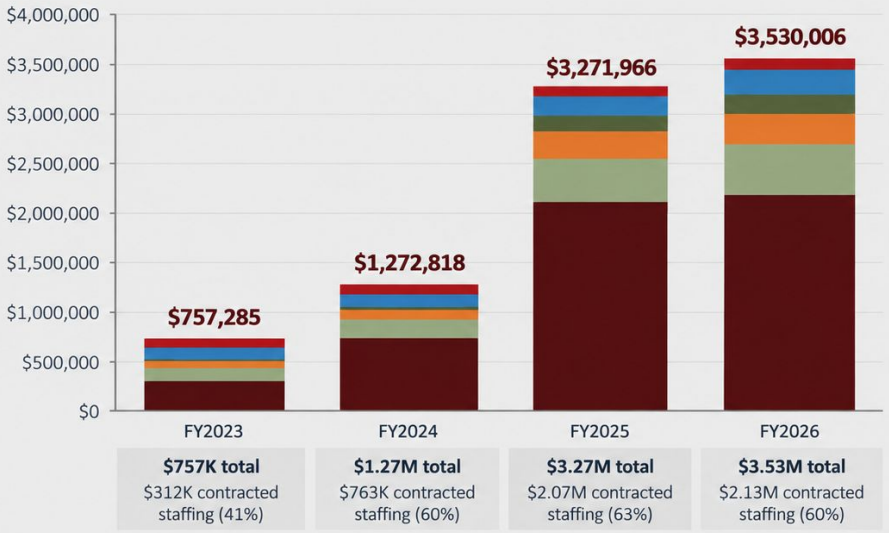
*Note: Special Education Aid, Medicaid, and IDEA reflect actual total revenue received by Timberlane Regional School District. SPED Adequacy reflects the per pupil grant amount (not total revenue). Inflation adjustment uses BLS CPI-U, fiscal-year (July–June) averages, with FY2026 as the base year.*

# Timberlane Summary

**Contracted Services Under IDEA**

## Contracted Special Education Services by Category

*General Fund – Account 100.1200.330.69.33.4.00000 | Actual Expenditures FY2023 – FY2026*




| FY2026 Category Distribution | Amount | % of Total* |
|---|---|---|
| **Contracted staffing** *Paras, RBTs, school psychologists, SLPAs/SLP interns, nursing and other personnel* | $2,133,772 | 60% |
| **Specialized program/services** NECC, *Greenwood, Monarch* and similar specialized programming | $797,984 | 23% |
| **Evaluation/consultation/AT** Evaluations, AAC, assistive technology and specialized consultation | $278,150 | 8% |
| **Specialized instruction/tutoring** Specialized reading/instruction and tutoring | $145,022 | 4% |
| **Vision/O&M** Vision and orientation & mobility | $115,938 | 3% |
| **Transition** Evaluations, work opportunities, job training, etc. | $34,394 | 1% |

**Note:** Figures are actual expenditures (*net of credits*) for General Fund account 100.1200.330.69.33.4.00000. Categories are based on vendor, transaction description, PO context and adjustment memos. Some services are partially or fully funded by grants (e.g., IDEA), so a decline in a category does not necessarily mean a reduction in total district spending on the service.

*Contracted staffing—not growth in the number of identified students—emerged as the primary driver of increased contracted special education expenditures.*

** Categories do not represent 100% of total contracted special education expenditures.*

# Timberlane Summary

## Contracted Special Education Services

*Speech and Psychology expenditures have increased since FY2023.*

### Contracted Services – Speech




| Change | Nominal Change | Inflation-Adjusted Change (FY2026 Dollars) |
|---|---|---|
| FY2023 → FY2026 | **+31.3%** $987,416 → $1,296,508 | **+14.4%** $987,416 → $1,296,508 |
| FY2025 → FY2026 | **-14.9%** $1,431,343 → $1,218,068 | **-11.2%** $1,431,343 → $1,218,068 |

### Contracted Services – Psychology




| Change | Nominal Change | Inflation-Adjusted Change (FY2026 Dollars) |
|---|---|---|
| FY2023 → FY2026 | **+194.2%** $149,097 → $438,551 | **+171.8%** $149,097 → $438,551 |
| FY2025 → FY2026 | **+5.1%** $417,106 → $438,551 | **+2.1%** $417,106 → $438,551 |

*After a spike in 2025, both psychology and speech expenditures have decreased and leveled.*

# Educator Trends

**Nicole McCarthy**

*Special Education Teacher, 21 @ TRSD, 21 in Education*

**Eric Carelli**

*Special Education Teacher, 11 @ TRSD, 31 in Education*

**Leah Poulin**

*Social Worker, 3 @ TRSD, 15 in Education*

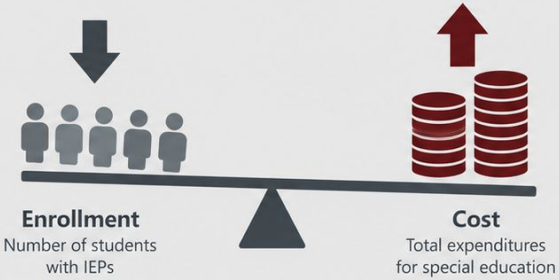
# Looking Ahead

## Special Education Trends

*Key Takeaways*

### 1 Special education enrollment alone is a poor predictor of special education cost.

The type, intensity and delivery model of required services can have a much greater financial effect than changes in the number of identified students.




### 2 New Hampshire operates above the federal IDEA floor.

A 2024 state audit identified 100+ special-education rule provisions exceeding minimum federal or state requirements—requirements that can add locally funded service, staffing, evaluation, and administrative obligations.




### Board Follow-Up

We welcome any follow-up questions or additional information the Board would like to review to learn more about special education services and trends.

Timberlane Regional School District

# PAGS Monitoring Review

## School Board Presentation

Individualized Monitoring Plan • July 9, 2026

# Purpose of Tonight's Presentation

### What the PAGS process examines

- Special education program structure and implementation
- Federal performance indicators and district data
- Educational environments and approved programs
- IEP implementation and student records

### What the Board will hear

- Key findings and required corrective actions
- Areas where the district is meeting requirements
- Staff and family feedback
- Next steps for correction and continuous improvement

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Monitoring Plan at a Glance

| | |
|---|---|
| I | Special Education Program Presentation |
| II | Federal Performance Indicators & Data Probe |
| III | Educational Environment Analysis |
| IV | Equitable Services Review |
| V | Student IEP Reviews |
| VI | Fiscal & Financial Profile |
| VII | Classroom Observation |
| VIII | Staff Surveys & Parent/Caregiver Listening Session |

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Executive Summary

## Overall picture

The PAGS review examined multiple dimensions of TRSD's special education system. The report identifies both strengths and areas requiring correction or additional monitoring.

## Compliance findings

36 IEPs were reviewed; the BSES identified 18 instances of noncompliance across the reviewed files.

## Performance / best-practice focus

The BSES identified reading and mathematics proficiency gaps, personnel qualification as a best-practice concern, and service documentation as an area to strengthen.

## Required response

Corrective actions include file review, IEP amendments where required, staff training, process documentation, and follow-up monitoring.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Special Education Program: Structure and Strengths

Districtwide leadership connects the Director, Coordinators, Facilitators, Case Managers, and service providers.

District, building, and team meetings support coordination and problem-solving.

The continuum spans preschool through high school, including intensive programs.

Student data and family participation guide IEP and program decisions.

Child Find outreach and partnerships with Vocational Rehabilitation and community agencies support families.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component II — Areas Identified by BSES

### Indicator 3B — State Assessment Proficiency

BSES identified that 8th-grade Reading and Math proficiency took a significant drop in 2024–2025 below state and target rates.

### Indicator 3D — State Assessment Gap in Proficiency

BSES identified a significant increasing gap for 4th-grade Math and 8th-grade Math and Reading over the last three years or more; in 2024–2025 the gaps exceeded state rates.

### BSES recommendation

Conduct root cause analysis to determine next steps for addressing the reading and math proficiency gaps.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component III — Approved Educational Environments

BSES reviewed the district's approved educational environments under the NHED approval process.

The IMP documents approved environments across the district's preschool, elementary, middle, and high school programs.

The continuum includes resource room/Learning Center settings and more intensive self-contained environments, including ASD, ED, Intensive Needs, Literacy Resource, and Transitional Education.

IEP teams are expected to consider the full continuum and document the rationale for placement decisions, including why less restrictive options are not sufficient when more intensive support is needed.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component IV — Review Result

## BSES/OFAD determination

The district's IDEA Equitable Services process was reviewed for the required components and was found to be in compliance.

## Specific review points

- FY26 Equitable Services Form
- Grants Management System activity
- Individual Service Plans
- Written consultation affirmations

## Action required

- None
- District currently had no students with ISPs
- District had no nonprofit nonpublic school in its service area
- No proportionate-share activity was required

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component V — What Was Found

### 36 IEPs reviewed

Across 36 IEPs, BSES identified 18 instances of noncompliance among 792 possible findings, a 2.3% finding rate.

### Seven compliance areas represented

The findings centered on implementation documentation, parent concerns, annual review, transition, services, supplementary aids/services, and supports for school personnel.

The findings are file-level compliance findings; the monitoring plan also requires systemic review and follow-up.

For several findings, BSES requires a review of records to determine whether services were delivered as written or whether compensatory services are owed.

BSES will conduct an additional pull of student files to review compliance in the identified areas.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component V — Finding Areas & Required Response

### IEP implementation — special education services

Review documentation; determine whether services were provided/compensatory services are owed; attest to review; train staff.

### IEP implementation — related services

Review documentation; determine whether services were provided/compensatory services are owed; attest to review; train staff.

### IEP implementation — supplementary aids/services

Review documentation; determine whether services were provided/compensatory services are owed; attest to review; train staff.

### IEP implementation — supports for school personnel

Provide staff training and document training dates, attendees, and procedure.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component V — IEP Content Findings

### Parent concerns

Amend the IEP to include the concerns of parents regarding their child's education within 60 days; provide staff training within 90 days.

### Annual IEP review

Conduct root cause analysis; notify staff of the federal/state requirement to review IEPs annually; provide documentation of notification within 90 days.

### Transition / courses of study

Amend affected IEPs to reflect elective content areas within 60 days; provide staff training within 90 days.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component VI — Fiscal Review

## Monthly grant reporting

Across FY24–FY26, 36.36% of IDEA/Preschool grant reports were submitted timely. BSES/OFAD requires a process map and analysis of the reporting process.

## Spending rate

The district was not currently at risk of returning FY26 funds, but OFAD requires a narrative describing how the remaining funds will be spent before the grant period ends.

## Other fiscal requirements

No Intent to Spend was required based on the FY24 balance at the time of notification. The district complied with the First In/First Out spending requirement.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component VII — Observation Status

### No classroom observations were completed

Due to BSES capacity challenges, the Bureau was unable to conduct classroom observations for the C2 PAGS cohort.

### Implication for TRSD

This component did not generate observation findings in the IMP. It also means the district did not receive the observation-based feedback that normally accompanies this component.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component VIII — Staff Survey Snapshot

**49 staff responses**

Survey window: April 14–May 14, 2026.

**92%**

reported they could easily locate special education policies, procedures, and forms.

**71%**

reported team meetings were effective; feedback also identified role-specific PD and collaboration needs.

**3.61 / 5**

average rating for whether staff ideas are heard and considered.

**2.98 / 5**

average rating for whether district professional development is relevant and supports the respondent's role.

**Key barriers reported**

Staffing shortages • funding constraints • limited collaboration time • training gaps • structural inconsistencies.

Staff described strong building-level collaboration and support from administrators, facilitators, and colleagues.

Staff also reported variability in family communication practices and requested clearer, more consistent expectations across roles and schools.

Paraprofessionals identified a need for built-in collaboration, training, and information about assigned students.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Component VIII — Family Listening Session

### Participation

Four family members of students with disabilities provided information during the facilitated listening session.

### Format

The session addressed Family & Community Engagement and the Special Education Program.

### Important context

The IMP reports the listening session as stakeholder feedback; the participation level should be considered when interpreting the results.

The initially scheduled virtual session did not occur because of technical difficulties and was rescheduled.

The district's existing program narrative describes multiple family and community engagement structures, including IEP participation, progress reporting, community partnerships, and preschool outreach.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Promising Practices: Graduation and Dropout

### Indicator 1

TRSD has demonstrated graduation rates for students with disabilities with an IEP that exceeded the state data (over 80%) for the past six years and exceeded the State Target of 95% for the last two years.

### Indicator 2 — Dropout

The dropout rate for students with an IEP was below the state rate for four years and was zero in the last two consecutive years.

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# Next Steps and Monitoring Deadlines

| | |
|---|---|
| **Within 60 days** | IEP amendments for parent concerns and transition/course-of-study findings. |
| **Within 90 days** | File/service documentation review; staff training; root cause analysis for annual-review issue; staff notification docume |
| **Ongoing** | Monitor IEP implementation, service logs, timelines, DASH adoption, and student outcomes. |
| **Follow-up** | BSES will conduct additional student-file pulls in identified compliance areas. |
| **By one year** | The IMP states that all findings of noncompliance must be corrected within one year of the IMP date. |

Source: NHED/BSES Individualized Monitoring Plan, July 9, 2026

# TRSD Corrective Action as of October 1, 2026

| | |
|---|---|
| **IEP amendments** | All IEPs have been amended to address areas of noncompliance. |
| **File reviews** | File reviews and service documentation concerns have been addressed. |
| **DASH system** | The DASH documentation system takes effect October 1, 2026. |
| **Root cause** | Root cause analysis of IEP date lapse is complete. |
| **Staff training** | Staff training has occurred. |

# Next Steps

**October 7, 2026**

Submit the Corrective Action Plan to the New Hampshire Department of Education by October 7, 2026.

**January 2027**

IEP file review in January 2027.

**July 2027**

All final submissions and corrective action completed by July 8, 2027.

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

# EXECUTIVE SUMMARY October 1, 2026

**Proposal:** Approval to implement a local business and community sponsorship model, in collaboration with the Timberlane Music Association (TMA), to offset student costs for the April 2027 Music Department trip to Florida.

**Objective:** Reduce individual financial barriers for participating students while strengthening partnerships between the school district and the greater Timberlane community.

**Mechanism:** Local businesses and individual donors will provide tax-deductible monetary contributions directly to the TMA. In exchange, sponsors will receive recognition tailored to their contribution tier.

**Sponsorship Benefits & Visibility:**

- **Branded Materials:** Logo placement on official trip clothing and promotional collateral
- **Digital Outreach:** Dedicated recognition across TMA social media platforms and the official website
- **Direct Communication:** Features in trip-related newsletters and family updates
- **Event Exposure:** Pre-concert slideshow features and live stage announcements at high school music performances

This model offers a sustainable, community-centered fundraising strategy that directly reduces student travel expenses without impacting the district operating budget.

Thank you for your consideration.

Respectfully submitted,

Kurt Schweiss, Director of Music



# APRIL 2027 FLORIDA TRIP
# REQUEST FOR SPONSORS

TIMBERLANE MUSIC

We are looking for businesses, community organizations, and individuals who are willing to sponsor the high school April 2027 trip to Florida. Students in the band, chorus, and orchestra will perform at Universal Studios and Walt Disney World. This sponsorship drive will directly benefit all families involved in this trip by lowering the overall cost families must pay. Please contact Brian at timberlanemusicTMA@gmail.com or 603.819.9527 to learn more. Sponsorships must be finalized by December 31, 2026 to be included on this flier.

## 1 Platinum Sponsor: $1.500 Level

- Premier logo placement on trip sponsor materials
- Featured recognition at spring high school concerts/events
- Dedicated TMA social media sponsor spotlight
- Logo & link on TMA website
- Recognition in trip communications & publicity

**1. Available**

## 2 Gold Sponsors: $750 Level

- Prominent logo on trip sponsor materials
- Recognition at spring high school concerts/events
- TMA social media spotlight
- Logo on TMA website

**1. Available** **2. Available**

## 8 Bronze Sponsors: $250 Level

- Business/name on trip sponsor materials
- TMA social media recognition
- Listed on TMA website

1. Available
2. Available
3. Available
4. Available
5. Available
6. Available
7. Available
8. Available

## 6 Silver Sponsors: $500 Level

- Logo on trip sponsor materials
- Recognition at spring high school concerts/events
- TMA social media recognition
- Listed on TMA website

**1. Available** **2. Available** **3. Available**

**4. Available** **5. Available** **6. Available**

## 20 Friend Sponsors: $100 Level

- Name listed on trip sponsor materials
- TMA social media recognition

1. Available
2. Available
3. Available
4. Available
5. Available
6. Available
7. Available
8. Available
9. Available
10. Available
11. Available
12. Available
13. Available
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16. Available
17. Available
18. Available
19. Available
20. Available




PO Box 420 | Plaistow, NH 03865 | www.timberlanemusicassociation.org

8d. Curriculum Revisions

NH School Administrative Unit 106 | Timberlane Regional School District
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Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

# 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.<br>● 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.<br>● 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.<br>● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.<br>● L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>● L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>● 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.<br>● 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…*<br>● that language arts skills are important and relevant in the workplace.<br>● that professionals in trade careers must upskill, reskill, and engage in continuous learning in order to remain proficient in their trade.<br>● that the way a business markets their products and services has an impact on how clients perceive the business and can impact potential clientele.<br>● that different trade careers use reading, writing, speaking & listening in different ways, but they are all essential to maintaining their professional work.<br>● that tradespeople use online tools (such as websites and social media) to market their services and attract clientele.<br>● that tradespeople must be able to effectively communicate information to their clients (in writing and orally).<br><br><u>vocabulary:</u><br>inform, upskilling, reskilling, continuous learning, specifications, audience, tone, professionalism | Students will be skilled at…<br>● determining where an informational text's meaning is ambiguous, unclear or open to interpretation and cite text evidence to support this determination.<br>● accurately and objectively summarizing how two or more central ideas of an informational text interact and build one another.<br>● 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.<br>● determine the meaning of words and phrases as they are used in a text.<br>● synthesizing ideas from close reading of informational texts and secondary sources to support complex conclusions about text meaning and significance.<br>● writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br>● producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>● 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.<br>● using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.<br>● writing routinely for a range of durations and purposes.<br>● discussing topics through building on others' ideas and expressing their own clearly and persuasively. |

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

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| | |
| ***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.<br>• 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.<br>• 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.<br>• 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<br>• 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.<br>• 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.<br>• SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.<br>• L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>• L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>• 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.<br>• 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.<br>• that tradespeople must be able to effectively communicate information to their clients (in writing and orally).<br><br><u>vocabulary:</u><br>persuade, inform, upskilling, reskilling, continuous learning, specifications, audience, tone, professionalism, artificial intelligence (AI), generative, predictive | terms of the task, purpose, and audience.<br>• 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.<br>• drawing evidence from literary or informational texts to support analysis, reflection, and research.<br>• producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>• 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.<br>• using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.<br>• writing routinely for a range of durations and purposes.<br>• discussing topics through building on others' ideas and expressing their own clearly and persuasively.<br>• integrating multiple sources of information and presenting in diverse formats<br>• presenting information clearly and persuasively<br>• using digital media for enhancement<br>• adapting speech to a variety of contexts<br>• applying grammar and usage when writing and speaking.<br>• applying knowledge of how language functions in different contexts.<br>• using accurate vocabulary |
| ***Content Area Literacy Standards*** | | ***21st Century Skills*** |
| N/A | | • *leadership*<br>• *communication*<br>• *social skills*<br>• *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.

*vocabulary*:

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*

• 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.

## *21st Century Skills*

- *utilizing technology for research*
- *making decisions based on social and community impacts*
- *using and managing information*
- *accessing and utilizing information*

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| • 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.<br>• 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.*

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| • 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).<br>• 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.<br>• 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.<br>• F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.<br>• 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.<br>• 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.<br>• F-IF.C.7a Graph linear functions and show intercepts.<br>• 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.<br>• F-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).<br>• F-BF.1 Write a function that describes a relationship between two quantities.<br>o Determine an explicit expression, a recursive process, or steps for calculation from a context.<br>o Combine standard function types using arithmetic operations.<br>• 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.<br>• F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.<br>• A.SSE.1 Interpret expressions that represent a quantity in terms of its context.<br>o Interpret parts of an expression, such as terms, factors, and coefficients.<br>o Interpret complicated expressions by viewing one or more of their parts as a single entity.<br>• A.SSE.2 Use the structure of an expression to identify ways to rewrite it.<br>• 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.*<br>• *that the slopes of perpendicular lines are opposite reciprocals of each other.*<br>• *that the solution to a system of equations or of inequalities is the point(s) that they have in common.*<br>• *that a system of equations can have one, no, or infinite solutions.*<br>• *the graph of a linear inequality in two variable consists of all points in the coordinate plane that represent solutions.*<br>• *that the solution of a system of linear inequalities is the region where the graphs of the inequalities overlap.*<br>• *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.*<br>•<br><br><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.*<br>• *explaining the meaning of rational exponents using properties of integer exponents.*<br>• *rewriting an expression involving radicals and rational exponents using properties of exponents.*<br>• *performing the four operations on radical expressions.* |

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| expression.<br>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%.<br>• 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.<br>• N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.<br>• MP2 Reason abstractly and quantitatively.<br>• MP4 Model with mathematics.<br>• MP5 Use appropriate tools strategically.<br>• MP7 Look for and make use of structure.<br>• 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.<br>• 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*.<br>• 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*<br>• *use systems thinking*<br>• *solve problems*<br>• *access and evaluate information*<br>• *use and manage information*<br>• *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.*

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| probabilities, and use this characterization to determine if they are independent.<br>• 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.<br>• 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.<br>• S.CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.<br>• 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.<br>• 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.<br>• MP2 Reason abstractly and quantitatively.<br>• MP3 Construct viable arguments and critique the reasoning of others.<br>• MP7 Look for and make use of structure.<br>• 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).*<br>• *using standard deviation to describe data.*<br>• *analyzing sample methods.*<br>• *analyzing study methods.*<br>• *designing a survey.*<br>• *using a formula to find probabilities.*<br>• *expanding binomials.*<br>• *applying the Binomial theorem.*<br>• *analyzing normally distributed data.*<br>• *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.<br>• 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*.<br>• 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.<br>• 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.<br>• 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.<br>• 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*<br>• *make judgments and decisions*<br>• *access and evaluate information*<br>• *use and manage information* |

## Stage 2 - Evidence

| ***Evaluative Criteria*** | ***Assessment Evidence*** |
|---|---|

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|---|---|
| | 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*

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| 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.<br>• A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.<br>• A.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.<br>• 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<br>• 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.<br>• N.CN.A.2 Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.<br>• N.CN.C.7 Solve quadratic equations with real coefficients that have complex solutions.<br>• 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.<br>• F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.<br>• 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.<br>• 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<br>• F.IF.C.7.A Graph linear and quadratic functions and show intercepts, maxima, and minima.<br>• F.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.<br>• F.IF.C.7.C Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.<br>• 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.<br>• F.BF.A.1.B Combine standard function types using arithmetic operations.<br>• 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.<br>• MP2 Reason abstractly and quantitatively.<br>• MP4 Model with mathematics.<br>• MP5 Use appropriate tools strategically.<br>• MP7 Look for and make use of structure.<br>• 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.*<br><br><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*** |
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| • 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.<br>• 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*.<br>• 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*<br>• *use systems thinking*<br>• *make judgments and decisions*<br>• *solve problems*<br>• *access and evaluate information*<br>• *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.<br>• A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.<br>• A.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.<br>• 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<br>• 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.<br>• N.CN.A.2 Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.<br>• N.CN.C.7 Solve quadratic equations with real coefficients that have complex solutions.<br>• 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.<br>• F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.<br>• 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.<br>• 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<br>• F.IF.C.7.A Graph linear and quadratic functions and show intercepts, maxima, and minima.<br>• F.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.<br>• F.IF.C.7.C Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.<br>• 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.<br>• F.BF.A.1.B Combine standard function types using arithmetic operations.<br>• 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.<br>• MP2 Reason abstractly and quantitatively.<br>• MP4 Model with mathematics.<br>• MP5 Use appropriate tools strategically.<br>• MP7 Look for and make use of structure.<br>• MP8 Look for and express regularity in repeated reasoning. | • *that any number can be written as a complex number.*<br><br><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.*<br>• *solving and graphing quadratic inequalities.*<br>• *solving a system of a linear and quadratic equation graphically and algebraically.*<br>• *modeling real world situations with quadratic functions.*<br>• *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.<br>• 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*.<br>• 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*<br>• *use systems thinking*<br>• *make judgments and decisions*<br>• *solve problems*<br>• *access and evaluate information*<br>• *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.<br>● 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.<br>● F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.<br>● 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.<br>● F.BF.A.1.B Combine standard function types using arithmetic operations.<br>● 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.<br>● MP2 Reason abstractly and quantitatively.<br>● MP4 Model with mathematics.<br>● MP5 Use appropriate tools strategically.<br>● MP7 Look for and make use of structure.<br>● MP8 Look for and express regularity in repeated reasoning. | | ● evaluating rational functions.<br>● 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.<br>• F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.<br>• 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.<br>• F.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.<br>• F.BF.A.1.B Combine standard function types using arithmetic operations.<br>• 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.<br>• MP2 Reason abstractly and quantitatively.<br>• MP4 Model with mathematics.<br>• MP5 Use appropriate tools strategically.<br>• MP7 Look for and make use of structure.<br>• 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.<br>• F.IF.C.8.B Use the properties of exponents to interpret expressions for exponential functions.<br>• F.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).<br>• F.BF.A.1.A Determine an explicit expression, a recursive process, or steps for calculation from a context.<br>• F.BF.A.1.B Combine standard function types using arithmetic operations.<br>• 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.<br>• 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.<br>• 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.<br>• MP2 Reason abstractly and quantitatively.<br>• MP4 Model with mathematics.<br>• MP7 Look for and make use of structure.<br>• 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.*<br>• *calculating the sum of the first n terms of a arithmetic series.*<br>• *writing recursive and explicit formulas for geometric sequences.*<br>• *calculating the sum of the first n terms of a geometric series.*<br>• *calculating the sum of an infinite geometric series*<br>• *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.<br>• 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.<br>• 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*<br>• *use systems thinking*<br>• *apply technology effectively*<br>• *make judgments and decisions*<br>• *solve problems*<br>• *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 | |

| | K-2 | | | | | | | | | | 3-5 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.2.1 | KF | | KS | 1F | | 1S | 2F | | 2S | | 1.5.1 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 1.2.2 | | KW | | | 1W | | | 2W | | | 1.5.2 | | 3W | 3S | | 4W | 4S | | 5W | 5S | |
| 1.2.3 | | KW | | | 1W | | | 2W | | | 1.5.3 | | 3W | | | 4W | | | 5W | | |
| 1.2.4 | KF | KW | KS | 1F | 1W | 1S | 2F | 2W | 2S | | 1.5.4 | | | 3S | | | 4S | | | 5S | |
| 1.2.5 | | KW | | | 1W | | | 2W | | | 1.5.5 | | | 3S | | | 4S | | | 5S | |
| 1.2.6 | | KW | | | 1W | | | 2W | | | 1.5.6 | | 3W | | | 4W | | | 5W | | |
| 1.2.7 | KF | | | 1F | | | 2F | | | | 1.5.7 | | 3W | | | 4W | | | 5W | | |
| 1.2.8 | KF | KW | | 1F | 1W | | 2F | 2W | | | 1.5.8 | | | 3S | | | 4S | | | 5S | |
| 1.2.9 | KF | | | 1F | | | 2F | | | | 1.5.9 | 3F | 3W | | 4F | 4W | | 5F | 5W | | |
| 1.2.10 | KF | | KS | 1F | | 1S | 2F | | 2S | | 1.5.10 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 1.2.11 | KF | | | 1F | | | 2F | | | | 1.5.11 | | | 3S | | | 4S | | | 5S | |
| 1.2.12 | | KW | | | 1W | | | 2W | | | 1.5.12 | 3F | | 3S | 4F | | 4S | 5F | | 5S | |
| 1.2.13 | | | KS | | 1W | 1S | | 2W | 2S | | 1.5.13 | | 3W | | | 4W | | | 5W | | |
| 1.2.14 | | | KS | | | 1S | | | 2S | | 1.5.14 | | 3W | | | 4W | | | 5W | | |
| 1.2.15 | | KW | | | 1W | | | 2W | | | 1.5.15 | | | 3S | | | 4S | | | 5S | |
| 1.2.16 | | KW | | | 1W | | | 2W | | | 1.5.16 | | | 3S | | | | | | | |
| 1.2.17 | | | | | | | | | | | 1.5.17 | 3F | | 3S | 4F | | 4S | 5F | | 5S | |
| | | | | | | | | | | | 1.5.18 | 3F | | | 4F | | | 5F | | | |
| | | | | | | | | | | | 1.5.19 | | | 3S | | | 4S | | | 5S | |
| | | | | | | | | | | | 1.5.20 | 3F | | 3S | 4F | | 4S | 5F | | 5S | |
| | | | | | | | | | | | 1.5.21 | 3F | | | 4F | | | 5F | | | |
| | | | | | | | | | | | 1.5.22 | | | | | | | | | | |
| 2.2.1 | KF | | KS | 1F | | 1S | 2F | | 2S | | 2.5.1 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 2.2.2 | KF | | | 1F | | | 2F | | | | 2.5.2 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 2.2.3 | KF | | | 1F | | | 2F | | | | 2.5.3 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 2.2.4 | KF | | KS | 1F | | 1S | 2F | | 2S | | 2.5.4 | | 3W | 3S | | 4W | 4S | | 5W | 5S | |
| 2.2.5 | | KW | | | 1W | | | 2W | | | 2.5.5 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 2.2.6 | KF | KW | | 1F | 1W | | 2F | 2W | | | 2.5.6 | | | 3S | | | 4S | | | 5S | |
| 2.2.7 | | KW | | | 1W | | | 2W | | | 2.5.7 | | 3W | | | 4W | | | 5W | | |
| 2.2.8 | KF | KW | | 1F | 1W | | 2F | 2W | | | 2.5.8 | | 3W | 3S | | 4W | 4S | | 5W | 5S | |
| 2.2.9 | KF | KW | | 1F | 1W | | 2F | 2W | | | 2.5.9 | | 3W | 3S | | 4W | 4S | | 5W | 5S | |
| 2.2.10 | | KW | | | 1W | | | 2W | | | 2.5.10 | | 3W | | | 4W | | | 5W | | |
| 2.2.11 | | | KS | | | 1S | | | 2S | | 2.5.11 | 3F | | | 4F | | | 5F | | | |
| 2.2.12 | | | | | | | | | | | 2.5.12 | 3F | | | 4F | | | 5F | | | |
| | | | | | | | | | | | 2.5.13 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| | | | | | | | | | | | 2.5.14 | 3F | | | 4F | | | 5F | | | |
| | | | | | | | | | | | 2.5.15 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| | | | | | | | | | | | 2.5.16 | | | | | | | | | | *HEALTH |
| | | | | | | | | | | | 2.5.17 | 3F | | 3S | 4F | | 4S | 5F | | 5S | |
| | | | | | | | | | | | 2.5.18 | | | | | | | | | | |
| 3.2.1 | | KW | KS | | 1W | 1S | | 2W | 2S | | 3.5.1 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 3.2.2 | | KW | KS | | 1W | 1S | | 2W | 2S | | 3.5.2 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 3.2.3 | KF | KW | KS | 1F | 1W | 1S | 2F | 2W | 2S | | 3.5.3 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 3.2.4 | KF | | | 1F | | | 2F | | | | 3.5.4 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 3.2.5 | KF | KW | KS | 1F | 1W | 1S | 2F | 2W | 2S | | 3.5.5 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 3.2.6 | KF | KW | KS | 1F | 1W | 1S | 2F | 2W | 2S | | 3.5.6 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 3.2.7 | KF | KW | KS | 1F | 1W | 1S | 2F | 2W | 2S | | 3.5.7 | | 3W | 3S | | 4W | 4S | | 5W | 5S | |
| 3.2.8 | KF | | | 1F | | | 2F | | | | | | | | | | | | | | |
| 3.2.9 | KF | | | 1F | | | 2F | | | | | | | | | | | | | | |
| 3.2.10 | | KW | | | 1W | | | 2W | | | | | | | | | | | | | |
| 4.2.1 | | KW | | | 1W | | | 2W | | | 4.5.1 | | 3W | 3S | | 4W | 4S | | 5W | 5S | |
| 4.2.2 | | KW | KS | | 1W | 1S | | 2W | 2S | | 4.5.2 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 4.2.3 | KF | | | 1F | | | 2F | | | | 4.5.3 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 4.2.4 | | KW | KS | | 1W | 1S | | 2W | 2S | | 4.5.4 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 4.2.5 | KF | KW | KS | 1F | 1W | 1S | 2F | 2W | 2S | | 4.5.5 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 4.2.6 | | | KS | | | 1S | | | 2S | | 4.5.6 | | 3W | 3S | | 4W | 4S | | 5W | 5S | |
| 4.2.7 | | | KS | | | 1S | | | 2S | | 4.5.7 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 4.2.8 | | | KS | | | 1S | | | 2S | | 4.5.8 | 3F | 3W | 3S | 4F | 4W | 4S | 5F | 5W | 5S | |
| 4.2.9 | | KW | | | 1W | | | 2W | | | 4.5.9 | | 3W | 3S | | 4W | 4S | | 5W | 5S | |
| 4.2.10 | | KW | | | 1W | | | 2W | | | 4.5.10 | | 3W | 3S | | 4W | 4S | | 5W | 5S | |

# Grade 3: Fall PE

## Stage 1 Desired Results

ESTABLISHED GOALS:

*Competencies:*

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

*Content Standards:*

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

### *Transfer*

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

### *Meaning*

ENDURING UNDERSTANDINGS

*Students will understand that…*

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

ESSENTIAL QUESTIONS

- Are you fun to play with?
- How do I deserve to be treated?

### *Acquisition*

*Students will know…*

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

*vocabulary:* *warm up, cool down*

*Students will be skilled at…*

- *combining varied locomotor skills in a variety of practice tasks.*
- *demonstrating rolling a ball in a non-dynamic environment.*
- *demonstrating throwing in a variety of practice tasks.*
- *demonstrating catching in a variety of practice tasks.*
- *demonstrating sending and receiving an object in a variety of practice tasks.*
- *demonstrating kicking a ball using the instep in a variety of practice tasks.*
- *demonstrating dribbling with feet in a variety of practice tasks.*
- *combines manipulative skills and traveling for execution to a target in a variety of practice tasks.*
- *applying movement concepts and strategies for safe movement within dynamic environments.*
- *demonstrating knowledge of offensive strategies in*

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|---|---|---|
| | | *small-sided invasion practice tasks.*<br>• *demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.*<br>• *demonstrating problem solving strategies in a variety of games/activities.*<br>• *identifying the need for warm-up & cool-down relative to various physical activities.*<br>• *identifying location of pulse and providing examples of activities that increase heart rate.*<br>• *explaining the benefits of physical activity.*<br>• *recognizing and explaining how physical activity influences physiological changes in their body.*<br>• *recognizing the critical elements that contribute to proper execution of a skill.*<br>• *describing the impact of food and hydration choices on physical activity.*<br>• *describing the perspective of others during a variety of activities.*<br>• *using communication skills to negotiate roles and responsibilities in a physical activity setting.*<br>• *demonstrating respectful behaviors that contribute to positive social interaction in group activities.*<br>• *demonstrating safe behaviors independently with limited reminders.*<br>• *solving problems independently, with partners, and in small groups.*<br>• *making choices that are fair according to activity etiquette.*<br>• *explaining how preferred physical activities meet the need for social interaction.*<br>• *describing how movement positively affects personal health.*<br>• *explaining the rationale for one's choices related to physical activity based on personal interests.*<br>• *identifying movement strengths and opportunities for practice for individual improvement.*<br>• *identifying physical activity opportunities outside of physical education class.* |

| ***Content Area Literacy Standards*** | ***21st Century Skills*** |
|---|---|
| *not applicable* | • *makes judgments and decisions*<br>• *solves problems*<br>• *think creatively*<br>• *work creatively with others*<br>• *communicate clearly*<br>• *collaborate with others*<br>• *interact effectively with others* |

| **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*** |
| | |
| ***Technology Integration*** | ***District Materials*** |
| | |

# Grade 3: Winter PE

## Stage 1 Desired Results

ESTABLISHED GOALS:

*Competencies:*

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

*Content Standards:*

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

### *Transfer*

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

### *Meaning*

ENDURING UNDERSTANDINGS

*Students will understand that…*

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

ESSENTIAL QUESTIONS

- How did you challenge yourself to become more fit?
- How do I deserve to be treated?

### *Acquisition*

*Students will know…*

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

*vocabulary: intermediate, moderate, control*

*Students will be skilled at…*

- *combining varied locomotor skills in a variety of practice tasks.*
- *demonstrating transferring weight from feet to hands and hands to feet in a non-dynamic environment.*
- *demonstrating rolling with the body in a non-dynamic environment.*
- *demonstrating jumping rope in a variety of practice tasks.*
- *demonstrating jumping and landing in a non-dynamic environment.*
- *demonstrating rolling a ball in a non-dynamic environment.*
- *demonstrating throwing in a variety of practice tasks.*
- *demonstrating striking with hands above waist in a variety of practice tasks.*
- *demonstrating striking with hands below waist in a variety of practice tasks.*

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| | | • *applying movement concepts and strategies for safe movement within dynamic environments.*<br>• *demonstrating knowledge of offensive strategies in small-sided invasion practice tasks.*<br>• *demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.*<br>• *demonstrating knowledge of appropriate movement concepts for efficient performance of manipulative skills.*<br>• *demonstrating problem solving strategies in a variety of games/activities.*<br>• *defining and providing examples of movement activities for developing the health-related fitness components.*<br>• *establishing goals related to enhancing fitness development.*<br>• *defining and explaining how to implement the FITT Principle for skill or fitness development.*<br>• *defining and providing examples of movement activities for developing the skill-related fitness components.*<br>• *explaining the benefits of physical activity.*<br>• *recognizing the critical elements that contribute to proper execution of a skill.*<br>• *describing the perspective of others during a variety of activities.*<br>• *using communication skills to negotiate roles and responsibilities in a physical activity setting.*<br>• *demonstrating respectful behaviors that contribute to positive social interaction in group activities.*<br>• *demonstrating safe behaviors independently with limited reminders.*<br>• *solving problems independently, with partners, and in small groups.*<br>• *making choices that are fair according to activity etiquette.*<br>• *describing physical activities that represent a variety of cultures around the world.* |

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| | | • *explaining how preferred physical activities meet the need for personal self-expression.*<br>• *explaining how preferred physical activities meet the need for social interaction.*<br>• *describing how movement positively affects personal health.*<br>• *explaining the rationale for one's choices related to physical activity based on personal interests.*<br>• *recognizing group challenges through movement.*<br>• *setting observable long-term goals.*<br>• *identifying movement strengths and opportunities for practice for individual improvement.*<br>• *identifying physical activity opportunities outside of physical education class.*<br>• *recognizing personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.*<br>• *reflecting on movement experiences during physical education to develop understanding of how movement is personally meaningful.* |
| ***Content Area Literacy Standards*** | | ***21st Century Skills*** |
| *not applicable* | | • *makes judgments and decisions*<br>• *implement innovations*<br>• *manage goals and time*<br>• *interact effectively with others* |

## Stage 2 - Evidence

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

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

| | |
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| | |
| ***Language Arts Integration*** | ***Mathematics Integration*** |
| | |
| ***Technology Integration*** | ***District Materials*** |
| | |

# Grade 4: Fall PE

## Stage 1 Desired Results

ESTABLISHED GOALS:

*Competencies:*

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

*Content Standards:*

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

### *Transfer*

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

### *Meaning*

ENDURING UNDERSTANDINGS

*Students will understand that…*

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

ESSENTIAL QUESTIONS

- Are you fun to play with?
- How do I deserve to be treated?

### *Acquisition*

*Students will know…*

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

*vocabulary: strategy, offense, defense*

*Students will be skilled at…*

- *combining varied locomotor skills in a variety of practice tasks.*
- *demonstrating rolling a ball in a non-dynamic environment.*
- *demonstrating throwing in a variety of practice tasks.*
- *demonstrating catching in a variety of practice tasks.*
- *demonstrating sending and receiving an object in a variety of practice tasks.*
- *demonstrating kicking a ball using the instep in a variety of practice tasks.*
- *demonstrating dribbling with feet in a variety of practice tasks.*
- *combines manipulative skills and traveling for execution to a target in a variety of practice tasks.*
- *applying movement concepts and strategies for safe movement within dynamic environments.*
- *demonstrating knowledge of offensive strategies in*

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|---|---|---|
| | | *small-sided invasion practice tasks.*<br>• *demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.*<br>• *demonstrating problem solving strategies in a variety of games/activities.*<br>• *identifying the need for warm-up & cool-down relative to various physical activities.*<br>• *identifying location of pulse and provides examples of activities that increase heart rate.*<br>• *explaining the benefits of physical activity.*<br>• *recognizing and explaining how physical activity influences physiological changes in their body.*<br>• *recognizing the critical elements that contribute to proper execution of a skill.*<br>• *describing the impact of food and hydration choices on physical activity.*<br>• *describing the perspective of others during a variety of activities.*<br>• *using communication skills to negotiate roles and responsibilities in a physical activity setting.*<br>• *demonstrating respectful behaviors that contribute to positive social interaction in group activities.*<br>• *demonstrating safe behaviors independently with limited reminders.*<br>• *solving problems independently, with partners, and in small groups.*<br>• *making choices that are fair according to activity etiquette.*<br>• *explaining how preferred physical activities meet the need for social interaction.*<br>• *describing how movement positively affects personal health.*<br>• *explaining the rationale for one's choices related to physical activity based on personal interests.*<br>• *recognizing group challenges through movement.*<br>• *identifying movement strengths and opportunities for practice for individual improvement.*<br>• *identifying physical activity opportunities outside of* |

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| | | *physical education class.* |
| ***Content Area Literacy Standards*** | | ***21st Century Skills*** |
| *not applicable* | | • *makes judgments and decisions*<br>• *solve problems*<br>• *think creatively*<br>• *work creatively with others*<br>• *communicate clearly*<br>• *collaborate with others*<br>• *interact effectively with others* |

## 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*** |
|---|---|
| | |
| ***Technology Integration*** | ***District Materials*** |
| | |

# Grade 4: Winter PE

## Stage 1 Desired Results

ESTABLISHED GOALS:

*Competencies:*

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

*Content Standards:*

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

### *Transfer*

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

### *Meaning*

ENDURING UNDERSTANDINGS

*Students will understand that…*

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

ESSENTIAL QUESTIONS

- How did you challenge yourself to become more fit?
- How do I deserve to be treated?

### *Acquisition*

*Students will know…*

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

*vocabulary: strategy, offense, defense*

*Students will be skilled at…*

- *combining varied locomotor skills in a variety of practice tasks.*
- *demonstrating transferring weight from feet to hands and hands to feet in a non-dynamic environment.*
- *demonstrating rolling with the body in a non-dynamic environment.*
- *demonstrating jumping rope in a variety of practice tasks.*
- *demonstrating jumping and landing in a non-dynamic environment.*
- *demonstrating/rolling a ball in a non-dynamic environment.*
- *demonstrating throwing in a variety of practice tasks.*
- *demonstrating striking with hands above waist in a variety of practice tasks.*
- *demonstrating striking with hands below waist in a variety of practice tasks.*

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| | | • *applying movement concepts and strategies for safe movement within dynamic environments.*<br>• *demonstrating knowledge of offensive strategies in small-sided invasion practice tasks.*<br>• *demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.*<br>• *demonstrating knowledge of appropriate movement concepts for efficient performance of manipulative skills.*<br>• *demonstrating problem solving strategies in a variety of games/activities.*<br>• *defines and provides examples of movement activities for developing the health-related fitness components.*<br>• *establishing goals related to enhancing fitness development.*<br>• *defining and explaining how to implement the FITT Principle for skill or fitness development.*<br>• *defining and providing examples of movement activities for developing the skill-related fitness components.*<br>• *explaining the benefits of physical activity.*<br>• *recognizing the critical elements that contribute to proper execution of a skill.*<br>• *describing the perspective of others during a variety of activities.*<br>• *using communication skills to negotiate roles and responsibilities in a physical activity setting.*<br>• *demonstrating respectful behaviors that contribute to positive social interaction in group activities.*<br>• *demonstrating safe behaviors independently with limited reminders.*<br>• *solving problems independently, with partners, and in small groups.*<br>• *making choices that are fair according to activity etiquette.*<br>• *describing physical activities that represent a variety of cultures around the world.*<br>• *explaining how preferred physical activities meet the* |

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| | | *need for personal self-expression.*<br>• *explaining how preferred physical activities meet the need for social interaction.*<br>• *describing how movement positively affects personal health.*<br>• *explaining the rationale for one's choices related to physical activity based on personal interests.*<br>• *recognizing group challenges through movement.*<br>• *setting observable long-term goals.*<br>• *identifying movement strengths and opportunities for practice for individual improvement.*<br>• *identifying physical activity opportunities outside of physical education class.*<br>• *recognizing personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.*<br>• *reflecting on movement experiences during physical education to develop understanding of how movement is personally meaningful.* |
| ***Content Area Literacy Standards*** | | ***21st Century Skills*** |
| *not applicable* | | • *makes judgments and decisions*<br>• *implement innovations*<br>• *manage goals and time*<br>• *interact effectively with others* |

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

| **Stage 3 – Learning Plan** |
|---|
| *Summary of Key Learning Events and Instruction* |

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| ***Language Arts Integration*** | ***Mathematics Integration*** |
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| ***Technology Integration*** | ***District Materials*** |
| | |

# Grade 5: Fall PE

## Stage 1 Desired Results

ESTABLISHED GOALS:

*Competencies:*

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

*Content Standards:*

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

### *Transfer*

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

### *Meaning*

ENDURING UNDERSTANDINGS

*Students will understand that…*

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

ESSENTIAL QUESTIONS

- Are you fun to play with?
- How do I deserve to be treated?

### *Acquisition*

*Students will know…*

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

*vocabulary: strategy, offense, defense*

*Students will be skilled at…*

- *combining varied locomotor skills in a variety of practice tasks.*
- *demonstrating rolling a ball in a non-dynamic environment.*
- *demonstrating throwing in a variety of practice tasks.*
- *demonstrating catching in a variety of practice tasks.*
- *demonstrating sending and receiving an object in a variety of practice tasks.*
- *demonstrating kicking a ball using the instep in a variety of practice tasks.*
- *demonstrating dribbling with feet in a variety of practice tasks.*
- *combines manipulative skills and traveling for execution to a target in a variety of practice tasks.*
- *applying movement concepts and strategies for safe movement within dynamic environments.*
- *demonstrating knowledge of offensive strategies in*

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| | | *small-sided invasion practice tasks.*<br>• *demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.*<br>• *demonstrating problem solving strategies in a variety of games/activities.*<br>• *identifying the need for warm-up & cool-down relative to various physical activities.*<br>• *identifying location of pulse and provides examples of activities that increase heart rate.*<br>• *explaining the benefits of physical activity.*<br>• *recognizing and explaining how physical activity influences physiological changes in their body.*<br>• *recognizing the critical elements that contribute to proper execution of a skill.*<br>• *describing the impact of food and hydration choices on physical activity.*<br>• *describing the perspective of others during a variety of activities.*<br>• *using communication skills to negotiate roles and responsibilities in a physical activity setting.*<br>• *demonstrating respectful behaviors that contribute to positive social interaction in group activities.*<br>• *demonstrating safe behaviors independently with limited reminders.*<br>• *solving problems independently, with partners, and in small groups.*<br>• *making choices that are fair according to activity etiquette.*<br>• *explaining how preferred physical activities meet the need for social interaction.*<br>• *describing how movement positively affects personal health.*<br>• *explaining the rationale for one's choices related to physical activity based on personal interests.*<br>• *recognizing group challenges through movement.*<br>• *identifying movement strengths and opportunities for practice for individual improvement.*<br>• *identifying physical activity opportunities outside of* |

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| | | *physical education class.* |
| ***Content Area Literacy Standards*** | | ***21st Century Skills*** |
| *not applicable* | | • *makes judgments and decisions*<br>• *solve problems*<br>• *think creatively*<br>• *work creatively with others*<br>• *communicate clearly*<br>• *collaborate with others*<br>• *interact effectively with others* |

## 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*** |
|---|---|
| | |
| ***Technology Integration*** | ***District Materials*** |
| | |

# Grade 5: Winter PE

## Stage 1 Desired Results

ESTABLISHED GOALS:

*Competencies:*

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

*Content Standards:*

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

### *Transfer*

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

### *Meaning*

ENDURING UNDERSTANDINGS

*Students will understand that…*

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

ESSENTIAL QUESTIONS

- How did you challenge yourself to become more fit?
- How do I deserve to be treated?

### *Acquisition*

*Students will know…*

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

*vocabulary:* *benefits, social*

*Students will be skilled at…*

- *combining varied locomotor skills in a variety of practice tasks.*
- *demonstrating transferring weight from feet to hands and hands to feet in a non-dynamic environment.*
- *demonstrating rolling with the body in a non-dynamic environment.*
- *demonstrating jumping rope in a variety of practice tasks.*
- *demonstrating jumping and landing in a non-dynamic environment.*
- *demonstrating rolling a ball in a non-dynamic environment.*
- *demonstrating throwing in a variety of practice tasks.*
- *demonstrating striking with hands above waist in a variety of practice tasks.*
- *demonstrating striking with hands below waist in a variety of practice tasks.*

| | | |
|---|---|---|
| | | • *applying movement concepts and strategies for safe movement within dynamic environments.*<br>• *demonstrating knowledge of offensive strategies in small-sided invasion practice tasks.*<br>• *demonstrating knowledge of defensive strategies in small-sided invasion practice tasks.*<br>• *demonstrating knowledge of appropriate movement concepts for efficient performance of manipulative skills.*<br>• *demonstrating problem solving strategies in a variety of games/activities.*<br>• *defining and providing examples of movement activities for developing the health-related fitness components.*<br>• *establishing goals related to enhancing fitness development.*<br>• *defining and explaining how to implement the FITT Principle for skill or fitness development.*<br>• *defining and providing examples of movement activities for developing the skill-related fitness components.*<br>• *explaining the benefits of physical activity.*<br>• *recognizing the critical elements that contribute to proper execution of a skill.*<br>• *describing the perspective of others during a variety of activities.*<br>• *using communication skills to negotiate roles and responsibilities in a physical activity setting.*<br>• *demonstrating respectful behaviors that contribute to positive social interaction in group activities.*<br>• *demonstrating safe behaviors independently with limited reminders.*<br>• *solving problems independently, with partners, and in small groups.*<br>• *making choices that are fair according to activity etiquette.*<br>• *describing physical activities that represent a variety of cultures around the world.* |

| | | |
|---|---|---|
| | | • *explaining how preferred physical activities meet the need for personal self-expression.*<br>• *explaining how preferred physical activities meet the need for social interaction.*<br>• *describing how movement positively affects personal health.*<br>• *explaining the rationale for one's choices related to physical activity based on personal interests.*<br>• *recognizing group challenges through movement.*<br>• *setting observable long-term goals.*<br>• *identifying movement strengths and opportunities for practice for individual improvement.*<br>• *identifying physical activity opportunities outside of physical education class.*<br>• *recognizing personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.*<br>• *reflecting on movement experiences during physical education to develop understanding of how movement is personally meaningful.* |
| ***Content Area Literacy Standards*** | | ***21st Century Skills*** |
| *not applicable* | | • *makes judgments and decisions*<br>• *implement innovations*<br>• *manage goals and time*<br>• *interact effectively with others* |

## 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*** |
| | |
| ***Technology Integration*** | ***District Materials*** |
| | |

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# TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

## October 1, 2026

## Second Read/Adoption

| Policy | Changes/Recommendations |
|---|---|
| **BGAA - Policy Development, Adoption & Review** | **Revision Since First Read:** Removed "Revocation" from the title of Section G and replaced it with "Repeal."<br><br>**Original Revisions:** Removed the word "full" from Section E.2, as this does not reflect the District's current practice. Added "Revocation" to Section G. |
| **GCCAD - Leave for Uniformed Service Members or Their Spouses** | **No changes since First Read.**<br><br>TRSD does not maintain this policy; the language is provided by NHSBA. |

## Repeal

| Policy | Changes/Recommendations |
|---|---|
| **BGF - Waiving, Suspending & Revoking Policies** | Recommendation to repeal Policy BGF upon adoption of Policy BGAA, which incorporates provisions addressing the waiver, suspension, and revocation of Board policies. |

| Timberlane Regional School District | Policy Code: BGAA |
|---|---|
| **Adopted: 01-08-26**<br>**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.~~ 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 Repeal ~~of~~ 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*

# 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.

| Timberlane Regional School Board | Policy Code: BGF |
|---|---|
| ~~Adopted: 09-20-01~~<br>~~Revised: 03-17-16~~<br>~~Revised: 06-01-17~~<br>~~Revised: 05-05-22~~ | ~~Page 1 of 1~~<br><br>REPEALED |

# WAIVING, SUSPENDING AND REVOKING POLICIES

**Repealed by the Timberlane Regional School Board on [Date].**

~~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.~~

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# EXECUTIVE SUMMARY - Elementary Education In Sandown

October 1, 2026

## Overview

This executive summary outlines the current educational model in Sandown, identifies pieces of information relevant to that model, and presents a question for the school board to consider targeting the most efficient use of District space.

## Model In Sandown

Sandown currently operates two school building facilities. The Learning Center at Sandown Central provides for students in preschool through kindergarten. Sandown North Elementary School provides for students in grades 1-5. All Sandown students transition to middle school in Plaistow for grade 6.

## Relevant Information

1. Sandown students, families, and staff experience a transition from kindergarten to grade 1 in which they change physical buildings. This is distinctly different from the transition for students in Atkinson, Danville, and Plaistow.
2. Sandown North Elementary School is operating at capacity - 100% of its space is utilized.
3. The town of Sandown is approving and building homes.
4. The educational fiscal landscape in New Hampshire and specifically here in Timberlane is constrained.
5. The District operates a tuition-based program for early childhood and kindergarten.
6. There was an educational space study specific to Sandown that was published in 2017.

## Question for Consideration

Should the school board again explore the most efficient use of educational facility space in Sandown?

Respectfully submitted,

Justin Krieger
Superintendent of Schools

# Right to Know (RTK)

## RIGHT TO KNOW REQUEST PROCEDURE

Right to Know requests shall be submitted to the Superintendent's Office in writing (emails are acceptable to rtk@timberlane.net (mailto:rtk@timberlane.net). Please include "RTK" in the subject of the email. Although written requests are not required by law, it is beneficial to both the District and the requester to have documentation of the request.

Pursuant to RSA 91-A and upon receipt of a Right to Know request, the School District shall within 5 business days make such record available, deny the request in writing with reason, or furnish written acknowledgement of the request and include a statement of the time reasonably necessary to determine whether the request shall be granted or denied.

Materials and/documentation produced to fulfill a Right to Know request shall be subject to a charge of $.50 per page when hardcopies are provided. Hardcopies shall be picked up at the Superintendent's office during normal business hours. For materials that are requested in an electronic format and are maintained or available in electronic format (including but not limited to video recordings) requesters shall provide their own thumb drive (in original, sealed packaging only) or the District shall provide the thumb drive at the requester's expense. Electronic copies shall be retrieved at the Superintendent's office during normal business hours.

# Job Postings

As of 9/25/26

| JobId | Category | Position Type | Additional Title | Location | Date Posted | Closing Date | Date Available | For Fiscal Year | Time To Fill | AppCount |
|---|---|---|---|---|---|---|---|---|---|---|
| **Athletics/Activities** | | | | | | | | | | |
| 5337 | Athletics/Activities | Coaching | TRHS Assistant Varsity Swim Coach | Timberlane Regional High School | 9/23/2026 | open until filled | Nov-26 | 2026-2027 | 2 | 1 |
| 5292 | Athletics/Activities | Coaching | TRHS E Sports Coach | Timberlane Regional High School | 6/19/2026 | open until filled | As soon as possible | 2026-2027 | 98 | 3 |
| 5333 | Athletics/Activities | Coaching | TRMS Boys Basketball A Coach | Timberlane Regional Middle School | 9/16/2026 | Open until filled | Nov-26 | 2026-2027 | 9 | 2 |
| 5335 | Athletics/Activities | | TRMS Boys Basketball B Coach | Timberlane Regional Middle School | 9/17/2026 | open until filled | Nov-27 | 2026-2027 | 8 | 0 |
| 5336 | Athletics/Activities | Coaching | TRMS Girls Basketball B Coach | Timberlane Regional Middle School | 9/23/2026 | open until filled | Nov-26 | 2026-2027 | 2 | 0 |
| **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 | 29 | 3 |
| 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 | 2026-2027 | 442 | 19 |
| 5332 | Instructional Support Staff | ASD ISEP Paraeducator | ASD ISEP Paraeducator cc2259 | The Learning Center at Sandown Central | 9/9/2026 | Open until filled | As soon as possible | | 16 | 4 |
| 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 | 114 | 5 |
| 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 | 29 | 3 |
| **Maintenance/Custodial** | | | | | | | | | | |
| 5279 | Maintenance/Custodial | Custodian | Custodian - 2nd Shift cc358 | Pollard School | 6/9/2026 | Open until filled | As soon as possible | 2026-2027 | 108 | 16 |
| 5299 | Maintenance/Custodial | Custodian | Substitute Custodians | Timberlane Regional School District | 7/6/2026 | Open until filled | As soon as possible | 2026-2027 | 81 | 3 |
| **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 | 24 | 7 |
| **School Board** | | | | | | | | | | |
| 5334 | School Board | Timberlane School Board Recording Secretary | Timberlane Regional School Board Recording Secretary/Clerk | Timberlane Regional School District | 9/16/2026 | Open until filled | As soon as possible | 2026-2027 | 9 | 0 |
| **Special Education** | | | | | | | | | | |
| 5285 | Special Education | Social Worker | Long Term Substitute - School Social Worker | Danville Elementary | 6/16/2026 | Open until filled | As soon as possible | 2026-2027 | 101 | 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 | 59 | 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 | 44 | 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 | 81 | 29 |