NH School Administrative Unit 106 | Timberlane Regional School District
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Thursday, October 15, 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. Substitute Paraeducator Daily Rate – ACTION**
    - **b. Overnight Field Trip Request – ACTION**
    - **c. Instructional Resources Plan and Selection Procedure and Curriculum Development & Review Cycle – INFORMATIONAL**
    - **d. Policies – ACTION**
        - **i. First Read: IC**
        - **ii. Revoke Policy BGF: Waiving, Suspending & Revoking Policies**
    - **e. Budget to Actual Report – INFORMATIONAL**
    - **f. TRHS Envelope Project – INFORMATIONAL/ACTION**
    - **g. HVAC Filter RFP Results – ACTION**
    - **h. FY2028 CIP Recommendations – ACTION**
    - **i. 2027 Legal Calendar - INFORMATIONAL**
    - **j. Elementary Education Resources in Sandown – INFORMATIONAL/ACTION**
    - **k. Tax Cap Question on November 3rd – INFORMATIONAL**
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
10/20/26	6:15 PM	SAU Boardroom	Capital Improvement Plan
10/22/26	7:00 PM	SAU Boardroom	Budget Committee
11/4/26	4:00 PM	SAU Boardroom	Curriculum & Assessment
11/5/26	5:00 PM	SAU Boardroom	Policy Committee
11/5/26	6:30 PM	SAU Boardroom	School Board

DRAFT PUBLIC MEETING MINUTES

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

Timberlane Regional School Board
Meeting Minutes

Regular Board Meeting
October 1, 2026
6:30 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order
Mr. Sherwood called the meeting to order at 6:31 PM.

Board Members Present
Shawn O'Neil, Marianne Springer, Paul LeCain, Alyssa Kowalczyk, Mark Sherwood, Don Woodworth, Jack Sapia

Excused Absence: Shauna Manthorn
Katie Knutsen

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

Administrators Present
Maria Watkins, Business Administrator/CFO
Lucy Canotas, Director of Elementary Education
Kurt Schweiss, Director of Music/PAC
Dawn Roberson, Middle School Special Education Coordinator

APPROVAL OF MINUTES

Mrs. Springer noted a correction to the September 17th meeting minutes to change the reference to the high school WIN program to the middle school WIN program.

MOTION: Mr. Sapia motioned to approve the September 17, 2026 meeting minutes as amended. Seconded by Mrs. Springer. Motion passes 6-0-1. (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil; Abstain: LeCain)

Student, Staff, Family Share

Fifth-grade students from Atkinson Academy, accompanied by School Counselor Kristen Woodworth, presented the school's PAWS behavior and character recognition program. The students explained how PAWS is incorporated throughout the school day and demonstrated the expectations through student skits. The presentation also addressed bullying prevention, including the distinction between an upstander and a bystander.

DELEGATES & INDIVIDUALS

Mike Richeson, from Atkinson, addressed the Board regarding concerns about communications among Board members and the Superintendent relating to the prior Deliberative Session and a tax-cap warrant article. Mr. Richeson expressed concerns regarding transparency, Board conduct, and public trust.

Mr. Sapia spoke as a Delegate to clarify that the characterization of communications involving seven Board members was inaccurate and stated that the Board had publicly voted 9-0 regarding the warrant article. Additional discussion addressed the role of the Deliberative Session moderator and the distinction between public discussion and Board action.

MOTION: Mr. Sherwood motioned to move the remaining 24 minutes of Delegates & Individuals to the end of the meeting. Seconded by Mrs. Springer. Motion passes 6-0-1. (Yes: O'Neil, Springer, Kowalczyk, Sherwood, Woodworth, Sapia; Abstains: LeCain).

Student Representative

Mr. Darnstaedt reported on activities at Timberlane Regional High School, including Spirit Week, the upcoming pep rally and dance, PSATs, senior parking spaces, ALICE training, a fire drill, and parent-teacher conferences. He also reported on athletics, including the rescheduling of athletic contests following weather cancellations, the upcoming Project Hope football game, Athletic Hall of Fame activities, and student participation in the national anthem.

At the middle school, Mr. Darnstaedt noted the four-week WIN cycle and the use of i-Ready data to monitor student progress. The eighth-grade Adventure Lore field trips were also discussed. At Sandown North, he spoke on the student morning news program and the new student newspaper.

CURRENT BUSINESS

a. State & Local Trends in Special Education

Superintendent Krieger and Mrs. Drechsel presented information on national, New Hampshire, and Timberlane special education trends, including enrollment and identification trends, staffing challenges, funding and expenditures, contracted services, and the relationship between service intensity and costs. The Board discussed differences among federal, state, and local funding sources and the impact of special education requirements on local taxpayers. Superintendent Krieger reported that Timberlane's percentage of students receiving special education services had declined over the prior four (4) years while remaining above the national percentage.

Nicole McCarthy (Special Education Teacher), Eric Carelli (Special Education Teacher), Leah Poulin (Social Worker) discussed increasing student mental health concerns, including stress, executive functioning difficulties, dysregulation, anxiety, and school refusal. They noted that students experiencing these challenges may struggle to access the regular school environment, with some refusing to attend school altogether. The staff emphasized the importance of working collaboratively with families to support students and noted that these concerns are increasingly being observed at younger ages. The Board discussed potential contributing factors, including family dynamics, technology, and the role of discomfort in developing problem-solving and coping skills.

b. PAGS Audit Presentation

Mrs. Drechsel provided an update on the New Hampshire Department of Education's PAGS review and the district's corrective action process. The review examined special education program structure, federal performance indicators, educational environments, equitable services, IEP implementation, and student records. The state reviewed 36 IEPs using 22 indicators and identified 18 instances of non-compliance, primarily related to documentation and implementation of services rather than a failure to provide services. Findings included documentation of service delivery and parent concerns, gaps between IEP effective dates, parent signatures and effective dates, and documentation of supplementary services.

Mrs. Drechsel explained that corrective action will include reviewing records, verifying services were provided, addressing documentation deficiencies, providing compensatory education when required, and training staff. The Board discussed staffing levels, caseloads, documentation requirements, and staff time devoted to compliance. Mrs. Drechsel reported that the corrective action and compliance plan would be submitted to the Department of Education in October, with the process expected to continue through June or July 2027. Staff feedback identified staffing shortages, funding constraints, limited collaboration time, and training needs, while family feedback included appreciation for improved communication and concerns regarding IEP communication, access to ABA services, and additional behavioral training.

c. Music Department Florida Field Trip Sponsorships

Mr. Schweiss proposed establishing a sponsorship model in partnership with the Timberlane Music Association to raise funds to support the students' trip to Florida. The model would be similar to the sponsorship program used by the Athletics Boosters and would focus on developing ongoing community partnerships. The Board also discussed potential fundraising opportunities and

whether existing district policies governing sponsorships, signage, and advertising would apply.

MOTION: Mr. O'Neil motioned to approve implementing a local business and community sponsorship model, in collaborating with the Timberlane Music Association to offset student costs for the April 2027 Music Department trip to Florida. Seconded by Mr. Sapia. Motion passes 7-0-0 (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil, LeCain)

d. Curriculum Revisions

i. English for the Trades – Second Read

Assistant Superintendent Allaire presented the second read of the new half-credit English for the Trades course. The course is intended initially to be offered through the Evening Division and is designed to support students pursuing trade-related pathways.

MOTION: Mr. Sapia motioned to accept the second read and adoption of the English for the Trades Curriculum. Seconded by Mrs. Kowalczyk. Motion passes 7-0-0 (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil, LeCain)

ii. NH History – Second Read

Assistant Superintendent Allaire presented the second read of the new half-credit New Hampshire History course which is a state requirement associated with the graduating class of 2030. The course may also be offered through Evening Division and as an elective option for other students.

MOTION: Mr. Sapia motioned to accept the second read and adoption of the NH History new course curriculum. Seconded by Mrs. Kowalczyk. Motion passes 7-0-0. (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil, LeCain)

iii. Algebra II – Second Read

Assistant Superintendent Allaire presented revisions aligning the one-year and two-year Algebra 2 offerings so that students receive consistent units of study, competency skills, and course titles regardless of the course sequence.

MOTION: Mrs. Springer motioned to accept the second read and adoption of the Algebra II curriculum. Seconded by Mr. Woodworth. Motion passes 7-0-0. (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil, LeCain)

iv. Elementary PE – Second Read

Mrs. Canotas Administration presented revisions to the Pre-K–5 physical education curriculum following the Board's prior first read. Four (4) skills were reviewed and incorporated into the appropriate curriculum units. One (1) skill concerning technology tools that support physical activity goals was moved from physical education to health.

MOTION: Mrs. Kowalczyk motioned to accept the second read and adoption of the Elementary Physical Education curriculum revisions. Seconded by Mr. Woodworth. Motion passes 7-0-0. (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil, LeCain)

e. Policies

i. Second Read BGAA

Assistant Superintendent Allaire presented revisions to Policy BGAA regarding the process for suspension, waiver, and repeal of policies. The second reading incorporated the amendment approved at the prior School Board meeting, replacing "revocation" with "repeal" in the title to maintain consistency throughout the policy.

MOTION: Mr. Woodworth motioned to accept the second read and adoption of policy BGAA. Seconded by Mr. Sapia. Motion passes 7-0-0. (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil, LeCain)

ii. Second Read GCCAD

Assistant Superintendent Allaire presented the proposed new Policy GCCAD, Leave for Uniformed Service Members or Their Spouses. She noted it provides protections and benefits applicable to spouses of uniformed service members.

MOTION: Mrs. Springer motioned to accept the second read and adoption of policy GCCAD. Seconded by Mr. Woodworth. Motion passes 7-0-0. (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil, LeCain)

iii. Revoke Policy BGF

The Board could not proceed with the repeal of Policy BGF, Waiving, Suspending, & Revoking Policies, because a full Board was not in attendance.

f. Elementary Education Resources in Sandown

Superintendent Krieger presented information regarding the current elementary school

configuration in Sandown. Sandown Central serves preschool through kindergarten, while Sandown North serves grades one (1) through five (5), with students transitioning to the main campus for sixth grade. The presentation noted that the transition from kindergarten to first grade requires a change in buildings, Sandown North is operating at capacity, additional residential development is being approved in Sandown, and the district is operating within a constrained fiscal environment. He also referenced a 2017 educational space study.

The Board discussed enrollment projections, facility capacity, future development, the condition and functionality of Sandown Central, and the district's long-term educational space needs. The Board expressed support for exploring potential options, and administration was asked to develop a proposed structure and scope for a study committee and bring the recommendations back to the Board for approval. No formal vote was taken.

g. Right to Know Requests Website Posting

Superintendent Krieger presented a proposal for posting a Right-to-Know request log on the district website, including the date received, case number, requester, description of requested materials, and date of compliance. The Board discussed the potential benefit of increased transparency and the possibility of reducing duplicate requests. The Board also discussed the administrative resources associated with processing Right-to-Know requests.

MOTION: Mrs. Springer motioned to post the district's Right-to-Know log, including the date of submission, case number, requester, and description of materials requested. Seconded by Mr. Sapia. Motion passes 7-0-0. (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil, LeCain)

The Board subsequently discussed including access to the responsive materials associated with each request.

MOTION: Mr. O'Neil motioned to amend the previous action to include a hyperlink providing access to the Right-to-Know information requested, moving forward. Seconded by Mr. LeCain. Motion passes 4-3-0. (Yes: O'Neil, LeCain, Kowalczyk, Sapia; No: Springer, Sherwood, Woodworth)

Administrator's Reports

Superintendent Krieger provided updates on fiscal information previously shared with the Budget Committee, including district expenditures and purchase orders for FY2024 through FY2026, as well as the interaction between HB 564 and HB 1300 and the resulting SAU budget requirements. The Board was advised that the SAU budget is separate from the district operating budget and will require a public hearing and Board vote before January 1st, after which it will be presented to voters as a separate warrant article and reviewed by the Budget Committee. Administration clarified that the SAU budget

would not have a traditional default budget if rejected by voters; instead, an adjusted budget would be developed pursuant to the statutory methodology. Administration also noted the limited meeting opportunities before the November 3rd general election to provide public education or discussion regarding the potential impact of the tax cap.

Mrs. Drechsel noted that the Child Find screening event will be held on November 19th at Sandown Central for children ages two (2) and a half through six (6) who are not currently enrolled in school.

Personnel Report - None

Committee Reports

Mr. Sapia noted that CIP is prepared to present their recommendations to the Board at the next meeting.

Mrs. Kowalczyk provided an update on the stakeholder review required for Policy JICK. The stakeholder group is expected to meet in October, with results anticipated for the November Policy Committee meeting and subsequent presentation to the Board.

Mrs. Springer informed the Board that questions at the Budget Committee meeting had been raised regarding School Board stipends and the district's Chromebook replacement program.

Correspondence

The Board discussed the purpose of the newly added correspondence agenda item, which provides Board members an opportunity to respond to correspondence received or issues raised at prior meetings after having an opportunity to review and research the matter.

Mr. Sherwood addressed correspondence and statements concerning communications among Board members and the Superintendent related to the prior Deliberative Session and a tax-cap warrant article. He clarified that the communications presented did not represent a Board vote or coordinated effort to establish a tax-cap figure and stated that the Deliberative Session is conducted under the authority of the elected moderator. Further discussion addressed transparency, Right-to-Know requests, public records, the importance of accurate context, and maintaining public trust.

Mr. O'Neil inquired about the status of a concern that a constituent raised to him regarding a teacher asking a student about their COVID-19 vaccination status. Superintendent Krieger referred the matter to Middle School Principal. He and Principal Mencis followed up with the parent and provided assurance that the situation would not occur again.

Other Business

Mr. Sapia recognized and thanked the Lions Club for conducting vision screenings for students at Atkinson Academy and for its willingness to support the district.

In addition, Mr. Sapia discussed the use of screen time and the potential future consideration of a

graduated approach by grade level. The discussion included the district's use of print instructional materials and the budgetary implications of replacing books and other instructional resources. No action was taken.

There were no additional delegates and individuals.

MOTION: Mr. Sherwood motioned to enter non-public under RSA 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mrs. Springer. Motion passed 7-0-0. (Yes: Springer, Kowalczyk, Woodworth, Sapia, Sherwood, O'Neil, LeCain)

The Board was polled:
O'Neil – yes Springer – yes LeCain – yes Kowalczyk – yes
Sherwood – yes Woodworth – yes Sapia– yes

The Board entered non-public at 9:43 PM.

The Board returned to the public session at 10:43 PM.

MOTION: Mr. O'Neil motioned to seal the non-public minutes of October 1, 2026. Seconded by Mr. LeCain. Motion passes 7-0-0. (Yes: O'Neil, LeCain, Kowalczyk, Sapia, Springer, Sherwood, Woodworth)

There was no further public business. The meeting was adjourned at 10:44 PM.

Respectfully submitted,
Kelly Salovitch
Recording Secretary

Approved by the School Board on

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Executive Summary

Paraeducator Substitute Pay

In October of 2023, the school board approved increasing rates for the (non-certified) Teacher and Paraeducators substitutes to $115 per day. The hourly rate for the non-certified teacher substitute is $15.86 (7.25 hours/day) and for the paraeducator it is $17.70 (6.5 hours/day). If they work the entire school day, they would each be paid $115 per day.

In the current collective bargaining agreement for the Paraeducators (TSSU), effective 7/1/26, the workday hours were increased from 6.5 hours to 7.00 hours per day. As a result, if an individual accepts an assignment as a substitute paraeducator, because of the increase in the length of the day, they are earning less money.

Assignment	Current Daily Rate	Hourly Rate	Hourly Rate with increase in hours
Paraeducator	$115	$17.70	$16.43

We are requesting to maintain the current hourly rate the same at $17.70/hr. which would change the daily rate to $123.90. This is a difference of $8.90 per day. Based on FY 2026, filled paraeducator assignments represented only 20% of the total number of filled substitute assignments. If the increase in the length of the day for paraeducators occurred in FY26 and the daily rate was $123.90, the increased cost to the district would have been $3,650 (410 filled paraeducator assignments X $8.90).

Respectfully,

Fran DeCinto
Fran DeCinto
HR Director

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EXECUTIVE SUMMARY

Student Council - Waterville Valley - Overnight Travel

Conference:

TRHS Student Council is seeking approval to attend the NHASC (NH State) Fall Conference. This leadership conference provides training for Student Council members, connections with other NH students, opportunities to hear from speakers and mentors, and time to plan programs for school.

Trip Info:

Dates: November 12- 13 2026

Location: Waterville Valley Conference Center

Number of Students: 5

Number of Chaperones: 2

Lodging location: Black Bear Lodge (Waterville Valley, NH)

Transportation: Bus

Funding: students pay $250 (per person) ($200 for conference fee and $50 to cover the cost of the bus).

Respectfully submitted,
Jennifer Puchlopek, Secondary Curriculum Coordinator

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EXECUTIVE SUMMARY
IJ-R - Instructional Resources Plan and Selection Procedure and Supporting Documents

October 15, 2026

Policy IJ was updated by the Board in December 2025 to comply with state requirements under N.H. Code Admin. Rules Ed 306.08. This policy mandates that the Superintendent "prepare, maintain and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of curriculum and learning resources necessary to support the needs of the school's students". Administration is required to present this plan to the Board by October 15 every three years, beginning in 2026.

The following three documents are presented informationally to the TRSD School Board in accordance with this requirement in set forth in TRSD Policy IJ (Instructional Resources):

1. Procedure IJ-R: Instructional Resources Plan and Selection Procedure
2. TRSD Criteria for Selection of Instructional Materials - supporting documentation referenced in IJ-R, Section I.4.
3. TRSD Curriculum Development and Review Cycle - supporting documentation referenced in IJ-R, Section III.

Respectfully Submitted,
Sandra Allaire, Assistant Superintendent

Timberlane Regional School District	Procedure Code: IJ-R
Adopted:	Page 1 of 3

Instructional Resources Plan & Selection Procedure

In accordance with School Board Policy IJ and NH Code of Administrative Rules Ed 306.08, the Superintendent is directed to prepare, maintain, and implement a written Instructional Resources Plan. This procedure outlines the selection standards, committee structures, and review sequences utilized to support the educational needs of all Timberlane Regional School District students.

I. SELECTION STANDARDS FOR DISTRICT-PROVIDED INSTRUCTIONAL MATERIALS

1. Material shall support and be consistent with the current educational goals and objectives of instructional programs.

2. Material shall meet standards of high quality in factual content.

3. Material shall be appropriate to the subject area and for the age, ability level, and social maturity of the students for whom the material is selected and used.

4. The committee shall evaluate each resource using the baseline standards in the TRSD Criteria for Selection of Instructional Materials and any supplemental criteria specific to the academic discipline.

II. ADMINISTRATIVE RESPONSIBILITY & SELECTION COMMITTEE

The responsibility to review and select instructional materials and learning resources to be recommended to the Superintendent of Schools or designee for use by students shall rest with the professional staff members, directors, and building administration.

A Selection Committee will be convened and should include the following individuals:

- At least 1 Elementary Building Principal and at least 1 Secondary Building Principal or their designees
- Subject-matter teachers representing multiple grade levels, K-12
- Director of Elementary Education
- Director of Secondary Education
- Secondary Curriculum Coordinator

- Assistant Superintendent
- Others as requested

III. SELECTION AND REVIEW PROCEDURE

- The district will review materials in relation to the TRSD Curriculum Development and Review Cycle.
- A committee of teachers and administrators, facilitated by the Director of Elementary Education, Director of Secondary Education, or other designee from the Assistant Superintendent, is developed.
- Research is conducted to determine potential resources to review. This includes criteria from the field and available resources, which may include, but is not limited to:
  - Reviewing sample copies that the district has obtained;
  - Reviewing webinars about the resources;
  - Attending presentations from providers;
  - Attending site visits to other districts (if available);
  - A search for reputable, unbiased professional reviews.
- If formal reviews are unavailable, an informal review shall be completed using available resources, rubrics, and checklists not provided by the company.
- The committee members will be charged with providing ongoing updates on the work of the committee to teachers and administrators in their buildings. Any feedback collected from non-committee members will be brought back to the committee for consideration.
- The committee will determine the next steps based on the above criteria as needed for a thorough review of any instructional materials.
- At the conclusion of the review process, the committee will select and recommend a single resource to the TRSD Curriculum and Assessment Committee.
- The TRSD Curriculum and Assessment Committee will review the recommendation of the Selection Committee and vote to move the instructional resource to the TRSD School Board for approval and adoption.

Legal & Board References:
Timberlane School Board Policy IJ (Instructional Materials)
NH Code of Administrative Rules, Section Ed 306.08 (Learning and Instructional Resources)

TRSD CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS

The following are among the criteria applied to the evaluation of new instructional materials. It is understood that all materials may not meet all 22 criteria. It is also understood that the Instructional Materials Review Committee may develop additional criteria specific to an academic discipline (ex. Mathematics, World Languages, English Language Arts, Music, etc.).

1. Accuracy & Objectivity: Be accurate, factual, and objective.

2. Balanced Viewpoints: Represent a broad spectrum of viewpoints on given topics.

3. Visual Integration: Integrate effectively with visual and graphic content.

4. Multi-Modal Resources: Include references reflecting modern digital, print, and multi-modal media.

5. Developmental Appropriateness: Align with students' cognitive, academic, and developmental levels of learning.

6. Authority & Credibility: Be authoritative, realistic, and fact-based.

7. Logical Organization: Be arranged chronologically, structurally, or systematically.

8. Cultural Diversity: Reflect the multicultural diversity, varied backgrounds, and lived experiences of people across the United States.

9. Equity & Bias Reduction: Be free from gender, sexual, racial, or cultural stereotyping and bias.

10. Diverse Representation: Authentically represent diverse racial, ethnic, cultural, and identity groups.

11. Real-World Relevance: Be relevant to contemporary local, national, and global contexts.

12. Artistic & Literary Quality: Exhibit strong artistic, historical, and literary value.

13. Societal Reflection: Reflect the questions, aspirations, values, and diverse ideals of modern society.

14. Curriculum Alignment: Directly align with core curriculum standards and goals.

15. Instructional Objectives: Support and advance the broader learning objectives of the instructional program.

16. Controversial Subjects: Represent differing viewpoints on complex or controversial subjects.

17. Creativity & Engagement: Foster creativity, critical thinking, curiosity, and independent reading.

18. Technical Production Quality: Maintain high technical standards, including clear audio, visual quality, closed captioning, and seamless digital media synchronization.

19. Readability & Design: Feature clear visual layouts, accessible typography, and readable formatting.

20. Life Skills Development: Support the growth of practical, functional, and independent living skills.

21. Universal Design & Accessibility (UDL): Incorporate Universal Design for Learning (UDL) principles to ensure accessibility for all learners, accommodating physical, neurodivergent, learning, developmental, and social-emotional needs.

TIMBERLANE REGIONAL SCHOOL DISTRICT (TRSD)

Curriculum Development and Review Cycle

A Rigor-Based, Competency-Driven Process

Aligned to the NH ED 306 Rules, District Policy, and Operational Procedures for All Content Areas

Developed: August 2026 (Integrating Board Policy IJ / Administrative Procedure IJ-R)
Presented to the TRSD Curriculum and Assessment Committee: September 2, 2026 (1st Read) and October 7, 2026 (2nd Read)
Presented to the TRSD School Board:October 15, 2026
Initial Implementation Period: 2026–2033

SECTION I: Regulatory Context, Philosophy, and Authority

A. The NH Ed 306 Minimum Standards & Statewide Transition

Revisions to the New Hampshire Minimum Standards for School Approval (Ed 306 Rules) were formally adopted by the State Board of Education in December 2024. These updated rules reinforce a strong and modern emphasis on competency-based, personalized, and innovative learning across all public districts in New Hampshire.

Because the Ed 306 standards fundamentally reshape multiple aspects of school operations—including policy development, graduation requirements, course sequencing, and practices in curriculum, instruction, and assessment—the district began a comprehensive process to monitor these transitions and provide updates to the TRSD School Board. To ensure systemic alignment, TRSD is conducting a comprehensive curriculum review of all content areas over a designated period, analyzing core competencies and the horizontal and vertical structure of skills required to master them.

In accordance with NH Ed 306.15, the district's curriculum framework and school year policies explicitly recognize that students advance upon the achievement of competencies, and credits are awarded based on demonstrated proficiency rather than traditional 'seat time' spent in a classroom context.

B. The State Academic Standards Mandate (Ed 306.26)

A key pillar of the revised regulatory framework is Ed 306.26 (*State Board Establishment of State Academic Standards*), which establishes that state-approved academic standards form the baseline for district curricula and local competencies. Under this state rule, academic standards must be clear, measurable, developmentally appropriate, progressive, rigorous, and aligned with a deep understanding of content. The state mandates a comprehensive review of all such academic standards at least every 10 years.

C. Local Control & The Rigor Threshold (Ed 306.26.j)

While public school districts are generally expected to implement the state's academic standards, New Hampshire law preserves local board authority under Ed 306.26.j. This rule allows a local school board to determine, approve, and implement alternative academic standards, provided they meet or exceed the rigor of the state-adopted standards:

"If a local school board determines not to implement the academic standards established by the state board, a local school board shall determine, approve, and implement alternative academic standards that meet at least the level of rigor of the academic standards adopted by the state board."

In May 2025, the TRSD Curriculum and Assessment Committee formally adopted the Hess Rigor Matrix as the district's standardized tool for evaluating the cognitive and academic rigor of standards used in all district curricula. Utilizing this framework, the district conducted a systematic rigor analysis of the standards used in all content areas. The district identified six content areas (Visual Arts, Theater, Health, Music, Physical Education, and Social Studies) where the TRSD had chosen to align district curricula to national standards, in place of the outdated New Hampshire (NH) standards or frameworks. Through this process, the district determined that the selected national standards in those disciplines consistently exceeded the state frameworks.

Following a unanimous recommendation by the TRSD Curriculum and Assessment Committee the TRSD School Board formally voted to adopt all of the standards identified in the TRSD Academic Standards Approval Template, included in Appendix B. These board-approved standards serve as the baseline for TRSD's competencies and curriculum units.

SECTION II: Core Principle: Curriculum Drives Resources

A foundational philosophical tenet of TRSD's operational philosophy is that curriculum review begins with learning, not instructional materials. To prevent the curriculum review cycle from devolving into a routine "textbook adoption cycle," the district maintains an intentional, structural division between curriculum and instructional resources:

A. Defining "Curriculum"

For the purposes of this framework, curriculum is defined as the district-developed description of what students are expected to learn (knowledge) and demonstrate (competencies and skills). This is the "intended written curriculum" of TRSD. All district curricula have been generated through the Understanding by Design (UbD) template for curriculum development. Stage 1 of each UbD unit defines the “Desired Results” for that unit and comprises the Established Goals (Competencies and Standards), Transfer Statement, Meaning (Enduring Understandings and Essential Question(s), Acquisition (Knowledge, Skills, and Vocabulary), Content Area Literacy Standards, and 21st Century Skills. All TRSD stage 1 curriculum units were established by district educators, reviewed and approved by the TRSD Curriculum and Assessment Committee, and formally approved by the TRSD School Board.

B. Defining "Instructional Resources"

Instructional resources are defined as the materials, programs, texts, digital tools, manipulatives, and other equipment that educators use to support students in achieving the established curriculum. Resources are tools of delivery, not the definition of learning.

C. The Grounding Principle in Action

WHAT STUDENTS MUST LEARN	→	HOW WE SUPPORT THAT LEARNING
Curriculum		Instructional Resources
(District-Developed)		(Purchased/Selected Tools)

1. **Curriculum Drives Resources:** A content-area review must first evaluate whether the district-developed curriculum is appropriately designed, aligned, and rigorous. Only after the curriculum has been analyzed and updated does the review team determine whether existing instructional resources adequately support its implementation.
2. **Two Independent Decisions**: A resource may be updated or replaced without altering the core curriculum. Conversely, a curriculum may undergo major revisions even when existing resources or programs remain appropriate. The two decisions are connected, but handled independently.

SECTION III: The Foundation of TRSD Curriculum: UbD Stage 1 & Competency Design

TRSD develops and documents its curriculum units using the Understanding by Design (UbD) framework. The district's published Stage 1 curriculum documents are the public, primary representation of the intended curriculum and are accessible via the TRSD Approved Curriculum page.

The board-approved academic standards are used to guide the development of course and grade-level competencies, which are embedded directly into Stage 1 of every district curriculum unit. To ensure structural coherence, review teams evaluate the alignment among the core fields of a TRSD Stage 1 document. The sections of the TRSD UbD Stage 1 Curriculum unit are depicted and described below:

UBD Curriculum Template

Course Name: Unit Name

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="8">ESTABLISHED GOALS:

<u>Competencies:</u>
• Content Competencies:
Students will demonstrate the ability to
.
• Content Literacy Competencies:
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.

<u>Content Standards:</u>
•
•</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to …</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>ENDURING UNDERSTANDINGS
Students will understand that…
• …</td><td>ESSENTIAL QUESTIONS
• …?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…
• that …

<u>vocabulary:</u> …,</td><td>Students will be skilled at…
• …</td></tr>
<tr><td colspan="2">Content Area Literacy Standards</td><td>21st Century Skills</td></tr>
<tr><td colspan="2">• 1.OA.1 Use</td><td>• xxxx</td></tr>
</table>

Components of the UbD Stage 1 "Desired Results" Curriculum Unit Framework

The following sections describe the desired learning outcomes that students will achieve at the end of the course or instructional year.

1. ESTABLISHED GOALS (Competencies and Standards)

- Competencies (Including Content and Content Literacy Competencies): Identify the broader, measurable, and transferable skills and capabilities students are expected to develop and demonstrate.
- Content Standards: Identifies the applicable state or adopted national academic standards aligned directly to the unit competencies and expectations.

2. TRANSFER STATEMENT

- Transfer Statement: Describes what students should ultimately be able to independently apply and transfer beyond the immediate classroom context to new, real-world, and unfamiliar situations.

3. MEANING (Enduring Understandings and Essential Questions)

- Enduring Understandings: The "big ideas" and core insights with lasting value that students should retain long after completing the unit.
- Essential Questions: Open-ended, provocative questions that frame inquiry, stimulate critical thinking, and spark the deep reflection required to reach enduring understandings.

4. ACQUISITION (Knowledge, Skills, and Vocabulary)

- Knowledge: The information and concepts that students must acquire and know.
- Skills: The procedural skills and "dos" that students must develop and be able to apply.
- Vocabulary: Discipline-specific, high-yield terminology essential to communicating and thinking within the content area.

5. CONTENT AREA LITERACY STANDARDS

- Content Area Literacy Standards: Subject-specific reading, writing, and communication expectations embedded within the specific discipline to support professional literacy.

6. 21st CENTURY SKILLS

- 21st Century Skills: Universal, transferable competencies—such as critical thinking, communication, collaboration, and creative problem-solving—authentically integrated into the instructional unit.

Content-Area Pre-Review & Competency Diagnostic Process

Before a content area enters its formal review cycle, the district conducts a systematic diagnostic of its competency status to identify critical structural and developmental needs. This diagnostic review includes a thorough analysis of the following operational dimensions:

- **Articulated K-12 Alignment**: Reviewing the status of the content area's K-12 progression and alignment to New Hampshire or adopted national standards.
- **Disciplinary Competency Habits**: Reviewing whether current grade-level competencies properly emphasize the cognitive and behavioral habits of the discipline (such as historical thinking, scientific inquiry, artistic processes, or mathematical habits).
- **Scope and Sequence Gaps**: Identifying grade bands or courses that lack a fully developed, documented scope and sequence (such as K-5 outlines vs. 6-12 sequences) to establish targeted developmental goals during the review.
- **Stage 2 and 3 Assessment Evidence and Learning Progressions:** Assessing whether published Stage 1 units are fully supported by documented assessment evidence (Stage 2) and detailed learning plans or progressions (Stage 3).
    - **Assessment Upgrades**: Developing, updating, or expanding competency-driven assessments and common unit assessments to ensure horizontal and vertical coherence.

- **Learning Progressions**: Outlining specific learning progressions within the unit scopes to guide classroom educators.

SECTION IV: Assessing Rigor: The Hess Rigor Matrix Framework

To ensure that TRSD students engage in deep, rigorous thinking, the district measures cognitive demand using the Hess Rigor Matrix. This matrix integrates two highly regarded educational dimensions:

- Bloom's Taxonomy: Evaluates the category of cognitive demand (Recall, Understand, Apply, Analyze, Evaluate, Create).
- Webb's Depth of Knowledge (DOK): Measures the complexity of the task and the application of knowledge (DOK 1: Recall & Reproduction; DOK 2: Skills & Concepts; DOK 3: Strategic Thinking; DOK 4: Extended Thinking).

SECTION V: The Curriculum Review & Monitoring Protocol

TRSD implements a rigorous, multi-stage protocol to evaluate both the alignment and effectiveness of its curriculum. Review teams are directed to analyze the following core dimensions:

A. Vertical Alignment

Teams trace the progression of learning expectations from grade to grade, evaluating how competencies, standards, knowledge, skills, vocabulary, and literacy demands build sequentially. The central question driving vertical alignment is:

"What does a student learn in this grade or course that prepares them for what comes next?"

B. Horizontal Alignment

Teams evaluate consistency across schools, grade-level classrooms, courses, and teachers. This involves reviewing common assessments and performance expectations. The central question driving horizontal alignment is:

"Do students receiving the same course or grade-level curriculum have access to a consistent and equitable set of learning expectations?"

C. Written, Taught, and Assessed Coherence

Review teams investigate the relationship between three vital curriculum states:

1. Written Curriculum: What the district has formally identified that students should learn (Stage 1 documents).
2. Taught Curriculum: What students actually experience in classrooms via instruction and daily learning activities.
3. Assessed Curriculum: What students are asked to demonstrate through assessments, projects, performance tasks, portfolios, or other demonstrations of learning.

Protocol Rule: If a competency requires a student to apply or evaluate, but instruction and assessment primarily require them to recall, this is flagged as an alignment gap.

Principal-Level Instructional Stewardship: Pursuant to NH Ed 304.01, the school principal is designated as the primary instructional steward at the building level, responsible for advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Building principals are responsible for assigning, directing, and evaluating all school personnel to ensure they effectively implement the written and board-approved curriculum in daily taught instruction.

D. Analysis of Student Evidence & Competency Rubrics

The review process is deeply grounded in student work and performance data. Depending on the content area, evidence analyzed includes, but is not limited to, state assessment results, diagnostic data (such as i-Ready), common district assessments, competency assessments, performance tasks, midterms and finals (at high school), and grade and course level competency score reports. Data is used to understand whether students are successfully developing the intended competencies identified in the curriculum.

Student Performance Reporting: In accordance with NH Ed 306.19(d), to support family-community partnerships and maintain regulatory compliance, TRSD public schools provide a summary of individual student academic performance to parents at least three (3) times each school year. In addition, schools provide parents with the opportunity to meet individually with each of their students' teachers regarding academic performance at least once during each school year.

To evaluate student evidence and measure competency attainment, TRSD utilizes a standardized four-level scale of Performance Indicators that align with the definitions of competency proficiency and mastery established by the NH Ed306 Rules:

- **M – Mastery**: A high level of demonstrated proficiency with regard to a competency. Students consistently demonstrate the TRSD competency at a high level of accuracy, independence, and transferability. They apply skills and knowledge in a variety of familiar and unfamiliar contexts and exceed the minimum expectations for the competency.
- **P – Proficient:** The minimum student performance required to satisfy the achievement of a competency. Students demonstrate the TRSD competency with reliable understanding and skill. Their performance meets the established expectations, showing competence in typical tasks and situations. Occasional errors may occur, but these do not impede overall demonstration of the competency.
- **E – Emergent**: A limited level of performance with respect to a competency. Students demonstrate a partial or developing understanding of the TRSD competency. Skills are inconsistent or require support, and the performance or skill demonstration is below the minimum expectations for proficiency.
- **NY – Not Yet**: The student does not currently demonstrate competency or does not provide sufficient evidence to determine their level of understanding. Students show limited or initial progress toward the TRSD competency, or do not yet demonstrate sufficient evidence. Skills and knowledge may be missing, unclear, or significantly inaccurate, and the student requires substantial support and additional opportunities to learn before progressing toward the Emergent level.

E. Evaluation of Instructional Practice

The review examines whether current classroom practices provide students with meaningful opportunities to achieve the intended curriculum. This includes consideration of Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), differentiation, student engagement, and higher-order inquiry-based learning.

F. Separation of Instructional Resource Review & Selection from Curriculum Review (Board Policy IJ / Administrative Procedure IJ-R)

An instructional resource review is a separate, secondary component to the curriculum review process. Under NH Ed 306 standards, public districts are expected to provide access to High-Quality Instructional Materials (HQIM), governed locally by TRSD Policy IJ (Instructional Materials) and Administrative Procedure IJ-R. Once curriculum revisions are identified, the team determines if existing materials are adequate.

Pursuant to Procedure IJ-R, before applying comprehensive high-quality evaluation rubrics, all candidate instructional materials must satisfy three foundational selection standards:

1. Consistency with Educational Goals: Materials must support and be consistent with the current educational goals and objectives of the district's instructional programs.
2. High Quality in Factual Content: Materials must meet standards of high quality in factual content.
3. Developmental Appropriateness: Materials must be appropriate to the subject area and for the age, ability level, and social maturity of the students for whom the materials are selected and used.

In addition, once these foundational criteria are met, TRSD utilizes five critical dimensions to evaluate whether candidate resources represent High-Quality Instructional Materials (HQIM):

1. Balance of Rigor: The resource must simultaneously support the development of conceptual understanding (the "why"), procedural fluency (the "how"), and real-world application, ensuring that instruction does not force a choice between "basics" and "concepts".
2. Coherence and Progression: The resource must present content and skills as a connected "story" rather than a list of isolated units. It must build on previous grade levels and lay a foundation for future learning through logical "big ideas" (e.g., place value or ratios).
3. Support for Diverse Learners: The resource must feature embedded scaffolds for students with different levels of prerequisite skill, multilingual learners, and students in need of intervention to provide meaningful access to grade-level content, avoiding the simple "watering down" of material.
4. Teacher Usability and Support: The resource must be easy to use, follow, and implement for both students and educators, and provide ongoing professional development directly tied to the curriculum.

G. The Four Action Recommendations

At the conclusion of the formal review, every curricular unit is placed into one of four action categories:

1. **Maintain**: The curriculum is aligned and effectively supports student learning. It remains in place with routine monitoring.
2. **Refine**: The curriculum is fundamentally sound but requires targeted adjustments (e.g., updating vocabulary, clarifying an essential question, or tightening vertical alignment).
3. **Redesign**: Substantial portions of the curriculum require rebuilding due to significant gaps in learning progression, disconnects between written and assessed curricula, or major standards updates.
4. **Resource Review**: The curriculum is appropriate, but instructional resources are inadequate, triggering a separate resource evaluation process.

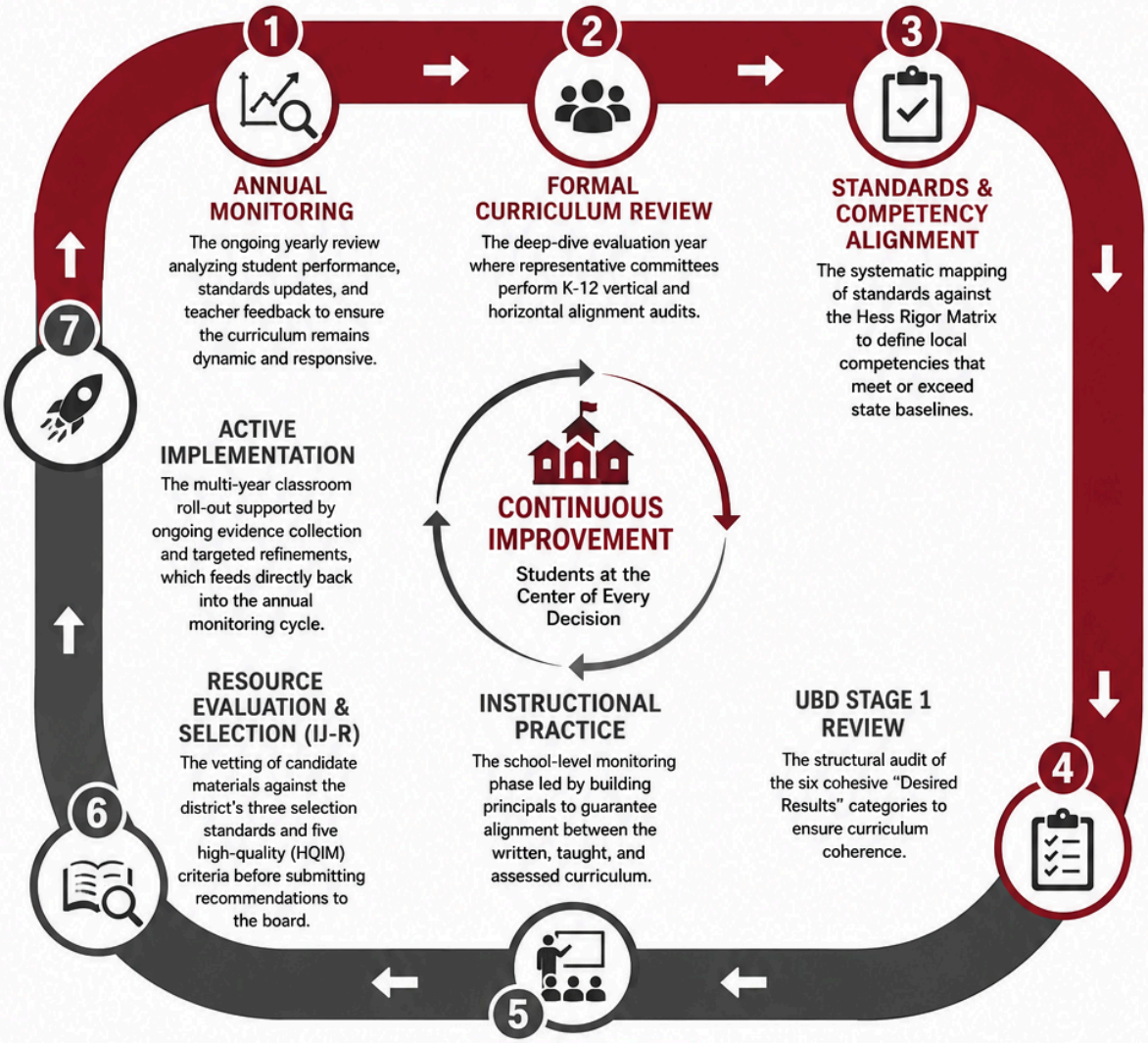
SECTION VI: Implementation Timeline and Content-Area Rotation

The TRSD review process is continuous rather than episodic. Content areas move systematically through the following structural sequence and 6-Year Content Rotation Schedule developed for the Formal Curriculum Review stage of the process:

TRSD CURRICULUM REVIEW PROCESS

A CONTINUOUS CYCLE OF QUALITY & IMPROVEMENT

The TRSD review process is continuous rather than episodic.
Content areas move systematically through the following structural sequence:



AT A GLANCE

1	ANNUAL MONITORING	Yearly review of student data, standards updates, and teacher feedback to keep curriculum current and responsive.
2	FORMAL CURRICULUM REVIEW	Deep-dive evaluation year with K-12 vertical and horizontal alignment audits by representative committees.
3	STANDARDS & COMPETENCY ALIGNMENT	Map standards to the Hess Rigor Matrix to define local competencies that meet or exceed state baselines.
4	UBD STAGE 1 REVIEW	Audit the six "Desired Results" categories to ensure curriculum coherence.
5	INSTRUCTIONAL PRACTICE	School-level monitoring by principals to ensure alignment of the written, taught, and assessed curriculum.
6	RESOURCE EVALUATION & SELECTION (IJ-R)	Vet materials using three selection standards and five HQIM criteria before recommending to the board.
7	ACTIVE IMPLEMENTATION	Multi-year classroom implementation with ongoing evidence collection and refinements that feed back into Annual Monitoring.

The Formal Curriculum Review Stage 6-Year Content Rotation Schedule (2026–2033)

To ensure balanced workloads and sustainable district budgeting, formal reviews are distributed across a six-year cycle. The order of this review is subject to change as new conditions and/or priorities emerge during the 6-year cycle.

Academic Year	Formal Curriculum Review Areas	Implementation & Evaluation Focus
2026–2027	Mathematics /STEAM and Innovation	PE & Health active implementation
2027–2028	Social Studies	Math active implementation STEAM and Innovation active implementation PE & Health evaluation
2028–2029	ELA / Literacy (including Library)	Social Studies active implementation Math / STEAM and Innovation evaluation
2029–2030	Science	ELA / Literacy active implementation Social Studies evaluation
2030–2031	World Languages, Music, Art, Theater	Science Active Implementation ELA/Literacy evaluation
2031–2032	Technology / Engineering / FACS, / Business PE & Health	World Languages, Music, Art, Theater active implementation Science evaluation
2032–2033	Mathematics / STEAM and Innovation	Technology / Engineering / FACS / Business / PE & Health active implementation World Languages, Music, Art, Theater evaluation

Superintendent Authority: This schedule is flexible. The Superintendent or designee may move a content area into formal review earlier if student data, state standards, or local concerns warrant.

High-Quality Instructional Materials (HQIM) Evaluation & Adoption Protocol

When a content area is designated for a formal resource review, the district implements a standardized, high-level process framework to evaluate and adopt instructional materials. In accordance with Administrative Procedure IJ-R, the responsibility to review and select textbooks and workbooks to be recommended to the Superintendent of Schools or designee for use by students rests with the professional staff members, directors, and building administration. This process is collaborative, data-driven, and designed to ensure that selected materials represent High-Quality Instructional Materials (HQIM) that fully support TRSD's curriculum and competencies.

Annual Curriculum Monitoring

Every content area participates in annual monitoring, even when not in a formal review year. This continuous review analyzes student performance, standards updates, teacher feedback, and professional learning needs. This ensures that the six-year cycle remains responsive and dynamic rather than rigid, allowing a subject to enter early formal review if a significant need is uncovered.

SECTION VII: APPENDIX

- *Appendix A: Link to TRSD Approved Curriculum Documents*
- *Appendix B: Link to Timberlane Regional School Board Standards Approval Resolutions (June 12, 2025)*
- *Appendix C: Sample Hess Rigor Matrix Rubrics:*
    - *Social Studies / Humanities*
    - *Fine Arts*
    - *Health and Physical Education*
- *Appendix D: TRSD Hess Rigor Matrix Comparison Grids:*
    - *Art / Visual Art*
    - *Health Education*
    - *Music*
    - *Physical Education*
    - *Social Studies*
    - *Theatre*

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TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

October 15, 2026

First Read

Policy	Changes/Recommendations
IC - School Year and School Year Calendar	Following the recently approved revisions to policy IMBA, this policy was reviewed and updated to remove former Rule 306.18(10)(4) regarding graduation dates affected by snow days, incorporate the SB 90 amendment to the RSA, align with the Career and Technical Education (CTE) coordination language in RSA 188-E:1-a, III, and replace the term "distance learning" with "remote learning" in accordance with the revised 2024 Rule 306.

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: IC
Adopted: 06-16-83 **Revised:** 05-02-91, 02-24-05, 04-03-08, 12-15-11, 05-02-13, 10-05-23	**Page 1 of 3**

School Year / School Calendar

A. School Year.

The student school year shall be a minimum of 180 instructional days or, alternatively, the equivalent number of hours as required in the rules of the N.H. Department of Education (see Ed 306.18).

The school year for teachers and other certified professionals shall be **187** days unless otherwise determined by the Board, applicable collective bargaining agreement, or individual contract.

The school year for support staff shall be **183** days unless otherwise determined by the Board, applicable collective bargaining agreement, or individual contract.

The school calendar will be established annually as described in paragraph D below.

B. School Closures.

Any days that the schools are closed for emergency reasons and are not designated by the Superintendent as distance education days (see paragraph C below) will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

C. ~~Distance Education~~ Remote Learning During Inclement Weather

If inclement weather makes it unsafe to safely transport students to or from in-person instruction, the Superintendent/designee is authorized to designate that day as a ~~remote instruction or "distance learning"~~remove learning day. Before remote instruction~~/distance learning~~ is used as instruction~~al day~~ that day for the purpose of satisfying the minimum instructional day/hour requirements of the N.H. Department of Education, the Superintendent shall ensure that a plan exists with procedures to promote and allow for participation by all students in any affected school.

Prior to approving designating a day as a remote instruction~~/distance learning~~ day, or any school/district-wide ~~distance~~ remote instruction ~~education~~ that is dependent on technology, the Superintendent/designee will consider the impact that the inclement weather event might have on necessary technology.

~~Distance education~~ Remote instruction will only count toward required instructional days/time when conducted in accordance with N.H. Dept. of Education Rule Ed 306.~~22~~18. See also Board policy IMBA.

D. School Calendar.

The school calendar will be developed by the Superintendent and submitted to the Board by the **second School Board meeting in December**. The Board should approve the final calendar by the **first School Board meeting in January**. Any exceptions or revisions to the calendar thereafter must be approved in advance by the Board.

The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the ~~area vocational schools,~~ applicable regional special education programs, and other districts in the SAU.

Additionally, the calendar must align with the calendar established by any applicable Regional Career and Technical Center Agreements (RCTEA), with exceptions only as allowed under RSA 188-E:1-a, III.

The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year. ~~The date may remain fixed notwithstanding the need for other grades to make up days lost to inclement weather or other emergencies. See Ed 306.18(a)(4).~~ In the event that the number of days/hours lost to inclement weather exceeds 5 days/30 hours, the Superintendent shall confer with the New Hampshire Department of Education as to whether graduating students will be required to make up the lost days/hours.

E. Holidays.

Pursuant to RSA 288:4, III, any holiday included in the school calendar that corresponds to a State "legal" holiday shall use the name for such holiday as designated in RSA 288:1. As of 2024, these include: January 1, Martin Luther King, Jr. Civil Rights Day, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day. All schools receiving State funds are required to observe Veterans Day. Additionally, such names shall be used on any "official" communication, publication, document or calendar.

Legal References:

RSA 188-E:1-a Regional Career and Technical Education Agreements (RCTEA)

RSA 189:1, Days of School

RSA 189:24, Standard School

RSA 288:1 Holidays

RSA 288:4 School Holidays

N.H. Code Admin Rules Ed 306.15 School Year

N.H. Code Admin. Rules Ed 306.15(f) Remote Learning

N.H. Code Admin. Rules Ed 306.18 Remote Learning

~~N.H. Dept. of Education Rules, Ed 306.18, School Year~~

~~N.H. Dept. of Education Rules, Ed 306.19, School Calendar~~

~~N.H. Dept. of Education Rules, Ed 306.22, Distance Education~~

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

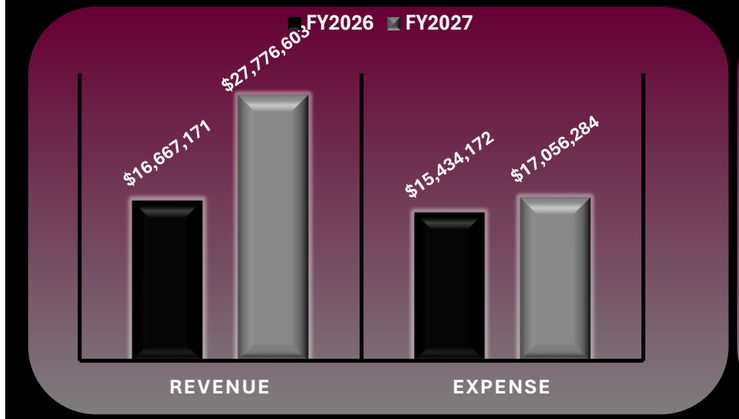
~~Revoking a Policy~~

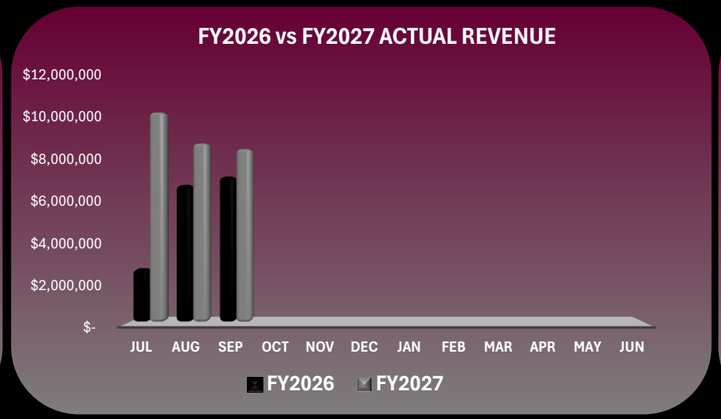
~~Policies may be revoked when all the following conditions have been met:~~

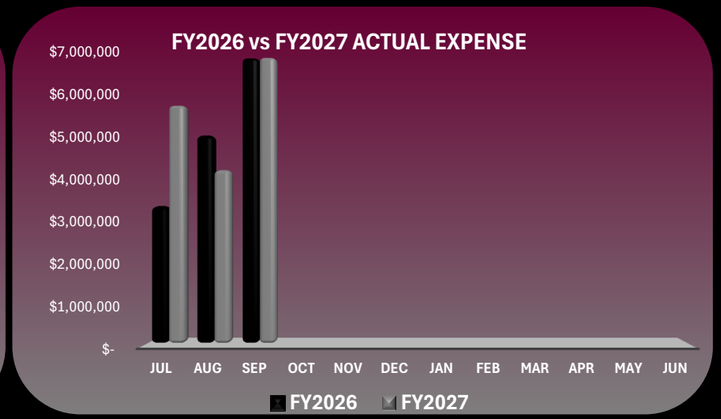
- ~~a majority vote of the Policy Committee to recommend revocation at least two weeks prior to a Board vote;~~
- ~~the Policy Committee takes into consideration any associated policies and procedures that may need to be rescinded or amended;~~
- ~~inclusion on the Board's agenda of the policy and intention 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.~~

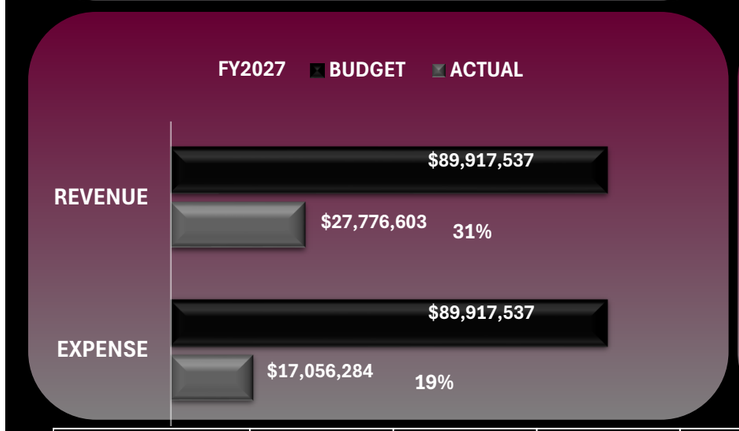
TIMBERLANE REGIONAL SCHOOL DISTRICT

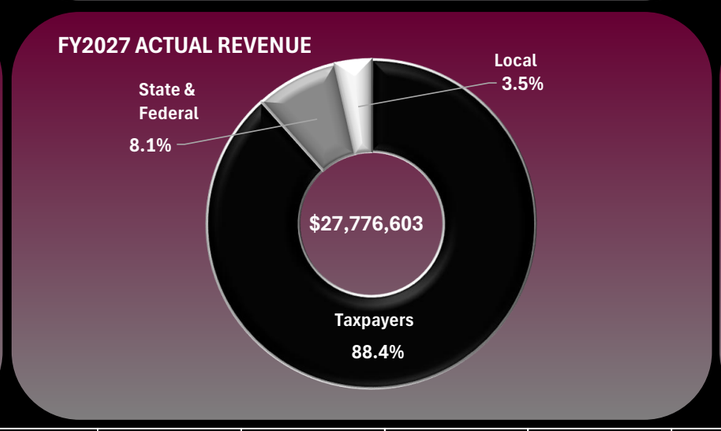
DASHBOARD OF ALL FUND AS OF SEPTEMBER 2026

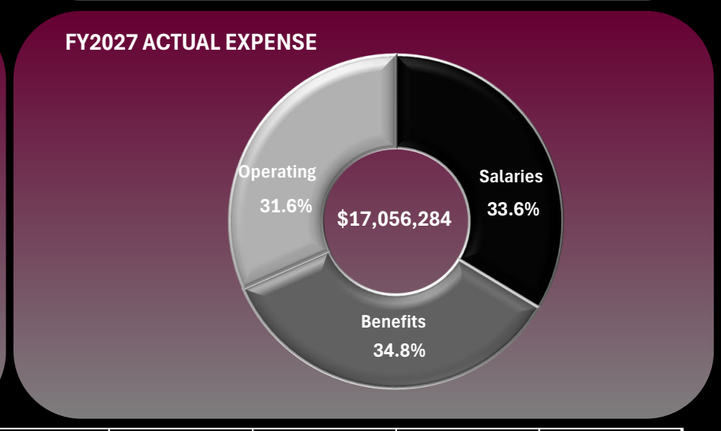












EXPENSES	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
FY2026 ACTUAL	$ 3,365,732	$ 5,091,396	$ 6,977,044	$ 6,460,364	$ 6,519,721	$ 6,557,580	$ 8,531,440	$ 6,135,497	$ 6,899,879	$ 6,208,154	$ 5,742,615	$ 13,816,927	$ 82,306,350
As a % of Total	4%	6%	8%	8%	8%	8%	10%	7%	8%	8%	7%	17%	
FY2027 ACT. / PROJ.	$ 5,821,774	$ 4,247,163	$ 6,987,348	$ 6,977,194	$ 7,041,299	$ 9,213,956	$ 7,082,186	$ 6,626,336	$ 7,451,869	$ 6,704,807	$ 6,202,025	$ 14,922,281	$ 89,278,236
As a % of Total	7%	5%	8%	8%	8%	10%	8%	7%	8%	8%	7%	17%	
Increase (Decrease)	$ 2,456,042	$ (844,233)	$ 10,303	$ 516,829	$ 521,578	$ 2,656,376	$ (1,449,254)	$ 490,840	$ 551,990	$ 496,652	$ 459,409	$ 1,105,354	$ 6,971,887

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

3,141 STUDENTS

586 EMPLOYEES

69 CONTRACTORS

Timberlane Regional School District
FY2027 Cash Flow Report

	July	August	September	YTD
Beginning Cash Balance	**2,230,506**	**8,768,928**	**13,401,778**	**2,230,506**
Deposits				
Adequacy Aid	-		2,168,443	**2,168,443**
Appropriation - Atkinson	3,914,139	1,957,069		**5,871,208**
Appropriation - Danville	1,305,698	1,566,838	1,436,268	**4,308,804**
Appropriation - Plaistow	2,313,114	2,775,737	2,544,425	**7,633,276**
Appropriation - Sandown	1,992,034	2,390,440	2,191,237	**6,573,711**
Impact Fees - Atkinson	4,200			**4,200**
Impact Fees - Danville			25,000	**25,000**
Impact Fees - Plaistow			43,582	**43,582**
Impact Fees - Sandown				**-**
Tuition	95,536	121,566	102,881	**319,983**
Voc Ed Transportation				**-**
Special Education Aid			46,657	**46,657**
Medicaid	14,074	16,917	2,162	**33,153**
Interest Income	15,430	12,836	21,368	**49,634**
Other Local Revenue	503,621	12,687	5,702	**522,010**
Grants	337,434	23,854	35,509	**396,797**
Food Service Government	54,016			**54,016**
Food Service Parents	3,720	42,113	120,253	**166,086**
PAC Income		3,230		**3,230**
Total Deposits	**10,553,015**	**8,923,288**	**8,743,487**	**28,219,790**
Disbursements				
Payroll	1,228,652	3,355,219	4,613,535	**9,197,405**
Accounts Payable	2,785,941	935,220	1,707,875	**5,429,035**
Total Disbursements	**4,014,593**	**4,290,438**	**6,321,410**	**14,626,441**
Ending Cash Balance	**8,768,928**	**13,401,778**	**15,823,855**	**15,823,855**

Intentionally left blank - TRHS Envelope Project - Documentation will be provided after Facilities Committee meeting on October 14, 2026.

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October 15, 2026

EXECUTIVE SUMMARY - HVAC Filter RFP Results FY27

In order to keep our HVAC equipment running smoothly, we need to change the air filters quarterly.
Please see the attached Bid Opening Record. After due and careful consideration, we recommend moving forward with Filterbuy, Inc.

Total: $22,634.24

Respectfully submitted,

Marc Brander
Facilities Director

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Bid Opening Record

Bid: FY27 HVAC Filters **Date:** 10/02/26 **Ref. Policy DJE**

Bidder	Address	Description	Qty	Unit Price	Total Amount	Attended
Filter King LLC		Per bid specs			$23,638.64	No
Airex Corp		Per bid specs			$31,960.88	No
Florence Filter Corp		Per bid specs			$52,517.76	No
FilterBuy Inc.		Per bid specs			$22,634.24	No
Filter Sales		Per bid specs			$26,768.24	No

Witnesses:

Marina Pallaria	Chris Martin

Marc Brauder

Recorder:

Heather Greenfield
Name

Heather Greenfield
Signature

Low bidder submittal will be reviewed to insure compliance with bid specs.
Reference checks will be completed prior to awarding of bid.
This form will be on file in the District Office for one year and attached to electronic Purchase Requisition.

Document Ref: APRUF-TVGLK-CYP5P-XSUHD

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REQUEST FOR PROPOSAL – Timberlane Regional School District HVAC Filters 2026/27

SAU 106 (Timberlane Regional School District "TRSD") requests sealed proposals to provide HVAC Filters quarterly for nine buildings during the 2026-2027 academic year, as outlined per building, quantity, size and rating below. All sealed proposals must be submitted by Friday, October 2, 2026, at 9 a.m., with the bid opening on October 2 at 10 a.m.

The company shall submit a statement with the proposal, indicating school experience, along with the names of the school districts previously and/or currently served, the involved dates, and the scope of services performed.

Proposals must remain valid for 96 hours after the opening.

The SAU may conduct an investigation as necessary to determine the company's capacity to execute the work. The company is required to provide the SAU with all relevant information and data needed for this purpose upon request. The Superintendent retains the authority to accept or reject any and all proposals, or any individual item(s) within them, to waive any informalities in the procurement process, and to cancel, either partially or entirely, the request for proposals. The Superintendent will award the contract in a manner deemed to be in the best interests of the School District. The School District reserves the right to select the proposal that most effectively meets the District's requirements as determined by the Superintendent. Although price will be a significant factor in the evaluation, the Superintendent retains the right to select a vendor even if it does not submit the lowest cost proposal.

Each proposer must clearly express any deviation from the conditions and specifications in the appropriate space on the proposal form. Unless stated by the proposer and accepted by the districts, all conditions and specifications apply.

Any fraudulent or inaccurate statements or willful concealment of relevant information by the Proposer are grounds for rejecting that proposal and terminating any subsequent contract. The Proposer may not withdraw proposals after the proposal opening.

The successful proposer, known as the contractor, shall be ready to enter into a written contract with the school district following the District's written acceptance of the proposal. The contract will last until June 30, 2027.

Once the district has evaluated project costs, final decisions on quantities and any limits to the scope of work shall be noted in the agreement/contract.

All contractors or companies submitting proposals must provide the labor, materials, tools, and equipment necessary to complete the task and anything else reasonably implied for this contract's prompt and satisfactory completion.

All proposals must be submitted in a sealed envelope marked "RFP-HVAC Filters" and addressed to Justin Krieger, Superintendent, Timberlane Regional School District, 30 Greenough Road, Plaistow, NH 03865, no later than **Friday, October 2, 2026, at 9 a.m. The bid opening will be on October 2 at 10 a.m**.

Please direct all questions to:

Marc Brander, Director of Facilities, marc.brander@timberlane.net

SAU 106 – 30 Greenough Road, Plaistow, NH 03865 (603) 382-6119

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Building, Quantity, Size and Rating HVAC Filter Specification

SAU BUILDING:

6 – 20”X20”X1” MERV8

HIGH SCHOOL:

162 – 18”x24”x2” MERV8
84 – 18”X24”X4” MERV 12
20 – 16”X16”X2” MERV8
16 – 16”X16”X4” MERV12
32 – 20”X20”X2” MERV8
6 – 20”X25”X2” MERV8
2 – 16”X25”X2” MERV8
16 – 16”X20”X2” MERV8

HIGH SCHOOL MOD’S:

2 – 12”X24”1” MERV8
2 – 10”X30”X1” MERV8

PAC:

6 – 20”X24”X2” MERV8
4 – 20”X25”X2” MERV8
12 – 20”X20”X2” MERV8

MIDDLE SCHOOL:

40 – 16”X25”X2” MERV8
38 – 16”X16”X2” MERV8
4 – 16”X16”X4” MERV12
12 – 16”X20”X2” MERV8
28 – 20”X25”X2” MERV8
36 – 20”X20”X2” MERV8
32 – 20”X24”X2” MERV8
6 – 18”X24”X2” MERV8

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ATKINSON ACADEMY:

63 – 18”X24”X2” MERV8
39 – 18”X24”X4” MERV2
34 – 20”X20”X2” MERV8
4 – 20”X24”X2” MERV8
2 – 20”X24”X4” MERV12
4 – 16”X16”X2” MERV8
2 – 18”X18”X1” MERV8
4 – 20”X10”X1” MERV8

POLLARD SCHOOL:

32 – 20”X20”X2” MERV8
4 – 20”X25”X2” MERV8
69 – 18”X24”X2” MERV8
45 – 18”X24”X4” MERV12
24 – 20”X24”X4” MERV12
8 – 20”X24”X2” MERV8
4 – 24”X24”X2” MERV8
4 – 24”X24”X4” MERV12

DANVILLE ELEMENTARY:

50 – 20”X20”X2” MERV8
4 – 16”X25”X2” MERV8
4 – 16”X16”X2” MERV8
2 – 20”X24”X2” MERV8
4 – 24”X24”X2” MERV8

SANDOWN CENTRAL:

26 – 20”X20”X2” MERV8
8 – 16”X20”X2” MERV8
2 – 20”X25”X2” MERV8

SANDOWN NORTH ELEMENTARY:

56 – 20”X20”X2” MERV8
14 – 16”X20”X2” MERV8

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Proposal Submittal

Sealed proposals are due on Friday, October 2, 2026, at 9 a.m., with the bid opening on October 2 at 10a.m. at the SAU 106 office building at 30 Greenough Road, Plaistow, NH 03865.

COMPANY PROFILE
and
REQUIRED SUBMITTALS

Please provide the following information about your business. This form is necessary for submitting your proposal. You may attach extra sheets or documents as needed.

1. DUNS Number or Federal Tax ID # _____

2. Size of Company: Total number of employees _____
   Total number of service employees_____

3. Number of years in business _____

4. Number of years under current management _____

5. Office locations (service, retail, other) _____

6. Please provide the website address: _____

List three references for which your company performed similar scope and size work. Include the company or agency name, contact name, telephone number, and email address.

1) _____

2) _____

3) _____

_____ _____

(Company Name) (Print Name)

_____ _____

(Authorized Signature & Title) (Date)

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PROPOSAL FORM
Timberlane Regional
School District
2026/2027 HVAC
FILTERS

To: Mr. Justin Krieger Superintendent of Schools

SAU 106/Timberlane Regional School District
30 Greenough Rd.
Plaistow, NH 03865

Having carefully examined the description of the Request for Bid, the undersigned agrees to perform the work for the following contract price:

HVAC FILTER PROPOSAL PRICE:
Total Proposal Price: $_____

Submittals Included:
____Company Profile

COMPANY NAME: _____

ADDRESS OF COMPANY: _____

_____

PHONE: _____

EMAIL: _____

SIGN HERE: _____

_____
DATE

_____
NAME OF THE AUTHORIZED OFFICER

All proposals must be submitted in a sealed envelope marked “RFP-HVAC Filters” and addressed to Justin Krieger, Superintendent, Timberlane Regional School District, 30 Greenough Road, Plaistow, NH 03865, no later than **Friday, October 2, 2026, at 9 am, with the bid opening on October 2 at 10 am**

Selection Criteria

Proposals will be evaluated based on the following criteria:

- **Experience and qualifications of the contractor and team**
- **Demonstrated understanding of the project scope and objectives**
- **Cost-effectiveness and value**
- **References and past performance**

If the District decides to make an award based on these evaluations, it will notify the selected proposer(s). If the District cannot reach an agreement with the selected proposer(s) during contract discussions, it may then begin discussions with the next preferred proposer, continue down the list, or alternatively, the District may reject all proposals, cancel this RFP, or initiate a new acquisition process with fresh proposals.

The District will use a scoring scale of 100 points, which will be distributed as set forth in the table below.

CATEGORIES	POINTS
1.Capability to Perform Required Services	20
2.Experience and Past Performance on Similar Projects	20
3.Project Understanding	20
4.Proposed Fee for Services	40
TOTAL POTENTIAL POINTS AWARDED	100

END OF RFP

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October 15, 2026

EXECUTIVE SUMMARY - Proposed CIP Projects FY28

At the September 15, 2026 CIP meeting, the committee agreed to submit the following projects for your feedback and approval:

- HS Exterior Windows (connected to envelope project) - $250,000
- HS Bathroom Upgrade - $500,000
- HS Air Handler Unit (AHU 1) $350,000
- HS Additional Athletic Storage Space - $600,000
- Dist. CMU Wall Repairs - $100,000

Total: $1,800,000.00

Respectfully submitted,

Marc Brander
Facilities Director

TIMBERLANE REGIONAL SCHOOL DISTRICT CALENDAR
2027 ANNUAL MEETING & ELECTION
OFFICIAL BALLOT DISTRICT (SB2)
1st Deliberative Session - Saturday, February 6, 2027 at 9:00 AM

Date	Action	Reference
7 Days Prior to Public Hearing on SAU Budget	**Post and publish notice of public hearing and summary of SAU Budget.** Post and publish in a newspaper of general circulation and post in District.	RSA 194-C:9 and 10
Before Budget is Finalized	**SAU Board/School Board Public hearing on SAU Budget and "Adjusted Budget"**	RSA 194-C:10
Thursday, December 31, 2026	School Board/SAU Board, finalize SAU Budget and "Adjusted Budget"	RSA 194-C:9, I
Following Finalization of SAU Budget	**Post copy of adopted proposed SAU Budget.** Publish as the "Board may determine."	RSA 194-C:10
Friday, January 8, 2027	**Deadline for Citizen Petition Bond Articles** in excess of $100,000.	RSA 40:13, II-a (b)
Monday, January 11, 2027*	**Post Mandatory Disclosure Statistics** to District website and post in District. 7 days prior to first budget hearing, excluding Sundays and legal holidays. ***If first budget hearing is early post early**.	RSA 189:76, I
Tuesday, January 12, 2027*	**Deadline to Post Notice of Budget Hearing and Post and Publish Notice of Bond Hearing.** Note: At least 7 days prior notice of bond hearing should be published in the newspaper. *If hearings are early, post early. **If a bond hearing is early, publish and post early.**	RSA 40:13, II-a (a), RSA 33:8-a
Tuesday, January 12, 2027	**Deadline for other Citizens Petition Articles.**	RSA 40:13 II-a (b), RSA 197:6
Tuesday, January 12, 2027	**Deadline to finalize CBAs.**	RSA 32:5-a
Tuesday, January 12, 2027	**Supervisor of Checklist Posts Checklist.** (Must contain notice of correction session).	RSA 671:15, RSA 669:5, RSA 654:26 and 27
Thursday, January 14, 2027 7:00 PM	**Public Hearing on School Board or Budget Committee's proposed budget, and Default Budget. (Deadline by Tuesday, January 19, 2027)**	RSA 40:13, II-a (c) and 40:13, XI(a)
Tuesday, January 19, 2027*	**Deadline for School Board Bond Hearing.** The hearing should be on or after January 8, 2027 and must be on or before January 19, 2027. Also publish notice at least 7 days prior to hearing and post notice on or before January 12, 2027. ***If bond hearing is early, publish notice early**.	RSA 40:13, II-a(c) and RSA 33:8-a
Tuesday, January 19, 2027	**Supervisor of Checklist Correction Session.** 7 days prior notice must be published in newspaper or be posted in two (2) places, one of which shall be the district website, if one exists.	RSA 40:13, II-d, RSA 671:15, RSA 669:5, and RSA 654:27
Wednesday, January 20, 2027	**First Day of Filing Period for Candidates**.	RSA 671:19, RSA 669:19
Thursday, January 21, 2027	**Deadline for Official Budget Committee (if there is one) to deliver final budget** to School Board.	RSA 40:13, II-b(c)
Monday, January 25, 2027	**Post Warrant(s) and Budget for Session I and II** (Deliberative and Election Warrants).	RSA 40:13, II-a(d)
Friday, January 29, 2027	**Last Day of Filing Period for Candidates.**	RSA 671:19, RSA 669:19
Saturday February 6, 2027 9:00 AM	**Deliberative Session (Session I)**	**RSA 40:13 III, IV**

Date	**Action**	**Reference**
Tuesday, February 9, 2027	**Supervisors of Checklist re-post Checklist.** Must Contain Notice of all Correction Sessions.	RSA 40:13, II-d, RSA 671:15, RSA 669:5 and RSAs 654:26 and 27
Between February 24 and March 3, 2027	**Supervisor of Checklist Checklist Correction Session.** 7 days prior notice must be published in newspaper or be posted in two (2) places, one of which shall be the district website, if one exists.	RSA 671:15, RSA 669:5, RSA 654:27
Tuesday, March 2, 2027	**Deadline for Annual Report** with final budget and ballot questions.	RSA 40:13, II and RSA 32:5, VII-a
Tuesday, March 9, 2027	**District Voting (Session II) Budget/Bond Voting and Election Absentee Ballots Collected. Residents May Register at the Polls.**	**RSA 40:13 VIII**
Monday, March 29, 2027	**Deadline for reports to DRA of meeting results.**	RSA 21-J:34, II

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EXECUTIVE SUMMARY - Elementary Resources in Sandown

October 15, 2026

Overview

The School Board reviewed an executive summary at the October 1, 2026 meeting detailing the current educational model in Sandown and a list of current and future considerations. At that meeting, the School Board built consensus to create a formalized group to begin exploring what the future educational elementary model in Sandown may look like.

Purpose

The School Board has the authority to create advisory committees in Policy BDF. Considering the multi-layered and significant complexity of exploring a topic of this scope and weighing the potential impact of change on students, families and staff from early childhood to grade 5, it is prudent to conduct this work with a formalized process that includes a diverse network of stakeholders and is presented to the public periodically throughout its process.

As a starting point for conversation, I can envision the advisory committee including the following stakeholders over the course of its existence, perhaps at different points in time:

School Board 4 Members	Board of Selectman 4 Members	Budget Committee	Parents of Sandown 4 Members	Residents of Towns 4 Members
Principal SN	Director or Elementary Education	Superintendent & CFO	Director of Facilities	Early Childhood Learning Coordinator
Students	School Board Student Representative	Facilitator	NH House and Senate Representatives	Special Education Coordinator

Question for Consideration

Should the School Board vote to establish an Advisory Committee to study the future of elementary education in the town of Sandown and direct that committee according to policy BDF?

Respectfully submitted,

Justin Krieger
Superintendent of Schools

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EXECUTIVE SUMMARY - Tax Cap Question on November 3

October 15, 2026

Overview

This executive summary outlines the historical mechanism for a school district tax cap, the new mechanism included in HB 1300 (which amended RSA 32 pertaining to municipal budget law), its procedural impact for this budget cycle, Timberlane's previous subcommittee report pertaining to a 2.5% tax cap, and the ballot question voters in all four towns will consider in the NH general election on November 3, 2026.

Historic Mechanism

Previously, voters at the local School District Meeting could decide whether to consider a tax cap (or budget cap).

New Mechanism HB 1300

Now, voters will decide whether to adopt a tax cap for their local school district on the ballot of the state and federal elections in November of 2026 and November of 2028.

Tax Cap Subcommittee Report

The report was presented to the School Board at your meeting on October 16, 2025, and was in response to a tax cap citizen petition for that budget cycle. The full report can be found here.

Ballot Question

"Shall the town of [INSERT TOWN] limit property tax growth for Timberlane Regional School District (SAU #106) under RSA 32:5-i?

If adopted for a two-year period: (1) the local property tax levy may not grow beyond the prior year's amount, adjusted for inflation and new construction; (2) SAU central office spending may not exceed 6 percent of total school district appropriations; and (3) bonded capital costs are excluded from both limits. These caps apply only to administrative operations of the SAU central office and do not affect classroom instruction, school-based services, or other municipal expenditures.

These limits may be overridden as provided in RSA 32:5-i. Adoption requires a three-fifths (3/5) majority vote."

Respectfully submitted,

Justin Krieger
Superintendent of Schools

Job Postings

As of 10/9/26

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	16	2
5292	Athletics/Activities	Coaching	TRHS E Sports Coach	Timberlane Regional High School	6/19/2026	open until filled	As soon as possible	2026-2027	112	3
5340	Athletics/Activities	Coaching	TRHS Girls Varsity Gymnastics Coach	Timberlane Regional High School	10/7/2026	Open until Filled	10/26/2026	2026-2027	2	1
5333	Athletics/Activities	Coaching	TRMS Boys Basketball A Coach	Timberlane Regional Middle School	9/16/2026	Open until filled	Nov-26	2026-2027	23	4
5335	Athletics/Activities	Coaching	TRMS Boys Basketball B Coach	Timberlane Regional Middle School	9/17/2026	open until filled	Nov-27	2026-2027	22	0
5336	Athletics/Activities	Coaching	TRMS Girls Basketball B Coach	Timberlane Regional Middle School	9/23/2026	open until filled	Nov-26	2026-2027	16	0
High School Teaching										
5339	High School Teaching	Art Teacher	High School Art Teacher cc525	Timberlane Regional High School	10/1/2026	Open until filled	1/25/2027	2026-2027	8	2
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	43	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	136	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	456	18
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	2026-2027	30	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	128	4
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	43	3
Maintenance/Custodial										
5299	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	7/6/2026	Open until filled	As soon as possible	2026-2027	95	3
Middle School Teaching										
5341	Middle School Teaching	Family/Consumer Science	Long Term Substitute - Family/Consumer Science Teacher	Timberlane Regional Middle School	10/9/2026	Open until filled	2/19/2027	2026-2027		0
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	23	2
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	115	1
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	2026-2027	73	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	58	0
5338	Special Education	Speech and Language Asst.	Speech and Language Assistant cc632	Sandown North	9/29/2026	Open until filled	As soon as possible	2026-2027	10	2
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	95	32