NH School Administrative Unit 106 | Timberlane Regional School District
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Thursday, November 5, 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. Volunteer Background Check Fees – ACTION**
    - **b. Overnight Field Trip Requests – ACTION**
        - **i. Pinkham Notch Hiking Trip**
        - **ii. Harvard Model Congress**
        - **iii. Youth & Government Model Legislature & Leadership Program**
        - **iv. TRMS/TRHS World Language**
    - **c. Policy IJOA Review: Student Trips – INFORMATIONAL/ACTION**
    - **d. Special Education Budget Transfers (2) – ACTION**
    - **e. Instructional Resources Plan and Selection Procedure and Curriculum Development & Review Cycle (Presentation II) – INFORMATIONAL**
    - **f. Student Uniforms – INFORMATIONAL**
    - **g. Policies – ACTION**
        - **i. IC – Second Read**
        - **ii. BGF – Repeal**
    - **h. High School Building Envelope Update – INFORMATIONAL**
    - **i. FY2027 Schedule of Payments for the Towns – ACTION**
    - **j. SAU FY28 Budget Presentation – INFORMATIONAL**
    - **k. Set Public Hearing Date (SAU Budget) – ACTION**
    - **l. Draft 2027 Warrant (Presentation I) – 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.**

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 15, 2026
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order
Chair Knutsen called the meeting was called to order at 7:00 PM. Note: The meeting was intended to begin at 6:30 pm, but needed to hold for official business until a quorum could be established.

Board Members Present

Shawn O'Neil, Alyssa Kowalczyk, Shauna Manthorn, Katie Knutsen, Don Woodworth (*arrived at 7:22 pm*), and Jack Sapia

Excused Absence: Marianne Springer, Paul LeCain, Mark Sherwood

Seated at the Board Table
Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Noah Darnstaedt, Student Representative

Administrators Present
Maria Watkins, Business Administrator CFO
Mark Pedersesen, Director of Secondary Education
Marc Brander, Director of Facilities
Fran Decinto, Director of Human Resources

APPROVAL OF MINUTES:

MOTION: Jack Sapia motioned to approve the October 15, 2026 meeting minutes. Seconded by Mrs. Kowalczyk. Motion passed 3-0-2. (Yes: Sapia, Kowalczyk, O'Neil. Abstain: Knutsen, Manthorn)

MOTION: Mr. Sapia motioned to approve the October 15, 2026 non-public meeting minutes. Seconded by Mrs. Kowalczyk. Motion passed 3-0-2. (Yes: Sapia, Kowalczyk, O'Neil; Abstain: Knutsen, Manthorn)

Note: Shawn O'Neil would like to disseminate items numbers 1 and 3 (particularly number 1) to the public. It was decided that the SAU review the item and the disclosure question will be returned for discussion in 2 weeks.

STUDENT, STAFF, FAMILY SHARE

*****Note: This was presented prior to the official start of the meeting as there was not a quorum at this time.**

The high school class presidents shared highlights from Spirit Week and discussed the different activities that brought students together throughout the week. Activities included themed dress-up days, senior parking spot painting, a carnival with food, games, and booths, a rock-paper-scissors competition, a pep rally, and a Spirit Week dance. Students also participated in penny wars, with the money raised going to a charity of their choice. The senior class won the overall Spirit Week competition.

The class presidents shared some advice with their fellow students, encouraging them to be confident, get involved, and be themselves. They talked about how high school is what students make of it and encouraged everyone to put themselves out there and take pride in representing their class.

The students also thanked the Family and Consumer Sciences teachers for helping students put together their togas for Spirit Week.

The class presidents mentioned an initiative through the National Honor Society in which members write letters to freshmen and middle school students. The goal is to help younger students feel welcomed and supported while building connections between grade levels.

DELEGATES & INDIVIDUALS

Ms. Kayla Gallagher referenced an incident where a teacher surveyed students about their COVID vaccination status. She was appalled that this was done in the classroom, stressing that teachers should not be political. She would like Mr. Krieger to answer 3 questions to avoid an RTK.

1) Did disciplinary action take place?
2) Is the teacher still employed?
3) What was the timeline from when the incident occurred, the Superintendent was notified, and when/if the parents of the affected students were notified?

Chair Knutsen informed Ms. Gallagher that she would not receive any answers during the meeting as this is not a back-and-forth session. She will have Mr. Krieger email Ms. Gallagher in response to

her inquiries.

MOTION: Mrs. Manthorn motioned to move the remaining 20 minutes of Delegates and Individuals to the end of the meeting. Seconded by Mr. Sapia. Motion passed 5-0-0. (Yes: Sapia, Kowalczyk, O'Neil; Abstain: Knutsen, Manthorn)

STUDENT REPRESENTATIVE

Student Representative, Noah Darnstaedt, shared updates from the high school and schools throughout the district.

At high school, Juniors participated in PSAT testing. Students also took part in ALICE safety training, which included walking to designated rally points. Mr. Darnstaedt shared that going through the procedures helped him feel more comfortable and confident about the school's emergency preparedness.

Mr. Darnstaedt provided an athletics update and mentioned that plaques recognizing Hall of Fame inductees had been added to the school's showcase. He also shared that three seniors had visited the New Hampshire State House to advocate for funding. A Life of an Owl leadership meeting, also under athletics as it is run by Mr. Fantasia, took place earlier in the day. Looking ahead, the marching band was scheduled to perform at a band show in Dover on Saturday, and Jazz All-State auditions were also taking place that day.

Mr. Darnstaedt also mentioned the Atkinson Fall Festival was scheduled for Sunday, Pollard School held its annual fire department assembly, and Sandown North is starting two new enrichment clubs: Painters Workshop and Disney Fun Club.

CURRENT BUSINESS

a. Substitute Paraeducator Daily Rate

Mrs. Decinto proposed adjusting substitute paraeducator compensation following an increase in the regular paraeducator workday from 6.5 to 7 hours. Although the daily substitute rate remained at $115, the additional half-hour effectively reduced the hourly rate from $17.70 to $16.43. Administration recommended maintaining the original hourly rate of $17.70, increasing daily compensation to $123.90.

The adjustment was intended to prevent a reduction in hourly earnings and improve recruitment for paraeducator substitute positions, which account for only 20% of substitute assignments. The district currently has approximately 120 active substitutes serving seven schools, and paraeducator assignments remain particularly difficult to fill.

Board members clarified that the proposed adjustment would have an estimated additional

cost of $3,650 for the current fiscal year. Concerns were raised regarding the complexity of substitute compensation and whether a simplified daily rate would be more appropriate. Administration explained that some paraeducator assignments require only partial-day coverage, making hourly compensation necessary to maintain staffing flexibility and control costs. Board members acknowledged the explanation and expressed an understanding of the need to maintain the existing hourly rate while adjusting daily compensation to reflect the longer workday.

MOTION: Mr. O'Neil motioned to change the substitute paraeducator daily rate to $123.90 from the current daily rate of $115. Seconded by Mrs. Manthorn. Motion passed 5-0-0. (Yes: Sapia, Kowalczyk, O'Neil, Knutsen, Manthorn)

b. Overnight Field Trip Request

Mr. Pedersen presented the overnight field for the Student Council to attend the NHASC Fall Conference in Waterville Valley, NH from November 12-13, 2026. The proposed trip would include five (5) Student Council Members and two (2) chaperones. This trip will be self-funded.

During discussion, Board members considered whether routine overnight field trip approvals could be delegated to the Superintendent to streamline the approval process. Members expressed general support for revisiting the current policy, which requires Board approval for overnight trips and certain trips involving missed instructional time or extended travel.

Suggestions included allowing the Superintendent to approve trips that meet established guidelines or granting multi-year approval for recurring trips. Members emphasized the importance of retaining Board oversight for exceptional trips, particularly international travel, where additional considerations regarding student safety, chaperone supervision, and health precautions may be necessary.

The Board agreed to place the field trip approval policy on a future meeting agenda to discuss appropriate parameters and provide direction to the Policy Committee for potential revisions.

MOTION: Mrs. Manthorn motioned to approve the Student Council overnight field trip to the Fall Conference on November12-13, 2006. Seconded by Mr. Sapia. Motion passed 5-0-0. (Yes: Sapia, Kowalczyk, O'Neil, Knutsen, Manthorn)

c. Instructional Resources Plan and Selection Procedure, and Curriculum Development and Review Cycle

Mrs. Allaire presented the School Board with information regarding the Instructional Resource Plan and supporting documents developed in accordance with updated New Hampshire Minimum Standards for School Approval (Ed 306.08). The revised policy requires the Superintendent to maintain a written plan addressing the development, selection, maintenance, and updating of curriculum and instructional resources.

Mrs. Allaire included Procedure IJR, the Instructional Resources Plan and Selection Procedure, and supporting curriculum development and review procedures. The documents outline the district's established curriculum review process, which includes a formal review of each content area approximately every six years, along with ongoing evaluations and updates as needed. All documents received two reviews by the Curriculum Assessment Committee.

Board members acknowledged the extensive work involved and expressed a preference for additional time to review the materials. It was also noted that changes in state requirements could affect the curriculum review timeline.

The Board agreed to consider the presentation a first reading and revisit the documents at the next meeting to allow for additional questions and feedback. As administrative procedures, the documents are informational and do not require formal Board approval.

d. Policies

Policy IC: School Year and School Year Calendar

Assistant Superintendent Allaire presented proposed revisions to Policy IC, School Year, to align with updated New Hampshire Minimum Standards for School Approval (Ed 306) and applicable state requirements. Revisions include updating language regarding coordination of school calendars with regional Career and Technical Education (CTE) centers.

Ms. Allaire highlighted a provision requiring high school graduation to be scheduled no more than five school days or 30 instructional hours before the end of the scheduled school year. Although this requirement was removed from the updated state regulations, the New Hampshire School Boards Association indicated that it may be reinstated. She explained that removing the provision from district policy would allow greater flexibility in scheduling graduation relative to the end of the school year for other students.

The Policy Committee discussed the change and recommended retaining the existing graduation language as a precaution, particularly since the reason for its removal from state regulations remains unclear. Retaining the provision would maintain current district practices and avoid additional policy revisions should the state reinstate the requirement. It was further

explained that recent regulatory changes reflect a broader shift away from instructional seat time toward competency-based learning.

MOTION: Mr. O'Neil motioned to accept Policy IC for a First Read. Seconded by Mrs. Kowalczyk. Motion passed 6-0-0. (Yes: Sapia, Kowalczyk, O'Neil, Knutsen, Manthorn, Woodworth)

e. Budget to Actual Report

Mrs. Watkins presented the September 2026 Budget-to-Actual Report, noting that the district had collected 31% of its anticipated revenue and expended 19% of its $89.9 million budget, totaling $17,056,284. Of the revenue collected, 88.4% came from taxpayers, 3.5% from local sources, and 8.1% from state and federal sources. Expenditures were distributed among operating costs (31.6%), salaries (33.6%), and benefits (34.8%).Mrs. Watkins acknowledged the district's towns for their cooperation and timely payments in accordance with the established revenue schedule.

The district began September with a cash balance of approximately $13.4 million and ended the month with a balance of $15,823,855.

f. TRHS Envelope Project

Mr. Brander provided an update on the Timberlane Regional High School Envelope Project following the October 14 Facilities Committee meeting with EEI and Banwell Architects. The committee reviewed two proposed project options, including a base option and Option A. Members expressed concerns regarding the overall cost estimates, which were considered higher than anticipated, and requested that EEI refine its proposal and provide more competitive pricing. The committee also requested a detailed breakdown of project costs, including materials, labor, and demolition. The proposed window replacement costs were determined to be within the budgeted amount. Additional pricing concerns included labor expenses and Canadian tariffs. EEI was asked to provide further clarification and revised estimates before additional project decisions are made.

Mr. Brander also discussed the deteriorating condition of the high school's existing windows, which are approximately 26 years old and in deteriorating condition. The committee reviewed replacement options and expressed a preference for durable, cost-effective windows rather than refurbishing the existing wooden components. Board members discussed the potential energy efficiency benefits of the improvements. Members also noted that previous window and HVAC upgrades have contributed to improved classroom comfort and learning conditions.

In response to questions regarding the project timeline, Mr. Brander explained that construction

is anticipated to begin following the conclusion of the 2026–2027 school year. EEI estimated that the work could be completed within approximately two months, beginning with demolition and followed by installation.

The Facilities Committee's next meeting was moved to October 28 to allow for timely review of revised estimates and outstanding questions. Further Board consideration of the project was deferred pending receipt of the additional information.

g. HVAC Filter RFP Results:

Mr. Brander presented the results of the October 2, 2026, HVAC filter bid opening and recommended awarding the contract to Filterbuy, Inc. for $22,634.24 annually. Requests for proposals were distributed to five vendors. The contract provides for quarterly delivery of primary and secondary air filters for approximately 50 HVAC units throughout the district.

Board members discussed the replacement schedule, filter specifications, and maintenance procedures. Mark explained that quarterly replacements follow industry standards and manufacturer recommendations. He also noted that the district's Building Management System monitors filter conditions and alerts maintenance staff when additional replacements may be necessary. District personnel will perform all filter installations.

Board members also discussed the use of standardized filter specifications, including MERV 8 and MERV 13 ratings, and confirmed that the proposed cost covers all district buildings for the full year.

MOTION: Mr. Sapia motioned to approve entering into a contract with Filterbuy, Inc. for the replacement of HVAC filters for a total cost of $22,634.24. Seconded by Mr. O'Neil. Motion passed 6-0-0. (Yes: Sapia, Kowalczyk, O'Neil, Knutsen, Manthorn, Woodworth)

h. FY2028 CIP Recommendations

Mr. Brander presented the proposed Capital Improvement Plan (CIP) projects recommended by the CIP Committee following its September 15 meeting. The proposed projects total $1.8 million and include high school window replacements associated with the building envelope project, high school bathroom renovations ($500,000), replacement of Air Handler Unit No. 1 in the high school's 200 wing, additional athletic storage space ($600,000), and districtwide concrete masonry unit (CMU) wall repairs ($100,000).

Board members discussed the proposed bathroom renovations, with Mr. Brander explaining that the district plans to continue renovations in phases until all bathrooms have been addressed.

When asked if the CIP Committee had approved the proposed projects and funding amount, Mr. Sapia confirmed that the committee had reviewed and prioritized the requests, reducing a much larger list to projects considered most pressing. Projects costing less than $100,000 were

removed from the CIP proposal.

Discussion focused on the proposed $600,000 athletic storage facility. The proposed facility is a 50 by 50 by 14 ft. steel building. Mr. Brander explained that existing storage areas are overcrowded, with athletic equipment stored in trailers, concession areas, and other locations. Members discussed concerns regarding accessibility, student safety, and equipment deterioration resulting from inadequate storage. Board members expressed differing views regarding the cost and necessity of the storage facility. Some emphasized the long-standing storage concerns and increasing costs associated with delaying capital improvements, while others questioned whether less expensive alternatives or better utilization of existing storage areas could address the need.

Members also discussed potential funding through the Land and Water Conservation Fund Grant. It was clarified that the grant operates on a reimbursement basis, requires upfront funding, and is not guaranteed.

Administration clarified that the Board's action would establish the proposed CIP amount to advance through the budget process, with the Budget Committee subsequently reviewing the funding request. Members also noted the importance of maintaining flexibility for unexpected facility repairs.

Following the vote, Board members requested that administration provide photographs documenting existing indoor and outdoor storage conditions, along with images of the proposed storage facility. Members also requested an assessment of existing storage areas to ensure available space is being used appropriately and unnecessary materials are removed.

MOTION: Mrs. Manthorn motioned to approve $1.8 million in proposed CIP projects for FY2028. Seconded by Mr. Sapia. Motion passed 5-1-0. (Yes: Sapia, Kowalczyk, Knutsen, Manthorn, Woodworth; No: O'Neil)

i. 2027 Legal Calendar

Superintendent Krieger presented the proposed 2027 Legal Calendar, highlighting new requirements under House Bill 564 regarding the preparation and approval of a separate School Administrative Unit (SAU) budget.

Mr. Krieger explained that single-district SAUs are now required to establish a separate budget for expenses necessary to operate the SAU. This budget will appear as an independent warrant article, separate from Article 2, the district's operating budget. The Board must conduct a public hearing and vote to adopt the SAU budget before January 1, 2027. Consequently, the hearing

must be scheduled in December rather than combined with the district's traditional January budget hearing. Only one public hearing is required for the district's four towns.

Mr. Krieger indicated that an initial SAU budget will be presented at the November 5 Board meeting. Expenses included in the SAU budget will be removed from the corresponding portions of the district's operating budget. Board members discussed which administrative positions, services, and building operating expenses should be included. Positions covered by collective bargaining agreements will remain outside the SAU budget.

It was asked what would occur if voters rejected the proposed SAU budget. Mr. Krieger explained that an adjusted budget, similar to but legally distinct from the district's default budget, would also be established and approved by the Board.

Concerns were raised regarding the potential impact of House Bill 1300, which contains a different definition of SAU expenses. The Superintendent acknowledged that the legislation could affect the budgeting process and emphasized the importance of developing a consistent, supportable SAU budget regardless of potential legislative changes.

It was noted that the Board has two scheduled meetings before the November 23 joint School Board and Budget Committee meeting, providing opportunities to review and discuss the proposed budget. Board members expressed a preference for scheduling the required public hearing in early December. The Board agreed to revisit the matter at its November 5 meeting.

j. Elementary Education Resources in Sandown

Superintendent Krieger presented a proposal to establish an advisory subcommittee under Policy BDF to explore Sandown's elementary education model and future needs.

The proposed membership includes School Board representatives from each of the district's four towns, board of selectmen, community members, Sandown parents, district administrators, and potentially representatives from local government, budget committees, and the student body. The outlined the potential involvement also includes district personnel with expertise in elementary education, facilities, finance, early childhood education, and special education.

Board members expressed support for establishing the subcommittee. A phased approach was recommended, beginning with a smaller group and expanding participation as needed. Mr. Krieger agreed that involving individuals at different stages would allow the committee to access relevant expertise while maintaining an efficient process.

MOTION: Mrs. Manthorn motioned to the formation of the Sandown Elementary Education Resources Subcommittee and its recommended membership as outlined in the executive summary dated October 15, 2026. Seconded by Mrs. Kowalczyk. Motion passed 6-0-0. (Yes: Sapia, Kowalczyk, Knutsen, Manthorn, Woodworth, O'Neil)

k. Tax Cap Question on November 3rd

Superintendent Krieger presented an overview of House Bill 1300 and the proposed tax cap question appearing on the November 3, 2026, ballot. He noted that the Board previously studied a local tax cap proposal in October 2025 and that the resulting committee report remains available on the district website.

The proposed tax cap would limit annual property tax levy growth to the previous year's amount, adjusted for inflation and new construction, and restrict SAU central office expenditures to 6% of total district appropriations. Bonded capital costs would be excluded from both limits. Approval would require a three-fifths (60%) majority of voters across the district's four towns. If approved, the restrictions would remain in effect for two years, with the question returning to the ballot in 2028.

Concerns were expressed regarding the ballot language, particularly the statement that the caps would not affect classroom instruction or school-based services. Mr. Krieger clarified that the proposal limits the property tax levy rather than the overall budget. He explained that required expenditures, including special education and other fixed costs, could limit the district's flexibility and potentially result in reductions affecting classroom services. Members also discussed the fact that voters must accept or reject both proposed restrictions through a single ballot question.

Board members discussed the proposed tax cap, emphasizing the importance of historical budget trends, responsible spending, and the impact of property taxes on residents. Opinions differed regarding the need for spending limits and the potential long-term costs of delaying facility improvements and salary adjustments. Members also discussed providing ten years of financial data to help inform voters.

At the Board's request, Mrs. Watkins presented a preliminary analysis of how the proposed tax cap would have affected the FY 2027 budget. Using a 3% inflation adjustment and an assumed 1% increase for new construction, she estimated that the district would have needed to reduce its budget by approximately $13.75 million, resulting in an estimated budget of $78.3 million. This amount would have been approximately $4 million below actual FY 2026 expenditures.

Mrs. Watkins explained that the analysis was preliminary because the New Hampshire Department of Revenue Administration had not yet provided the necessary property growth data or final guidance regarding the calculation methodology. Members also discussed the appropriate inflation measure and the potential impact of the proposed restrictions on staffing, administrative services, and classroom operations.

Mr. Krieger emphasized that approximately 80% of the district's budget is personnel-related and cautioned that reductions of this magnitude could affect educational services. Members discussed administrative staffing levels, comparisons with other districts, and the need to balance fiscal responsibility with maintaining adequate educational resources.

ADMINISTRATOR'S REPORT

Mrs. Allaire reported that 35 educators from across the district attended a literacy conference in Concord, funded through the Title IIA federal grant. The conference included sessions focused on adolescent literacy, an identified district priority.

Mr. Krieger provided an update on information recently presented to the Budget Committee, including special education trends, contracted services, and employee compensation ranges under existing collective bargaining agreements. Additional analysis will be done. This information will be shared with the Board for further review.

He also presented the Board with metrics for the elementary, middle, and high school class sizes. There will be an opportunity for further discussion at a future meeting.

The Superintendent reported that meetings with the Boards of Selectmen in all four district towns have been scheduled, with two occurring in October and two during the first two Mondays in November. Board members were invited to attend.

PERSONNEL REPORT

No personnel report was presented.

COMMITTEE REPORTS

Mr. Sapia reported on the recent Facilities Committee meeting, which focused primarily on the Timberlane Regional High School Envelope Project. The committee met with project representatives and the architect to review proposed costs, project components, and potential alternatives. Several questions regarding pricing and scope remain outstanding, and additional information has been requested. The committee discussed window replacements, exterior brick painting, and potential cost adjustments related to tariffs.

Mr. Sapia also reported that he and Mr. Woodworth had walked the high school and middle school campus to explore the feasibility of developing a cross-country trail. The proposed project could involve volunteer contributions and district maintenance personnel. Discussion included potential trail surfaces, property boundaries, rights-of-way, wetlands, and other site conditions requiring further evaluation.

Mr. Sapia further reported that seasonal maintenance and winter preparation of athletic fields are scheduled for late October through early November.

OTHER BUSINESS

Mr. Sapia expressed concerns regarding the financial impact of state-mandated special education requirements and proposed seeking additional state funding under RSA 28-A. Mr. Krieger reported identifying 101 New Hampshire-specific requirements beyond federal IDEA regulations.

Board members discussed the burden on local taxpayers and the possibility of coordinating advocacy with other districts. The Board agreed to revisit the matter at a future meeting.

There were no other delegates and individuals at this time.

MOTION: Chair Knutsen 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. Manthorn. Motion passed 6-0-0. (Yes: O'Neil, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia Not Present: Springer, LeCain, Sherwood)

Motion passed 6-0-0 to enter non-public at 9:07 PM.

MOTION: Mrs. Manthorn motioned to come out of non-public session. Seconded by Mrs. Kowalczyk. Motion passed: 6-0-0 (Yes: O'Neil, Kowalczyk, Manthorn, Knutsen, Woodworth, Sapia Not Present: Springer, LeCain, Sherwood)

The Board returned to the public session at 9:45 PM.

There was no further public business. The meeting was adjourned at 9:45 pm.

Respectfully submitted,
Shari Allessio
Recording Secretary

Approved by the School Board on

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Executive Summary

Volunteer Criminal Background Report

Currently, the school district completes Criminal Background Checks on all district volunteers. The district has paid the cost for the Criminal Background Checks which is $20 per volunteer and the total cost was $2,839.25 (FY 2025) and $2,880 (FY 2026).

In the 2026 legislative session, HB 1051 was passed requiring **designated** volunteers to complete a Criminal Background Check with the NH Department of Education. This would involve an increase in the cost of the background check from $20 per volunteer to $43 per volunteer ($23 for the Department of Safety and $20 for the Department of Education). The effective date of this legislation will be changing from 7/1/26 to 7/1/27.

Effective 7/1/27, the district will only require designated volunteers as defined by district policy IJOC to complete a Criminal Record Check with the NHDOE. Under this policy, a designated volunteer:

1. Comes in contact with pupils without the presence of a professional staff member;
2. Meets regularly with students;
3. Meets with students on a one-to-one basis;
4. Serves as a chaperone on a school trip;
5. Any other volunteer so designated by the School Board or Superintendent.

We average 144 volunteers per year and if 84 (60% of total volunteers) are designated volunteers, the cost for FY28 would be $3,698 which is an increase over this fiscal year of $818.

As a result of the increased cost, does the school board still want to pay the cost for designated volunteers?

Respectfully,

Fran DeCinto
Fran DeCinto
HR Director

HB 1051 - VERSION ADOPTED BY BOTH BODIES

5Mar2026... 0711h

2026 SESSION

26-2460
09/08

HOUSE BILL ***1051***

AN ACT modifying the procedures and requirements for school bus driver criminal history records checks and expanding the personnel subject to such checks.

SPONSORS: Rep. Layon, Rock. 13

COMMITTEE: Criminal Justice and Public Safety

AMENDED ANALYSIS

This bill modifies the procedures for school bus driver criminal history records checks by extending its application to volunteers and contractors and specifying requirements for such record checks, including fingerprinting. The bill also directs the department of education to implement a secure system for such record checks and authorizes the department to make rules relative to the rights of personnel in criminal history record checks.

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STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty-Six

AN ACT modifying the procedures and requirements for school bus driver criminal history records checks and expanding the personnel subject to such checks.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 School Bus Driver Criminal History Records Check; Procedures Modified RSA 189:13-b is repealed and reenacted to read as follows:

189:13-b School Bus Driver Criminal History Records Check.

I. The department of education shall complete a criminal history records check on all school bus drivers, school transportation vehicle drivers, school bus monitors, designated volunteers, and contracted service providers as would school administrative units, school districts, and chartered public schools pursuant to RSA 189:13-a. The criminal history record check clearance shall be valid for a period of 5 years.

II.(a) The school bus driver, school transportation vehicle driver, school bus monitor, designated volunteer, or contracted service provider with a school administrative unit, school district, chartered public school, public academy, or non-public special education school shall submit to the department a criminal history records release form, as provided by the division of state police, which authorizes the division of state police to conduct a criminal history records check through its state records and through the Federal Bureau of Investigation and to release a report of the individual's criminal history record information, including confidential criminal history record information, to the background check coordinator of the department, as described in RSA 21-N:8-a, I-a.

(b) The department shall establish and implement a secure system for conducting a check of all personnel listed in this section in the National Association of State Directors of Teacher Education and Certification (NASDTEC) database by utilizing the applicant's social security number.

III. School bus drivers, school transportation vehicle drivers, school bus monitors, and contracted service providers shall submit with the release form a complete set of fingerprints taken by a qualified law enforcement agency or an authorized employee of the department of education. In the event that the first set of fingerprints is invalid due to insufficient pattern, a second set of fingerprints shall be taken in order to complete the criminal history records check. If, after 2 attempts, a set of fingerprints is invalid due to insufficient pattern, the department may, in lieu of the criminal history records check, accept police clearance from every city, town, or county where an applicant or candidate has resided in during the past 10 years.

IV.(a) The department shall maintain the confidentiality of all criminal history records information received pursuant to this section. The department shall destroy all criminal history record information within 60 days of receiving said information.

(b) The department may require individuals to pay the actual costs of the criminal history records check.

V.(a) Any person who has been charged pending disposition for or convicted of any violation or attempted violation of RSA 318-B:2 for possession of a controlled drug with the intent to sell, felony level, within the last 10 years, RSA 630:1; 630:1-a; 630:1-b; 630:2; 630:3, 631:1; 631:2, 631:2-b, 632:1, 632-A:2; 632-A:3; 632-A:4; 633:1; 633:7; 636:1, 638:1, 638:15-a, 639:2; 639:3; 645:1, II or 645:1, III; 645:2; 649-A:3; 649-A:3-a; 649-A:3-b; 649-B:3; or 649-B:4; or any violation or any attempted violation of RSA 650:2 where the act involves a child in material deemed obscene in this state, or under any statute prohibiting the same conduct in another state, territory, or possession of the United States, shall not be granted a clearance, nor shall they be employable or contracted in a public school, public charter school, public academy, or non-public approved special education school within the state of New Hampshire.

(b) A school administrative unit, school district, public school, public charter school, public academy, or non-public approved special education school in the state of New Hampshire shall not employ any individual who has had their educator credential revoked in New Hampshire or any other state.

VI. The department of education shall adopt rules, pursuant to RSA 541-A, governing the rights of educational and contracted personnel and their ability to appeal a denial of a clearance pursuant to a charge pending disposition for or a conviction of any of the offenses under RSA 189:13-b, V.

2 Effective Date. This act shall take effect July 1, 2026.

Timberlane Regional School District	Policy Code: IJOC
Adopted: 07-22-99 **Revised: 02-24-05** **Revised: 05-20-10** **Revised: 10-20-11** **Revised: 09-06-18** **Revised: 06-01-23**	**Page 1 of 2**

VOLUNTEERS

The District recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens. The Superintendent or his/her designee shall be responsible for developing and implementing procedures for the utilization of volunteers. School district employees who desire the assistance of a volunteer should request a volunteer through proper administrative channels.

Designated Volunteers

Designated volunteers will be required to undergo a background investigation and a criminal records check. "Designated volunteer" means any volunteer who:

1. Comes in direct contact with pupils without the presence of a professional staff member;
2. Meets regularly with students;
3. Meets with students on a one-on-one basis;
4. Serves as a chaperone on a school trip;
5. Any other volunteer so designated by the School Board or Superintendent.

Designated volunteers are subject to the provisions of Policy GBCD – Background Investigation and Criminal Records Check.

Volunteer Duties

Selected volunteers will serve in the capacity of assistants and not be assigned to roles which require specific professional training. Instructional services shall be rendered under the supervision of certified staff.

All volunteers will sign a confidentiality agreement, and refrain from discussing the performance or actions of a student except with the student's teacher, counselor, Principal, or other school district who has a legitimate educational purpose for discussing such information. The confidentiality agreement is included as appendix IJOC-R.

Assignments shall be limited to assisting staff members with duties such as routine supervisory, tutorial, clerical, housekeeping and material preparation tasks. Assignment shall be limited to access of certain spaces and to situations that may be supervised by a certified staff person.

In some instances, volunteers may perform clerical and material preparation tasks away from the school site.

Volunteers with special talents, hobbies or experiences may share those with students on a scheduled basis in a suitable educational setting.

Volunteers will refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical or operational nature.

Volunteers will receive orientation, including (1) general job responsibilities; (2) information about school facilities, routines, and procedures, including safety and evaluation; (3) work schedule and place of work; and (4) expected relationship to regular staff.

Volunteers will receive appropriate training at the building level, consistent with their tasks and existing District standards. This training shall be developed under the leadership of the Principal in consultation with the volunteer coordinator.

Volunteer Termination

Volunteers serve at the pleasure of the District. Except as may be provided in an individual volunteer's agreement, services of a volunteer may be terminated, without notice, at any time when circumstances in the judgment of the supervising administrator warrant termination.

Coaches

Volunteer coaches of individual sports must be certified in that sport and be in compliance with the standards set by NHIAA.

See also policy ABA.

Legal Reference:
RSA 189:13-a, School Employee Volunteer Background Investigations

Appendix IJOC-R

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EXECUTIVE SUMMARY

Outdoor Adventure Club - Pinkham Notch Hiking Trip - Overnight Travel

Overview:
This proposal seeks approval for a two-day, one-night hiking trip for Timberlane Regional High School students to Pinkham Notch State Park. The trip, organized in partnership with the Appalachian Mountain Club (AMC), will provide students with an immersive outdoor education experience focused on leadership, teamwork, and environmental awareness.

Dates: December 12-13, 2026

Location: Pinkham Notch, New Hampshire

Lodging and Meals:
AMC Joe Dodge Lodge in bunk rooms of 4
Dinner on Saturday, breakfast on Sunday, and packed lunches for Sunday will be provided.

Itinerary:

- **Saturday, December 12th:** Students will meet at Timberlane Regional High School and travel by rented vehicles to the AMC Joe Dodge Lodge in Pinkham Notch. The hike selected will be weather dependent but likely a 5 hour hike to Hermit Lake on Tuckerman's Ravine. The total distance will be approximately 5 miles round trip.
- **Sunday, December 13:** Students will participate in a less intense hike, potentially Square Ledge, before returning to Timberlane in the afternoon.

Funding and Equipment:
The trip is fully **grant-funded** through the Appalachian Mountain Club. Additionally, a **previous grant from the National Energy Education Development (NEED) Project** will cover vehicle rental for transportation. All students will **borrow appropriate hiking equipment from AMC** to ensure safety and preparedness.

Participation and Supervision:
An estimated total of **fifteen students** and **five faculty chaperones** will participate. All chaperones are experienced hikers and trained in first aid and outdoor safety. Chaperones are CPR/First Aid certified. One chaperone is a certified Wilderness First Responder and a CPR/First Aid trainer.

Respectfully submitted,
Jennifer Puchlopek, Secondary Curriculum Coordinator

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EXECUTIVE SUMMARY

Harvard Model Congress - Overnight Travel

The TRHS Diplomacy Club is seeking board approval for overnight travel.

The annual Harvard Model Congress trip allows TRHS students to participate in the prestigious model congress simulation. TRHS students will work with students from the region and beyond to foster leadership skills in the school and local community.

Harvard Model Congress Info

- Founded in 1986
- A 501(c)(3) educational nonprofit and the nation's oldest government simulation conference
- The most dynamic model congress simulation available to high school students
- Requires students to assume the role of real life congressmen, senators, and members of government, forcing them to expand their own perspectives and to understand the issues at hand in a new, more nuanced way

Dates: February 18, 2027 – February 21, 2027
Number of Students: 19
Grades of Students: 10th-12th
Number of Chaperones: 2
Transportation: Parents will transport students to and from the conference
Lodging: Sheraton Boston, 39 Dalton St, Boston, MA
Cost: $4,000 covered by budget and the remaining cost covered by students.
TOTAL COST = $8,500

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

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EXECUTIVE SUMMARY

Youth and Government Club - Overnight Travel

Youth and Government James O'Neil Leadership Training
Youth and Government Model Legislature Program

The TRHS Youth and Government Club is seeking board approval for their two upcoming overnight trips that are scheduled for this spring.

The purpose of the YMCA Youth & Government Program is to prepare participants for moral and political citizenship in local, state, or national government roles. YMCA Youth and Government provides guidance, training and an experience in the American democratic process through the form of state government.

The YMCA Youth & Government Program is based upon the Y's core values of caring, honesty, respect and responsibility and seeks to accomplish its purpose in the following ways:
• To provide guidance, training and experience in the theory and practice of determining public policy
.• To confirm the principles of democracy and promote moral courage in solving public questions
.• To develop the attitude that through collaborative action in the three branches of government (executive, legislative and judicial) people can improve their current situations
• To reveal the importance of the freedoms set forth in the Bill of Rights and in State and Federal Constitutions
• To show that an honest difference of opinion, with freedom to express it, is a healthy medium in which to attain personal dignity
• To indicate that in our society judgments with respect to values and goals will rest with the members of that society

The YMCA Youth & Government Program believes that only members of a society can improve that society and all citizens must be educated in the process of policy-making where emotions and feelings are tempered by reason and by fact.

Youth and Government James O'Neil Leadership Training
Dates: April 8, 2027
Location Concord, NH - NH Statehouse
Grades 9th -12th
Number of Students 7 or fewer *Students attending this training have won a leadership position*
Number of Chaperones: 2
Transportation: Parent drop off/pick up
Lodging location: Comfort Inn Concord, 71 Hall St, Concord, NH
Cost: cost covered by the YMCA

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Youth and Government Model Legislature Program
Dates: April 9-April 10, 2027
Location Concord, NH - NH Statehouse
Grades: 9-12
Number of Students: 30
Number of Chaperones: 2
Transportation: Parent drop off/pick up
Lodging location:Comfort Inn Concord, 71 Hall St, Concord, NH
Cost: $265/student (covered by students)

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

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EXECUTIVE SUMMARY

Overnight Trip - Students Travel to Quebec City

The TRMS/TRHS World Language Department is proposing the annual trip to Canada. They have moved the visit to winter to avoid other spring conflicts, such as the 8th grade Washington D.C. trip and the Music Department's Disney trip. Visiting Quebec City will provide the opportunity for students to use their French language skills and immerse themselves in history and culture. The TRSD French teachers are working with the travel company, Students Love Travel, to finalize their planning.

Trip Information

Destination: Quebec City, Canada
Dates: January 29-31, 2027
Students: 8th/9th/10th graders
Number of students: 20 or fewer
Number of chaperones: 3-4
Travel Company for Trip Planning: Students Love Travel
Travel: Coach Bus
Hotel: Hotel Clarendon (Old Quebec City)
Cost: $900-1250 per student (depending on total number of students attending the trip)
*Should the trip need to be cancelled by the bus company due to weather, students will be reimbursed.

Trip Highlights

• Dinner and breakfast at local restaurants such as Sapristi Bistro, Les Trois Garçons, and Cochon Dingue
• Exploration of the neighborhoods within the walls of Old Quebec City
• Interactive group activity at Plains of Abraham Museum
• Guided walking tour (or ghost tour) of Old Quebec City
• Group activity at the Morrin Centre, or tour of the Château Frontenac
• An evening of Quebecois culture and dinner at a nearby maple sugar shack
• Visit to Sainte-Anne-de-Beaupré Basilica and Montmorency Falls
• Visit to ice castle (an annual Quebec tradition)

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Timberlane Regional School District	Policy Code: IJOA
Adopted: 10-15-86 **Revised:** 05-02-91 **Reaffirmed:** 02-24-05	**Page 1 of 2**

STUDENT TRIPS

Field trips designed to stimulate student interest and inquiry and provide opportunities for social growth and development are considered appropriate extensions of the classroom. To the extent that they provide the most effective means for accomplishing general curriculum objectives of the school, the building Principal may authorize field trips.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips:

(a) value of the activity to the particular class group or class groups;

(b) relationship of the field trip activity to a particular aspect of classroom instruction;

(c) suitability of the activity and distance traveled to the age level;

(d) mode and availability of transportation; and

(e) cost.

Chaperons for field trips will be assigned at the discretion of the Principal according to the type of trip involved.

Sanctioning Student Trips

A. School-sponsored trips are defined as student trips that have been organized, scheduled or otherwise promoted by the School Board, Superintendent of Schools, or building Principal. Examples would be athletic trips, band trips, class trips, etc. Only those trips that are deemed to have significant educational value and that are directly related to existing educational programs shall be sponsored. Any trip involving travel of over 300 miles, overnight travel, or a overnight trip requiring a student's absence from the school building during normal school hours shall require the prior approval of the School Board. Overnight trips and/or trips over 300 miles that are held annually shall require the approval of the Superintendent rather than the school board.

B. School related trips are defined as student trips organized; scheduled, or sponsored by a school club or other organization connected with the school whose advisor is salaried by the District or whose advisor has been appointed by the school administration. Only those trips directly related to existing educational programs shall be sponsored. Any trip involving fund-raising and/or a student's absence from

the school building during normal school hours shall require the prior approval of the School Board. The building Principal or Superintendent of Schools, who may consult the Board or request general Board approval for a series of field trips or general type of field trip, may approve other school-sponsored trips.

C. Any other trips, including those that may involve participation of students from the Timberlane Regional School District or employees of the Timberlane Regional School District that are not explicitly approved by the School Board, the Superintendent of Schools, or the building Principal in accordance with the above procedures, are not school-sponsored or school-related trips and shall not be represented as such. Planning for, recruitment of participants for, or any other activity related to such trips shall not take place within the schools of the District or utilize District facilities unless approved by the Principal. It is the obligation of the planners of such trips to ensure that any literature about such trips, announcements of such trips, or recruiting materials for participants in such trips shall make it clear to parents and guardians, and students that the trip is being organized and sponsored by a private individual or group and not by the Timberlane Regional School District. Parents, guardians, and students must be told explicitly that the District accepts no responsibility, financial or otherwise, for the trip.

Financing Student Trips

A. The cost of school-sponsored trips shall be the responsibility of the School District and will be provided for in the regular annual budgetary process. In cases where funds are limited, the school administration may assess a fee to participating students in order to recover costs or may permit fund-raising by the student organization involved.

B. The cost of school-related trips shall be the responsibility of the sponsoring club and/or organization. The process by which funds are raised and expended must be approved in advance by the building Principal and/or Superintendent of Schools.

C. Solicitation is prohibited within the Timberlane Regional School District facilities or during regular school hours by Timberlane employees or students for funds for any but school-sponsored or school-related trips for which fund-raising is explicitly approved in accordance with this policy.

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EXECUTIVE SUMMARY

October 30, 2026

Budget Transfer Request

A budget transfer is being requested that exceeds the $25,000 transfer amount pursuant to policy DBJ 'Transfer of Appropriations' and will require School Board approval. A copy of said policy is attached for your convenience.

	Account	Description	Amount
From	100.1200.564.60.16.2.00000	Tuition Private&Other-MS	$147,275.35
To	100.1200.564.60.17.3.00000	Tuition Private&Other-HS	$147,275.35

Reason:

This request moves funds from the middle school out-of-district tuition line to the high school out-of-district tuition line. The high school out-of-district tuition funds are exhausted, and we need the funds at the high school level to cover an unanticipated expense.

I am happy to address any questions you may have.

Respectfully Submitted By:
Ginger Drechsel, Director of Student Services

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EXECUTIVE SUMMARY

November 5, 2026

Budget Transfer Request

A budget transfer is being requested that exceeds the $25,000 transfer amount pursuant to policy DBJ 'Transfer of Appropriations' and will require School Board approval. A copy of said policy is attached for your convenience.

Control Code	Description	Account	From	To
212	TTA - Speech Language Pathologist	100.2152.112.69.33.4.00000	$ 70,042.00	
1559	TTA - Speech Language Pathologist	100.2152.112.69.33.4.00000	$ 70,042.00	
2242	TTA - Speech Language Pathologist	100.2152.112.69.33.4.00000	$ 70,042.00	
1340	TTA - Speech Language Pathologist	100.2152.112.69.33.4.00000	$ 70,042.00	
2218	TTA - Speech Language Pathologist	100.2152.112.69.33.4.00000	$ 70,042.00	
747	TTA - Speech Language Specialist	100.2152.112.69.33.4.00000	$ 70,042.00	
199	TTA - SPEC ED General	100.1200.112.60.60.3.00000	$ 58,999.00	
1422	TTA - Psychologist	100.2143.112.60.33.4.00000	$ 70,042.00	
2145	TTA - Psychologist	100.2143.112.60.33.4.00000	$ 70,042.00	
1708	TTA - Psychologist	100.2143.112.60.33.4.00000	$ 70,042.00	
451	TTA - Physical Therapist	100.1200.112.60.33.4.00000	$ 71,106.00	
1723	TTA - Literacy Specialist	100.1200.112.60.60.3.00000	$ 70,042.00	
2350	TSSU Paraeducator - Special Ed	100.1200.114.67.33.4.00000	$ 21,089.84	
1046	TSSU Paraeducator - Special Ed	100.1200.114.60.02.1.00000	$ 21,089.84	
1790	TSSU Paraeducator - Special Ed	100.1200.114.60.02.1.00000	$ 21,089.84	
2581	TSSU Paraeducator - Special Ed	100.1200.114.60.33.4.00000	$ 21,089.84	
1526	TSSU Paraeducator - Special Ed	100.1200.114.60.33.4.00000	$ 21,089.84	
2004	TSSU Paraeducator - Special Ed	100.1200.114.60.10.1.00000	$ 21,089.84	
2240	TSSU Paraeducator - Special Ed	100.1200.114.60.10.1.00000	$ 20,019.29	
1609	TSSU Paraeducator - Special Ed	100.1200.114.60.10.1.00000	$ 18,246.93	
2604	TSSU Paraeducator - Special Ed	100.1200.114.60.08.1.00000	$ 21,089.84	
1691	TSSU Paraeducator - Special Ed	100.1200.114.67.33.4.00000	$ 21,089.84	
1591	TSSU Paraeducator - Special Ed	100.1200.114.67.33.4.00000	$ 21,089.84	
2061	TSSU Paraeducator - Special Ed	100.1200.114.67.33.4.00000	$ 27,441.77	
631	TSSU Paraeducator - Special Ed	100.1200.114.60.11.1.00000	$ 24,334.43	
1977	TSSU Paraeducator - Special Ed	100.1200.114.60.11.1.00000	$ 21,089.84	
2582	TSSU Paraeducator - Special Ed	100.1200.114.60.33.4.00000	$ 21,089.84	
2260	TSSU Paraeducator - Special Ed	100.1200.114.60.12.1.00000	$ 21,089.84	
2377	TSSU Paraeducator - Special Ed	100.1200.114.60.12.1.00000	$ 21,089.84	
1021	TSSU Paraeducator - Special Ed	100.1200.114.60.12.1.00000	$ 21,089.84	
2208	TSSU Paraeducator - Special Ed	100.1200.114.60.12.1.00000	$ 21,089.84	
2593	TSSU Paraeducator - Special Ed	100.1200.114.61.60.3.00000	$ 21,089.84	
1087	TSSU Paraeducator - Special Ed	100.1200.114.60.60.3.00000	$ 21,089.84	
2274	TSSU Paraeducator - Special Ed	100.1200.114.60.60.3.00000	$ 21,089.84	
1859	TSSU Paraeducator - Special Ed	100.1200.114.60.60.3.00000	$ 29,237.91	
544	TSSU Paraeducator - Special Ed	100.1200.114.60.60.3.00000	$ 24,051.69	
2313	TSSU Paraeducator - Special Ed	100.1200.114.60.60.3.00000	$ 21,089.84	
797	TSSU Paraeducator - Reg Ed	100.1100.114.00.33.4.00000	$ 21,089.84	
1666	TSSU Paraeducator - Reg Ed	100.1100.114.00.33.4.00000	$ 21,089.84	
	FICA	100.2900.220.01.33.4.00000	$ 108,380.88	
	NHRS	100.2900.231.01.33.4.00000	$ 234,452.82	
	Contracted Services - Sped	100.1200.330.69.33.4.00000		$ 1,259,577.26
	Contracted Services - Psychology	100.2143.330.60.33.4.00000		$ 200,000.00
	Contracted Services - Speech	100.2152.330.69.33.4.00000		$ 300,000.00
Total			**$ 1,759,577.26**	**$ 1,759,577.26**

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Reason:

Approval is requested to transfer funds from personnel budget lines for unfilled special education positions to contracted services budget lines. These funds will cover the cost of special education instruction and related services provided by contracted staff.

If this transfer meets with your approval, please accept it by Motion and Vote. Should it be easier, feel free to motion to accept “those budget transfers in the amounts and accounts specified in the Special Education budget transfer request dated November 5, 2026”.

Respectfully submitted,

Ginger Drechsel
TRSD Director of Student Services

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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.

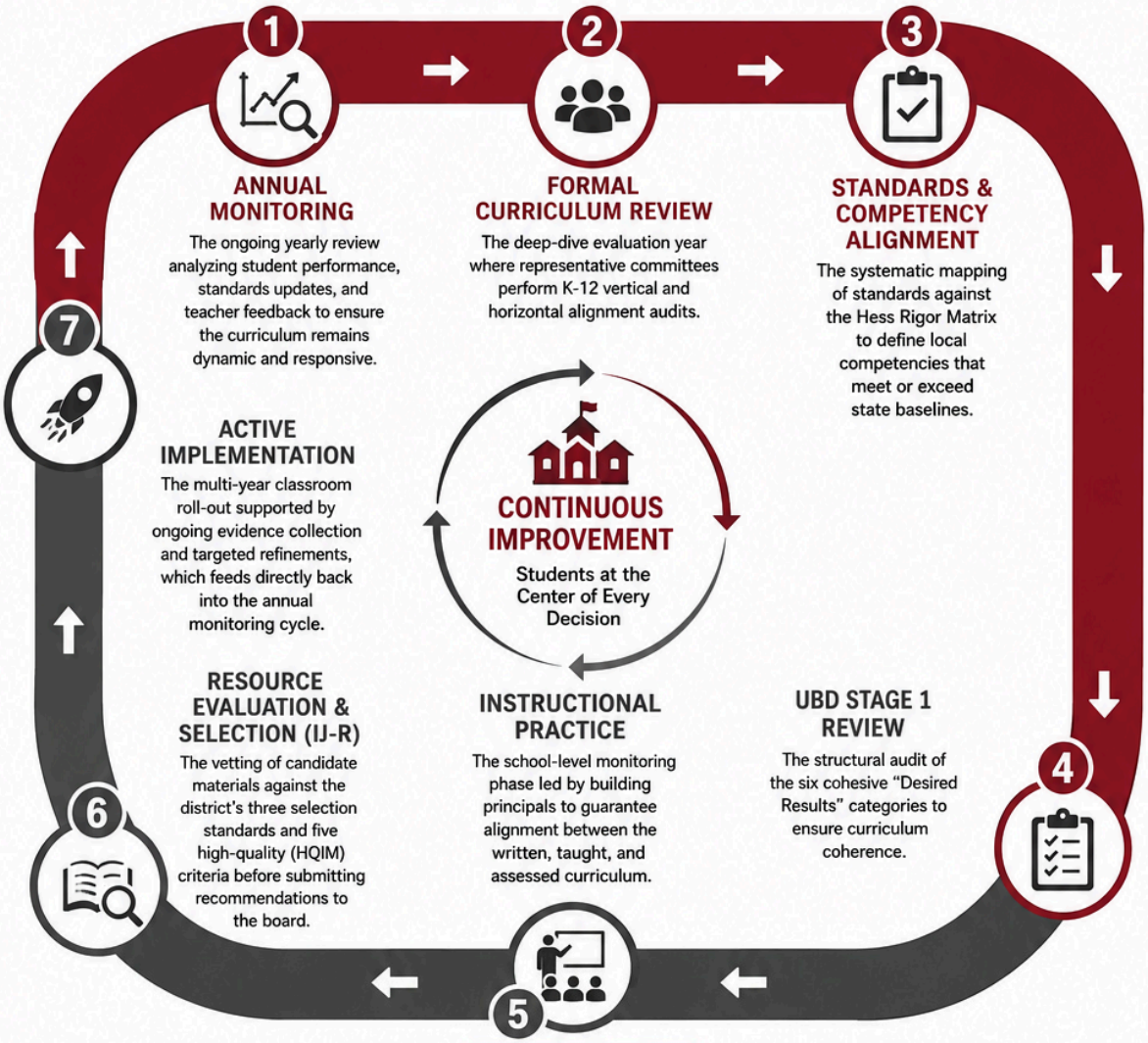
SECTION VI: Implementation Timeline and Content-Area Rotation

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*

Timberlane Regional School District	Policy Code: JICA
Adopted: 06-06-91 **Revised: 04-19-12**	**Page 1 of 1**

STUDENT DRESS CODE

The Board recognizes that student's individual dress is primarily a parental responsibility that should reflect concern for health and safety of students, staff and others. When the dress of an individual student constitutes a health problem, is unsuitable for school wear, is a danger to any person, or causes a substantial and material disruption or substantial disturbance, the principal shall take appropriate action to correct the situation.

The following apparel is not to be worn during the school day: caps, hats, and other head gear; tank tops; clothing with offensive, vulgar, or racist language or pictures; tops that do not completely cover the mid-section; clothing that glorifies, encourages or promotes the use of alcohol or drugs.

Students who violate this policy will be given an opportunity to correct the situation by either changing the clothing, removing the clothing (if appropriate), wearing it inside-out, or other means as determined by the principal so the student is in compliance with this policy. Students who repeatedly violate this policy may face more appropriate discipline.

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TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

November 5, 2026

Second Read

Policy	Changes/Recommendations
IC - School Year and School Year Calendar	*No changes since first read.* 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**

WAIVING, SUSPENDING AND REVOKING POLICIES

Waiving a Policy

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

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

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

Suspending a Policy

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

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

Revoking a Policy

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

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

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October 29, 2026

EXECUTIVE SUMMARY - TRHS Facade Project Design Cost Structure-2026

At the Facilities Committee meeting on October 28, 2026, EEI presented updated numbers on the proposed TRHS Envelope Project. Please see the attached documents for specifics. Note the checked items on the Timberlane Siding document are the items selected by the committee. Add Base Cost of $1,373.876. to these line items to achieve the total cost of $1,714.042.

The facilities committee has asked EEI to return to the table again to refine this number to be more palatable within the present market conditions. Also, if approved, the cost of replacing the windows proposed in this project would be deducted from the total as they will be funded by another source.

Respectfully submitted,

Chris Martin, Ed.D.
Executive Director

Timberlane Regional High School
Facade Renovation Proposal

October 27, 2026

Prepared for Timberlane Regional School District
Project location: 36 Greenough Road, Plaistow, New Hampshire

Energy Efficient Investments, Inc. proposes providing construction management services for the demolition and installation of the exterior siding assemblies in the facade renovation areas shown on the Banwell Architects Design Development drawings dated 9/16/26. The allowances, options and alternates below allow the district to select additional work and establish the proposed project scope.

Base siding demolition and installation

Remove existing fiber-cement siding and associated insulation, tar paper, trims and attachments within the designated renovation areas, down to the existing sheathing. Retain serviceable sheathing and identify deteriorated areas for authorized replacement.

Removal and re-installation of mechanical refrigerant lines, electrical lighting, conduits, and other devices.

Provide the specified wall air and water barrier, 1-inch mineral wool insulation, supporting metal hat channels, cladding accessories, fasteners, trims, wall flashings and compatible transitions required for the siding assembly.

Build out of roof edge in select areas, to include removal of existing edge metal & pull back of EPDM flashing from parapet, 2x4 blocking to cantilever over wall, ¾ plywood sheathing on top of the parapet, wrap parapet with vapor barrier, reflash wall in EPDM & install new edge metal.

Furnish and install the Base AL13 composite panel and metal plank cladding layout shown on A205 and A207, with Tan Metallic MC320 panels and Douglas Fir woodgrain planks.

Design fees are included in base proposal amount below.

Base proposal amount

Scope	Lump sum
Base siding demolition and installation of AL13 system. Layout shown on A205 & A207	$1,373,876

Base siding demolition and installation is offered for a lump sum of $1,373,876. Selected allowances and alternates are additional.

Basis: Banwell drawings dated September 16, 2026, specifications dated September 11, 2026, and the September 16, 2026, schedule of alternates.

Schedule of Values for Base Siding Scope

Timberlane Façade Base Design Schedule of Values		
1	General Conditions, Project Management, Supervision, Design, Permits, Bond	$ 197,340
2	Mechanical and Electrical Demo and Put Back	$ 53,200
3	Facade Demo, Dumpsters and Disposal	$ 63,613
4	Roofing demo,edge build out, flashing, strip in and edge metal	$ 47,803
5	Façade Install	$1,011,920
	Total	$1,373,876

Additional Pricing Options and Alternates

The following amounts are separate from the base siding price and are included only when selected. Option A is a complete substitute siding design and price, including demolition and installation, rather than an amount added to the base design.

Item	Description	Amount
Option A	Siding layout shown on A205A & A207A in lieu of the base layout.	$1,391,209
Allowance	Masonry repairs	$9,975
Allowance	Insulated hollow metal double door	$6,650
A1	Replace 400 SF of deteriorated sheathing with DensGlass Gold	$5,320
A2.1	Replace 90 windows with Elevate wood fiberglass-clad fixed over awning units	$357,400
A2.2	Replace 90 windows with Ultimate wood aluminum-clad fixed over awning units	$587,530
A2.3	Replace 90 windows with Elevate wood fiberglass-clad double-hung units	$266,680
A3	Paint existing brick and CMU masonry and joints	$21,945
A4	Adjust existing window sills and trims.	$29,925
A5	Custom panel color in lieu of standard color	Not available
Sill option	Corian window sills for 90 windows	$58,191

Custom-Metallic color pricing was not available from AL13 at this time. A5 is unpriced and is not a zero-cost option.

Select only one A2 window alternate. The window prices above reflect the supplied configurations and include the opening re-flashing associated with replacement.

The A4 price corresponds to the existing-sill adjustment approach in specification alternate A4.1. Corian is a separate proposed sill option.

Unit Prices and Proposal Conditions

Unit prices apply to authorized quantities and provide a separate pricing approach for partial or additional work. Do not add unit-priced work for quantities already covered by a lump-sum alternate.

Item	Description	Unit	Rate
A1	DensGlass sheathing replacement	100 SF	$1,350
A2.1	Elevate wood fiberglass-clad fixed over awning	Window	$3,860
A2.2	Ultimate wood aluminum-clad fixed over awning	Window	$6,417
A2.3	Elevate wood fiberglass-clad double hung	Window	$2,852

The sheathing rate is per 100 SF, not per square foot

Window unit pricing assumes groups of 10 or more windows. Each listed 90-window alternate equals its corresponding unit price multiplied by 90.

Scope qualifications

Existing substrates and components outside the designated siding scope remain. Allowances, sheathing replacement, windows, doors, masonry painting and interior sill work are excluded from the base price unless selected. Concealed deterioration, hazardous materials, structural repairs and mechanical or electrical relocations require scope review and authorization before proceeding.

Roof-edge metal, coping and roofing membrane tie-ins will be coordinated with the final siding and roofing details.

Allowance work is subject to authorization and reconciliation to the agreed scope. The cost matrix adds selected options at the listed amounts without applying a further percentage markup. Contract terms, schedule and any separately required project costs will be confirmed in the final agreement.

Price escalation caused by future tariffs and raw material price increases are not included.

Using the ECM selection matrix

Select exactly one siding design, then check the desired allowances and alternates. For unit-price work, check the item and enter its quantity. The workbook displays the selected cost subtotal and the total project cost at the bottom, and identifies missing prices or conflicting selections.

The workbook opens with the base siding design selected and a total of $1,373,876. Option A replaces that amount with $1,391,209. The total remains pending if an unpriced item or conflicting selections are checked. The matrix prices the items listed in this proposal.

Prepared by Energy Efficient Investments, Inc.

EEI - TIMBERLANE SIDING COST MATRIX

Check included items. Select exactly one siding design. Total project cost is at the bottom.
Light-green cells are editable. Enter unit quantities only for checked unit-price rows.
Base $1,373,876. Option A $1,391,209 replaces base

Include	Item	Scope	Quantity	Unit	Price / rate	Selected cost	Selection note
☑	BASE	Base siding demolition and installation	1		$1,373,876	$1,373,876	Choose one siding design
☐	OPT-A	Option A siding demolition and installation	1		$1,391,209	-	Complete substitute price, not an add
☑	AL-01	Masonry repair allowance	1		$9,975	$9,975	Added only when checked
☐	AL-02	Insulated HM double door allowance	1		$6,650	-	Added only when checked
☑	A1	Replace 400 SF of DensGlass sheathing	1		$5,320	$5,320	Do not repeat these 400 SF under U-A1
☐	A2.1	90 Elevate fiberglass-clad fixed over awning windows	1		$357,400	-	Choose at most one full-window alternate
☐	A2.2	90 Ultimate aluminum-clad awning windows	1		$587,530	-	Choose at most one full-window alternate
☑	A2.3	90 Elevate fiberglass-clad double-hung windows - Includes window demo	1		$266,680	$266,680	Choose at most one full-window alternate
☐	A3	Paint existing brick, CMU masonry and joints	1		$21,945	-	Masonry painting alternate
☐	A4	Adjust existing sills and trims; no finish or recover	1		$29,925	-	Re-use existing interior sills and adjust as needed
☑	SILL	Corian window sills for 90 windows	1	LS	$58,191	$58,191	Review overlap with A4
☐	U-A1	Additional sheathing replacement	0	100 SF	$1,350	-	Enter SF beyond any selected 400 SF allowance
☐	U-A2.1	Elevate fixed over awning window unit pricing	0	EA	$3,980	-	Partial scope only; enter number of windows
☐	U-A2.2	Ultimate fixed over awning window unit pricing	0	EA	$6,537	-	Partial scope only; enter number of windows
☐	U-A2.3	Elevate double-hung window unit pricing	0	EA	$2,852	-	Partial scope only; enter number of windows

Selected priced items subtotal	**$1,714,042**

Siding selection	OK
Selected prices and quantities	OK
Window selections	OK
Unit-price window quantity	OK
Sill scope overlap	OK

TOTAL PROJECT COST	**$1,714,042**

Sheathing units are per 100 SF. Example: 250 SF x $1,350 / 100 = $3,375.

U-A1 quantities must exclude the 400 SF already covered if alternate A1 is checked.

Full-window alternates and partial-window unit pricing cannot be used for the same 90-window scope.

EEI TIMBERLANE PRICING INPUTS

Item	Scope	EEI price / rate	Unit
BASE	Base siding demolition and installation	$1,373,876	
OPT-A	Option A siding demolition and installation	$1,391,209	
AL-01	Masonry repair allowance	$9,975	
AL-02	Insulated HM double door allowance	$6,650	
A1	Replace 400 SF of DensGlass sheathing	$5,320	
A2.1	90 Elevate fiberglass-clad fixed over awning windows	$357,400	
A2.2	90 Ultimate aluminum-clad fixed over awning windows	$587,530	
A2.3	90 Elevate fiberglass-clad double-hung windows	$266,680	
A3	Paint existing brick, CMU masonry and joints	$21,945	
A4	Adjust existing sills and trims; no finish or recover	$29,925	
A5	Custom panel color in lieu of standard color	NA	
SILL	Corian window sills for 90 windows	$58,191	
U-A1	Additional sheathing replacement	$1,350	100 SF
U-A2.1	Elevate fixed over awning window unit pricing	$3,980	EA
U-A2.2	Ultimate fixed over awning window unit pricing	$6,537	EA
U-A2.3	Elevate double-hung window unit pricing	$2,852	EA

Scope basis: Banwell DD drawings 09/16/2026; specifications 09/11/2026; alternates 09/16/2026.

A1 unit basis: per 100 SF. Window units: per window, based on batches of 10 or more.

A4 is existing sill/trim adjustment (architectural A4.1). Corian is separately proposed; wood and bluestone are unpriced.

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

MEMO TO: Boards of Selectmen of Atkinson, Danville, Plaistow, Sandown
FROM: Maria Watkins, C.F.O. / Business Administrator
DATE: November 5, 2026
RE: Schedule of School District Monthly Needs

The following schedule indicates the financial needs of the Timberlane Regional School District for the last six months of the school year.

Date Due	Total	Atkinson	Danville	Plaistow	Sandown
January 20	$7,333,000	$1,766,000	$1,290,000	$2,299,000	$1,978,000
February 1	$8,801,000	$2,120,000	$1,548,000	$2,759,000	$2,374,000
March 1	$8,067,000	$1,943,000	$1,419,000	$2,529,000	$2,176,000
April 1	$5,135,000	$1,237,000	$903,000	$1,610,000	$1,385,000
May 1	$3,667,000	$883,000	$645,000	$1,150,000	$989,000
June 1	$3,385,636	$818,871	$567,556	$1,080,251	$918,958
Totals	**$36,388,636**	**$8,767,871**	**$6,372,556**	**$11,427,251**	**$9,820,958**

We request your cooperation in meeting the dates promptly, as listed above. Obligations of salary and bond payments must be met promptly and each town is urged to see that these payments reach the School District office on the due date. If you anticipate any problems with meeting this schedule, please contact me.

Thank you.

cc: Timberlane Regional School Board
K. Beattie, School District Treasurer
Town Treasurers (BOS / Finance)

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EXECUTIVE SUMMARY - FY28 SAU Adjusted Budget Presentation

November 5, 2026

Overview

This executive summary outlines the FY28 SAU adjusted budget for the Timberlane Regional School District. This is a new requirement for the District that must be incorporated into its annual legal and election calendar.

Legal Framework Reminders

HB 564, enacted as Laws of 2026, Chapter 153, requires single-district SAUs to adopt a separate SAU budget through the hearing and voting procedures in RSA 194-C:9 and RSA 194-C:10. RSA 194-C:9, distinguishes required and discretionary inclusions.

- Shall: The budget must include expenses necessary to operate the SAU. Superintendents, assistant superintendents, business administrators, teacher consultants, and regularly employed SAU office personnel are designated SAU employees for salary, New Hampshire retirement contributions, and workers' compensation purposes.
- May: The budget may include salaries and expenses of supervisors of health, physical education, music, art, and guidance, and other employees.

The District must present both the FY28 proposed and adjusted SAU budgets at a public hearing and the School Board must adopt them prior to January 1, 2027. The adopted budgets will appear as a warrant article that is separate and distinct from the District operating budget warrant article in March of 2027.

SAU Budget Allocations

As presented, the FY28 SAU adjusted budget includes the required elements and some discretionary elements. In total, it comprises 3.2% of the FY27 District appropriations.

The primary categories of the FY28 SAU adjusted budget are personnel, legal, and utilities. The detailed budget report can be found in your packet. Specific to personnel, the budget contains 17 positions.

Next Steps

1. The School Board works to develop a FY28 SAU proposed budget.
2. The School Board schedules and holds a public hearing.
3. The School Board adopts the proposed and adjusted FY28 SAU budgets.
4. The School Board places the SAU budgets on the warrant.

Respectfully submitted,

Justin Krieger
Superintendent of Schools

Timberlane Regional School District
FY2028 SAU106 Adjusted Budget

	FY2027 TRSD Budget	88,054,569
	Warrant Article #3	787,915
	Warrant Article #5	192,738
	Warrant Article #9	61,378
	Warrant Article #11	490,937
	Warrant Article #12	250,000
	Warrant Article #15	80,000
	FY2027 Voted Budget	**89,917,537**
	FY2028 SAU106 Adjusted Budget	
1	Salaries	1,750,336
2	Benefits	991,204
3	Operating	109,600
	Total	**2,851,140**
	As a % of FY2027 Voted Budget	**3.2%**
1	**Salaries**	
	Administrative Salaries	1,122,701
	Teacher/Specialist Salaries	237,929
	Office Salaries	389,706
		1,750,336
2	**Benefits**	
	Increase per Healthtrust GMR for medical and dental	574,415
	FICA	135,324
	NHRS	235,865
	Tuition/Workshop Reimbursement	27,000
	Other Employee Benefits	18,601
		991,204
3	**Operating**	
	Other Professional Services	22,600
	Postage	9,000
	Advertising	9,000
	Supplies	18,000
	Natural Gas	10,000
	Electricity	12,000
	New Equipment	500
	Dues And Fees	15,000
	Miscellaneous Expense	13,500
		109,600

Timberlane Regional School District

Budget - SAU106

Fiscal Year: 2026-2027

☐ Print accounts with zero balance ☐ Round to whole dollars ☐ Account c
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2027 To Date: 6/30/2028 Definition: Proposed View

Account	Description	FY2028 Proposed
100.1100.112.00.00.0.00000	Salaries-Teachers	$237,928.84
FUNC: Regular Education - 1100		$237,928.84
100.2318.330.00.00.0.00000	Other Professional Services	$5,000.00
FUNC: Legal Fees - 2318		$5,000.00
100.2321.111.00.00.0.00000	Administrative Salaries	$362,925.40
100.2321.115.00.00.0.00000	Office Salaries	$139,877.20
100.2321.240.00.00.0.00000	Tuition Reimbursement	$12,000.00
100.2321.330.00.00.0.00000	Other Professional Services	$17,600.00
100.2321.534.00.00.0.00000	Postage	$9,000.00
100.2321.540.00.00.0.00000	Advertising	$9,000.00
100.2321.580.00.00.0.00000	Travel/Workshops	$15,000.00
100.2321.610.00.00.0.00000	Supplies	$18,000.00
100.2321.621.00.00.0.00000	Natural Gas	$10,000.00
100.2321.622.00.00.0.00000	Electricity	$12,000.00
100.2321.733.00.00.0.00000	New Equipment	$500.00
100.2321.810.00.00.0.00000	Dues and Fees	$15,000.00
100.2321.890.00.00.0.00000	Miscellaneous Expense	$13,500.00
FUNC: Office of the Superintendent Services - 2321		$634,402.60
100.2340.115.00.00.0.00000	Office Salaries	$65,572.95
FUNC: Directors of Curriculum - 2340		$65,572.95
100.2511.111.00.00.0.00000	Administrative Salaries	$443,986.31
100.2511.115.00.00.0.00000	Office Salaries	$63,006.40
FUNC: Supervising Fiscal Services - 2511		$506,992.71
100.2831.111.00.00.0.00000	Administrative Salaries	$187,385.46
100.2831.115.00.00.0.00000	Office Salaries	$121,249.60
FUNC: Supervision of Staff Services - 2831		$308,635.06

Budget - SAU106

Fiscal Year: 2026-2027

☐ Print accounts with zero balance ☐ Round to whole dollars ☐ Account c
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2027 To Date: 6/30/2028 Definition: Proposed View

Account	Description	FY2028 Proposed
100.2840.111.00.00.0.00000	Administrative Salaries	$128,404.00
FUNC: Computer Services - 2840		$128,404.00
100.2900.210.00.00.0.00000	Group Insurance	$574,414.96
100.2900.220.00.00.0.00000	FICA	$135,323.67
100.2900.231.00.00.0.00000	Non-teacher Retirement	$190,111.06
100.2900.232.00.00.0.00000	Teacher Retirement	$45,753.71
100.2900.290.00.00.0.00000	Other Employee Benefits	$18,600.74
FUNC: Support Services-Other - 2900		$964,204.14
Grand Total:		$2,851,140.30

End of Report

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

2027 Timberlane Regional School District Warrant
State of New Hampshire

To the inhabitants of the School District of the Towns of Atkinson, Danville, Plaistow, and Sandown, New Hampshire, qualified to vote in District affairs:

First Session of Annual Meeting (Deliberative)
You are hereby notified to meet at the Timberlane Regional High School, 36 Greenough Road, Plaistow, New Hampshire, on Saturday, the 6th day of February 2027, at 9:00 a.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number X. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)
Voting on warrant articles number 1 through number X will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 9th day of March 2027, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

Atkinson	Voting will be conducted at the Atkinson Community Center from 7 a.m.-8 p.m.
Danville	Voting will be conducted at the Danville Community Center from 8 a.m.-8 p.m.
Plaistow	Voting will be conducted at the Plaistow Fish and Game Club from 7 a.m.-7 p.m.
Sandown	Voting will be conducted at the Sandown Town Hall from 8 a.m.-8 p.m.

Article 1 – Election of Officers
To choose the following school district officers:

Atkinson Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-Year Term
Sandown Voters	School Board Member	3-Year Term
Atkinson Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Sandown Voters	Budget Committee Member	3-Year Term

DRAFT

Article 2 – Operating Budget

The average cost-per-pupil for the preceding year as calculated in accordance with RSA 189:75, I(a) is $X. ELA Proficiency: X%; Math Proficiency: X%; Science Proficiency: X%

Shall the voters of the School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **$X**? Should this article be defeated, the operating budget shall be **$X**, which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:
If Article passes - Atkinson: Danville: Plaistow: Sandown: per $1,000
If Article fails - Atkinson: Danville: Plaistow: Sandown: per $1,000

Article 3 – SAU Budget

Shall the voters of Timberlane Regional School District, adopt a school administrative unit budget of **$X** for the forthcoming fiscal year in which **$X** is assigned to the school budget of this school district? This year's adjusted budget of **$X**, with **$X** being assigned to the school budget of this school district, will be adopted if the article does not receive a majority vote of all the school district voters voting in this school administrative unit. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

If Article passes - Atkinson: Danville: Plaistow: Sandown: per $1,000
If Article fails - Atkinson: Danville: Plaistow: Sandown: per $1,000

DRAFT

Article 4 – 3 Year Collective Bargaining Agreement (Timberlane Teachers' Association)
Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Teachers' Association and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	2027-28	2028-29	2029-30
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of **$X** for the 2027-28 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)
Recommended by the School Board
Recommended by the Budget Committee
Estimated Education Tax Impact will be an (DECREASE/INCREASE) as follows:
Atkinson: Danville: Plaistow: Sandown: per $1,000

Article 5 – Authorization for Special Meeting on Cost Items
Shall the voters of the School District, if Article 4 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 4 cost items only? (MAJORITY VOTE REQUIRED)
Recommended by the School Board

Article 6 – Capital Improvement and Maintenance Fund
Shall the Timberlane Regional School District raise and appropriate up to $250,000 to be placed in the Timberlane Regional School District Capital Improvement and Maintenance Fund, with this sum to come from the June 30 fund balance available for transfer on July 1, 2027? No amount to be raised from additional taxation. (MAJORITY VOTE REQUIRED)
Recommended by the School Board
Recommended by the Budget Committee

DRAFT

Given under our hands this X day of January 2027.

Timberlane Regional School Board

_____	_____	_____
Katie Knutsen, Chair	**Mark Sherwood, Vice Chair**	**Alyssa Kowalczyk**
_____	_____	_____
Paul LeCain	**Shauna Manthorn**	**Shawn O'Neil**
_____	_____	_____
Jack Sapia	**Marianne Springer**	**Donald Woodworth**

A true copy of Warrant – Attest

Timberlane Regional School Board

_____	_____	_____
Katie Knutsen, Chair	**Mark Sherwood, Vice Chair**	**Alyssa Kowalczyk**
_____	_____	_____
Paul LeCain	**Shauna Manthorn**	**Shawn O'Neil**
_____	_____	_____
Jack Sapia	**Marianne Springer**	**Donald Woodworth**

DRAFT

Job Postings

As of 10/23/26

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	30	3
5292	Athletics/Activities	Coaching	TRHS E Sports Coach	Timberlane Regional High School	6/19/2026	open until filled	As soon as possible	2026-2027	126	3
5348	Athletics/Activities	Coaching	TRHS Girls Varsity Indoor Track Coach	Timberlane Regional High School	10/20/2026	open until filled	10/26/2026	2026-2027	3	0
5333	Athletics/Activities	Coaching	TRMS Boys Basketball A Coach	Timberlane Regional Middle School	9/16/2026	Open until filled	Nov-26	2026-2027	37	6
5335	Athletics/Activities	Coaching	TRMS Boys Basketball B Coach	Timberlane Regional Middle School	9/17/2026	open until filled	Nov-27	2026-2027	36	1
5336	Athletics/Activities	Coaching	TRMS Girls Basketball B Coach	Timberlane Regional Middle School	9/23/2026	open until filled	Nov-26	2026-2027	30	1
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	22	4
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	57	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	150	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	470	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	44	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	142	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	57	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	109	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	14	1
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	129	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	87	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	72	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	109	40