

# Timberlane Regional High School Staff Handbook

2013-2014 School Year

**SAU 55**

2013-2014

*Policies & Procedures*

Staff Handbook

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### **Introduction & Welcome**

#### ***To Our Colleagues***

The Staff Handbook's topics are arranged alphabetically for easy reference. They cover your professional duties and responsibilities in the classroom and building and outline how to handle other tasks and situations that may arise during the school year.

Since policies may change and procedures evolve over time, returning teachers as well as those new to the school and the district should review the handbook prior to the start of the school year.

The greatest asset of an institution such as ours is the knowledge, competence, and commitment of its classroom teachers. The information here can and will add to the skill and experience you share with your students daily.

We look forward to working with you to make our school a successful and fulfilling learning environment.

**Your TRHS Administrators**

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### Absences

#### TRHS Procedure GBE-R

When a teacher is unable to attend school due to illness, approved personal days, approved conferences, travel or workshops, the department coordinator is to be notified at the earliest possible time.

**Each faculty member is responsible for obtaining the phone number and/or email address of his/her department coordinator, so that he/she will be able to contact the department coordinator in a timely fashion when an illness or emergency arises.**

**It is the responsibility of the teacher to have available general plans for three days including:**

- 1. Class list for each of your classes*
- 2. Lesson plans for each of your classes*
- 3. Needed instructional materials for your substitute*
- 4. Your daily schedule, including duties, etc.*

**These folders should be reviewed monthly to bring lesson plans, class rosters and duties up-to-date.**

If it is not possible to secure a substitute, then the department coordinator will make arrangements with the designated assistant principal's secretary for classes to be covered internally. Teachers may be asked to substitute for a class during a student contract period. As a last resort, a teacher may be asked to substitute for a class during a planning period.

Absences with pay will be allowed by the Superintendent for worthwhile education experiences or trips involving school business. **The building principal and the Superintendent's advance approval are required for such absences.**

Absences other than those described above will not be allowed with pay.

A deduction will be made for each day of absence either at the rate of 1/187 or 1/188 of the teacher's salary or at the rate of the substitute's pay, at the discretion of the Superintendent. Teachers accompanying students on field trips or otherwise acting in normal teaching capacity will not be considered absent.

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### **Accidents**

#### **TRSB Policy EBBB**

All accidents (that occur to staff and/or students in school, on school property, or when being transported to or from school activities) must be reported.

Certain areas are obviously more susceptible to accidents than others: gym, locker rooms, shops, labs, cooking and serving rooms. In case of accidents, immediate action is vital. Call the school nurse or an administrator. If a fire is involved, pull the fire alarm.

The principal and nurse should be notified at once of any serious accident. The District Accident Form must be completed and turned into the principal's secretary.

If the accident occurs to a person covered by the so-called "student accident insurance" and/or to a person covered by Workman's Compensation Insurance, completion of additional forms is required. Inquire at the principal's secretary office.

Employees who are injured on the job, or who claim a work-related illness, must complete the State of New Hampshire form "**Notice of Accidental Injury or Occupational Disease**" as soon as possible after the injury/illness, but no later than 24 hours after said injury/illness occurs.

The building principal shall submit an "Employer's First Report of Injury/Illness" form within five days of knowledge thereof, both to the New Hampshire Department of Labor and to the District's workman's compensation insurance carrier.

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### Accountability – Classroom

#### TRSD Policy GCA

All staff members have a responsibility to become familiar with and to abide by the laws of the State of New Hampshire as these affect their work.

1. Each teacher is responsible for maintaining a well-managed classroom characterized by a safe and respectful environment.
2. Each teacher is held fully accountable for his/her classroom. It should reflect that school is a place where learning takes place.
  - Students observed marking on and otherwise abusing furniture should be reported to an assistant principal.
  - Bulletin boards are to be kept up-to-date, orderly, and attractive.
  - Desks and chairs are to be kept in the best possible condition and free of pencil and ink messages.
  - Instructional boards are to be cleaned at the end of each day.
  - Debris is to be picked up at the end of each class.
  - Lights are to be off and doors are to be locked when classes are not in session during the day. This also holds true for the end of the day.
  - Windows and doors are to be closed and locked before leaving for the day.
  - Classrooms should be free of unsightly clutter and outdated student projects.
3. **Each teacher will keep an accurate, up to date record of student performance/grades that is easily understandable to parents, counselors and administrators. This record must be updated at a minimum of every two weeks in PowerSchool.**
4. Each teacher will keep an accurate, up to date record of daily class attendance in PowerSchool. Attendance must be submitted no later than 2:15 PM each day.
5. Teachers will follow tardy procedure as outlined in the Progressive Discipline Plan (See Appendix F).



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### Accountability – Classroom (Continued)

#### TRSD Policy GCA

6. Teachers will hold class for the entire length of every class period. Never dismiss your class prior to the end of the period without the express permission of the building principal.
7. Teachers are expected to provide as much supplementary work as needed to provide a quality opportunity for students to learn.
8. Teachers will be held accountable for every student on their original class list as provided at the opening day of school. Add and drop procedures will be discussed by the Guidance Department.
9. All tardies and absences must be recorded daily so that parents and administrators can address these matters in a timely fashion.
10. All work that is assigned in an individual teacher's classroom is the direct responsibility of that teacher. It is important that this work fits within the curriculum guidelines developed by the individual department in cooperation with the school administration.
11. Teachers should initiate and respond to communication with parents in a timely fashion.
- 12. Students should be given a reasonable amount of time to make up work missed for an excused/exempt absence. It is a shared responsibility for the teacher and student to establish a time line to make up missed work. This time line should be established within 24 hours of a student's return to class.**
13. Emergency drill procedures and the building mission statement and expectations should be posted in all classrooms.

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### Announcements

#### TRHS Procedure

The public address system is used on a limited basis during the school day to keep interruptions of class time to a minimum.

Announcements over the public address system are made **once a day (9:02 a.m.)**. If a staff member wishes to have this type of announcement made, they must prepare the Announcement Form and submit it to the main office. Announcement may be submitted by no later than 7:30 am of the day the announcement is to be read.

### Assemblies

#### TRHS Procedure

Occasionally during the school year there is a need to have assemblies. These are conducted in the gym, the Performing Arts Center, or the cafeteria with students sitting in the appropriate areas. Teachers are to accompany their classes to the assembly except during an assigned prep period.

All faculty members are to be present to supervise when a school-wide assembly is held. **All teachers on duty and teachers whose classes are attending the assembly are expected to attend and to supervise.** Staff members are requested to sit with the students.

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### Assessment of Students

#### TRSD Policy IK

#### TRHS Procedure

Teachers should inform students of the factors and criteria used to determine grades in a given subject. This information should be presented in the form of a **course syllabus** to each student within the first week of a course. Syllabi must be approved by the designated academic dean before it is presented to students. Course units and competencies should be noted in all syllabi.

**Grades should reflect the quality/level of student performance vis a vis course competencies on all types of assessments.**

**Conduct is not to be used as a direct determining factor in grading.** Conduct has a causal effect on achievement. For a teacher to raise or lower a student's grade in achievement strictly on conduct is not justifiable.

**Class participation** can be a factor in grading. However, a participation grade should not be given so much weight that it clouds the measurement of a student's level of proficiency. Therefore, any class participation grade **should have a rubric** that is related to proficiency vis a vis the course competencies. This rubric must be shared with the students at the beginning of any marking period. Class participation also cannot account for more than 10% of a student's quarter grade.

Each quarter, an **effort grade** is to be assigned separate from the student's academic grade.

#### Effort Grades

**4 – Excellent    3 – Good    2 – Fair    1 – Poor**

It is expected that students will carry out their responsibilities in an honorable fashion. Cheating, plagiarism, unauthorized assistance on an assignment/quiz/test/paper/project, or other forms of academic dishonesty will not be tolerated. The academic dishonesty policy can be found in the Student Handbook and the Code of Discipline.

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### Chain of Command

#### TRSB Policy CCB

Teacher  
Department Coordinator  
Academic Dean  
Assistant Principal  
Principal  
Superintendent  
Timberlane Regional School Board

### Controversial Issues

#### TRSB Policy IMB & IMC

An open-minded, rational examination of issues is essential if students are to be prepared to assume their roles as participating members of a democratic society. Conflict cannot be avoided in public issues.

Students, therefore, must be provided with experiences which analyze issues, identify alternatives, and gather evidence appropriate to the testing of these alternatives.

Choices must always be made regarding the appropriateness of issues to be considered. In theory, we subscribe to the belief that all public issues should be open for study and discussion in the school.

From the wide range of these issues, however, selections must be made as to which issues are most relevant for consideration in any particular classroom. If a teacher is considering any material or speaker which might be considered controversial, **a Controversial Material Form must be filled out and signed for approval by the teacher's department coordinator and the principal.**

In the final analysis, the teacher will bear primary responsibility for this determination in terms of the best interest of the students involved, always keeping in mind the overall district policy.

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### Controversial Issues (Continued)

#### TRSB Policies IMB & IMC

An issue should be consistent with the experience and maturity level of the student and be of real concern to him/her. The issue should be one which is persistent in society and not merely transitory, and the manner of consideration of the issues should contribute to the development of the student's skill in decision making.

It must be assured that the teacher, by virtue of his/her background and personal point of view, can appropriately handle controversial issues and is able to produce adequate materials for study.

The classroom should not be used to promote partisan politics, sectarian religious views or propaganda of any group; and there should be an insistence that democratic procedures be respected and followed within the discussion of controversial issues.

The classroom cannot be used by private individuals or groups as an exclusive forum for their own special interest, but neither shall students and teachers be deprived of the right to hear responsible presentations of all sides of relevant issues.

**In the event that controversial materials are going to be used in a class, such as books, articles, short stories, film, etc, the classroom teacher is responsible for informing the building principal and also seeing that each student has obtained permission from his/her parent/guardian. An alternative assignment must be provided for students whose parents refuse permission for their children to partake in this particular learning experience.**

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### **Counseling Services**

#### **TRSB Policy IJD**

Counselors shall coordinate the school guidance program and involve all staff members in designing and implementing plans to meet three major goals:

*Career Development*  
*Educational Development*  
*Personal/Social Development*

Counseling services are provided to help students to: progress through school with optimum success, understand their strengths and limitations, identify their interests, and plan for and attain realistic goals.

Counselors are concerned with students' current educational programs and future goals, vocational plans, personal development, and adjustment to the world around them. It goes without saying that working closely with teachers is implied in this role description and that being of service to teachers is a vital responsibility of the counselor.

Teachers concerned with a student's placement in class, ability to carry a subject load, or personal matter that may be interfering with success in a course, should consult with a counselor (*See Appendix D*). Background information from the student's counselor may enable teachers to deal more effectively with a student whose behavior poses a problem in understanding and handling.

Teachers are urged to take the initiative in contacting counselors about students so that conferences may be arranged with all involved to work out strategies for helping the students most effectively.

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### Dress Code

#### TRSB Policy GBEBA

All staff members are to be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed, or the occasion. All staff members shall, when assigned to school or district duty:

1. Be physically clean, neat and well groomed;
2. Dress in a manner reflecting their assignments;
3. Dress in a manner that does not cause damage to district property;
4. Dress and be groomed in such a way so as not to cause a health or safety hazard.
5. Staff members may not wear the following attire: blue jeans, sweat suits, sneakers, t-shirts, tank tops and shorts. Notwithstanding these prohibited items, the board recognizes that the nature of certain teaching assignments (i.e. Industrial Arts, Art, Physical Education, field trips, etc.) may require exceptions to the above policy and will be dealt with on an individual basis. If a staff member feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request shall be made to the chief school administrator.

As an educational community, staff should be aware of their responsibility to value and nurture the academic, personal, creative and social growth of all students. In establishing a dress code for students, **there is the expectation that staff will model in their dress what is expected from the students** (*Please consult the Student Handbook to review the students' Dress Code*).

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### **Ethics**

#### **TRSB Policy GBEA**

All employees of the district are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the board adopts the following statements of standards. District employees will:

1. Make the well-being of students the fundamental value of all decision-making and actions.
2. Maintain just, courteous, and proper relationships with students, parents, staff members, and others.
3. Fulfill job responsibilities with honesty and integrity.
4. Direct any criticism of other staff members toward improving the district. Such constructive criticism is to be made directly to the building principal.
5. Obey all local, state, and national laws.
6. Implement the School Board's policies, administrative rules and regulations.
7. Avoid using position for personal gain through political, social, religious, economic, or other influence.
8. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
9. Honor all contracts until fulfillment or release.
10. Maintain all privacy and confidentiality standards as required by law.
11. Exhibit professional conduct both on and off duty.
12. Model the behaviors expected from the students.

Employees are put on notice that this list is not intended to be exhaustive or complete. Employees who fail to abide by the terms of this policy may be non-renewed and/or face discipline up to and including termination. Any action taken regarding an employee's employment with the district will be consistent with all rules, laws, and collective bargaining agreements, if applicable.



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### Field Trips

#### TRSB Policies IJOA & EFAF

Field trips can be used as an excellent instructional tool. However, it is important that the trip be an integral part of the course outline. Trips are encouraged when properly planned for in the development of the course. The following guidelines apply for all field trips:

1. Field trips should be planned for **the middle five weeks in a quarter** with a recommended release time of 8:00 a.m. and a recommended return time of 1:45 p.m. Try to avoid the months of January and February (due to weather conditions) and the last five weeks of the school year.
2. Teachers must complete the Educational Field Trip Notice and return it the principal's secretary. The principal's secretary will get the approval of the principal and director of secondary education and then notify the teacher that the field trip has been scheduled.
3. **It is extremely important that the appropriate department coordinator be notified whenever a field trip is planned. Substitute coverage will be the responsibility of the department coordinator.**
4. At least one adult trained in CPR and First Aid must be present on every field trip. Chaperones (hopefully parents) will be used on a ratio of 1 per 15 students.

The teacher must contact the bus company **one month in advance** of the field trip to see if a bus is available and then secure the necessary forms from the main office for the trip. Prior to this, the teacher must meet with their department coordinator for approval to encumber the money for the bus. After the forms have been completed, return the forms to the principals' secretary.

After approval is granted distribute permission slips to students with an adequate amount of time, at least one week before the trip, to have them signed. Students will not be permitted to go on the trip unless a permission slip has been signed and returned. **Please contact the nurse at least one week in advance to determine if arrangements need to be made for any student needing medication.**

Submit a roster of students going on the trip to the main office and all staff **one week in advance and the day** of the trip. The day of the field trip make sure every student attending has returned a signed permission slip and **make sure the attendance secretary has a final list of students attending the trip.**

Any staff member supervising students on an extended trip must have prior approval from the building principal and superintendent of schools. Such trips should not infringe upon the normal school calendar days. School time missed for such trips would require a reduction in salary for the time missed.

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### Fire Drills

#### TRSB Policy KLB

Fire drills will be scheduled by the principal during the school year. The purpose of a fire drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an evacuation area outside the building in the event of a fire or other emergency situation (*See Appendix E*). **The following rules and procedures will be followed:**

1. Rules for fire evacuation are to be posted in each room. These rules will indicate the primary and alternate exits and the evacuation area to which the students should proceed upon leaving the building.
2. A distinct fire alarm signal will be used for a fire drill. Another signal will be established by the principal for return to class.
3. **No person is to remain in the building during fire drills.** Materials are to be left in the building and all must exit in a rapid, orderly manner (walking, not running). The staff members should have their class roster with them at all times.
4. It is the teacher's responsibility to have students move quickly, quietly, and in an orderly manner through the assigned exit to the assigned evacuation area.
5. Evacuation areas will be at least 50 feet (100 feet, if possible) away from the building and out of driveways.
6. The teacher will be responsible for:
  - a. Ensuring that all students are evacuated in a safe, orderly manner.
  - b. Taking the red emergency backpack (located by exit door).
  - c. Seeing that **windows and doors are closed but left unlocked.**
  - d. Ensuring that electrical circuits and gas jets are turned off.
  - e. Maintaining order during the evacuation.
  - f. Assigning the first student to evacuate to hold the doors open, and then instructing them to rejoin the class after the last person has passed through the door.
  - g. Taking attendance on the **Missing Student Form** and getting it immediately to administration.

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Grading System

TRSB Policies ILBA, IK, & IKAB

TRHS Procedure

Each teacher’s grading policy should be fair and consistent in grading students. Grades are meant to reflect a student’s level of academic achievement/performance measured against the course competencies/standards.

**Each teacher’s grading policy must be part of the course syllabus that is given to the designated academic dean prior to distributing it to students.** Each teacher must make it clear, in writing, to all students, exactly what system is being used in each class. The percentage weight for each grading category, e.g., tests, quizzes, projects, papers, presentations, etc. should be clearly delineated for students. The homework component cannot exceed 10% of a Quarter grade. **The grading policy should be distributed to all students within the first week of a course after receiving administrative approval.** It is suggested that teachers inform their students of their policy on the first day of class (*See Appendix G for Timeline for Grades*).

The Timberlane Regional High School’s grading system is as follows:

A +	97 – 100	<b>Effort Grade</b>
A	93 – 96	
A -	90 – 92	4 – Excellent
		3 – Good
B +	87 – 89	2 – Fair
B	83 – 86	1 – Poor
B -	80 – 82	
C +	77 – 79	
C	73 – 76	
C -	70 – 72	
D +	67 – 69	
D	63 – 66	
D -	60 – 62	
F	0 – 59	

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### **Grading System (Continued)**

#### **TRSB Policies ILBA, IK, & IKAB**

#### **TRHS Procedure**

There are four marking quarters. At the end of each quarter report cards will be issued. Midway in each quarter, there will be an opportunity to issue progress reports to students and parents (*See Appendix G*). The following grading system will be used in accordance with established standards:

- A** Denotes work of excellent quality and demonstrates a level of competency and achievement that exceeds a level of proficiency.
- B** Denotes commendable work that demonstrates proficiency in the subject area vis a vis course competencies.
- C** Denotes an acceptable level of quality but one that falls a bit short of proficiency.
- D** Denotes a quality level below average and ways to go to achieve proficiency. This quality, though passing, would generally be unsatisfactory. A conference involving parents, students and school personnel is suggested to discuss possible causes and improvements.
- F** Denotes an unsatisfactory level of quality for the requirements in the course. A conference involving parents, students and school personnel is suggested to discuss possible causes and improvements.

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### **Grading System (Continued)**

#### **TRSB Policies ILBA, IK, & IKAB**

#### **TRHS Procedure**

In certain instances, special grades are available for use. They include the following:

##### **I - Incomplete**

This indicates that as the period has ended, certain work has not been completed, though the teacher expects it quite soon. This is different from an “F” which indicates poor quality or undone work that is long overdue. A teacher must make every attempt to minimize the use of incomplete grades. When a teacher gives an Incomplete, he or she is to notify the student’s guidance counselor. All incomplete grades must be changed within two weeks from the end of a marking period. When there are extenuating circumstances, please consult with the student’s guidance counselor to determine how to proceed.

##### **M - Medical**

This grade is used for Physical Education only. It indicates that the student is medically excused from participating in physical education classes. A written excuse issued by a doctor must be submitted to the school nurse. If a student receives more than one grade of “M”, then no final grade is to be given and no credit will be awarded.

##### **N - Audit**

The grade is used only when a student is auditing a course and for no other reason. **This must be with the approval of the teacher, department coordinator, and an assistant principal.**

##### **W - Withdrawn**

If a student withdraws from a full year course after eight weeks or from a semester course after four weeks, the student will receive an “F” for the final grade with no credit awarded.

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### Health Concerns

#### TRSB Policy JLCE

#### TRHS Procedure

Staff is to refer all ill students to the school nurse. If a student says he/she needs to see the nurse, a teacher must release him/her to do so, even if the teacher believes think he/she is not ill. The nurse is not easily fooled and must be the one to decide on illness questions.

If a teacher is concerned that a student is experiencing health problems related to alcohol or other drug use while in school, the teacher should refer that student to the assistant principal. Such health related symptoms may include: red/glassy bloodshot eyes, runny nose, nose bleeds, complaints of nausea, lethargic behavior, sleeping in class, staggering gait, dilated pupils and/or slurred speech.

Before referring the student to the assistant principal, a teacher may confidentially take the student aside and inquire about the symptoms that are observed. If, after hearing a student's explanation about his/her condition, the teacher is still concerned about the student, the teacher immediately notify the assistant principals' secretaries by email or call the office for an escort.

The teacher or assistant principal should make sure he/she informs the nurse that he/she has escorted the student to her office due to health concerns expressed by the classroom teacher. The assistant principal will notify the school nurse to perform a medical assessment.

Primary responsibility for the overall health of the school child lies with the parent. The school is not legally authorized to diagnose conditions or prescribe medication. This is the function of a physician or other medical facility.

The school is responsible for the welfare of school children during the school day, including handling of sudden illness and accidental injury, but is not responsible for subsequent treatment.

**Parents/guardians must be contacted, depending upon the best procedure, before a student will be dismissed to be taken home.** In developing a plan for emergency care in the school health program, it is important that legal responsibilities be considered. The school is not responsible for treatment.

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### **Health Concerns (Continued)**

#### **TRSB Policy JLCE**

#### **TRHS Procedure**

School policy does not permit school personnel to treat or to prescribe treatment. Even the administration of such a simple remedy as aspirin is considered outside the province of school responsibility. **Under no circumstances are any internal medicines to be given to a student.** Financial arrangements and after-care is not the responsibility of the school. This is the responsibility of the family.

However, school personnel are legally responsible for the general welfare of the student during the school day. The school is responsible for the administration of emergency care. Emergency care is limited to first-aid only. First aid is the immediate care or treatment given to a student in case of injury, illness, or accident, until services of a physician can be obtained. The responsibility for obtaining any further treatment is that of the parent/guardian. An accurate record of all students' treatments shall be kept.

### **Home Instruction Program**

#### **TRSB Policy IHBF**

The school nurse will make preliminary arrangements for students to receive home instruction or school-to-home instruction whenever the need is apparent.

When a student is ill, with a non-contagious disease or illness, that would not endanger the health of a home instructor, or when a student has had an accident (broken limbs) or an operation, any of which confine him/her to his/her home, the services of a home instructor should be arranged as soon as feasible.

State law requires that we provide a minimum of two hours per week. This home instruction program is to be coordinated through the Director of Student Services.

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### Homework

#### TRSB Policy IKB

The school board believes that meaningful homework assignments, to be accomplished outside of the regular classroom, are an integral part of the teaching/learning process when geared to the needs and abilities of students. Independent study is a worthwhile use of time outside of the regular classroom to practice, maintain, complete, make up, or enrich classroom activities. It is also meant to help develop independent study habits and appreciation for the value of learning.

All homework that is assigned should be graded in some fashion. **However, the homework grade should not exceed 10% of an overall quarterly grade.** Daily assignments can be graded by checks, plus/minus, or numerical grades. Acceptance of late homework assignments, not due to excused absences, is up to the discretion of each teacher and should be clearly defined in the teacher's grading policy.

Long term projects/papers/summative assessments will be accepted late, but on the basis of a reduction of 10 points for each day late, down to a grade of 50 unless the student's score was below a 50 to begin with. In the latter case the student's grade shall stand. For example, three students are three days late on their project: student A scores 90; student B scores 65; and student C scores 40. Following this policy, student A's grade will be reduced to a 60; student B's score to a 50; and student C's score will stand at a 40. **Regarding long term assignments, students who demonstrate effort and a need for more time should be granted appropriate extra time by the teacher without penalty.**

Clearly define work to be completed outside of class, including due dates and grade penalties for late submission. Assign homework on a regular basis and provide instruction in research techniques. When possible, assign homework in advance, permitting students to schedule their own time, including weekends and holidays if they choose.

Follow time guidelines for learning levels and inform parents relative to homework rules. Evaluate all tasks assigned and communicate this to students **in a timely fashion, usually within one week.** Anything worth assigning is worth evaluating.



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### **Independent Study**

#### **TRHS Procedure**

Existing regulations of the State Board of Education requires that a minimum of 135 hours of prepared classroom work be completed before a student can be awarded a unit of academic credit. Therefore, the awarding of ½ unit of credit for an approved program of independent study necessitates the completion of a minimum of 67.5 hours of prepared work or the equivalent.

Students who can demonstrate competency in an area of study and wish to investigate the topic in greater depth than is available in the general course offerings will be permitted to do so through participation in an approved program.

Independent study credit will not normally be used to satisfy minimum requirements for graduation. It may, however, be used as a sixth course or in cases when a course cannot be scheduled.

In order to complete an independent study application, these rules must be followed:

1. The student will attach the material outlined under student's responsibility to the form before submitting it to the assistant principal for approval.
2. The student will give the application to his/her faculty adviser. The faculty adviser of the independent study course will attach a page detailing the information requested under the adviser's responsibility before it is submitted for approval.
3. Before final approval may be given, the student, the faculty advisor and the student's guidance counselor must meet with the assistant principal of academics to discuss the independent study course outline. When final approval is given, copies of all parts of the proposal will be given to all parties.

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### **Independent Study (Continued)**

#### **TRHS Procedure**

##### **The Student will:**

Select and contact an adviser with expertise in the field of study desired. Demonstrate to the satisfaction of the adviser competency in the area of study desired and prepare a proposal outlining the course of study. This should include:

1. Number of contact hours with adviser.
  - a. An outline of the proposed course of study including materials that will be used (texts, readings, etc).
  - b. A description of a final project which may be an original research project or other original work.
  - c. Number of total hours you expect to spend on the independent study.
2. Get all required material together, including faculty adviser's recommendations and present it to your counselor. Make sure the form is completely filled out with your signature, the faculty adviser's signature and your parent's signature before presenting the application to your counselor.

##### **The Faculty Advisers will:**

1. Specify the nature and frequency of contact: State the number of hours per week you will meet with the student and the number of hours per week you expect the student to work on his/her own.
2. State the Method of Evaluation:
  - a. State the starting and ending dates for the independent study and make sure that the independent study course appears on the report card.
  - b. Structure the work in such a way that a grade will be given each quarter. The grading policy will be determined before the independent study begins.
  - c. As soon as it is evident that the work is not being done by the student, a meeting needs to be held to determine possible termination of the contract.

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### Inventory

#### **THSB Policy DID**

To serve the functions of conservation and control, a running inventory will be maintained by the superintendent's office on all furniture and equipment. Building principals and faculty shall also maintain inventories of books and supplies.

**Each teacher is responsible for maintaining an inventory of equipment, materials and supplies in his/her shop, laboratory, or classroom and will coordinate this inventory with the principal's building inventory. These inventories will be brought up-to-date during the second week of June each year.**

A means of identification shall be affixed, placed on, or inscribed on certain equipment which shall consist of a number which shall appear on an inventory form to be maintained by the building principal and the superintendent's office.

Any persons having knowledge of any inappropriately removed or unlawfully taken school properties should immediately notify the building principal or the superintendent's office.

Each department coordinator will be responsible for collecting and compiling the inventory of furniture and equipment in his/her department as well as the inventory of department textbooks, resource materials and supplies.

Each teacher will be responsible for classroom furniture and equipment inventory and responsible to the department coordinator for textbooks, resource materials and supplies.

Each teacher will be expected to cooperate in the annual department book inventory at the end of the school year. Teachers are responsible for issuing and, then, keeping completed book receipts during the school year. When books are collected, teachers are to return the book receipts to the students. The teacher is to turn in receipts to the department coordinator for all books that are not returned. Students will be billed for any book that is not returned.

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### **Job Description – Classroom Teacher**

#### **TRSB Policy GCA**

The teacher shall be highly qualified in his/her instructional area, competent in facilitating learning for students, and professionally skilled in accumulating, assimilating, and evaluating the knowledge associated with his/her academic field. The teacher is responsible for:

1. Establishing yearly goals that reflect a three-year professional development plan.
2. Providing the department coordinator and the administration with current information regarding his/her accomplishments and professional development.
3. Establishing an effectively managed classroom as well as creating a classroom environment characterized by respect and openness while focused on student learning.
4. Establishing the necessary procedures for his/her instructional program in accordance with existing policies and regulations.
5. Evaluating the effectiveness of his/her instructional program for continuous improvement.
6. Attending all scheduled department and staff meetings. If this is physically impossible, the teacher is to notify the department coordinator and the principal for approval.
7. Requesting approval to attend conferences and conventions and initiating the paper work.
8. Participating cooperatively with administrators in the teacher evaluation program.
9. Maintaining open communication with parents, community agencies and organizations.
10. Initiating appropriate press releases and submitting them to the principal for approval.
11. Taking advantage of such community resources as appropriate for the educational goals of the school with the approval of his/her principal.
12. Maintaining accurate and up-to-date records on students, including: grades, class attendance, discipline, and pertinent physical and mental health data.
13. Keeping his/her teaching certification current.

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### **Job Description – Classroom Teacher (Continued)**

#### **TRSB Policy GCA**

14. Complying with all expectations related to the District PD and Evaluation Plan.
15. Initiating all budget requests through the department coordinator and principal or designee.
16. Carrying out all duties assigned by the administration.
17. Taking an active part in staff development and collaborating with colleagues in professional learning communities to improve student learning.
18. Maintaining an up-to-date plan book with requisite components (Standards/Competencies, Learning Objective, Instructional Strategies, Planned Assessments/Assignments).
19. Taking part in communications among all members of the management structure, including the school board, while observing the chain of command.
20. Expressing a voice in the school community to help to develop, organize, administer and explain the education program for the school.
21. Helping to develop the curriculum within his/her teaching area and suggesting ways of integrating this curriculum with other departments where feasible
22. Reviewing the material in the teacher and student handbooks and school board policy manual and adhering to all pertinent information and directives therein.
23. Seeking permission from the principal when it is necessary to leave the building during the day. A teacher leaving the building, with permission, must sign out and, in upon return, with the receptionist-secretary.
24. Maintaining a professional, ethical relationship with students, parents, colleagues, and the public.
25. Reporting all instances of bullying, hazing, or harassment to the administration, as well as, all instances of student abuse or neglect to the proper authorities (Department of Youth and Families, 603-894-5533 – Guidance Counselors can assist teachers in this responsibility).
26. Reading all IEPs and 504 Plans and complying with all directives and required accommodations therein.

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### Keys

#### TRSB Policy ECA

All staff members are entitled to receive appropriate keys to areas of the building. The principal's secretary should be contacted at the beginning of the school year to obtain appropriate keys. Keys must be returned at the end of the school year. All staff members must sign keys in and out with the principal's secretary. ***Do not lose keys!***

Great care is taken in the matter of keys. If a major school issued key (a master to external doors, etc.) is lost, thus requiring a re-keying of locks, the expense of this re-keying will be billed to the staff member. This can run into hundreds of dollars.

Keys to an external door will be issued only to teachers with a good reason to get into the building at odd times and only with the approval of the principal.

**NOTE:** Keys should not be left on a teacher's desk, in the lock, or otherwise unattended and out of control and possession, even for a few seconds/minutes. **Keys should never be lent to students.**

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### **Leave of Absence**

#### **TRSB Policy GCCBA**

A Leave of Absence without pay will be granted for reasons of health, maternity, professional advancement, or other reasons of personal need when it can be assured that positions for which the absentee is qualified shall exist upon completion of the leave.

Military leave will be granted in accordance with Selective Service legislation. Benefits accumulated at the time of commencement of leave shall not be lost, but no new benefits shall be accumulated during the period of absence.

Leaves shall not be granted for periods greater than one year. Confirmation of intent to return in September must be filed with the superintendent of schools not later than the previous April 1<sup>st</sup>. Staff is expected to serve on jury duty when called, without loss or gain of salary and benefits.

### **Leaving School**

#### **TRSB Policy GBE-R**

No teacher is to take it upon him/her to leave the building during the day without getting permission from his/her department coordinator first, and then, one of the principals.

When a teacher leaves the building, with permission, the teacher must sign out and, in upon return, with the receptionist in the main office. Teachers are expected to be present, in the building, from **7:10 am** to **2:25 pm** daily.

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### **Loan of School Equipment**

#### **TRSB Policy EDC**

No school equipment may be used for other than school, school related, civic, or education purposes. The board shall permit school equipment to be loaned to staff members when such case is related to their employment and to students when the equipment is to be used in connection with their studies or co-curricular activities. Assignment forms shall be established to assure the lender's responsibility for, and return of, all such equipment. School equipment, including audio-visual equipment, must remain in the building at all times. School equipment can be loaned to individual teachers only with express permission of the principal. **Copy machines in the building are not to be used by students.**

Audio visual equipment is available, as needed, from the media specialists. Teachers need to make their needs known to the media specialists as far in advance as possible to help ensure the needed equipment can be provided.

A form for reserving equipment is available in the media center. Some equipment will be issued to departments at the beginning of the year, and teachers should familiarize themselves with this equipment.



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### **Master Schedule Changes**

#### **TRHS Procedure**

A change in course structure, classroom assignments or in assignment of students to sections is not authorized without prior communication with and approval by the assistant principal of student services.

Teachers alone cannot assume the prerogative of changing the master schedule of the school. Changes in schedules are often made, but these are very important changes and must involve guidance and the administration.

If a teacher wishes to have a change made, consultation with guidance and/or the administration is the first step. Unnecessary confusion and extra work are the most common result when a teacher attempts to change a student's schedule, his/her own teaching schedule, or the scheduling or assignment of a classroom, on his or her own.

No master schedule changes can be made without prior consultation and approval by the assigned assistant principal of student services.

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### **Media Center and Library Materials**

#### **TRSB IJL**

The goals of the media center are to provide a balanced collection of education materials, to teach students proper research procedures, and to encourage leisure reading. Please make maximum use of all media center facilities and encourage your students to do the same.

Before a teacher schedules the use of any media center facilities for resource-based research, the teacher and the media specialist meet to plan instructional strategies and identify resources. Teachers should schedule a meeting with a media specialist and media center research time as far in advance as possible.

The media center is a quiet area designed for research and reading; it is not a Study Hall. Students must obtain a media center pass for access from their Study Hall. Those students who do not respect the rights of others will not be welcome. Please cooperate in maintaining this quiet area.

Audio-visual equipment must be signed out from the media center and returned after use. Broken equipment must be labeled and returned to the media center for repair. All audio-visual material purchases are to be coordinated with the media specialist, who will arrange for previews and purchasing of materials to support the curriculum.

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### **New Media Relations**

#### **TRSB Policy KDD**

The Timberlane School Board encourages a policy of sound relations with the press and other communication media in the community and surrounding geographical area. The superintendent shall plan for periodic releases to the press and other communication media which will provide information to the community concerning its schools and various phases of the school program.

Unless directed otherwise, all news releases related to the school and school activities will be the responsibility of the building principal.

The high school publishes many press releases throughout the school year. Press releases are important to the high school's public relations program. If a teacher would like to post information on the school website, the TEN Network, Twitter or in the Principal's Newsletter they should meet with the Assistant Principal of Operations.

Should teachers desire to release a news item for publication, they should seek approval to do so through their department coordinator who will in turn submit it to the principal. All press releases must be signed by the principal.

Please make a conscious effort to let those on the outside know what is going on. Good public relations are everyone's responsibility and in an era of accountability news items of general interest to the public take on greater significance.

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### **Non-Discrimination**

#### **TRSB Policy AC & GBA**

The Timberlane School Board is committed to a policy of nondiscrimination in relation to gender, race, color, religion, sex, age, nationality, ethnic origin, and disability.

In keeping with the requirements of federal and state law, this school district strives to remove any vestige of discrimination in employment, assignment, and promotions of personnel. This also includes education opportunities and services offered students; in their assignment to schools, classes; in their discipline; in location and use of facilities and in education offerings and materials.

The board encourages its staff to improve human relations within the schools, and to establish channels through which citizens can communicate their concerns to the administration and the board.

The superintendent of schools has been designated to handle inquiries regarding the non-discrimination policy:

Dr. Earl Metzler, Superintendent  
SAU No. 55  
30 Greenough Road  
Plaistow, New Hampshire 03865

Inquiries concerning the application of non-discrimination policies may also be referred to the following:

Regional Director, Office for Civil Rights  
U.S. Department of Education  
J. W. McCormack, POCH, Room 222  
Boston, Massachusetts 02109-4557

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### **Professional Development and Evaluation**

#### **TRSB Policies GCI, GCO, GCOA, & CFBA**

While the State of New Hampshire has specific requirements governing certification and our district has parallel policies regarding conditions of employment, the primary responsibility for complying with those requirements and policies is the teacher's.

In the Timberlane Regional School District, professional development and faculty evaluation are regarded as co-equal parts of the overall process of an individual's growth and evolution as an educator. Each teacher is assigned an evaluator, who is responsible for overseeing and periodically assessing the teacher's professional performance.

Evaluation is carried out over a three-year cycle, designed to coincide with the individual teacher's cycle of certification. At the start of the cycle, the teacher is expected to complete a self-assessment and prepare both a set of goals and an individual professional development plan for meeting those goals over the course of the three years. At the end of a cycle, the teacher is expected to complete a summative self-assessment of his/her professional growth during the 3 year cycle.

The goals and plan are approved by the teacher's evaluator, who meets with the teacher to review progress at intervals during the cycle. Teachers who are new to the district or in their first three years of employment in the district follow a more prescribed set of goals and process of evaluation than those on continuing contract. If a teacher begins employment in the midst of his/her certification cycle, a modified plan is developed, which takes into account professional development activities already completed.

The District Professional Development Plan explains in detail both State certification requirements and the district's own policies and procedures, including a variety of activities which may be used for professional development and certification credit. A copy of the plan is given to each incoming teacher. Any teacher who may have further questions or concerns should contact one of the building representatives of the Professional Development Committee.

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### School Cancellation

#### TRSB Policies EBCD & EBCE

The superintendent makes the decision when it becomes necessary to cancel school due to inclement weather or hazardous driving conditions.

Announcements are made over the following stations:

- WBZ Boston
- WCRZ Portsmouth
- WMUR Manchester
- WZID Manchester

In most instances, an automated phone message will be sent out to all staff members. However, a fall back measure is also in place. A telephone list, prepared and distributed each year by the principal's secretary, will be used on these occasions to ensure that all teachers are reached by telephone by 6:30am. This telephone list is referred to as the "**snow call list.**"

**If an automated phone message is not received, it is most important that all personnel make the calls assigned to them so that everyone will receive adequate notice.** Please note that when an assigned person cannot be reached, it is the caller's responsibility to contact those who were assigned to that person who could not be reached.

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### School Records

#### TRSB Policies IGE-R, JHBB, & GCA

A teacher at Timberlane Regional High School must maintain three types of records. They include attendance, grades, and a plan book. Attendance and grades are kept through PowerSchool.

##### Attendance

A teacher is required to take attendance daily and to correct a student's attendance when needed. Attendance is taken through PowerSchool/Grade.

##### Grades

Teachers are to keep a record of student grades on the school's electronic PowerSchool system. These records **must be updated at a minimum of every two weeks** to provide an accurate measurement of students' academic performance, which, in turn, can readily be communicated to students and parents/guardians. **Grades should fairly reflect the quality/level of student performance vis a vis course competencies on all types of assessments.**

At the mid-quarter progress report times, end of each quarter, and end of the course, teachers must make sure that a grade for each student has been recorded.

Teachers should report quarterly on their students' level of proficiency vis a vis the school wide academic expectations as directed by the school administration. Each teacher should report on at least one of these expectations (writing, problem solving, or researching) per student. During the freshman year, each of these school wide academic expectations will be introduced to students. The English department will take primary responsibility for introducing the Writing expectation; the Math and Science departments for introducing the Problem Solving expectation; and the Social Studied department for introducing the Research expectation.

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### School Records (Continued)

#### TRSB Policies IGE-R, JHBB, & GCA

##### **Plan Book or Electronic Portfolio**

Teachers will maintain a plan book or electronic portfolio and keep it up to date. An outline of the unit of work to be covered and a few pertinent remarks about the lesson will be extremely helpful should it be necessary to obtain a substitute. **Daily lesson plans need to include:**

- **A referenced course standard/competency.**
- **A specific learning objective.**
- **Student- centered instructional strategies.**
- **Planned assessments or assignments.**

Because planning is an integral part of the teacher evaluation process, the plan book or electronic portfolio may be reviewed biweekly by an administrative evaluator. It should be readily accessible at all times during the school day.



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### School Referral Process

#### TRSB Policies JLF & JLF-R

#### Reporting Child Abuse and Neglect

All school employees “having reason to suspect that a child has been abused or neglected” shall report the same in accordance with New Hampshire State Law (RSA 169-C). **There is a legal mandate to report all reasonable suspicions of abuse or neglect.**

After assessing the situation and determining that abuse/neglect is suspected, the reporting individual will notify the Division of Children, Youth and Families (DCYF) by telephone at 800-894-5533, followed within 48 hours by a report in writing, if so requested, to the bureau. If needed, the Guidance Department will help with reporting.

Such report shall, if known, contain the name and address of the child suspected of being neglected or abused and the person responsible for the child’s welfare, the specific information indicating neglect, and/or the nature and extent of the child’s injuries...

Anyone participating in good faith in the making of a report pursuant to this chapter is immune from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant has the same immunity with respect to participation in any investigation by the division or judicial proceeding resulting from such a report.

If necessary the local police departments in the town where the student resides should be notified:

Town	Telephone	Police Chief
Atkinson	362 – 4001	Sgt. Patrick F. Caggiano
Danville	382 – 4443	Wade Parsons
Plaistow	382 – 1200	Steve Savage
Sandown	887 – 3887	Joseph Gordon

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### School Referral Process (Continued)

#### TRSB Policies JLF & JLF-R

##### Suicide Intervention

**When it is brought to the attention of the staff that a student is contemplating suicide** such as through a statement to a teacher or friend, a note from a concerned informant, or disclosed in a student's writing such as essays, journals, etc., the **information must be presented to a guidance counselor immediately. There is a legal mandate to report.**

The counselor will then assess the situation and notify an administrator. The student's parents will be contacted. If it is determined that the student is at risk, the parents will be asked to come to the school immediately to pick up the student and to discuss arrangements for a referral to an outside counseling agency.

Prior to the student's re-entering school, the parent or outside counseling agency must notify the guidance office of the student's current status.

##### Substance Abuse Referral

The scope of the school district's involvement is to deal with substance abuse as it impacts the educational process. The position will not abrogate the discipline process. The counselor will enhance the discipline code by offering services to students.

In situations where a student is a danger to himself/herself or others, or in cases that are beyond the responsibility of the public school, the student assistance counselor will assist the parents and student in making an outside referral. It is understood that in these instances, financial responsibility, as well as the responsibility to follow through with recommended referrals or treatment, rests with the parent.

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### **School Safety and Violence Prevention**

#### **TRSB Policies JBAA, JBAA-X, JICFA, & JICK**

The Timberlane Regional School District expects that students will treat each other with dignity and respect, and that they are entitled to participate in the educational process and school activities without being subjected to any kind of hazing, bullying, or harassment. These forms of behavior will not be tolerated; suspected or alleged instances will be investigated and appropriate action will be taken. Incidents of hazing, bullying, cyber-bullying, harassment or sexual harassment should be reported immediately to an Administrator, teacher or Guidance Counselor. Retaliation, false reports, or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of hazing, bullying, cyber-bullying, harassment or sexual harassment are prohibited and subject to disciplinary consequences (See the Discipline Code in the Student Handbook for further information).

#### **Hazing**

Hazing is defined as any conduct, coercion, or intimidation used as a method of initiation into a student organization or team, which is likely to endanger the physical or mental health of any student. Keep in mind that, under the law, the implied or even express consent of any person toward whom any act of hazing is directed is not a defense for hazing.

#### **Bullying or Cyber-bullying**

“Bullying” according to New Hampshire RSA 193-F means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- Physically harms a pupil or damages the pupil’s property;
- Causes emotional distress to a pupil;
- Interferes with a pupil’s educational opportunities;
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the school.

“Bullying” includes actions motivated by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs.

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### **School Safety and Violence Prevention (Continued)**

#### **TRSB Policies JBAA, JBAA-X, JICFA, & JICK**

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

Bullying is conduct which subjects a student to insults, taunts, or challenges, whether verbal or physical in nature, which is likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner. It is characterized by forms of intimidation that seek to control the behavior of others.

Harassment is defined as unwelcome, harmful behavior towards another student. This behavior is annoying, bothersome, and/or physically or emotionally injurious. Harassment can take the form of, but is not limited to, verbal and/or written remarks, gestures, innuendoes, cruel personal jokes, teasing, gossip, symbols, or physical contact. No one is allowed to harass you based on your race, religion, nationality, language, ethnic background, physical appearance, gender, disability, sexual orientation or physical and/or mental capacity.

#### **Sexual Harassment**

Sexual Harassment is a particularly offensive type of harassment that consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or communication of a sexual nature. Some examples of sexual harassment include: sexual innuendo, verbal harassment, including derogatory comments or slurs, or inappropriate comments about a person's body or appearance; physical harassment such as unwanted touching, patting, or pinching, or physical interference with movement or work; electronic harassment, such as sexting; or visual harassment such as derogatory cartoons, drawings, posters or graffiti. This also refers to offering benefits for sexual favors.

Sexual harassment is also defined as unwelcome sexual advances, requests for sexual favors, or other verbal or electronic communication or physical conduct of a sexual nature or related to a person's perceived sexual orientation or gender identity when:

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### School Safety and Violence Prevention (Continued)

#### **TRSB Policies JBAA, JBAA-X, JICFA, & JICK**

Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating a hostile, intimidating or offensive environment; or submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual

Any student or staff member who believes that he/she or another person has been the victim of hazing, bullying, or any form of harassment shall report the incident(s) to the school principal, assistant principal, or guidance counselor.

**Notice:** Pursuant to the amendment of RSA 193-F the Pupil Safety and Violence Prevention Law, **the school is required to inform parents and legal guardians of students who have been bullied or harassed that they have the right to appeal** the principal's decision in such matters to the superintendent within 10 days of notification that their child has been bullied or harassed. If the parents or legal guardians are not satisfied with the superintendent's decision, they may appeal in writing within 10 days to the school board. If the parents or guardians are not satisfied with the local school board's decision, they may appeal to the State Board of Education pursuant to RSA 193-F. Such an appeal shall be in writing and filed with the Commissioner of Education with a copy to the superintendent of schools and mailed to:

Stephen Berwick, NH Department of Education  
101 Pleasant Street  
Concord, NH 03301

The State Board of Education shall notify in writing all parties involved on its decision.

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### **School Solicitations**

#### **TRSB Policy KH**

As a general policy, there will be no solicitation within the schools for any purpose whatsoever. No commercial enterprise may be represented in the schools, and there will be no sale of goods or services on the premises.

Any request for the exception of this rule must be submitted in writing to the school board or its agents (superintendent and/or principal) at least 30 days prior to the implementation of the requested activity.

The school board reserves the right to grant exceptions. Examples of possible exceptions include the following:

1. An activity conducted by the booster clubs for the purpose of raising funds for a worthwhile service to the school.
2. PTSA membership activity
3. Music lessons can be given on the premises in compliance with RSA 193:6 (substitution of private instruction in music) provided that all fees are handled by the music instructors.

The foregoing policy is for the purpose of ensuring maximum instruction time for the teacher and in no way reflects a negative attitude toward any of the very worthwhile civic and charitable activities sponsored within the community, either on a strictly local basis or as part of a regional, state, or national activity. The above does not apply when buildings are rented by an organization.

No funds will be solicited from school district employees on school property by organizations or individuals not employed by the school district.

**Staff members are not to use school email for solicitation purposes.** All restrictions and exceptions apply above.

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### Staff Meetings

#### TRSB Policies GCA & GCI

#### TRHS Procedure

Every effort will be made to adhere to the schedule outlined below, realizing, of course, that emergencies will be dealt with as necessary. The following types of meetings will be held accordingly (*See Appendix H*):

#### **Department Meetings**

Department meetings may be held on the **first** Monday of each month or on the first Tuesday following a Monday holiday. All department members are required to attend. Whenever possible, time will be set aside for PLCs to meet.

#### **Department Coordinators Meeting**

Department coordinators, academic deans, assistant principals and principal will meet on the **second** Monday of each month or on that Tuesday following a Monday holiday.

#### **Faculty Meetings**

Staff meetings will be held on the **third** Monday of each month or on that Tuesday following a Monday holiday. All teachers will attend, including coaches. If there is any item a staff member would like to place on the agenda, the staff member should see the building principal. Whenever possible, time will be set aside for PLCs to meet.

#### **District Workshops**

Throughout the school year, days have been scheduled for district wide workshops or other sanctioned professional development activities. Staff is encouraged to attend workshops related to their professional development needs and goals.

**All staff members are expected to attend scheduled department and faculty meetings. Appointments, meetings and practices are not to be scheduled at these times that require you to be in attendance.**

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### **Staff Recruitment and Selection**

#### **TRSB Policies GCEB & GCF**

The school board and the administration realize that a sound education system cannot be built and maintained without definite procedures for the recruitment of personnel.

It shall be the responsibility of the superintendent of schools to determine the personnel needs of the district and make recommendations relating to these needs to the school board.

It is understood that all persons employed by the Timberlane Regional School District who are candidates for vacancies on the staff should receive first consideration, provided their background, training and qualifications for the position are appropriate and equal to that of other candidates.

#### **Selection and/or Appointment**

When a vacancy occurs on the professional staff, or when a new position is approved by the board, candidates for all supervisory, administrative and teaching positions shall be screened and interviewed by the administrative staff, prior to nomination by the superintendent of schools.

Interviews for key positions may be conducted by the board, if they so request. It shall be the duty of the superintendent to see that persons nominated for employment meet all qualifications established by State Department regulations and by the board for the type of position for which nomination is made.



# *Policies & Procedures*

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## Staff Handbook

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### Staff Reimbursement for Courses

#### TRSB Policies DKC & GCI

#### TRHS Procedure

Since both parties to the Agreement, Article 7, Teacher Contract, appreciate the importance of continued training and professional improvement, each professional employee is expected to establish a continuing professional development plan which shall be reviewed on a periodic basis.

Accordingly, and in support of such programs of self-improvement and development, the board agrees to subsidize the cost of approved education courses for professional employees in accordance with the following provisions:

1. Any professional employee desiring reimbursement for an education course shall discuss his/her plans for further study with his/her building principal and **obtain the principal's and the superintendent's approval prior to enrollment in the course.**
2. The board will reimburse a professional employee for tuition up to 12 credits per teacher per year. This is the rate stipulated in the agreement.
3. Monies will not be approved or encumbered prior to one month before the first class session of the course and **the teacher must present evidence of registration for the class within fourteen days** of the first class or the encumbrance will be made available to other members of the unit on a first come, first served basis according to the date of application.
4. Reimbursement will be made upon the employee's presentation to the Superintendent of evidence of completion of the course with a grade of "B" or better and a receipt from the Bursar's Office indicating tuition charges made.

# ***Policies & Procedures***

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## **Staff Handbook**

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### **Student Records**

#### **TRSB Policies JRA & JRA-R**

Cumulative folders on every student are maintained by the Guidance Office. Each counselor is assigned a portion of a class. Teachers are urged to contact the assigned counselor on any question of past performance of a student or for any type of information which will help to service a student more effectively.

#### **Permanent Records**

Permanent records are maintained for every student and kept in the school's vault. In addition to identifying information, they contain school grades and some test data of students up to the current year. These are a basic source of information to teachers, and they are accessible to the teacher on request to the guidance secretary.

#### **Testing Information**

Cumulative folders contain information on tests of learning ability and other standardized tests taken by students through the lower grades. In addition, all juniors are required to take the New England comprehensive assessment program (NECAP).

The individual results of the NECAP assessments are sent to parents or guardians. Overall results are analyzed and evaluated at the department level to identify areas where instruction or content may need to be reinforced or enhanced. Teacher awareness of this data may also help to meet the learning needs of individual students.

# *Policies & Procedures*

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### Students Pass System

#### TRHS Procedure

Students who are in the corridors at times other than the passing time between periods must have a written pass issued by a teacher or staff member. **All student passes must include the date, the time student left class, the destination of the student, and the signature of the staff member who issued the pass.**

The basic rule is that a student must report to his/her teacher before the late bell rings. **If a student is detained by a teacher in a previous class, that teacher must give the student a pass to present to his/her next teacher.**

If he/she must use the restroom, the student's teacher must give him/her a pass. **Issuance of passes during a regular class period should be kept to a minimum and, if possible, passes should not be issued in the first five (5) minutes or in the last ten (10) minutes of a period.**

#### Student Passes during Study Hall

**Students requesting permission to leave a Study Hall must present to their Study Hall teacher a pass from the teacher he/she wishes to see.** The Study Hall teacher will initial the pass. The student must have the pass in his/her possession when he/she arrives at the Study Hall. In other words, he/she must make prior arrangements with the teacher to whom he/she is reporting from the Study Hall.

Study Hall supervisors should not permit students to leave the Study Hall to get a pass from another teacher, nor should they let students go to another area without a pass. **Only one student's name on a pass will be allowed and the time should be clearly indicated.**

**Under no conditions should a student be given a pass to the cafeteria during lunch periods.**

**No passes should be issued after 2:00 p.m.**

# *Policies & Procedures*

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## Staff Handbook

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### Study Hall Guidelines

#### TRHS Procedure

##### Full Study Hall Periods (47 minutes):

- Take attendance within the first 10 minutes of the period. Have students remain seated throughout the period.
- Students may read, work on school assignments individually, and work quietly on group projects with teacher's permission.
- If a student wishes to go to the Media Center (MC) during their Study hall, they must obtain a pass at the beginning of that school day from a MC Specialist and present this pass to the teacher at the beginning of the Study hall. If they have no pass, they may not go to the MC that day.
- Limit passes out of the room to one person at a time.
- No passes are to be given to the cafeteria.
- No students are to be seated at teacher desks or use teacher computers.
- Stress the importance of academics during this Study Hall period. Create the environment: circulate around the room often, assist students who may need help, etc. **The general tone should be that of a reading room in a library.**

##### Advisory/ Study/Lunch or Adviosry/Lunch/Study (22 minutes):

- Take attendance within the first 10 minutes of the period. Have students remain seated throughout the period.
- Students may read, work on school assignments individually, work quietly on group projects, converse in whispered tones for short periods of time, listen to iPods with earphones at a volume audible to the listener only, and participate in discussions initiated by the teacher.
- Only in emergencies should passes be issued, and students should not be allowed in from other advisories or studies. **The general tone should be like that of a cooperative learning classroom.**

# ***Policies & Procedures***

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## **Staff Handbook**

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### **Teacher Records**

#### **TRSB Policy GBJ – R**

##### **Active File**

Individual teacher folders on file in the principal's office are open to review upon a request in writing. The building principal will then act upon the request within five school days.

##### **Inactive File**

Those teachers no longer employed by the Timberlane Regional School District may view their folders located in the superintendent's office, upon written request. The superintendent will act upon the request within five working days.

# ***Policies & Procedures***

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## **Staff Handbook**

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### **Textbook Accountability**

#### **TRSB Policy EDBA**

##### **Maintenance & Control of Instructional Materials**

In an effort to reduce education costs and to promote individual responsibility for public property, the board has established the following policy regarding textbooks:

1. All students shall be issued the necessary textbooks for their course work.
2. Adequate receipted records shall be kept on all textbooks issued to students and will indicate the condition of the book at the time it was issued (new, good, fair, poor).
3. Students who fail to return issued textbooks are required to pay the cost of replacing them.
4. Students who attempt to return a book in such condition as would make it not usable to another student will be instructed to retain the textbook and will be charged for it.
5. Parents of students using textbooks shall be notified of the students' responsibility in caring for textbooks properly and of the parents' or guardians' responsibility in paying for any textbooks which are lost or appreciably damaged.

Lost books should be turned into the high school department coordinator. If a student does not return a book at the end of a course, the book receipt is given to the department coordinator who will prepare a list of all students' missing books. This list along with the book receipts will be turned into the main office at the end of the school year, and the student will be billed for the book.

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### **Unacceptable Behavior**

#### **TRSB Policy GBE-R**

Employees are expected to exemplify behavior and conduct that is professional and contribute to positive learning environment in the school. Certain types of conduct and behavior are considered to be patently unacceptable. Examples include:

1. Immoral acts
2. Insubordination
3. Controlled substance abuse
4. Alcohol abuse -- intoxication
5. Excessive absence
6. Excessive tardiness
7. Unlawful acts
8. Interference with proper student activities
9. Interference with staff work functions
10. Possession of weapons or other devices that could inflict injury
11. Harassment and/or intimidation of students, staff, or citizens at large
12. Improper or obscene personal conduct
13. Misuse or negligent treatment of district property
14. Abusive and/or vulgar language
15. Threatening or violent behavior
16. Misrepresentation regarding employee benefits, privileges, and other rules and regulations

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## **Staff Handbook**

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### **Work Rules and Expectations**

#### **TRHS Procedure**

The following work rules are published to minimize the likelihood of any staff member becoming subject to any disciplinary action. Violation of these rules cannot be ignored by the administration. In the event a staff member is found to have violated these rules, he/she will be subject to discipline including reprimand, suspension, discharge, and criminal prosecution where warranted. The following rules are not intended to be all inclusive.

1. Staff members are expected to report for duty every working day. Excessive tardiness or absenteeism cannot be condoned.
2. Staff members must notify their supervisor of intended absence within the time limitations specified.
3. Staff members must observe working hour schedules. (Starting time, quitting time, lunch, and preparation periods)
4. Staff members may not solicit or collect contributions for any purpose without permission from the administration.
5. Staff members must not sell or offer for sale any article or service on school property without permission from the administration.
6. Staff members must be diligent in their duties during assigned working hours. Abuse of time cannot be condoned.
7. Staff members must not interfere with any other employee's performance of duties.
8. Staff members may not perform unauthorized personal work during assigned working hours.
9. Staff members must not commit an act which might endanger the safety or lives of others.
10. Staff members must perform all work properly assigned by the administration.
11. Staff members may not falsify school records, reports, or payrolls.
12. Staff members may not leave the work location during working hours without authorization.



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## **Staff Handbook**

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### **Work Rules and Expectations (Continued)**

#### **TRHS Procedure**

13. Staff members must not abuse, destroy, damage, or deface school property, tools, equipment or the property of others on school premises.
14. Staff members are prohibited from bringing, consuming, or selling alcoholic beverages or controlled substances on school property, or at school sponsored functions, and from reporting for duty under the influence of alcoholic beverages or controlled substances.
15. Staff members are prohibited from carrying firearms or weapons on school property.
16. Staff members shall not disclose confidential information to unauthorized persons.
17. Staff members shall not convert property of the district, other employees, students, or vendors for their own use.
18. Staff members are expected to wear appropriate attire in each work location and model in their dress the expectations upheld for students in the Dress Code.
19. Staff members are prohibited from smoking on District property.
20. Staff members are expected to keep up to date attendance records, student grades, and a teacher plan book. All of these are to be made readily accessible to those most concerned, e.g., students, parents, counselors, and administrators.
21. Staff members are expected to report quarterly on their students' progress vis a vis the school wide academic expectations (writing, problem solving, researching)
22. Staff members are expected to wear photo identification badges that are visible at all times in school buildings.
23. Staff members are to sign in and out electronically each contract or flex day.
24. Staff members are expected to model and uphold the social and civic behavioral expectations for all students.

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### Work Rules and Expectations (Continued)

#### TRHS Procedure

## **O.W.L.S.**

**O**ffer your best effort and be involved, contributing citizens at school and in the wider community

**W**ork cooperatively and resolve conflicts peacefully

**L**ive responsibly and lend a helping hand to those in need

**S**peak and act respectfully toward all

# Timberlane Regional High School

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### Appendix A – School Calendar 2013-2014

#### Timberlane Regional School District Atkinson, Danville, Plalstow, Sandown 2013 – 2014 School Calendar

*The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.*

	M	T	W	Th	F		M	T	W	Th	F
<b>August</b> (3)	D-PD	B-PD	28	NT	X	<b>February</b> (15)	3	4	5	6	7
<b>September</b> (20)	X	3	4	5	6	10	11	12	13	14	ER
	9	10	11	12	13	17	18	19	20	21	X
	16	17	18	19	20						
	23	24	25	26	27	<b>March</b> (20)	3	4	5	6	7
<b>October</b> (22)						10	11	12	13	14	
	7	1	2	3	4	17	18	19	20	21	
	X	8	9	10	11	24	25	PD	27	28	
	21	22	23	24	25	31					
<b>November</b> (17)						<b>April</b> (19)	7	1	2	3	4
	4	5	ER	7	1	14	8	9	10	11	
	X	12	13	14	8	21	15	16	17	18	ER
	18	19	20	21	22	X	22	23	24		
	25	26	X	X	X		X	X			
<b>December</b> (14)						<b>May</b> (19)				X	X
	2	3	4	PD	6	5	6	7	8	9	
	9	10	11	12	13	12	13	14	15	16	ER
	16	17	18	19	20	19	20	21	22		
	X	X	X	X	X	X	27	28	29	30	
	X	X									
<b>January</b> (20)			X	2	3	<b>June</b> (11)	2	3	4	5	6
	6	7	8	9	10	9	10	11	12	13	
	13	14	15	16	17	16	MU	MU	MU	MU	MU
	X	PD	22	23	24	MU	MU	MU	MU	MU	
	27	28	29	30	31	MU					

PD = Professional Development Day (no school for students)  
D-PD = District Professional Development NT= New Teacher Day  
B-PD = Building Level Professional Development  
X = Holiday/School Break MU = Make-up Day ER = Early Release

Student Year = 180 days Teacher Year = 187 days  
Quarters: October 31, January 24, April 8, and Last Day of School  
Trimesters: November 22, March 7, Last Day of School

August 22	New Teacher Orientation	January 20	Civil Rights Day
August 26-27	Professional Development	January 21	Professional Development
August 28	▲ First Day of School	Feb 24-28	Winter Break
September 2	Labor Day	March 26	Professional Development
October 14	Columbus Day	April 28-May 2	Spring Break
November 11	■ Veteran's Day Observed	May 26	■ Memorial Day Observed
November 27-29	Thanksgiving Break	June 16	Last Day of School **
December 5	Professional Development	June 17-28	Make Up Days
Dec 23 -Jan 1	Holiday Break		

▲ Per TRSD Policy IC/ICA: Instructional days will begin the day after Labor Day when Labor Day falls on September 1, 2, or 3 and will begin the week before Labor Day when Labor Day falls on September 4, 5, 6 or 7. Policy waived March 7, 2013.  
■ Required day out of school per RSA 288:4. \*\* Subject to change due to school closures.  
Early Release days: November 6, February 21, April 25 and May 23. (Elementary parent/teacher conferences to be held on November 6<sup>th</sup>)

Approved by the Timberlane Regional School Board March 7, 2013.

# *Policies & Procedures*

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## Staff Handbook

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### Appendix B – Bell Schedule 2013-2014

# Timberlane Regional High School

## Daily Bell Schedule

### Bell Schedule

<b>Period 1</b>	7:20 – 8:06
<b>Period 2</b>	8:11 – 8:57
<b>Period 3</b>	9:02 – 9:51
<b>Period 4</b>	9:56 – 10:43
<b>Period 5</b>	10:47 – 11:35
<b>Period 6</b>	11:39 – 12:27
<b>Period 7</b>	12:32 – 1:19
<b>Period 8</b>	1:24 – 2:10

### Lunch Schedule

<b>Period 4</b>	
Study	9:56 – 10:18
Lunch	10:20 – 10:43
<b>Period 5</b>	
Lunch	10:47 – 11:10
Study	11:12 – 11:35
Study	10:47 – 11:10
Lunch	11:12 – 11:35
<b>Period 6</b>	
Lunch	11:39 – 12:02
Study	12:04 – 12:27
Study	11:39 – 12:02
Lunch	12:04 – 12:27
<b>Period 7</b>	
Lunch	12:32 – 12:55
Study	12:58 – 1:19

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Appendix C – Delayed Opening Bell Schedule

Timberlane Regional High School

Delayed Opening Bell Schedule

Bell Schedule

Period 1	9:20 – 9:47
Period 2	9:52 – 10:19
Period 3	10:24 – 10:51
Period 4	10:55 – 11:22
Period 5	11:26 – 12:14
Period 6	12:18 – 1:06
Period 7	1:11 – 1:38
Period 8	1:43 – 2:10

Lunch Schedule

Period 4	
Lunch	10:55 – 11:22
Period 5	
Lunch	11:26 – 11:49
Study	11:51 – 12:14
Study	11:26 – 11:49
Lunch	11:51 – 12:14
Period 6	
Lunch	12:18 – 12:41
Study	12:43 – 1:06
Study	12:18 – 12:41
Lunch	12:43 – 1:06
Period 7	
Lunch	1:11 – 1:38

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### Appendix D – Guidance Counselor Assignments 2013-2014

#### GUIDANCE COUNSELOR ASSIGNMENTS 2013-2014

GRADE 9	ABBOTT-COOPER.....	MRS. MAHER
GRADE 9	COPP-HEIDENREICH.....	MR. FISH
GRADE 9	HENNESSEY-McABEE.....	MRS. PETRY
GRADE 9	McAULIFFE-ROY.....	MRS. CORKUM
GRADE 9	RUSSELL-ZHENG.....	MRS. MAHONEY

GRADE 10	ADAMS- CUSOLITO.....	MRS. MAHER
GRADE 10	DAMPHOUSE-DZIEDZIC .....	MR. CHOOIJAN
GRADE 10	ERICCSO-JUDGE... ..	MR. FISH
GRADE 10	KAMBERALIS-MURA.....	MRS. PETRY
GRADE 10	NAPOLITANO-SAUNDERS.....	MRS.CORKUM
GRADE 10	SCHAFER-ZOMPANTI.....	MRS. MAHONEY

GRADE 11	ADAMS-CUNNINGHAM.....	MRS. MAHER
GRADE 11	DAIGLE-DURKIN.....	MR. CHOOIJAN
GRADE 11	EATON-JOHNSTON.....	MR. FISH
GRADE 11	JONES-MILLER.....	MRS. PETRY
GRADE 11	MILLS-SANDS.....	MRS.CORKUM
GRADE 11	SARASIN-ZUKAS.....	MRS. MAHONEY

GRADE 12	ABBOTT-CRABTREE.....	MRS. MAHER
GRADE 12	CROAK-HALBACH.....	MR. FISH
GRADE 12	HALL-MASELLO.....	MRS. PETRY
GRADE 12	MATTHEW-ROSS.....	MRS. CORKUM
GRADE 12	ROTHWELL-YOUNG.....	MRS. MAHONEY

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### Appendix E – Emergency Evacuation Routes

#### Main High School Building

##### **Exit #1 – Front doors by the Main Office/Nurses’ Office**

Rooms 100, 102, 104, 106, 108, 110, 400, 402, 404, Library (112), 107, 109 and restrooms  
*Exit the room, turn left; leave the building by the front doors*

Faculty Men and Women’s Rooms

*Exit right, take right at end of corridor and exit through the front doors*

Rooms 111 and 111A – *Exit the room; turn right; leave the building by the front doors*

Administrative Suite (407), Guidance Suite (409), Room 403, Conf. Rm. and Work Rm.  
*Exit via the administrative hallway, through the front office to the front doors*

Rooms 113, 500, 501, 502, 503, 504, 505 and 506

*Exit right out of the room; turn right at the 100 corridor and exit through the front doors*

##### **Exit #7 – Custodial Area**

Custodial room and kitchen – *Exit through door at back of the custodial area*

##### **Exit #2 – Front doors by room 326**

Rooms 309, 311, 313, 315, 317, 411, 413, 415, 506, 507, School Store and boys’ restroom  
*Exit the room, turn left; leave the building by the front doors*

Rooms 306, 308, 310, 314, 316, 326, 406, 408, 410, 412 and the girls’ restroom  
*Exit the room, turn right; leave the building by the front doors*

Rooms 310, 312 and 314

*Exit room into the corridor; turn right; leave the building by the front doors*

##### **Exit #4 – Side door between rooms 320 and 322**

Rooms 318 and 320 – *Exit room into corridor; turn right; leave building by the side door*

Rooms 322 and 324 – *Exit room into corridor, turn left; leave building by the side door*

##### **Exit #8 – Cafeteria**

Cafeteria, girls’ and boys’ restrooms and senior courtyard  
*Exit through back doors on right of cafeteria*

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### Appendix E – Emergency Evacuation Routes (Continued)

#### Main High School Building (Cont.)

**Exit #10 – Main Gym**

Boys' Locker Room – *Exit through back doors on right of the Main Gym*

**Exit #9 – Main Gym**

Girls' Locker Room – *Exit through gym foyer doors*

**Exit #12 – Athletic Wing / Mini Gym**

Rooms 610, 612, 614, 616 and 618

*Exit left out of room, turn right and then turn left; exit door by mini gym*

Boys' and Girls' Locker Rooms – *Exit left out of room and through outside door*

Rooms 611, 613 and 615

*Exit right out of room, turn right and then turn left. Exit door by mini gym*

Room 300 (mini gym), weight room, Athletic Dir. Office, Coaches' Rm. & Trainer's Rm.

*Exit room, turn right and exit through outside door*

Rooms 301, 303 and 305

*Exit right out of the room, proceed to athletic wing and turn left toward mini-gym and exit*

**Exit #16 – 200 wing / North by Math Office**

Rooms 206, 208, 210, 212, 214 and 216

*Exit right out the room; at end of hall, turn right and exit out back doors by Math Office*

Rooms 205, 207, 209, 211, 213 and 215

*Exit left out of room; at end of the hall, turn right and exit out back doors by Math Office*

**Exit #17 – 200 wing / South by Science Office**

Rooms 122, 124, 126, 128, 201, 203 and girls' and boys' rest rooms

*Exit right out of room; exit via back doors*

Rooms 202 and 204 - *Exit left out of room; exit via back doors by Science Office*

Rooms 601, 603, 605, 607 and 609

*Exit left out of room, turn left at end of corridor; exit back doors by Science Office*



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### Appendix E – Emergency Evacuation Routes (Continued)

#### Main High School Building (Cont)

***Exit #18 – Mid 100 Corridor / Doors to PAC***

Rooms 600, 602, 604, 606, 608 and girls' restroom

*Exit right out of room; turn right at end of corridor; turn left and exit doors toward PAC*

Rooms 114, 116, 118 and 120

*Exit left out of room; turn left and exit doors toward PAC*

Rooms 117, 119, 121, 123 and boys' restroom

*Exit right out of room; turn left and exit doors toward PAC*

#### Performing Arts Center

***Exit #P6 – Back of building, facing athletic practice fields***

Room 707 (Band) - *Exit left out of room and then out back door*

Rest Rooms – *Exit right out of room and then out back door*

***Exit #P5 – Back of building, facing athletic practice fields***

Room 716 (Orchestra) – *Exit back of room left and then immediately to outside*

Room 719 (Chorus) – *Exit right into hallway and proceed through doors to outside*

***Exit #P2 – Front of building, facing Greenough Road***

Rooms 731 (Drama) and 726 (Set Construction) – *Exit immediately to outside*

***Exit #P1 – Front of building, facing Greenough Road***

Rooms 702 and 703 (Offices) – *Exit right and leave through front doors*

Tech Room – *Exit down front stairs to lobby and out through the front doors*

***Auditorium*** – *Exit via the nearest marked exit as directed by signs in the auditorium*

***Modular Classrooms 1, 2, 3 and 4 –***

*Exit via classroom doors to the outside and proceed across the bus road to fields*

# Policies & Procedures

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### Appendix F – Progressive Discipline Plan

	Phones/iPods	Dress Code	Hats	Inappropriate Hallway Behavior
<b>Policy</b>	May be used outside the classroom. Not to be used in a classroom or any academic setting without teacher permission. SH 38-39 & 63	See Student Handbook for specific guidelines. SH 38	See Student Handbook for specific guidelines. SH 38	Speak and act with respect toward all. (OWLS)
<b>Tier 1 – Infraction 1</b>	Teacher: <ul style="list-style-type: none"> <li>• Issue Warning</li> <li>• Assign Teacher Detention If Needed</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>• Notify <b>Admin Office</b> via Email</li> </ul> Assistant Principal: <ul style="list-style-type: none"> <li>• Assign Written Warning</li> <li>• Require Change of Clothing</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>• Issue Warning</li> <li>• Require Removal</li> <li>• Assign Teacher Detention If Needed</li> </ul>	Teacher/Hall Monitor: <ul style="list-style-type: none"> <li>• Issue Warning</li> <li>• Notify <b>Admin Office</b></li> <li>• Write Discipline Referral If Egregious</li> </ul>
<b>Tier 2 – Infraction 2</b>	Teacher: <ul style="list-style-type: none"> <li>• Notify <b>Admin Office</b> via Email</li> <li>• Notify Parent Department Coordinator:</li> <li>• Confiscate Phone/iPod and Bring to Admin Office</li> <li>• Assign Admin Detention</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>• Notify <b>Admin Office</b> via Email</li> </ul> Assistant Principal: <ul style="list-style-type: none"> <li>• Assign Admin Detention</li> <li>• Require Change of Clothing</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>• Notify <b>Admin Office</b> via Email</li> </ul> Assistant Principal: <ul style="list-style-type: none"> <li>• Confiscate Hat and Bring to Admin Office</li> <li>• Assign Admin Detention</li> </ul>	Teacher/Hall Monitor: <ul style="list-style-type: none"> <li>• Notify <b>Admin Office</b></li> <li>• Write Discipline Referral</li> </ul> Assistant Principal: <ul style="list-style-type: none"> <li>• Assign Admin Detention</li> </ul>

# *Policies & Procedures*

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### Appendix F – Progressive Discipline Plan (Continued)

	Phones/iPods	Dress Code	Hats	Inappropriate Hallway Behavior
<b>Tier 3 – Infraction 3 and Additional Infractions</b>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Notify <b>Admin Office</b> via Email</li> <li>• Notify Parent</li> </ul> <p>Department Coordinator:</p> <ul style="list-style-type: none"> <li>• Confiscate Phone/iPod and Bring to Admin Office</li> <li>• Assign Admin Detention</li> <li>• Notify Assistant Principal</li> </ul> <p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>• Progressive Escalation to Sat Detention and Suspension</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Notify <b>Admin Office</b> via Email</li> </ul> <p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>• Assign Admin Detention</li> <li>• Require Change of Clothing</li> <li>• Progressive Escalation to Sat Detention and Suspension</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Notify <b>Admin Office</b> via Email</li> </ul> <p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>• Confiscate Hat and Bring to Admin Office</li> <li>• Assign Admin Detention</li> <li>• Progressive Escalation to Sat Detention and Suspension</li> </ul>	<p>Teacher/Hall Monitor:</p> <ul style="list-style-type: none"> <li>• Notify <b>Admin Office</b></li> <li>• Write Discipline Referral</li> </ul> <p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>• Assign Admin Detention</li> <li>• Progressive Escalation to Sat Detention and Suspension</li> </ul>

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### Appendix F – Progressive Discipline Plan (Continued)

	<b>Inappropriate Classroom Behavior</b>	<b>Classroom Disturbance (Student Removed from Class)</b>	<b>Tardy to Class (TU10)</b>	<b>Unverified Absence from Class (Class Cut or TU)</b>
<b>Policy</b>	Speak and act with respect toward all. (OWLS)	Speak and act with respect toward all. (OWLS)	Students are expected to be to class on time. SH 22 & 61	Students are expected to attend every class every day. SH 20-24
<b>Tier 1 – Infraction 1</b>	Teacher: <ul style="list-style-type: none"> <li>• Issue Warning</li> <li>• Assign Teacher Detention If Needed</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>• Send Student to Hallway</li> <li>• Follow Up Conference with Student in Hallway</li> <li>• Return to Class with Student If Possible</li> <li>• Assign Teacher Detention If Needed</li> <li>• Contact <b>Admin Office</b> If No Resolution</li> </ul> Department Coordinator: <ul style="list-style-type: none"> <li>• Provide Support for Teacher If Called</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>• Issue Warning</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>• Check Daily Attendance Report to Confirm Unverified Absence</li> <li>• Conference with Student Regarding Student's Absence</li> <li>• Write Class Cut Slip If Needed</li> </ul> Attendance Dean <ul style="list-style-type: none"> <li>• Assign Admin Detention</li> </ul>

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### Appendix F – Progressive Discipline Plan (Continued)

	<b>Inappropriate Classroom Behavior</b>	<b>Classroom Disturbance (Student Removed from Class)</b>	<b>Tardy to Class (TU10)</b>	<b>Unverified Absence from Class (Class Cut or TU)</b>
<b>Tier 2 – Infraction 2</b>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Notify Parent</li> <li>• Assign Teacher Detention</li> <li>• Write Discipline Referral If Egregious</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Send Student to Hallway</li> <li>• Follow Up Conference with Student in Hallway</li> <li>• Notify <b>Admin Office</b></li> <li>• Write Discipline Referral</li> </ul> <p>Department Coordinator:</p> <ul style="list-style-type: none"> <li>• Provide Support for Teacher when called</li> <li>• Assign Admin Detention</li> <li>• Collect, Review, and Forward Discipline Referral to Assistant Principal</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Issue Warning</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Check Daily Attendance Report to Confirm Unverified Absence</li> <li>• Conference with Student Regarding Student's Absence</li> <li>• Write Class Cut Slip If Needed</li> </ul> <p>Attendance Dean</p> <ul style="list-style-type: none"> <li>• Assign Admin Detention</li> </ul>

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### Appendix F – Progressive Discipline Plan (Continued)

	<b>Inappropriate Classroom Behavior</b>	<b>Classroom Disturbance (Student Removed from Class)</b>	<b>Tardy to Class (TU10)</b>	<b>Unverified Absence from Class (Class Cut or TU)</b>
<b>Tier 3 – Infraction 3 and Additional Infractions</b>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Notify Parent</li> <li>• Write Discipline Referral</li> </ul> <p>Department Coordinator:</p> <ul style="list-style-type: none"> <li>• Collect, Review, and Forward Discipline Referral to Assistant Principal</li> </ul> <p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>• Assign Consequences Based on Code of Discipline</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Send Student to Hallway</li> <li>• Follow Up Conference with Student in Hallway</li> <li>• Notify <b>Admin Office</b></li> <li>• Write Discipline Referral</li> </ul> <p>Department Coordinator:</p> <ul style="list-style-type: none"> <li>• Provide Support for Teacher when called</li> <li>• Collect, Review, and Forward Discipline Referral to Assistant Principal</li> </ul> <p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>• Assign Consequences Based on Code of Discipline</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Assign Teacher Detention for Tardies 3, 4, and 5</li> <li>• Notify Parent by Tardy 5</li> <li>• Notify Department Coordinator for Tardies 6, 7, and 8</li> <li>• Write Discipline Referral for Tardies 9+ to Attendance Dean</li> </ul> <p>Department Coordinator:</p> <ul style="list-style-type: none"> <li>• Assign Admin Detentions for Tardies 6, 7, and 8</li> <li>• Collect, Review, and Forward Discipline Referral to Attendance Dean</li> </ul> <p>Attendance Dean</p> <ul style="list-style-type: none"> <li>• Progressive Escalation to Sat Detention and Suspension</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Check Daily Attendance Report to Confirm Unverified Absence</li> <li>• Conference with Student Regarding Student's Absence</li> <li>• Write Class Cut Slip If Needed</li> </ul> <p>Attendance Dean</p> <ul style="list-style-type: none"> <li>• Assign Admin Detention</li> <li>• Progressive Escalation to Sat Detention and Suspension</li> </ul>

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### Appendix G – Timeline for Grades

#### **First Quarter**

<b>Progress Reports Close</b>	September	27
Progress Reports due - 7:30 a.m.	October	1
Parent/Teacher Conferences	October	10
<b>First Quarter Ends</b>	October	31
Grades due - 7:30 a.m.	November	5
Deadline for Incomplete Grades	November	19

#### **Second Quarter**

<b>Progress Reports Close</b>	December	6
Progress Reports due - 7:30 a.m.	December	10
<b>Second Quarter Ends</b>	January	24
Grades due - 7:30 a.m.	January	28
Deadline for Incomplete Grades	February	11

#### **Third Quarter**

<b>Progress Reports Close</b>	March	4
Progress Reports due - 7:30 a.m.	March	7
Parent/Teacher Conferences	March	12
<b>Third Quarter ends</b>	April	8
Grades due - 7:30 a.m.	April	11
Deadline for Incomplete Grades	April	25

#### **Fourth Quarter**

<b>Progress Reports Close</b>	May	16
Progress Reports due - 7:30 a.m.	May	20
<b>Fourth Quarter ends</b>	June	16
(Grades due, no Incomplete Grades)	June	17

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### **Appendix H – Scheduled Meeting Dates**

#### **Department Meetings: 2:30-3:30 – First Monday of Each Month**

September 3<sup>rd</sup> (Tuesday Following Labor Day)

October 7<sup>th</sup>

November 4<sup>th</sup>

December 2<sup>th</sup>

January 6<sup>th</sup>

February 3<sup>rd</sup>

March 3<sup>rd</sup>

April 7<sup>th</sup>

May 5<sup>th</sup>

June 2<sup>nd</sup>

#### **Dept. Coordinator Meetings: 2:30-3:30 – Second Monday of Each Month or Designated Tuesday**

September 9<sup>th</sup>

October 15<sup>th</sup> (Tuesday Following Columbus Day)

November 12<sup>th</sup> (Tuesday Following Veterans' Day)

December 9<sup>th</sup>

January 13<sup>th</sup>

February 10<sup>th</sup>

March 10<sup>th</sup>

April 14<sup>th</sup>

May 12<sup>th</sup>

June 9<sup>th</sup>

#### **Faculty Meetings: 2:30-3:30 – Third Monday of Each Month or Designated Tuesday**

September 16<sup>th</sup>

October 21<sup>st</sup>

November 18<sup>th</sup>

December 16<sup>th</sup>

January 21<sup>st</sup> (Tuesday following Civil Rights Day)

February 17<sup>th</sup>

March 17<sup>th</sup>

April 21<sup>st</sup>

May 19<sup>th</sup>

June 16<sup>th</sup>



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### Appendix I – Emergency Procedures

- **FIRE** - the lights on the alarm boxes will flash and the horn will sound:
  - Direct students out of the classroom and leave it **unlocked**.
  - Take the **emergency red backpack** by the door with you.
  - **Shut the door** behind you. Leave the **lights on**.
  - Follow the **emergency exit route** that is **posted in the room**. (If there is none, proceed to the nearest exit.)
  - Collect the class outside and **take attendance** to verify for missing or extra students. Make a **list of any missing or extra students** on the attached sheet. **Submit your list** to the nearest administrator.
  - Wait for further instructions.
- **LOCKDOWN** - an announcement will be made that we are “in a lockdown”:
  - Immediately **gather any hallway students into your classroom**.
  - Close the **door - lock** it if possible.
  - Pull down the shades and cover the window on the classroom door.
  - Shut off the lights.
  - If possible, have students move to where they are not visible from the door.
  - **Ignore fire alarms unless you actually see smoke or fire**.
  - Wait for further instructions.
- **EVACUATION** – an announcement will be made to evacuate to another location. (This announcement may come either inside or outside.)
  - **If the announcement comes during class time**, follow all of the procedures listed above under Fire.
  - **Once outside, teachers will direct students to the following locations:**
    - **Freshmen** – Performing Arts Center Auditorium (upper sections)
    - **Sophomores** – Middle School Gym
    - **Juniors** – Performing Arts Center Auditorium (lower sections)
    - **Seniors** – Middle School Cafeteria
  - Teachers should join the group of students that form a majority of the class they are currently teaching.
  - Unassigned teachers should help to move students to their designated location. Once that has been accomplished, unassigned teachers are to report to the Band Room in the PAC to await further assignment.
  - Wait for further instructions.

**Anytime we leave the building due to a fire or evacuation emergency, teachers are asked to gather stray students in bathrooms and other common areas along their exit route and to note and report any unusual circumstances.**

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### **Appendix J – Academic Protocol for Concussed Students**

A student who has been determined to present with symptoms of a concussion will fall under the guidance of the academic protocol for concussed students. Concussions vary in degrees of severity, so it is best to address each student's needs on a case by case basis. However, in each case, the following academic protocol should be followed:

#### **The Academic Protocol for Concussed Students:**

1. The nurse will inform teachers of the student's initial concussion and the length of the recommended rest period. Teachers will also receive information on symptoms of a concussion.
2. During the "rest period" the concussed student's absences will be considered "exempt." All other absences related to the student's concussion will also be considered "exempt."
3. Teachers will defer missed daily assignments until the student is medically cleared to return to an appropriate level of academic participation. If an essential summative assignment(s) takes place during this time or during an extended period related to the concussion, the teacher will make accommodations for the student to make up the assignment(s).
4. Upon the student's return to school, the nurse will encourage the student to check in with her for ongoing assessment. This "check in" should take place daily. The student will continue to be monitored in this way for the time period he or she is exhibiting concussive symptoms.
5. The nurse and the student's guidance counselor, teachers, and/or trainer will periodically communicate with one another on the concussed student's status. Each student's needs will be considered on a case by case basis.
6. The severity of a student's symptoms as determined by a healthcare provider's assessment will help to determine the types of academic supports that are put into place. The counselor may refer the student for eligibility of 504 or special education at any time in the process. When the student continues to exhibit ongoing symptoms beyond 60 days, the guidance counselor will refer the student for consideration of eligibility for a Section 504 Plan or possible referral for a special education evaluation. If found eligible for 504 or an IEP, the 504 or IEP team will determine the accommodations that are required in order for the student to access his/her educational program. The 504 or IEP team will determine future interventions until such time as the team determines that the concussive injury can be effectively managed by the school nurse in consultation with other officials.

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### **Appendix J – Academic Protocol for Concussed Students (Continued)**

7. For the students who have suffered an injury and who are not placed on a 504 plan or IEP, notification of injury and subsequent clearance will be initiated through the nurse's office to teachers, counselors, advisors, coaches, trainers and administrators.
8. If the concussion and/or the recovery period extend through a grading period, the student's teachers will be instructed by the guidance counselor to assign an "Incomplete" for a grade in the course. The length of the incomplete period will be determined on a case by case basis.
9. Once the student has been determined ready to return to a regular academic work schedule by the nurse and/or trainer, he/she is to complete missed essential work and turn it into the teacher for assessment. As appropriate, the teacher is encouraged to differentiate the assessments or assignment(s) to allow the student an opportunity to demonstrate proficiency.