

Timberlane Regional High School

36 Greenough Road
Plaistow, NH 03865

Telephone: (603) 382-6541
Fax: (603) 382-8086
Website: www.timberlanehs.com
Twitter: @timberlanehs

STUDENT HANDBOOK 2015-2016

Building Principal

Donald H. Woodworth

Assistant Principals

Brian O'Connell
Heather Roy
Mary Widman

Administrative Deans

Sandra Allaire
Rebecca Carlson
William Mealey
Mark Pedersen
Scott Strainge

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
TRSD MISSION STATEMENT	5
TIMBERLANE REGIONAL HIGH SCHOOL: STATEMENT OF CORE VALUES, BELIEFS, and 21ST CENTURY LEARNING EXPECTATIONS.....	6
Mission Statement	6
Core Values	6
Beliefs.....	6
21 st Century Learning Expectations - Academic	7
21 st Century Learning Expectations - Social and Civic.....	7
STAFF DIRECTORY.....	8
Timberlane Regional School District	8
Timberlane Regional High School	9
ACADEMICS	14
Academic Procedures	14
Auditing Courses	16
Graduation Requirements	16
Early Graduation	17
Grading System	18
Grade Point Average (GPA).....	18
Homework (Independent Learning Assignments).....	19
ATTENDANCE.....	20
Attendance Policy and Procedures	20
Reporting an Absence.....	21
Three Types of Absences	22
Tardies	25
Dismissals.....	25
Attendance Recovery.....	26
Make-up Work for Absences.....	28
Truancy.....	28
Vacation Request.....	29
Sign In/Dismissal Procedure for Seniors and Juniors	29

CO-CURRICULAR ACTIVITIES AND ATHLETICS	30
Co-Curricular Programs	30
Clubs & Organizations	30
Starting a New Club or Organization	31
Academic Honor Societies	31
National Honor Society (NHS)	32
Participation in Interscholastic Athletics	34
Athletic Offerings	34
Athletic, Co-Curricular, and Extra-Curricular Eligibility	35
Interscholastic Medical Examinations	36
Attendance for Co-Curricular Activities	36
Activity Eligibility Committee	36
Athletic “Super Fan” Pass	36
Student Leadership Groups	37
FOOD SERVICES	39
Cafeteria Expectations	39
Food Service Meal Account Balances	39
Free and Reduced Lunch Program	40
HEALTH SERVICES	41
Overview	41
Academic Protocol for Concussed Students	44
Insurance	46
OPERATIONS	47
Bell Schedule	47
Bus Passes	48
Dress Code	48
Electronic Equipment	49
Fire and Emergency Evacuations	49
Fund Raising	49
Graduation Activities	50
Lockers and Searches	50
Lost and Found	50
Media Center	51

Non-Discrimination Policy.....	51
Parking Regulations.....	52
Physical Education Class Participation	54
Senior Privileges.....	55
School Cancellation or Delayed Opening	58
Student Pass System.....	58
Student Grievance Procedure	59
Study Halls	59
School Resource Officer (S.R.O.)	59
School Safety and Violence Prevention	60
Visitors to School	63
Working Permits.....	63
STUDENT SERVICES	64
Career & Technical Education (CTE)	64
Credit Recovery Program – Academics	65
Directory Information.....	65
Evening Division.....	65
Excel.....	66
HiSET Diploma Program	66
Guidance.....	66
Independent Study	66
Military Recruiters/Higher Education Access to Information.....	67
Scheduling	67
Special Education and 504 Accommodations	67
Student Assistance Program (S.A.P.)	68
Student Records and Privacy Rights	69
Transfer of Credits.....	71
Withdrawal from Courses.....	71
Withdrawal from School	72

TRSD MISSION STATEMENT

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.

TIMBERLANE REGIONAL HIGH SCHOOL: STATEMENT OF CORE VALUES, BELIEFS, and 21ST CENTURY LEARNING EXPECTATIONS

Mission Statement

The Timberlane Regional High School community values and nurtures the academic, personal, creative, and social growth of all students. We uphold rigorous academic standards and promote continuous improvement through curriculum and experiences that foster excellence, cooperation, and responsibility.

Core Values

- Creativity
- Responsibility
- Respect
- Communication
- Critical thinking
- Community
- Academic rigor

Beliefs

- All students have the ability to learn.
- Social interactions, interpersonal relations, and communication with others influence learning.
- Motivation determines, directs, and sustains what students do to learn.
- Personalized instruction and educational opportunities honor students' interests, curiosity, strengths, and contributions.
- Open communication and collaboration among staff, students, parents, and community stakeholders ensure a supportive educational environment.
- Students must learn and apply 21st century skills, such as critical thinking, problem solving, communication, and collaboration.
- Exposure to relevant and challenging curricula fosters lifelong learning through real-life application of knowledge and skills.
- Technology is a tool to support and enhance learning and skill development.

21st Century Learning Expectations - Academic

Timberlane students will:

- Read and apply information from a variety of texts.
- Research and gather information effectively.
- Use critical thinking and problem-solving strategies effectively.
- Write effectively for a variety of purposes and audiences.

21st Century Learning Expectations - Social and Civic

Timberlane students will:

- Offer their best effort and be involved, contributing citizens at school and in the wider community.
- Work cooperatively and resolve conflicts peacefully.
- Live responsibly and lend a helping hand to those in need.
- Speak and act respectfully toward all.

STAFF DIRECTORY

Timberlane Regional School District

School Board

Nancy Steenson, Chair
Peter Bealo, Vice-Chair
Richard Blair
Robert Collins
Donna Green

Jack Sapia
Susan Sherman
Gregory Spero
Kelly Ward

District Administration

District Administration and SAU staff listings can be found at <http://wp.timberlane.net/directory/>

Timberlane Regional High School

High School Administration

Donald H. Woodworth, Principal
Patricia Mangini, Executive Administrative Assistant

Brian O'Connell, Assistant Principal of Operations
Heather Roy, Assistant Principal of Student Services
Mary Widman, Assistant Principal of Academics

Sandra Allaire, Dean of Arts and Humanities
Rebecca Carlson, Dean of Math, Business and ICT
William Mealey, Dean of Attendance
Mark Pedersen, Dean of STEM
Scott Strange, Director of High School Alternative/Continuing Education and Enrichment

Anne Ingalls, Attendance Secretary
Brenda Laycock, Administrative Assistant
Vivian Lukas, Receptionist
Kayleen Tombarello, Administrative Assistant
Doreen Vasta, Senior Administrative Assistant and Bookkeeper

Guidance Department

Barry Chooljian, Director of Guidance, Secondary
Sharon Skinner, Administrative Assistant and Registrar
Kerri Fitzpatrick, Administrative Assistant

Bethany Corkum, Guidance Counselor
A. James Fish, Guidance Counselor
Maura Maher, Guidance Counselor
Robin Mahoney, Guidance Counselor
Lisa Petry, Guidance Counselor

Timothy Lena, Student Assistance Coordinator
Stephen Scanlon, Excel Study Coordinator

Art Department

Dessa Landry, Department Coordinator

Ken Blaszk
Kristina Carrier
Michael Diccio

Business-ICT/FACS/Industrial Technology/Engineering Department

Susan Takesian, Department Coordinator

Jo-Ann Albert
Wendy Bibeau
Lisa Cerne
Antoinette DeSisto

Michelle Grimm
Michelle Monti
Eric Schoenenberger

English Department

Jennifer Puchlopek, Department Coordinator

Jennifer Clark
Eric Constantineau
Meaghan Cxyz
Brian Deveney
Patty Deyermond
Julie Dutton

Keith Galvin
Meaghan Guanci
Jennifer Pellerin
Jeffrey Shaw
Michael Smith
Michael Woodworth

Mathematics Department

Jeffery Baumann, Department Coordinator

Steven Boucher
Lee Daneau
Erin Donnelly
Jeffrey Hill
Johanna Kennard
Lorraine Mascioli

Dorette Migliori
Stacey Parise
Christa Powers
James Shivell
Kathleen Smith

Music Department

Anthony DiBartolomeo, Director of Music
Lynn Mastorakas, Senior Administrative Assistant
Kathy Giacobbe, Administrative Assistant

Kenneth Clark
Robert Harrington
William Metevier

Louise Pajak
John Zevos

Physical Education/Health Department

Angelo Fantasia, Director of Athletics
Dianne Nye, Senior Administrative Secretary

Timothy Brown
Daniel Donovan
Kevin Fitzgerald

Katie Murphy
Mark Pasquini
Melinda Ryan

Science Department

Louis Broad, Department Coordinator

Stephanie Barkanic
Deborah Burch
Mark Cerniglia
Stephen Delcambre
James Fraser
Joseph Mancinelli
Lauren McPherson

Sean Peters
Harrison Potter
Steven Rugoletti
Stacy Sinibaldi
Timothy Thomas
Bethany Weiss

Social Studies Department

Joshua Silveira, Department Coordinator

Suzanne Basso
Daniel Donnellan
John Dube
Matthew Hunter
Daniel Joyce
James Kelly

Kristen LeFebvre
Jennifer Libby
Raymond Moore
Patricia Moore
Ryan Richman

Special Education Department

Susan Lavrich, Special Education Department Chair
Kathy Elliot, Administrative Assistant

Toni Mealey, Department Coordinator

Jacqueline Beaudet, Case Coordinator
Sean Cashman, Case Coordinator
Terri Demaine, Case Coordinator
Peter Fisher, Case Coordinator
Maureen Gingras, Case Coordinator
Nathan Leveille, Case Coordinator
Cathy Lonergan, Case Coordinator

Joanne Markavitch, Case Coordinator
Darlene Nulk, Case Coordinator
Graham Phillips, Case Coordinator
Anna Tantaro, Case Coordinator
Miriam Trisdale, Case Coordinator
Deborah White, Case Coordinator
Alicia Widener, Case Coordinator

Cheryl Derby, Adjustment Counselor
Lahlayne Manzi, Adjustment Counselor

Sam Richman, Psychologist

World Language Department

Tracee Van Brunt, Department Coordinator

Sherri Allen
Lindsey Cook
Elizabeth Dandurand
Michael D'Angelo
Maria Gamvas

Marilyn Goscinski
Douglas Madsen
Tereza Montiero
Carolyn Morse
Beth Runnells

Health Office

Bonnie Christian, RN
Candace Lee, RN
Ann Marie Mezquita, Administrative Assistant

Student Support Services

TBA, School Resource Officer

Nancy Green, Media Generalist

JoAnn Blanchette, Administrative Assistant

Deborah Leondires, Academic Support Center Specialist

Taylor Roccapiore, Writing Lab Specialist

All district staff may be contacted by email by using the Staff Directory on the Timberlane Regional High School website: www.timberlanehs.com

ACADEMICS

Academic Procedures

Academic Honesty and Integrity

Academic honesty and integrity means that all academic work is the legitimate, truthful work of the student. Cheating and plagiarism are choices that destroy academic excellence. It is the student's personal responsibility to submit tests, essays, projects and homework that are free of fraud and deception. Honest, ethical behavior is an essential component of the learning process. Instances of dishonest academic behavior are subject to the TRSD Rights and Responsibilities.

Instances of academically dishonest behaviors include, but are not limited to:

- Submitting a paper or project that is not the student's work.
- Communicating with another student during an exam or quiz when such communication, including cell phone use, is reasonably suspicious.
- Copying during an exam or quiz.
- Allowing another student to copy from one's exam or quiz.
- Using unauthorized notes or devices, including online translators.
- Copying another student's assignment.
- Allowing another student to copy one's assignment.
- Any intentional falsification or invention of data citation or other authority in an academic exercise.
- Unauthorized collaboration.
- Copying from a print or online source without providing proper citation.
- Paraphrasing from a print or online source without providing proper citation.
- Failing to cite with quotation marks the words, written or spoken, of another.
- Presenting another person's creative work or ideas as one's own in essays, poems, music, art, computer programs, visuals, or other projects.

To help students avoid plagiarism in the writing process teachers may provide:

- An assignment sheet with explicit requirements and directions.
- A specific rubric for assessment of the process and product.
- Checkpoints to facilitate the research process to assist students in time management and to provide opportunities to help students during the process.
- Availability for students who are having difficulty with note taking, documenting, or formatting procedures.
- Clear guidelines for acceptable help from peers, faculty, and parents.

Note: Teachers may make use of turnitin.com to educate and deter plagiarism.

The student is responsible for:

- Meeting checkpoint deadlines.
- Asking questions and seeking help from faculty.
- Following MLA or APA format per teacher direction.
- Submitting an acknowledgment page to credit help given by others (help that has been approved by the teacher giving the assignment).
- Using in-text or in-project documentation accurately and appropriately.
- Using work cited and works consulted pages accurately and appropriately.
- Submitting only his or her own work.

Auditing Courses

Students who desire to enrich their academic program may request to audit courses. Auditing of required courses is acceptable, after successful completion of these courses. No formal credit will be given for class audits; the course will be listed on the student's report card and permanent record with the letter "N", and will be recorded each marking period.

An audited course will not be considered meeting the minimum standards established for students (required number of courses per year).

No student will be allowed to change from a credit basis to an audit basis in any course once the course has passed the withdrawal period.

To audit a course, a student will adhere to the following requirements:

- a. Meet with guidance counselor.
- b. Obtain approval from the teacher.
- c. Register for course.
- d. Follow attendance policy.
- e. Be accountable for all in-school/out-of-school assignments deemed appropriate by the teacher.

Note: In cases of conflict, the principal will make the final decision.

Graduation Requirements

The number of credits required for graduation is as follows: 22 for a Standard diploma, 23 for a Technical diploma, and 25 for a Scholastic diploma. These credits must be earned in accordance with the requirements described in the Program of Studies.

Graduation credit requirements noted above surpass the minimum requirements set by the New Hampshire State Department of Education. A student must be enrolled as a full time student for the entire school year in order to receive a diploma from Timberlane Regional High School. Students who have not completed the school's academic requirements for graduation may not participate in graduation exercises.

Early Graduation

Early graduation is defined as a student who has completed their graduation requirements in three or three and a half years and will no longer be taking courses at Timberlane Regional High School. Students who complete early graduation in three or three and a half years will be rewarded a diploma in June with the four year graduating class. Documentation will be provided to students completing their graduation requirements early which will clear students to begin post-secondary course work. Students should contact their college or university to determine if they are eligible for financial aid.

Early graduation in three or three and a half years at Timberlane Regional High School is a privilege not a right according to School Board Policy. Therefore, students who wish to graduate early must adhere strictly to the following procedures to be considered eligible for this privilege:

1. The student will meet first with the Assistant Principal of Student Services to discuss the possibility of graduating early. He/she will then complete the following procedures (#2 – #6).
2. The student will arrange a conference with his/her guidance counselor to determine his/her credit status. The student must show evidence of a plan to complete a program of studies that satisfies all graduation requirements. Then the student will need written verification from the counselor that he/she will be able to gain the required number of credits in time for early graduation.
3. The student must prepare a written composition indicating how early graduation is in his/her best interests. Strong emphasis should be placed on the student's immediate and long-term educational or career plans beyond Timberlane.
4. The student's parent or guardian must also prepare a written composition indicating support for the student's early graduation plans.
5. The student must provide letters of support from two faculty members who have taught the student in an academic course.
6. The student must then arrange a conference with the Assistant Principal of Student Services and parent(s)/guardian(s) to review the completed Early Graduation process and the required attachments.
7. Students who remain on track to graduate one full year early will achieve senior status in the second semester of their third year.
8. Students must strictly abide by the minimum attendance regulations to remain eligible for early graduation. Violation of the minimum attendance policy will nullify eligibility for early graduation.

For those planning to graduate a semester early, the procedures listed above must be completed by July 1st of the student's third year of high school. For those planning to graduate a year early, the procedures listed above must be completed by July 1st after the student's second year of high school. The Assistant Principal of Student Services will send approved applications to the Superintendent of Schools for informational purposes.

Grading System

The Timberlane Regional High School Grading system is as follows:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Students will receive a grading policy in writing from each teacher within the first week of the course. This policy will include grading procedures and course requirements. Students will receive a quarterly effort comment in each course. An individual's effort is an important factor in helping to judge overall performance. The codes are as follows:

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

Grade Point Average (GPA)

Course Weightings and Honor Roll

The level designation given to courses is important as it is used to determine quality points, which determines a student's Grade Point Average (GPA). Students receive both a quarterly GPA and a cumulative GPA. Quarterly GPAs are calculated at the close of each quarter, and are used to determine students' honor roll status.

Cumulative GPAs are used to determine students' class ranks and are based on completed courses. Cumulative GPAs and class ranks are calculated at the close of Quarter 2 (completion of Semester 1 courses) and the close of Quarter 4 (completion of Semester 2 courses and Year-Long courses). If any students or parents/guardians have questions about GPA and/or Class Rank, they should contact Guidance.

GPA Scale

Grade	CCP	ACC	AP
A +	4.333	4.667	5.000
A	4.000	4.333	4.667
A -	3.667	4.000	4.333
B +	3.333	3.667	4.000
B	3.000	3.333	3.667
B -	2.667	3.000	3.333
C +	2.333	2.667	3.000
C	2.000	2.333	2.667
C -	1.667	2.000	2.333
D +	1.333	1.667	2.000
D	1.000	1.333	1.667
D -	0.667	1.000	1.333
F	0.000	0.000	0.00

Students receiving a grade of "D" or "F" in any subject will not be eligible for Honor Roll, regardless of their GPA.

Honors	GPA of 3.000 to 3.666
Honors with Distinction	GPA of 3.667 to 5.000

Homework (Independent Learning Assignments)

The School Board believes that meaningful homework (an independent learning assignment to be accomplished outside of the regular classroom) is an integral part of the teaching/learning process when geared to the needs and abilities of students.

Independent learning is a worthwhile use of time outside of the regular classroom to practice, reinforce, maintain, complete, make up, or enrich classroom activities. It is also meant to help develop independent study habits and an appreciation for the value of learning.

It is the policy of the school district that independent learning is required for all students. Independent learning standards and procedures will be established and administered within each school building, recognizing differences in maturity, needs, interests, and abilities at each learning level. Homework in the 2015/16 school year will be worth 10% of all calculated course grades for Grades 6-12.

The School Board recognizes that an effective independent learning program requires a four-way responsibility, involving the pupil, the teacher, the parent, and the administration.

Long-term projects/papers will be accepted late, but on the basis of a reduction of 10 points from the actual grade for each day late. The grade reduction can be no more than to a 50, unless the student's grade was lower than a 50 prior to any reduction due to lateness. After school time can be assigned by teachers or administrators to students who have not completed long-term projects/papers in a timely fashion.

ATTENDANCE

Attendance Policy and Procedures

Class attendance is essential for gaining the full learning experience provided by the high school. Students must be in class on a daily basis to get full benefit from the opportunities for academic, social, personal and creative growth that the school and classroom setting provides.

Class discussions, student collaborative work, teacher guidance and directives all offer learning opportunities that are hard to make up outside the classroom. RSA 193.1 of the New Hampshire Education Laws, states that every child between six and eighteen years of age shall attend school "... during all the time the public schools are in session unless he/she has been excused from attending on the ground that his/her physical or mental condition is such as to prevent his/her attendance ..."

The school day runs from 7:20 A.M. to 2:10 P.M, although a student becomes subject to all school rules from the moment he/she boards a school bus and/or arrives on school property. During these hours, no students are to leave the building unless a school administrator grants permission or the students are participating in an approved school activity under the supervision of a staff member. Students are expected to enter the building as soon as they arrive on school property.

At dismissal time (2:10 P.M.), students who are not participating in academic or co-curricular activities are expected to leave the building and school grounds. No students should be in the building after that time, unless they are under the supervision of a teacher, co-curricular advisor, or coach. Students waiting for the late bus are to stay in the cafeteria.

Reporting an Absence

In the event that a student is going to be absent from school due to illness, or other reasonable circumstances, the student's parent/guardian is to phone the school attendance secretary (382-6541 x 3170) before 8:30 A.M. to inform the school of the expected absence. The school administration has the right to determine whether or not the absence is verified or exempt. The attendance office will notify the school nurse of any absences of three or more consecutive days. Absences of five or more days, due to illness, require a note from a physician when the student returns to school.

A returning student's parent/guardian must provide a written verification to the Main Office within 24 hours of the student's return. The note should include the following information:

- Student's full name and grade
- Date of return
- Date(s) of absence(s)
- Reason for absence(s)
- The signature of the parent or guardian

Upon receipt of a parent/guardian's note, the attendance secretary will record the absence as verified by the parent/guardian. Students are responsible for meeting with teachers within 24 hours of their return to school to determine a plan to make up missed work in a timely fashion.

Students, regardless of age, are not permitted to write or sign a tardy, a dismissal, or an absent note. Forging a note and/or a false telephone report is a serious violation of the TRSD Rights and Responsibilities and consequences will be administered.

PARENT/GUARDIAN PHONE CALLS AND WRITTEN NOTES MUST BE PROVIDED FOR ANY ABSENCE.

Three Types of Absences

Verified Absences

Verified absences from class are those that are reasonable and within the spirit of the New Hampshire Education Laws. Such absences may include personal illness, family emergencies, unexpected car trouble, and medical appointments. **While these are considered reasonable, they still count toward the limit of nine absences for a semester course or eighteen for a year-long course.** These limits constitute 10% of the days in a semester or year-long course; beyond these limits is excessive even for verified absences and will result in loss of credit for the course. However, students will be able to access the Attendance Buyback Program and Credit Recovery Program – Attendance to recover lost time due to verified absences (See Attendance Buyback Program and Credit Recovery Program – Attendance below).

A parent/guardian's phone call to the attendance office on the day of the absence and a parent/guardian's note within 24 hours of the student's return to school is necessary to document a verified absence. The student must make up any work that has been missed in order to gain proper credit, and no disciplinary consequences will be imposed. It is the responsibility of the student to contact each teacher within 24 hours after returning to school to make arrangements for make-up work. Verified absences will count toward the limit of nine absences for a semester course and eighteen in a year-long course until bought back using the Attendance Buyback Program.

Exempt Absences

Exempt absences, like verified absences, are reasonable and within the spirit of the New Hampshire Education Laws. Due to their unique character, this type of absence will not count toward the limit of nine absences for a semester course or eighteen for a year-long course. The student must make up any work that has been missed in order to gain proper credit, and no disciplinary consequences will be imposed. It is the responsibility of the student to contact each teacher within 24 hours after returning to school to make arrangements for make-up work. The following absences are considered to be exempt absences:

- Student attends an approved school activity sponsored by a teacher or coach.
- Student attends a funeral.
- Student must make a court appearance. Written verification from the court is required.
- Student must take a military physical or exam. Written verification from the military is required.
- Student has a chronic illness. Written verification on a physician's/health care provider's letterhead on file with the nurse is required.
- Student has a serious illness or injury. Written verification on a physician's/health care provider's letterhead is required.
- Student is assigned a school suspension (This exemption will not be granted when a student is removed from class due to a failure to take part in the education program).
- Student has an IEP or a 504 Plan in which attendance/absence is related to the handicapping condition.
- Student has a scheduled college visit. This exemption is limited to third and fourth year students only. There is a limit of four per year. Student must have documentation from the college or university.
- Student observes a religious holiday.

In all cases of exempt absences, even when an official's note is required, a parent or guardian must place a phone call to the attendance office on the day of the absence and provide written verification of the absence within 24 hours of the student's return to school.

Unverified Absences

Unverified absences from class or school are unreasonable and are not within the spirit of the New Hampshire Education Laws. Unverified absences are absences taken for illegitimate reasons. Unverified absences may include, but are not limited to: skipping school, refusing to participate in the educational program, cutting classes, or being tardy by more than 10 minutes to class. **A student absence without parent notification and verification will count as an unverified absence even if the student was legitimately absent from school.** Notes from parents or guardians in excess of three days from a student's return from an absence will not excuse an unverified absence.

Unverified absences will also be subject to the consequences of the TRSD Rights and Responsibilities regarding attendance. These absences count toward the Attendance Policy limits; however, unlike verified absences, they cannot be reduced in number through the Attendance Buyback Program or Credit Recovery Program – Attendance.

A student with an unverified absence must contact each teacher within 24 hours after returning to school to make arrangements for make-up work. Students will earn up to 50% of earned credit for the make-up work.

Tardies

Any student arriving late for school must present a written note from a parent/guardian to the Main Office upon arrival otherwise progressive disciplinary actions will be enforced.

Unexcused tardies of more than ten minutes will be recorded as TU in PowerSchool and will count as an Unverified Absence from class (Class Cut) with appropriate discipline to follow. Students must report through the Main Office before proceeding to class if tardy to school.

Dismissals

Students may be dismissed for legitimate reasons only with a written verification from a parent/guardian. Timberlane Regional High School reserves the right to verify any dismissal note and to approve or restrict the reasons for which students may be dismissed from school. Students may not write their own dismissal notes regardless of their age. Please abide by the following procedures for student dismissals.

- The student must present a dismissal note written by a parent/guardian, indicating the student's full name, the date, the reason and the time of dismissal. The Main Office will then issue a dismissal slip authorizing the dismissal.
- Dismissal notes are to be presented to the Main Office before 10 A.M on the day of dismissal.
- A student who has been dismissed may not return to the building until the end of the school day, unless specified in the dismissal note, e.g., dismissal for a dentist appointment but returning to school, or permitted by a building principal.
- In case of a medical emergency or an unusual health related circumstance, the school nurse will notify an administrator and a parent/guardian that a student is to be sent home or to a medical facility.
- If a student does not follow the proper procedures for dismissal, appropriate progressive disciplinary actions will be taken.
- A parent or guardian may dismiss their child in person through the Main Office.
- **Telephone and fax dismissals are not allowed.** Approval from an administrator is required in cases of emergency.

Attendance Recovery

Students are required to attend school every day and every class to maximize their opportunities for learning. Apart from times when students are unable to attend due to illness, injury, emergencies, or other extenuating circumstances, students must be in attendance for at least 90% of the days a course meets in order to earn course credit. Beyond the progressive discipline consequences that result from unverified absences, **students who have more than nine (9) absences (verified or unverified) from a semester course or more than eighteen (18) absences from a year-long course will receive NO CREDIT regardless of the numerical grade earned.** Certain types of absences will be exempt from the total absences counted toward the Attendance Policy (See Three Types of Absences).

Attendance Buyback Program

Students who are currently enrolled in a course may access the Attendance Buyback Program to prevent them from exceeding the Attendance Limit. Students access the Attendance Buyback Program by completing the following:

Within 24 hours of a student's return to class following an absence, student must meet with their teachers to set up a plan to complete missed work. This meeting must not infringe on instruction time. Upon completion of missed work, the absence will be credited as Verified Made-Up (VM) which will not count toward When a student reaches five **verified** absences in a class, they will meet with the Dean of Attendance to develop a buyback plan or verify that work has already been made up. Students will also receive a warning letter stating that they are approaching the limit of absences allowed.

When a student reaches five absences in a class, **with one or more being unverified (unexcused/ class cut)**, they will immediately need to follow the **Mandatory Attendance Buyback Plan**.

Mandatory Attendance Buyback Plan:

When a student reaches **five combined (V, A, TU, TE) absences** in any class they must make up **five hours** of time. This amount of time will be bought back through two pathways:

- Academic work
- Recovery time

First, the teacher will assign necessary make-up work to be completed. This work will have an amount of time assigned to it to be counted toward completion of the five hours.

The remaining time to be completed must be documented work or extra help time, signed by a teacher on the **Attendance Buyback Log**.

- Buyback time may be made up working through in the Academic Support Center or Academic and Behavior Intervention Center, during study halls, lunch/studies, or free periods; after school extra help with a teacher; after school detentions; or Saturday detention(s).

Student Steps:

1. Meet with the Dean of Attendance or other administrator to set up their buyback plan.
2. Complete work assigned by teacher and turn it in at Assistant Principal's office
3. Complete remaining hours of documented extra help/instruction, and turn in completed and signed **Attendance Buyback Log** at Assistant Principal's office.

NOTE: A student becomes ineligible to buyback absences during the school year, when absences reach 25% (or 22 absences in a semester class/45 absences in a year-long class). In such a case, a Credit Recovery Program will be created for the student to recover the lost credit.

Credit Recovery Program – Attendance

Students who have successfully completed a course with a passing grade but have exceeded the attendance limit may access the Credit Recovery Program – Attendance. Students with Unverified Absences may not be eligible for this program and must contact their assistant principal on a case by case basis. Students complete the Credit Recovery Program – Attendance by completing the following:

- Immediately upon completion of course, schedule a meeting with Attendance Dean to develop Credit Recovery Program and time requirements for each course that needs to be recovered. Credit Recovery Program must be completed by the end of the next marking period.
- Students who fail to complete the Credit Recovery Program – Attendance will not receive academic credit and will have to repeat the course in an approved setting (Edgenuity, VLACS, Evening Division, or Summer School).

Make-up Work for Absences

Verified or Exempt Absences or Tardies

Students are to meet with their teacher(s) within 24 hours following the absence(s) to establish a timetable for completing the make-up work. They will receive full credit for completed work.

Unverified Absences or Tardies

Students must meet with their teacher(s) the day following the unverified absence(s) to complete the make-up work from the absence. They will receive up to 50% credit for completed work.

Appeal for Waiver of the Attendance Policy

A student, or the parent/guardian of that student, may request a waiver of the Attendance Policy when the student has exceeded the number of absences allowed in a Semester or Year-Long Course.

An appeal may only be made in cases where exceptional circumstances exist, and an appeal will only be recognized when the student has complied with the provisions of the attendance policy. An appeal must be made in writing and received by the Attendance Dean at least five school days prior to the end of the marking period in which the absences have occurred. (See the school calendar for the ending dates for each quarter.)

The Attendance Dean will review the appeal in a timely fashion. After reviewing the appeal, the Attendance Dean will determine whether or not the absences in excess of the limits of the Attendance Policy are of an exceptional (therefore, exempt) nature and notify the student and/or parent or guardian of the outcome of the appeal.

Truancy

Truancy is defined as being absent from school without authorized permission. Ten half-days or five full days of unexcused absence during a school year constitute habitual truancy according to New Hampshire RSA 189: 35a. A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time. Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence. In instances of multiple, consecutive truancy days, the Attendance Dean will establish a time-specific make up schedule with the student.

N.B. The official number of absences in any course will be based on those recorded in PowerSchool by the teacher of that course.

Vacation Request

On occasion, parents or guardians request permission for students to be absent from school for a family vacation. Permission may be given in such cases, based on the parent or guardian submitting a written statement to the principal beforehand explaining the educational value and benefits of the trip. If the absence is approved, the student will be allowed to make up quizzes and tests missed during the period he/she was absent. If approved, these absences will be verified but not exempt. It will be the responsibility of the student to see his/her teachers for these assignments upon return to school. These days will count toward the limit of nine verified absences per Semester Course or eighteen per Year-Long Course, so such requests should be made rarely and with precaution.

Sign In/Dismissal Procedure for Seniors and Juniors

Seniors who have an unassigned period(s) before their first scheduled period and after their last scheduled period and juniors with a 2.5 GPA or above who have a study hall for their first or last period are eligible for approval for Late Arrival/Early Dismissal. Students who have been approved for Late Arrival/Early Dismissal need to sign in and out at the Main Office. Both seniors and eligible juniors must be in school on time and remain in school for all other periods. Eligible juniors must have a parent or guardian request in writing to partake in this option. This request requires approval by their assigned assistant principal. All students signing out must leave school grounds.

As with other dismissals, seniors or juniors who sign out may not return to school before 2:10 PM except with the permission of a building administrator.

CO-CURRICULAR ACTIVITIES AND ATHLETICS

Co-Curricular Programs

Timberlane has one of the most comprehensive co-curricular programs in the State of New Hampshire and students are urged to take advantage of as many activities as possible. Being involved in school activities provides a student with an opportunity to be a positive contributor to his/her school environment.

Clubs & Organizations

Academic – Girls’ Who Code
Academic – Math Team
Academic – Model United Nations
Academic – Robotics
Academic – Video Production
Academic – Youth-In-Government
Academic – WISE

Athletic – Dance Team
Athletic – Equestrian Team
Athletic – Ski Club
Athletic – Surf Club
Athletic – Ultimate Frisbee

Cultural – French Exchange Program
Cultural – Hawaiian Exchange Program
Cultural – G.A.P.P.

Fine Arts – Anime
Fine Arts – Catering
Fine Arts – Comedy

Government – Freshman Executive Committee
Government – Sophomore Executive Committee
Government – Junior Executive Committee
Government – Senior Executive Committee
Government – Student Council

Honor Society – Art
Honor Society – Business
Honor Society – Drama

Honor Society – English
Honor Society – French
Honor Society – German
Honor Society – Math
Honor Society – National
Honor Society – Rho Kappa (Social Studies)
Honor Society – Science
Honor Society – Spanish
Honor Society – Tri-M Music

Music Programs – Band
Music Programs – Chorus
Music Programs – Color Guard
Music Programs – Jazz Band
Music Programs – Orchestra

Publications – Literary Magazine
Publications – School Newspaper
Publications – School Yearbook

Service Organization – E.C.H.O.S.
Service Organization – G.S.A.
Service Organization – Owl’s Patch
Service Organization – Peer Outreach
Service Organization – Project Hope
Service Organization – S.O.S.
Service Organization – Student Store
Service Organization – Timberlane Troops

Theatrical – Drama
Theatrical – School Musical

Starting a New Club or Organization

Anyone at Timberlane Regional High School wishing to start a new club or organization needs to comply with the following procedures:

1. Submit a new club/organization form containing the following information to the Assistant Principal of Student Services:
 - a. Name of club or organization
 - b. Goals & Objectives
 - c. How the school will benefit
 - d. Cost considerations
 - e. Stipend Request
 - f. Name of Advisor(s) and Students
2. Upon completion of Step 1, a meeting with the Assistant Principal of Student Services will be set up to review the proposal and to answer all questions.
3. The Building Principal will then review the request with the Assistant Principal of Student Services for approval.

Academic Honor Societies

Timberlane offers multiple honor societies. Honor societies' eligibility, selection, and membership will be posted on the school website. The faculty advisors for each honor society will review these specific criteria with eligible students.

National Honor Society (NHS)

The National Honor Society is a national organization sponsored by the National Association of Secondary School Principals. The national organization provides the guidelines to be used in the selection and dismissal process. Membership is a lifelong privilege. The purpose of the National Honor Society is to recognize students who have excelled in the areas of scholarship, leadership, character and service.

Eligibility

A student is eligible for consideration for membership at the conclusion of Grade 11 if they have met certain criteria. The student must achieve a 3.667 cumulative Grade Point Average for the Scholarship requirement. The criteria for Leadership, Character and Service are then considered, based on the student's completion of a candidate application. Students do not initiate their consideration for membership; rather they are invited to fill out a candidate application to be considered for membership. A student disciplinary record up to the time of eligibility will be taken into consideration, but it shall not automatically exclude the student from consideration for membership. Selected members are required to maintain and uphold all qualifications for membership.

Qualifications for Membership

Selection for membership to the NHS is a process administered by faculty members who take each of the four areas into consideration. Failure by the student to maintain any standard of membership during the selection process allows the selection committee to reconsider the student's eligibility.

Scholarship

The student must have a cumulative GPA of 3.667 at the time of selection. The student must demonstrate a serious commitment to his/her academic performance in all classes.

Leadership

The student holds a position of responsibility and/or exhibits a presence of leadership that positively affects and/or motivates other people. This may encompass, but not be limited to, examples from both in and outside of school such as elected or appointed positions, club officers, committee chairperson, work area managers, or team captain.

The student will:

- Hold a position of responsibility and/or exhibit a presence of leadership that positively affects and/or motivates people both in the classroom and/or in the community.
- Promote school activities and be positively involved in them.
- Demonstrate leadership and dependability.
- Exhibit a positive attitude and inspire others to conduct themselves in a similar manner.

Service

Service is the value of the student's contributions to school, classmates, and community through participation in clubs and organizations.

The student will:

- Participate in at least three substantial activities as a minimum standard of service. This involvement may be in or outside of school, such as school clubs, teams, scouts, and community volunteer organizations.
- Work cooperatively with others and take on challenging or service-oriented responsibilities.
- Demonstrate a positive school spirit and be willing to lend a helping hand to those in need.
- Take on committee and staff work willingly and without reservation.

Character

The criteria for character are difficult to define. The following guidelines are helpful.

The student will:

- Demonstrate principles of morality, ethics, honesty and reliability.
- Observe instructions, rules and regulations in and outside the classroom.
- Be truthful and will not cheat nor seek to have others fail.
- Demonstrate courtesy, concern and respect for all members of the community.
- Exemplify desirable qualities such as cheerfulness, friendliness, resilience, and stability.

The Timberlane National Honor Society provides scholarships to members and encourages community involvement and volunteer work.

Participation in Interscholastic Athletics

Any request regarding Interscholastic Athletics must be submitted to the Timberlane Regional School District Athletic Director.

Athletic Offerings

Fall Program

Cheerleading
Cross Country – Boys
Cross Country – Girls
Field Hockey
Football
Golf
Soccer – Boys
Soccer – Girls
Volleyball – Girls

Winter Program

Basketball – Boys
Basketball – Girls
Cheerleading
Ice Hockey
Skiing – Boys
Skiing – Girls
Winter Track – Boys
Winter Track – Girls
Wrestling

Spring Program

Baseball
Lacrosse – Boys
Lacrosse – Girls
Softball
Spring Track – Boys
Spring Track – Girls
Tennis – Boys
Tennis – Girls
Volleyball – Boys

Athletic, Co-Curricular, and Extra-Curricular Eligibility

The Timberlane Regional School District strives to offer challenging learning experiences and opportunities which will meet the needs, abilities, and desires of each student.

Committed to the development of a well-rounded student, Timberlane fosters intellectual, emotional, physical, social and civic development. Emphasizing these skills, the District provides a large number and variety of co-curricular activities.

In order to participate in any athletic or co-curricular activities, students in the Timberlane Regional School District must meet the following standards.

Co-curricular and extra-curricular activities identified by a building committee that meet no more than once per week such as intramural sports and special interest clubs are not subject to eligibility requirements for high school students.

TRHS Athletics/Co-Curricular Activities Eligibility

Students who lose their academic eligibility as defined below while participating in any identified athletic / co-curricular activities in which the activity extends beyond the marking period will not be allowed to continue participating. Students participating in all identified athletic / co-curricular activities who do not meet academic requirements will lose eligibility at the time the report card is issued.

1. A student must pass all courses in the prior marking period in order to be eligible for all identified athletic / co-curricular. Summer courses are not considered when determining eligibility unless they correct a failure from the previous quarter. For the purposes of eligibility incomplete courses are equivalent to a failing grade.
2. Students will not be eligible for all identified athletic / co-curricular activities unless they have earned the following minimum credits (all credits approved by Administration can be used).
 - Beginning of 10th grade = 5 credits
 - Beginning of 11th grade = 10credits
 - Beginning of 12th grade = 15 credits
3. Students are ineligible to participate, compete, practice, or perform while suspended. On a third or subsequent suspension, a student will remain ineligible until such time an eligibility hearing is conducted and a decision is rendered.
4. A student's eligibility may be reviewed and denied at any time for unacceptable behavior, poor academic performance or poor attendance.

Any student who does not meet NHIAA academic eligibility standards is ineligible to participate in athletics. Any activity for which a grade is given, or which is part of the curriculum of a graded subject, is not governed by the eligibility standards, i.e., a student is participating in band, orchestra, chorus, drama, and performs after school hours. However, while a student is suspended they may not participate in any school activity.

Interscholastic Medical Examinations

No student shall be eligible for interscholastic athletics unless he/she has successfully passed his/her physical examination and completed the physical examination form provided by the Timberlane Regional High School Athletic Department. This must be done prior to playing or practicing a sport at Timberlane Regional High School. This examination is good for two years.

Attendance for Co-Curricular Activities

Students participating in any school activity or sport must attend school for all their scheduled classes. Any student who does not attend school during the school day may not participate in any school activity/practice/sports event unless there are extenuating circumstances such as a doctor/dentist appointment, illness, or death in the family. If this absence occurs on a Friday, or a day before a non-school day, the student may not participate until the following school day.

Any student participating in an athletic event or practice may be dismissed only for a valid reason such as doctor/dentist appointment or some form of emergency. The student must see the coach no later than the beginning of that school day to notify the coach of the dismissal. The coach will notify the Athletic Director immediately. Otherwise, the student will not be permitted to return to school for a practice or activity.

Activity Eligibility Committee

The Activity Eligibility Committee is a committee of professional staff having the responsibility of hearing cases of appeal for those students deemed ineligible by existing standards, yet can show that there may have been extenuating circumstances that contributed to the ineligibility. The Activity Eligibility Committee will hear evidence of extenuating circumstances which may have contributed to the ineligibility. The Activity Eligibility Committee will consider each case individually and will make a recommendation to the Principal for or against the granting of an exception to the eligibility standards. The final authority regarding eligibility rests with the Principal.

Athletic “Super Fan” Pass

Any full time student at Timberlane Regional High School may purchase an athletic pass to all regular scheduled home athletic events for the school year for \$10.00. An adult may pay \$20.00 for a Super Fan Pass.

Student Leadership Groups

Student Council

The Student Council is an organization that serves as a liaison between the school administration, the faculty, and the student body. Students with concerns and suggestions should express them at regularly scheduled Student Council meetings. The Student Council will conduct the following functions:

1. Work as a service organization for the school and community.
2. Provide social activities for the student body in general and raise money for the Student Council Scholarship Program.
3. Promote school spirit and provide student leadership within the school, community, and the State of New Hampshire as a member of NHASC.

Executive Committees

Each class elects its own Executive Committee. Elections are held annually, in May, for the following year. Each class will elect twelve (12) members.

A student wishing to run for Executive Committee must be a full-time student, obtain a nomination packet from the Assistant Principals' office, and obtain twenty signatures from members of his/her class. Once this has been accomplished, the student running for the Executive Committee must submit the nomination packet to the Assistant Principals' office in order for the student's name to be placed on the ballot.

Elections will be held on an announced date (no absentee ballots). Candidates will be given the opportunity to deliver speeches outlining their plans for the position at class assemblies, after which students will vote for one president, one vice-president, one secretary, one treasurer, and eight members at large to make up the twelve members of Executive Committee. Ties are determined by a run-off vote by the Executive Committee-elect.

If an opening becomes available due to the student leaving the district, failing to meet the merit/demerit and/or attendance requirements, or violating school rules and/or local laws, the opening shall be filled by the student with the next highest votes from the previous election. Officer positions shall be filled by nomination by the remaining Executive Committee of one of their own and then following the aforementioned procedure.

Responsibilities of the Executive Committee

1. The Executive Committee will follow the direction of the appointed class advisor.
2. The Executive Committee will hold regular meetings to be attended by all members and the class advisors.
3. If any member of the Executive Committee does not accept or execute the responsibilities of the position or fails to attend meetings, the class advisor may request that the member resign. A student will be named to fill any vacancy by the class advisors.
4. The Building Principal or designee must approve all scheduled class meetings for fundraising activities and social functions. It is recommended that at least two fund raising activities be held for each class per school year.
5. Any meeting must have at least one advisor in attendance, and the class advisors must first approve all decisions made by the Executive Committee. The Building Principal must approve school wide activities such as fund raising, social events, etc.
6. The Executive Committee will represent its class regarding concerns about school policies and express those concerns to the Building Principal.
7. Each Executive Committee will establish a written policy regarding attendance, responsibilities, and activities.

FOOD SERVICES

Cafeteria Expectations

Students are responsible for appropriate social behavior in the cafeteria at all times. Trays and empty containers are to be returned and other trash disposed of before students leave the cafeteria. Students are not to take food out of the cafeteria without administrative permission.

Any inappropriate behavior in the cafeteria will result in disciplinary action, which may include assigned seating in the cafeteria, cafeteria clean-up duties, detention, or suspension. All students are expected to be cooperative and orderly in the cafeteria. They are responsible for keeping it clean and making sure that all tables are free from papers, food, and other materials before they leave the area.

Food Service Meal Account Balances

The district encourages all parents/guardians provide a healthy breakfast and lunch for their student(s). The district provides the opportunity to purchase breakfast and lunch that meets or exceeds the federal nutrition standards from the school cafeteria. The student lunch account remains with the student throughout his/her time with the Timberlane Regional School District.

Payment is expected no later than when the meal is served and can be made by using the online payment system that is available on the district website. Fees associated with the use of this online system shall be borne by the depositor. Meals may also be paid for at the time of purchase with cash or personal check. (TRSB Policy DO)

Federal assistance is available through the Free and Reduced Priced Meals Program to any family that qualifies. The district requires all families to return this application at the beginning of each school year. The “Free and Reduced Price School Meals Family Application” is available both on the district/school websites and at each school and can be submitted during the school year if financial circumstances change. The applications are reviewed at the district central office based on federal guidelines, and families are notified by mail of the results.

It is the opinion of this district that financial hardships will happen and will need to be addressed on a case-by-case basis before other actions are instituted to see if other acceptable resolutions can be arranged. Parents/guardians who refuse to communicate with district officials regarding their student’s negative meal balance will be subject to full prosecution.

Additionally, it is the opinion of this district that children who are not provided with a bagged lunch from home or the funds to purchase a lunch at school, on a regular basis, constitutes child neglect and may be reported to the appropriate child welfare authorities.

Free and Reduced Lunch Program

School lunches, at no or reduced cost, are available to those students whose family income meets certain standards set by the Federal Government. Students and their families may pick up applications in the Administration Office or click on the following link.

<http://wp.timberlane.net/hs/files/Free-Reduced-Lunch-App-2015-2016.pdf>

HEALTH SERVICES

Overview

Health services are provided by registered nurses. The nurses assess and treat ill students and provide preventative and emergency health services. They also administer medications based on doctor's orders. They work with families to develop medical plans for students with severe medical conditions. The primary responsibility for the overall health of the school child lies with the parent(s)/guardian(s). The school is not legally authorized to diagnose conditions or prescribe medication. This is the function of the *primary care physician* or other licensed individuals or programs.

District Health Services Website

All contact information, immunizations, facts and bulletins and forms are available on the Timberlane Regional High School website by going to the TRSD health services section.

<http://sites.timberlane.net/shs/>

Medication Administration

If a student must take medication during school hours, the health office must receive an order from a physician and a signed permission form from a parent or guardian. The medication must be delivered by a parent to be kept in the Health Office. The medication must be in its original container and properly labeled. This applies to any prescription or over the counter medications.

Students with asthma or life threatening allergies, who have an order for an inhaler or EpiPen, are encouraged to carry their medication on their person. This requires a doctor's order that specifies that the student is authorized to self-carry and self-administer and is educated on the use of his/her inhaler and/or EpiPen.

Guidelines for Keeping Students Home from School

A sick student of any age should not attend school. Children will benefit from extra rest and will recover more quickly while minimizing the spread of illness at school. In accordance with the Department of Health and Human Services, please adhere to the following guidelines.

- **Fever** – Any fever over 100 degrees during the night or morning before school. Students should be fever free for 24 hours without the use of fever reducing medications such as Tylenol or Motrin before returning to school. For fevers over 101 a call to the doctor may be necessary.
- **Vomiting and/or Diarrhea** – Students should be kept home for any episodes of vomiting or diarrhea occurring within 24 hours of the school day.
- **Strep throat** – Students with strep throat may return to school after 24 hours of antibiotic treatment and be free of fever.
- **Conjunctivitis (pink eye)** – Students with crusty, itchy, red eyes with thick yellow drainage should be kept home from school. Once a diagnosis of conjunctivitis is made, the student may return to school after 24 hours of antibiotic treatment.
- **Rashes** – Any student with an unusual rash, or rash with fever, should be evaluated by a physician prior to returning to school.
- **Staph Infections** – All infections should be reported to nurse and all open wounds must be covered while at school/school activities.

All absences should be called into the attendance line at 382-6541 by 8:30 AM. Include symptoms of illness so the school nurses can be responsive to students' needs and be aware of health trends at the school.

In addition, please report any contagious illnesses or hospitalizations, including surgery or injuries, to the Nurses' Office. Doctor's notes are required for these students to return to school. The doctor's note must indicate any activity restrictions related to illness, injury, or surgery for physical education, wellness, recess or school related activities. For illness/injury that occurs during the day at school, students should see the school nurse who will then assess student and arrange dismissal, when appropriate. Students should not contact parents/guardians to arrange dismissal without going to the nurse. Absences of five or more days due to illness may require a note from a health care provider when the student returns to school.

Emergency Information Sheets

Emergency information forms are available through InfoSnap and must be completed by a student's parent/guardian at the very beginning of each school year. These are necessary so that the Nurses' Office has current medical information for students and current parent contact information. Please notify the school of any changes in medical and/or contact information. Please contact the Guidance Office with any changes to contact information. Any medical changes should be provided to the Nurses' Office.

Tenth grade Health Screenings

Each year, Grade 10 students will report to the Health Office at a designated time for a Health Screening. The screening will consist of a vision test, a hearing test, a blood pressure check, a height measurement, and a weight measurement. There may be times that the district receives assistance from volunteers, or contracted services, to assist with the screenings.

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 procedures should be followed:

Procedural actions prior to putting the Academic Protocol into place:

1. Whenever a student suffers a head injury or is suspected of having a concussion, the school nurse will be promptly notified.
2. The school nurse will perform an assessment of the student for symptoms of a concussion unless a physician's assessment has already been performed and reported to the school nurse. The school nurse will notify the parents/guardians of her determination.
3. If the student has not yet been seen by a physician, the nurse will recommend to parents/guardians that the student be referred to a physician.
4. If the student is determined to have symptoms of a concussion either by a doctor, the school nurse, or the athletic trainer, the nurse will notify the student's guidance counselor, teachers, administrator, and the Athletic Director (if applicable) for the purpose of enacting the Academic Protocol.
5. The nurse will encourage the concussed student's parents/guardians to keep the student home for at least two days to one week, depending on the severity of the concussion, to rest the brain. The nurse will explain the importance of reducing stimuli to allow the brain to begin to heal. The nurse, as spokesperson for the school, will encourage the parents/guardians to keep the student from using electronic stimuli such as, television, cell phones, iPods, video games and computers. In the event where a student attends school during a period of time when s/he should be resting the brain, the school will take measures to reduce the student's brain stimulation.
6. For cases of severe concussions, the nurse, trainer, and healthcare provider's recommendations, along with the parent's input, will determine the length of rest period.

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 a 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.
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.

Insurance

Student accident insurance is available to students at the beginning of the school year in September. The homeroom teacher will provide a registration form to the students with the cost of the insurance program. Students should take advantage of this program, particularly if they are involved in co-curricular activities.

All athletes participating in interscholastic sports will be covered by the School District's insurance. All school accident forms will be submitted to the Main Office. The student will be instructed about the claim procedure, and an insurance form requiring a parental signature will be given to the student. Any follow-up bills must be submitted directly to the insurance company.

OPERATIONS

Bell Schedule

Class Schedule

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

Lunch Schedules

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

Bus Passes

Late buses will operate on Tuesday, Wednesday, and Thursday. In order for a student to ride the late bus, the following procedures must be followed:

1. Students must obtain a late bus pass from the teacher whom they stayed after school for.
2. The late bus pass must be filled out completely by the appropriate teacher.
3. Students must present the completed late bus pass to the administrator or faculty member on duty in the cafeteria.

Dress Code

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

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

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

Electronic Equipment

Timberlane strives to provide challenging academic experiences and opportunities for all students in an environment conducive to learning. In order to avoid distractions to the learning environment, the use of personal electronic devices, including cell phones and iPods, is restricted during the school day (7:20 AM to 2:10 PM). Electronic devices may only be used during passing time, lunches, and senior free periods. They should not be visible, turned on or used in any classroom or academic setting, including the Media Center and PAC, unless a teacher gives express permission for a student or students to use them for an academic purpose. Parents are reminded that if they need to contact their student during the day, they may contact the front office.

Fire and Emergency Evacuations

When the fire alarm sounds, students and faculty are to leave the building by designated exits. Silence is important during all drills so that emergency instructions can be heard immediately and accurately. A lot of noise could lead to loss of life in the event of a real fire.

Students are required to leave in class groups under the direction and leadership of their teacher. There must be no running, but all must exit the building quickly. Attendance will be taken outside the building and, in a drill, upon return to class.

Smoke is far more dangerous than flames in most types of fires. Any student who encounters a smoke-filled area should immediately get down on the floor and crawl through the area. It is important to stay close to the floor.

Fund Raising

Student organizations may solicit funds or materials within the school and/or community with administrative permission. It is important to note that class time may not be used in any way regarding fund raising. A building administrator must approve all fund raising activities in advance. Forms are available in the Main Office.

Graduation Activities

Graduation activities at the high school will include the senior prom, class trip, senior breakfast, and graduation. Participation in the senior prom and/or class trip is optional, but attendance at graduation rehearsals and graduation is required. Attendance at Senior Honors Recognition and scholarship nights is by invitation, but any senior may choose to attend. Seniors who do not complete the academic requirements for graduation will not take part in the graduation ceremonies.

Lockers and Searches

Lockers and desks are furnished and maintained by the School District and remain the property of the School District. Students are assigned lockers the first day of school. Students are responsible for the cleanliness and orderliness of their lockers and may not move, swap, or use another locker without being assigned by the main office. As a condition of usage of a school locker, students are advised that the school administration reserves the right to inspect a student's locker if necessary to maintain the integrity of the school environment, to protect other students, or to enforce safety regulations. Students should be aware their assigned lockers are accessible to school officials and are subject to search at the discretion of school officials.

School lockers and school desks are the property of the school, not the student. The users of lockers, desks and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to contain any thing that should not be at school.

When school officials have reasonable suspicion to believe weapons, drugs, or objects prohibited by school policy or state law are in the student's possession, they may search the student's person, personal belongings, book bags, backpacks, clothing, etc.

Also, students should be aware that automobiles parked on the school premises or in the school parking lot are subject to search by school officials when there is reasonable suspicion.

When a reasonable suspicion exists, general or individual searches may be conducted under the authorization of the principal or his/her designee.

Lost and Found

Valuable items, such as wallets, phones, or glasses should be turned into the Assistant Principals' Office. Clothing and books should be placed in the 'lost and found' storage cabinet in the cafeteria. Students should check there as well as checking in the Assistant Principals' Office for missing items. The School is not responsible for lost or stolen items.

Media Center

The Media Center is a place for quiet reading and research. Passes from study halls to the media center can be obtained from the media center staff before or after school. Students must first report to class/study for attendance and present a media center pass. Any subject area teacher can issue a “request” for a Media Center pass on behalf of a student who needs to complete a specific assignment. The student must exchange the “request” pass for a Media Center pass prior to the period the student wishes to use the Media Center. Students are responsible for returning all borrowed materials to the media center by the due date. Students with overdue materials are subject to disciplinary consequences, including restitution for lost books.

Hours 7:00 am – 3:00 pm Monday through Friday

Non-Discrimination Policy

The School Board in accordance with the requirements of federal and state laws, and the regulations which implement those laws, hereby declares formally that it is the policy of the Board, in its actions and those of its employees, that there shall be no discrimination on the basis of gender, sexual orientation, race, color, religion, nationality, ethnic origin, age or disability for employment in, participation in, admission or access to, or operation and administration of, any educational program or activity in the school district.

Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the superintendent or his/her designee.

This policy of non-discrimination is applicable to all persons employed or served by the district. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 or the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, Title VI or VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

Statutory Reference:

RSA 354-A:7, Unlawful Discrimination Practices

Appendix AC-R

Parking Regulations

The right to drive on public roads is subject in all areas of the United States to control by the state government authorities. Such institutions as schools commonly feel the need to regulate automobile usage connected with them for the sake of both students and the school. It is the feeling of the administration and school board that students should avail themselves of the bus transportation provided by the district. Parents are reminded that bus transportation is the safest mode of travel for their child.

Student parking on school property is essentially a senior privilege. To be eligible for this privilege, a student must achieve a minimum GPA of 2.0. Although a senior privilege, juniors who are involved in school-sponsored internships or who attend an approved vocational education program other than at Salem High School will be issued parking permits directly when appropriate.

It is School Board Policy that all vehicles parked on school property must be registered with the school. Students who do not register their vehicle with the school and have not obtained a parking hanger will be ticketed or towed without notice at the owner's expense. Students with parking privileges may only park in spaces designated for students.

Driving and parking a vehicle on school property is a privilege for students, and this privilege may be revoked at any time due to excessive tardiness, absences, unsatisfactory academic performance, parking violations or violations of the discipline code.

The following procedures and rules apply:

1. Students may only park in assigned spots and may not park on any other district property. Students are not to park in areas designated for faculty and visitors.
2. Eligible students will be issued parking hangers upon presentation of their valid driver's license, car registration, and proof that the vehicle is insured.
3. There will be an administrative fee charged for each parking permit.
4. Only vehicles with valid parking hangers may be parked at the designated student lots. The parking hanger must be hung from the front inside mirror, clearly visible upon inspection. It is recommended that students keep their cars locked at all times.
5. There are times when it may be necessary for an eligible senior to drive another automobile to school. When this occurs, the senior must notify the building principals' office and place their parking hanger in that automobile.
6. Parking is prohibited on both sides of Greenough Road, from the eastern property line boundary of the Vic Geary Drop-In Center to the Atkinson town line, except for off-street head-in parking along the area known as "the fence."
7. Parking hangers are not transferable to any other student. A parking hanger is only valid when used by the student to whom it is issued and if that student is using another car for the day, he/she must follow the procedure in # 5.
8. Vehicles parked improperly or in non-designated parking areas such as fire lanes and handicapped areas may be ticketed by the Plaistow Police Department and/or towed at the owner's expense. Underclassmen who park illegally will forfeit their future parking privileges.

9. All automobiles parked on school premises or in the school parking lot are subject to search when officials have reason to believe weapons, drugs, or objects prohibited by school policy or state law are contained therein.
10. Students with hangers are to park in their assigned parking spaces only. Violation of this rule will result in the following in discipline which may include the loss of a student's parking privileges.
11. When a student's assigned space has been taken by another vehicle, the student should park in the closest space available and report the matter to the front office by logging it in the Parking Log book. Students should note their own vehicle information and the number of the space they parked in. Failure to follow this procedure may result in discipline.
12. Students who leave the building during the school day without administrative permission will lose their parking privileges. (First offense = one week; Second offense = nine weeks; Third offense = remainder of the school year) This applies to all who leave, whether they are driving or not.
13. Students who receive more than one grade below a C- on a Quarter Report Card will lose their parking privilege for the following quarter.

WARNING: Cars not registered with the school, may be ticketed or towed without warning and at the owner's expense.

Temporary Parking Pass

With limited available parking on the TRHS campus, spaces are first allotted to teachers and staff as well as seniors. Due to the limited number of visitors and open space availability, the school can only offer temporary parking passes when there is an extraordinary health/medical circumstance or on an as-needed basis to students who can demonstrate a special need. Students or parents must speak with the principal for such requests and administrative approval is required for issuance of any temporary parking pass.

Physical Education Class Participation

It is the philosophy of the high school that all students will participate in physical education classes unless documented reasons have been provided. A parent requesting that a student be excused from physical education participation must follow the following procedures:

1. Provide written documentation to the School Nurse of the need for the student to be excused from the class.
2. If the School Nurse has a question regarding the documentation, he/she will contact the student's parent/guardian for further information.
3. The School Nurse will determine whether the child should participate in physical education class, and if necessary, will contact each parent/guardian by telephone for information.
4. The School Nurse may allow a child to participate in limited activities only; however, he/she should, under such circumstances, instruct a child to dress appropriately (sneakers, shorts or sweat pants and a t-shirt).

In most cases when a student is excused from a physical education class, that student will be given an alternative assignment that will include dressing for class with limited participation.

All students participating in physical education class must secure their valuables either in a locked locker or give them to their teacher for the period. Students are not allowed in the gym, locker rooms, weight room, or the mini gym without supervision.

N.B.: The Physical Education Department would like to make people aware that throughout the school year, the students will be involved in a variety of activities ranging from individual and team sports to project adventure type exercises. As always there is an assumption of risk associated with any type of physical activity. The Physical Education instructors attempt to modify sports and activities to address the top priority of safety for our students. Thus, it is acceptable for parents to supply their child with protective equipment, such as mouthpieces and eye goggles. Please feel free to consult with your child's teacher if you have any questions or concerns.

Senior Privileges

Rationale

The matter of senior privileges falls within the context of Timberlane's Mission Statement. Just as the overall task of education is a shared responsibility, so too, senior privileges can exist only within a context of shared responsibility. Privileges for seniors do not automatically come into effect along with senior academic status, nor do privileges come with payment of class dues. Seniors earn and maintain senior privileges through appropriate academic and social behavior.

The administration, in consultation with senior class and teacher representatives, has the responsibility both to set the standards for appropriate academic and social behavior and to determine the specific privileges to be granted.

It is hoped that students will value privileges that have been earned through responsible behavior. This will create a sense of personal accomplishment as well as foster respect and cooperation within the school community.

Eligibility

1. Academic Performance – Academic Performance will be reviewed on a quarterly basis. Seniors must maintain 2.0 GPA and may not receive more than one grade below a C- on a quarter report card to have parking privileges.
2. Social Behavior – Seniors will abide by all rules governing acceptable behavior as expected of seniors in high school and will not abuse, in any way, senior privileges. Upon a second suspension, a senior may lose all privileges for the remainder of the school year. A senior may appeal a loss of privileges through the Dean of Attendance.
3. Students may recover parking privileges through meeting with the Dean of Attendance and setting up a recovery plan.

Privileges

Seniors at Timberlane Regional High School may be eligible for the following senior privileges:

1. Parking – Parking spaces are very limited at the high school; therefore, seniors should remember that parking on school property is a privilege that must be earned and that can be revoked by the administration. Seniors wishing to obtain a senior parking permit must do the following:
 - a. Complete a parking application/registration card.
 - b. Submit a copy of a valid driver's license.
 - c. Submit a copy of the car registration.
 - d. Submit proof that car is insured.
 - e. Pay a designated fee for a parking hanger.
2. Unassigned Periods – Every senior will be required to be enrolled in five courses. For the remaining periods, seniors will not be assigned to study halls unless they disrupt the educational environment or violate the discipline code. The following guidelines must be followed:
 - a. Seniors must remain in the cafeteria, courtyard, library, or other designated area during their unassigned periods. Please note that this includes the first and last five minutes of a period.
 - b. Seniors, with specific written teacher permission, can be in the corridors during unassigned periods to conduct school business.
3. Media Center Passes – Seniors in good academic and behavioral standing may utilize this facility during an unassigned period.
4. Student Courtyard – During the fall and spring months, Senior unassigned periods may be spent in the student courtyard. Seniors must realize that classes are being held and appropriate social behavior is expected. If classes are disrupted, the courtyard will be closed. Seniors are also expected to keep the following rules:
 - a. Proper dress is required; sunbathing is not permitted.
 - b. Lying on tables or ground is not permitted.
 - c. Keeping the courtyard clean is required.
 - d. Avoid destructive, dangerous, distractive or provocative behaviors.
 - e. Electronic devices are for private listening only.

5. Cafeteria – During unassigned periods, seniors may spend their time in the school’s cafeteria. Seniors are expected to follow these rules while in the cafeteria:
 - a. Seniors must keep the cafeteria clean during unassigned periods.
 - b. Seniors going to the cafeteria are to take care of their needs (lockers, etc.) between classes.
 - c. The noise level in the cafeteria is to be kept to an acceptable level conducive to a good learning environment for the rest of the school.
6. Senior Sign In/Out – Sign in/out procedures for seniors with unassigned periods will be announced at the first senior assembly. Seniors who fail to comply with this requirement may lose their unassigned periods. Also, any senior who leaves the building without permission during his/her unassigned periods will lose parking privileges and receive other disciplinary consequences, including loss of privileges.

School Cancellation or Delayed Opening

TRSB Policy EBCD/EBCE

When it is necessary to cancel school for the day or to delay the opening, information will be broadcast over the following radio and television stations early in the morning:

Radio

WHDH - Boston Channel 7

WOKQ - Dover

WZID - Manchester

Television

WBZ - Boston Channel 4

WCVB - Boston Channel 5

WMUR - Manchester Channel 9

TEN Channel 6 or 22

Student Pass System

Students who are in corridors at times other than the passing time between periods must have a pass written by a teacher or administrator. Students are required to report to an assigned class or study hall on time. If a teacher detains a student, a pass from that teacher will be necessary to present to the teacher to whom he/she is supposed to report. Students requesting permission to leave a study hall for an area other than the media center must present a pass from the teacher they wish to see. In other words, a student must make prior arrangements with the teacher to whom they will report. The student must have the pass in his/her possession when he/she arrives at the study hall. The study hall teacher will initial the pass.

Students who are using the library during a study hall period must have a pass issued by the media center staff. This pass is to be left in the media center, when the student checks in at the front desk.

Student Grievance Procedure

A grievance is generally defined as a complaint by a student about a staff member or administrator concerning unfair disciplinary practices or procedures. The burden of proof is always placed on the student, and the decision of the building principal is binding and final.

A grievance procedure is established to encourage open communication. Forms are available in the Main Office. All grievances must be initiated within 24 hours after the alleged unfair practice took place. All grievances must be submitted in writing to a guidance counselor or building principal, and the student should use the following procedures:

- a. See Guidance Counselor/Administrator for an appointment, which must be scheduled within four days of reception of the submitted grievance.
- b. If unresolved, an appeal should be made to the following administrators:

Grade 9
Ms. Roy

Grade 10
Mr. O'Connell

Grade 11
Ms. Roy

Grade 12
Mr. O'Connell

- c. The final step, if the matter remains unresolved, is an appeal to the building principal or his designee. All appeals will be held within four days and a final determination will be rendered.

If the student grievance is regarding an administrator, the student will use the same procedure as indicated above, using the order listed below:

1. Guidance Counselor

2. Alternate Assistant Principal

3. Building principal

Study Halls

Study hall students will follow the rules and regulations established by the study hall teacher. Students with media center and/or teacher passes must report to their study hall teacher first for attendance purposes. Students failing to sign out of study hall may have their use of the media center restricted.

School Resource Officer (S.R.O.)

The purpose of the S.R.O. is to provide a safe and secure environment that is conducive to learning. This Plaistow Police Officer is available during school hours as a resource for students, faculty, and staff for occurrences involving law related counseling, law related education and law enforcement. Students and their parents/guardians are encouraged to use the S.R.O. as a legal resource.

School Safety and Violence Prevention

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 TRSD Rights and Responsibilities for further information on these subjects.)

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 attempt to intimidate, dominate, or control another person or by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs.

Bullying 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

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:

- 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 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, teacher 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.

Visitors to School

Due to safety and academic considerations, all visitors to the high school are to check into the Main Office upon entering and leaving the building. Visitor badges will be issued, and visitors will be required to wear these badges for the duration of their visit. Social visits should take place at the end of the school day. Students are not allowed to bring “guest students” to school.

Working Permits

Students under the age of 16 must obtain a N.H. Youth Employment Certificate within 3 business days of the first day of employment when they obtain a job in New Hampshire. Students employed in the State of New Hampshire may obtain working forms from the main office during school hours. The following requirements must be met:

1. Pass a minimum of five academic classes each marking term.
2. Not fail more than one class in any given marking term.
3. Submit to the principal proof of meeting the above requirements (by way of the previous marking term’s report card).
4. Have a completed “Employer’s Request for Child Labor” form signed by the prospective employer.

The certificate may be revoked if the student does not continue to meet a satisfactory level of academic performance. Parent(s) requesting waiver of these regulations under provision of RSA 276-A:5 IV must do so in writing after meeting with the high school principal. Parents have the right to appeal any decision by the principal not to grant working papers. If the student is to work in Massachusetts, a permit must be obtained in the school district of the community in which the student will be working.

STUDENT SERVICES

Career & Technical Education (CTE)

Those students who wish to gain technical training and certification while still in high school should consider the opportunity of attending the CTE Centers at Salem High School and Pinkerton Academy. Salem High School is the primary CTE Center for Timberlane students with bus transportation provided to and from Salem High School. Students enrolled at the Pinkerton Academy CTE Center must provide their own transportation.

Juniors and seniors enrolled in a CTE program attend academic classes at Timberlane and CTE sessions at a CTE Center. Upon graduation, students who meet program requirements may earn both a Timberlane High School Technical Diploma and a certification in a specific trade or skill area.

By attending CTE sessions one hour and forty minutes per day, students learn using a hands-on approach and students gain specific knowledge, with entry-level professional skills, that can be used after graduation. Two credits a year towards high school graduation are awarded upon successful completion of a CTE course.

Bus transportation is provided only to Salem, and CTE students are required to take the bus to Salem. All bus regulations apply to CTE students. If a student should be removed from the bus, transportation will be the responsibility of the parent/guardian.

If a student misses the Salem bus, he/she must sign in with the Guidance Secretary. The student will then use the time he/she should have been at Salem as a study period as directed by the student's administrator.

Students who miss the Salem bus will face progressive discipline. CTE students are expected to maintain good attendance and performance in their academic classes and in their CTE program.

Credit Recovery Program – Academics

Credit Recovery Program – Failure of a Quarter

For some courses, students who fail a quarter will have the opportunity to recover the failed grade while still enrolled in the course. In order to recover a failed grade, students must complete the following:

- Students must meet with Guidance immediately after failing a quarter to determine if Credit Recovery is available for the course.
- Arrange a plan with Guidance to complete the recovery work for the course.
- Students must complete all Credit Recovery work by the end of the next marking period.

Students who successfully complete the recovery work for a course will receive a passing grade of 60% for the quarter.

Credit Recovery Program – Failure of a Course

Students have the following options to recover the lost credit due to failure of a course:

- Retake the course in alternative setting such as Evening Division or VLACS.
- Enroll and complete summer school for the failed course. (NOTE: Not all courses are offered during summer school)

Directory Information

Directory information may include the student's name, address, date of birth, grade level, participation in officially recognized activities and sports, weight and height of athletes, dates of attendance, honors and awards received, the previous educational agency or institution attended by the student, and other similar information.

Parents wishing to ensure that the school does not release this information must make a written request to the building principal.

Evening Division

Full and half-credit courses are available to students in the school's Evening Division program. Interested students should consult the Program of Studies or meet with a Guidance Counselor and/or the Director of Alternative and Continuing Education for more specific information about Evening Division courses.

Excel

Excel is a program that has been established to provide academic assistance to any student needing help in any subject area. The process begins with a teacher, guidance counselor, student, or parent request for tutoring in a deficient subject area. If it is determined that a student requires the support of the Excel Program, the student will be assigned to an Excel Study Period. The student will meet with the Excel Program Coordinator daily to review the student's academic progress.

HiSET Diploma Program

The HiSET Diploma Program is an alternative route to graduation that is available for students meeting certain eligibility requirements. Interested students should meet with their guidance counselor for more details and determine if they are eligible. Students who successfully complete this program receive a Timberlane diploma.

Guidance

Guidance counselors are available to assist students in course selection, college and career decision-making, and day-to-day school related problem solving. Counselors work very closely with faculty, students, and parents to assist with these matters. A student may see his/her counselor, with that counselor's permission, any time that he/she is not scheduled for a course. Students need to see their guidance counselor or the guidance secretary to schedule the appointment.

If a student is scheduled to see a counselor during a class, he/she is to notify the teacher before going to that appointment and have the pass signed. Students are able to see any counselor if their counselor is not available. Parents are invited to contact their student's counselor, at 382-6541 Ext. 3922, whenever they feel their input would be helpful or to schedule a parent conference.

Independent Study

It is recognized that students may desire to pursue individual interests that are not directly offered in the Timberlane curriculum. Circumstances may also warrant that a student pursue regular school subjects on an independent basis. The students should already be scheduled into five rated courses in order to be considered for the program. The student shall follow the procedures listed below to participate in this program.

1. Enlist a faculty sponsor who will assist in developing the independent study proposal.
2. Present the proposal to the Department Coordinator for approval and/or adjustments.
3. Present the proposal to the Academic Administration Team for approval and/or adjustments.
4. Present the proposal to parent(s) for their approval.
5. Complete the Course Add/Drop slip procedures.
6. Complete the above procedures prior to the beginning of a semester.

Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the Timberlane Regional School District must comply with any such request, provided that parents have been notified that they and secondary school students have the right to request that this information not be released without their prior written consent.

Scheduling

Scheduling of classes for each school year begins early in the second semester of the preceding school year. Prior to the actual sign-up process, students will be given adequate time to consult with their parents, current teachers, and assigned guidance counselor using the Program of Studies.

Course offerings are based on student selections. The master schedule is formed from these selections. Therefore, once a student completes his/her selection sheet in March, he/she will be expected to enroll in his/her selected courses.

Special Education and 504 Accommodations

Students and parents who feel the student may be eligible for Special Education or 504 accommodations should contact the student's guidance counselor.

Student Assistance Program (S.A.P.)

The S.A.P. is a short-term counseling and referral service available to all students at the high school who may be experiencing a dramatic change in performance or behavior. These services include: screening for substance abuse and other mental health issues, motivational counseling, psychological-educational support group experiences, and referrals to outside service providers. Because one of the areas of specialty of the program is to help students dealing with problems related to substance abuse, the entire program is subject to the federal law of confidentiality governing substance abuse records.

In-school support groups offered through the Student Assistance Program include, but are not limited to, the following:

Name of Group	Description of Group
Prime for Life Under 21	For those who are interested in exploring how their own use of substances may be negatively affecting their lives - Students learn ways to reduce their risk for impairment and addiction problems and to protect the things they value in life.
Concerned Persons	For those affected negatively by someone else's substance abuse.
Smoking Education	For those students who have violated the smoking policy - a brief overview of smoking hazards and a self-assessment for the "stages of change" and readiness for voluntary cessation program.
Not On Tobacco (NOT)	A voluntary tobacco cessation program for those who need help in breaking their nicotine addiction.
Recovery	For students who are in treatment or returning from treatment facilities for chemical dependency issues who may need support around adjustment issues in school.
Anger Management	For those students who want to learn ways to assert themselves and demand the respect they deserve, without resorting to violence.

The Student Assistance Program offers additional information sessions and support groups on matters related to stress management, eating disorders, and healthy life choices, as the need arises.

A student in need of any of these services can request an appointment by going to the Guidance Office.

Student Records and Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. They are:

- The right to inspect and review the student’s educational records within 5 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request an amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent (See Directory Information).

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The address to file a complaint to is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Transfer of Credits

Students who are transferring academic credit from institutions outside of Timberlane Regional High School will need to provide an official record of all completed course work. Upon receiving an official record, a review of the course work will be conducted and credit and GPA weight will awarded.

Every attempt will be made to evaluate incoming credits fairly with the system used at the high school. If a question arises regarding a course taken at another school, a call will be made to the previous school to resolve the question. Where doubts arise, decisions will be made in favor of the student.

Withdrawal from Courses

Scheduling of classes for each school year begins early in the second semester of the preceding year. Each student, therefore, has at least six months prior to the opening of the school year in which to consider the courses he/she will be taking. In view of this lengthy period of time, there will be no student or parent initiated changes to a student's schedule after the opening of school except under the following conditions:

1. The student has been misplaced in a course.
2. The student has failed a prerequisite for a course now scheduled.
3. The student has a study period and wishes to add a class.
4. There is a major change in the student's post-graduation plan.
5. A conflict in the Master Schedule exists.

A student seeking to drop a course should discuss this with his/her parents, the teacher, and a guidance counselor. It is important to remember that students must carry a minimum of five units of work per semester.

1. If a student is eligible to withdraw from a course, he/she is to meet with a guidance counselor to explore the pros and cons of such a move.
2. In questionable circumstances where a student remains committed to dropping a course, the guidance counselor will arrange a meeting of the following people: student, parent/guardian, guidance counselor, teacher, and an administrator. After a thorough discussion of the matter, the decision to allow a student to drop the course will be based on a majority vote of this group. Note: Step 2 can be eliminated from course level changes if student, teacher, guidance counselor, and parent/guardian all agree.
3. If a student withdraws from a full-year course after 30 school days, or after 20 school days for a semester course, he/she will receive an "F" for the final grade with no credit awarded.
4. For an official change to occur in a student's schedule of courses, the add/drop form with all signatures must be completed along with confirmation from the student's guidance counselor.

Withdrawal from School

Parents or guardians wishing to withdraw their student must notify the guidance office and schedule an appointment with the student's guidance counselor. A completed withdrawal form and the return of all students' books must take place prior to the release of student records. Parents or guardians must sign the withdrawal form in person. All school books/materials must be returned or the student will be billed for payment. Students must attend school until the age of 18 without exception.