



Timberlane Regional High School

Staff Handbook

2021 - 2022 School Year

SAU 106

2021 - 2022

Timberlane Regional High School

Staff Handbook

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Introduction & Welcome

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To Our Colleagues:

The Staff Handbook's topics are arranged alphabetically for easy reference. They cover your professional duties and responsibilities in the classroom and building and outline how to handle other tasks and situations that may arise during the school year. Although this year we are moving closer to "normal", there will still be some restrictions in place and as always, conditions will be subject to change.

Since procedures and protocols remain in a state of flux to meet the health and safety needs of the school population, returning staff as well as those new to the school and the district should review the handbook prior to the start of the school year.

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

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

Sincerely,

TRHS Administrators

**Timberlane Regional High School
Statement of Core Values, Beliefs, and 21st Century Learning Expectations**

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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

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

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

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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.

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.

Absences

TRHS Procedure

When a teacher is unable to attend school due to illness, approved personal days, approved conferences, travel or workshops, he/she must follow the protocol outlined below;

1. Call or log in to Frontline (formerly Aesop) and schedule substitute coverage if required; Please include parking spot # in Frontline for the substitute. If you do not need a sub, please mark with no sub.
2. Notify their CIAS at the earliest possible time.
3. If after 6:30 AM, you must call the front office administrative assistants to notify them you will need substitute coverage for the day.
4. ***Please make all lessons/activities/assignments available for your students on Google Classroom.***
5. You must also put the absences into Timeclock (TCP).

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

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

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

These folders should be reviewed monthly to bring lesson plans, class rosters and duties up-to-date. These should be saved in the shared Google Drive under Emergency Plans.

Teachers may be asked to substitute for a class during a student contract period. As a last resort, a teacher may be asked to substitute for a class during a planning period.

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

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

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

Accidents

TRSB Policy EBBB

In case of accident/injury/incident, the responsible party (supervising adult) must fill out an accident/injury/incident form the day of any accident/injury/incident that involves the student, staff, or visitor.

The procedures for accidents/injuries/incidents and accident/injury/incident reporting are to be reviewed at the start of each school year by the Principals and the staffs of each school.

All accidents/injuries/incidents judged to be other than minor require an accident/injury/incident report to be filled out by the responsible party (supervising adult) and filed with the Principal and the School Nurse within 24 hours of the accident/injury/incident. If the accident/injury/incident involves the services of a physician and/or is likely to result in an insurance claim, a copy of said report will be forwarded to the TRSD Business Administrator. If the accident/injury/incident is not one involving a physician's care and is unlikely to be an insurance case, it will be sufficient to prepare one copy to be filed with the School Nurse. In all cases in which the School Nurse provides the care, documentation will be made on the individual student's health record.

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If the accident/injury/incident is one involving the use of an Automated External Defibrillator (AED), the School Nurse, or his/her designee, shall report all instances of the AED use with the New Hampshire Department of Safety. See incident report forms at

www.state.nh.us/safety/ems/aed_public_registry_packet.pdf

Accountability - Classroom

TRHS Procedure

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

1. Each teacher is responsible for maintaining a well-managed classroom characterized by a safe and respectful environment.
2. Each teacher is held fully accountable for his/her classroom. It should reflect that school is a place where learning takes place.
 - Students observed marking on and otherwise abusing furniture should be reported to an assistant principal.
 - Bulletin boards are to be kept up-to-date, orderly, and attractive.
 - All classroom furniture is to be kept in the best possible condition and free of pencil and ink messages.
 - Instructional boards are to be cleaned at the end of each day.
 - Debris is to be picked up at the end of each class.
 - Lights are to be off and doors are to be locked when classes are not in session during the day. This also holds true for the end of the day.
 - Classrooms should be free of unsightly clutter and outdated student projects.
 - If you wish to take your classroom outside, you must communicate with the Front Office, giving them the time and location for your group.
 - It is strongly suggested that teachers refrain from passing out or collecting papers/student work. Please make every effort to “go paperless” and distribute/collect work electronically through Google Classroom or some other means.
 - Please also limit the physical exchange of papers/devices/other items or objects between students. Continue to focus on digital work and sharing among students.
 - Engage in group work if Covid protocols can be maintained. Consider the use of technology to help promote student collaboration.

Each teacher will keep an accurate, up to date record of student performance/grades that is easily understandable to parents, counselors and administrators. This record must be updated at a minimum of once every two weeks in PowerSchool. Make sure grades scales are set to ROUNDED

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(not truncated). In 2021/2022 it is expected that all teaching staff implements competency reporting in the Power School Pro Program.

3. Each teacher will keep an accurate, up to date record of daily class attendance in PowerSchool. Attendance must be submitted for each class within the time frame of each class period.
4. Teachers will follow tardy procedure as outlined in Progressive Discipline Plan (see Appendix F)
5. Teachers will hold class for the entire length of every period.
6. Teachers are expected to provide as much supplementary work as needed to provide a quality opportunity for students to learn.
7. Teachers will be held accountable for every student on their original class list as provided at the opening day of school. Add and drop procedures will be discussed by the School Counseling Department.
8. All tardies (Please see #4) and absences must be recorded daily so that parents and administrators can address these matters in a timely fashion.
9. Prior to turning in a Cut Slip to Administration, teachers must confirm with School Counseling, the Nurse's Office, and the Attendance Secretary to verify that the absence is indeed a cut class.
10. All work that is assigned in an individual teacher's classroom is the direct responsibility of that teacher. It is important that this work fits within the curriculum guidelines developed by the individual department in cooperation with the school administration.
11. If a student is failing his/her class, teachers will notify parents/guardians by phone or email at the five week marking period and two weeks prior to the end of a quarter.
12. Teachers should initiate and respond to communication with parents in a timely fashion.
13. **Students should be given a reasonable amount of time to make up work missed for an excused/exempt absence. Re-take language should be agreed upon by all teachers who teach the same course and that language is to be followed by all involved in the agreement without exception. It is a shared responsibility for the teacher and student to establish a timeline to make up missed work. This time line should be established within 24 hours of a student's return to class. District wide retake policy/procedure for the 2021/2022 school year is currently under discussion in the Curriculum and Assessment Committee.**
14. Emergency drill procedures and the building mission statement and expectations should be posted in all classrooms.

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Announcements

TRHS Procedure

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

Announcements over the public address system are made **once a day (7:20 a.m.)**. If a staff member wishes to have this type of announcement made, he/she must prepare the announcement form and submit it to the main office. Announcements may be submitted one day prior to the day the announcement is to be read.

Assemblies

TRHS Procedure

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

Assemblies this year will be held if social distance can be maintained and Covid protocols can be followed, which may call for segments of classes/groups to be brought together over multiple blocks.

In the event that a teacher has a mixed grade class, if more than 25% of your class is not attending the assembly, the teacher should stay in the classroom with their students. If less than 25% is not attending the assembly, the teacher should make arrangements with other teachers and or administration for coverage.

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

Assessment of Students

TRHS Procedure

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

Grades should reflect the quality/level of student performance in regards to course competencies on all types of assessments.

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

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

Expectations for Competency Based Grading

1. Set up the Category weighting for ALL of your classes, ALL of the grading periods.
2. Traditional Grades must be updated every two weeks. It is HIGHLY recommended that competency scores are also updated on this two week schedule.
3. Assign (link) Competencies (Standards in PowerSchool language) to assignments. Using the following guidelines and tutorial: "Creating and Linking competencies to traditional assignments"

Discipline/ Course specific content competencies:

- MUST Link assignments to these competencies to ensure that there is an appropriate body of evidence
- Report out on those competencies in the unit taught within the grading period, with ALL competencies reported out by the end of the year.
- Use professional judgement in terms of: type and number of assignments linked to competencies, the 'value/ weight' of each of those assignments to the overall competency score.
- Use rubrics to assess level of competency 1,2,3,4, 1*, 2*, 3* 4* NA
- Content Area Literacy (Reading, Writing, Speaking)
- MUST Link assignments to these competencies to ensure that there is an appropriate body of evidence
- Report out on each of the competencies MULTIPLE times (At least twice) per year
- All teachers are responsible for reading, writing and speaking 1,2,3,4, 1*, 2*, 3* 4* NA

4. Use Powerschool Pro as a Communication tool for Parents, Special Ed, school counselors, etc.

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- Course Description
- Hyperlinks to assignments
- Assignment qualifiers: 'Missing', 'Collected', 'Late', 'Incomplete', 'Exempt', 'Absent', comment
- Numerous reports: 'Quick Lookup (traditional and standard), Student 'Standards Progress', Progress and Grade Distribution, Etc.

5. Reporting on Competency: Use teacher Developed Rubrics or if those do not yet exist, use the 'Generalized' rubric scores: TRMS Competency Scores will be 'Live' for parents, TRHS Competency scores may not be as accessible. Competency score at the end of the grading period.... USE PROFESSIONAL JUDGEMENT.

| Competency | | 4 – Competent | 3 – Sufficient | 2 – Emergent | 1 – Not Yet Demonstrating |
|------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Skill-at or above grade level. | The student demonstrates an ability to consistently, independently, and accurately apply and transfer acquired knowledge and skills in new tasks at or above grade/course level. | The student demonstrates an ability to apply and transfer acquired knowledge and skills in new tasks at grade/course level. Student performance is not yet consistent; guidance, support, and additional practice may be necessary. Student has sufficiently demonstrated basic competency. | The student demonstrates limited ability to apply and transfer acquired knowledge and skills in new tasks at grade/course level. Guidance, support, and additional practice are necessary. | The student has not yet demonstrated the acquisition of knowledge and skills necessary for application and transfer in new tasks at grade/course level. Guidance, support, and additional practice are required. |

6. Social Civic / Work Study Practices:

OWLS at the HS- this will replace the 'effort' grade, teachers use their professional judgement based on their observations and classroom experiences/ interactions to score students.

Assignments MAY be linked to these practices but an overall score will be required for each letter of OWLS in each quarter.

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Timberlane Regional High School Social and Civic Expectations

| Criteria | 4-Competent | 3-Sufficient | 2-Emerging | 1-Not Yet Demonstrating |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| | Consistently, independently, and accurately applies and transfers knowledge and skill. | Application and transfer of knowledge and skill is not yet consistent. Basic competency has been met. | Emergent ability to apply knowledge and skill. Guidance and support are necessary. | Skill not yet demonstrated. Additional instruction is required. |
| O ffer your best effort and be involved, contributing citizens at school and in the wider community (SELF-DIRECTION) | I can demonstrate ownership/ pride in my work and behavior. I can persevere in completing complex, challenging tasks. I can positively contribute in the classroom, school and community. I can fulfill my role as a student through my preparation and participation. | | | |
| W ork cooperatively and resolve conflicts peacefully (reach common goals through collaboration) (COLLABORATION) | I can be flexible in order to compromise. I can consider others' perspectives. I can work cooperatively with others and collaborate to achieve a common goal. I can resolve conflicts peacefully. | | | |
| L ive responsibly and lend a helping hand to those in need. (RESPONSIBILITY) | I can make appropriate choices. I can accept responsibility for my effort and actions. I can self-advocate in a way that is productive and respectful. I can support others in need. | | | |
| S peak and act respectfully toward all. (COMMUNICATION) | I can demonstrate positive interactions with others. I can actively listen when others are speaking. I can offer and respect constructive feedback. I can show respect for myself and others. | | | |

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Chain of Command

TRHS Procedure

Teacher
 CIAS
 Assistant Principal
 Associate Principal
 Principal
 Superintendent
 Timberlane Regional School Board

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Controversial Issues

TRHS Procedure

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

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

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

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

In the final analysis, the teacher will bear primary responsibility for this determination in terms of the best interest of the students involved, always keeping in mind the overall district policies (TRSD policy IMB and IMC).

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

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

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

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

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

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Counseling Services

TRSB Policy IJD

Counseling Services have as objectives, helping each student through school with optimum success: helping young people better understand their strengths and limitations, identifying their interests and planning for and obtaining realistic goals. Counselors are concerned with students' current educational program and future goals, vocational plans, personal development, and adjustment to the world around them. It goes without saying that working closely with teachers is implied in this role description and that being of service to teachers is a vital responsibility of the counselors.

Teachers concerned with a student's placement in class or ability to carry a subject load or wondering about weaknesses that may be interfering with success in a course should consult with a counselor. Background information from the student's counselor may enable teachers to deal more effectively with students whose behavior poses a problem in understanding and handling.

Teachers are urged to take the initiative in contacting counselors about students so that case conferences may be arranged with all involved to work out strategies for helping students most effectively. The school administration believes in preventative action as much as corrective or remedial in our efforts together.

Contact points for teachers seeking to initiate Counseling support for a student are:

- A) School Counseling Office
- B) Administration
- C) Special Education Office

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

1. Personal/Social Development - Students will develop appropriate behaviors for a variety of social settings. Students will develop awareness of self and confidence in their own abilities in order to enhance their career and development.
2. Career Development - Students will develop career options consistent with their interests, abilities and values. Career development includes focus on the four areas of vocation, avocation, family life and citizenship.
3. Educational Development - Students at the high school level and parents will participate in planning their educational experiences so that their education is consistent with educational requirements and career aspirations.

Within the framework of the consulting and school counseling goals, specific student and curricular objectives are being developed. With the areas of school counseling responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel, parents and guardians.

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Dress Code

TRSB Policy GBEBA (Also referenced in GBE-R: Staff Responsibilities)

****TRHS Procedure**

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

1. Be physically clean, neat and well groomed;
2. Dress in a manner reflecting their assignments;
3. Dress in a manner that does not cause damage to district property;
4. Dress and be groomed in such a way so as not to cause a health or safety hazard.
5. Staff members may not wear the following attire: blue jeans, sweat suits, sneakers, t-shirts, tank tops and shorts. Notwithstanding these prohibited items, the board recognizes that the nature of certain teaching assignments (i.e. Industrial Arts, Art, Physical Education, field trips, etc.) may require exceptions to the above policy and will be dealt with on an individual basis.

If a staff member feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request shall be made to the chief school administrator.

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

Ethics

TRSB Policy GBEA

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

1. Make the well-being of students the fundamental value of all decision-making and actions.
2. Maintain just, courteous, and proper relationships with students, parents, staff members, and others.
3. Fulfill job responsibilities with honesty and integrity.
4. Direct any criticism of other staff members toward improving the district. Such constructive criticism is to be made directly to the building principal.
5. Obey all local, state, and national laws.

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6. Implement the School Board's policies, administrative rules and regulations.
7. Avoid using position for personal gain through political, social, religious, economic, or other influence.
8. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
9. Honor all contracts until fulfillment or release.
10. Maintain all privacy and confidentiality standards as required by law.
11. Exhibit professional conduct both on and off duty.
12. Model the behaviors expected from the students.

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

Legal References:

RSA 189:13, Dismissal of Teacher

RSA 189:14-a, Failure to Be Re-nominated or Re-elected

RSA 189:14-d, Termination of Employment

RSA 189:31, Removal of Teacher

NH Code of Administrative Rules, Section Ed 511, Denial, Suspension or Revocation of Certified Personnel

Field Trips (Both In School and Out of School)

TRHS Procedure

WHEN SCHEDULING A FIELD TRIP, PLEASE BE AWARE OF ANY HEALTH/COVID RESTRICTIONS REGARDING BUS TRANSPORTATION AND ANY PROTOCOLS THAT MAY BE IN PLACE AT THE FIELD TRIP DESTINATION.

THIS MAY BE SUBJECT TO CHANGE.

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

1. Field trips should be planned with a recommended release time of 8:00 a.m. and a recommended return time of 1:45 p.m. Avoid field trips the final week of a quarter and the last five weeks of the school year.
2. Teachers must complete the Educational Field Trip Notice (for both in and out of school) and return it to the secondary curriculum coordinator by the field trip submission deadline. The

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- secondary curriculum coordinator will bring it to PLT for administration and Principal approval and then it will be sent to the SAU for final approval.
3. Once a field trip is approved, call or log in to AESOP and schedule substitute coverage (if required) while also uploading lesson plans to AESOP for the day of the field trip.
 4. At least one adult trained in CPR and First Aid must be present on every field trip. Chaperones will be used on a ratio of 1 per 15 students.
 5. No field trips are to be scheduled after April Vacation due to AP Exams and end-of-year preparations.

The teacher must contact the bus company **one month in advance** of the field trip to see if a bus is available and to receive a quote for the trip. They must then secure the necessary forms for the trip for approval. After the forms have been completed, return the forms to the principal's secretary.

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

Submit a roster in **alphabetical order** of students going on the trip to the main office and all staff **one week in advance and the day** of the trip. The day of the field trip, make sure every student attending has returned a signed permission slip and **make sure the attendance secretary has a final list of students attending the trip**. If a parent has attached a "no photo" letter please return the letter to the principal.

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

Fire Drills

TRHS Procedure

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

1. Rules for fire evacuation are to be posted in each room. These rules will indicate the primary and alternate exits and the evacuation area to which the students should proceed upon leaving the building.

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

- **LOCKDOWNS**

- **Please follow the prescribed procedure of moving all students and staff away from doors and windows.**

Grading And Reporting System

TRHS Procedure

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

Each teacher's grading policy must be part of the course syllabus that is given to the designated CIAS prior to distributing it to students. Each teacher must make it clear, in writing, to all students, exactly what system is being used in each class. The percentage weight for each grading category, e.g., tests, quizzes, projects, papers, presentations, etc. should be clearly delineated for students. The

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homework will be worth up to 10% of a quarter grade. **The grading policy should be distributed to all students within the first week of a course after receiving administrative approval.** It is suggested that teachers inform their students of their policy on the first day of class. Each teacher must set up midterms and finals as grading categories in every course within quarter 2 and quarter 4. Midterms are 10% of quarter 2 and finals are 10% of quarter 4 (*See Appendix H for Timeline for Grades*).

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

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

See below sections for information on reporting on Competency grades and OWLS.

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

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

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F Denotes an unsatisfactory level of quality for the requirements in the course. A conference involving parents, students and school personnel is suggested to discuss possible causes and improvements.

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

I - Incomplete

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

M - Medical

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

N - Audit

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

W - Withdrawn

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

EXPECTATIONS FOR COMPETENCY REPORTING

1. Set up the Category weighting for ALL of your classes, ALL of the grading periods, ALL of the Sections by Friday September 10th 2021. MUST Match the syllabi/ course expectations. Tutorial- “Grade set up PTP”
2. Traditional Grades must be updated every two weeks. It is HIGHLY recommended that competency scores are also updated on this two week schedule.
3. Assign (link) Competencies (Standards in PowerSchool language) to assignments. Using the following guidelines and tutorial: “Creating and Linking competencies to traditional assignments”

Discipline/ Course specific content competencies:

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- MUST Link assignments to these competencies to ensure that there is an appropriate body of evidence
- Report out on those competencies in the unit taught within the grading period, with ALL competencies reported out by the end of the year.
- Use professional judgement in terms of: type and number of assignments linked to competencies, the 'value/ weight' of each of those assignments to the overall competency score.
- Use rubrics to assess level of competency 1,2,3,4, 1*, 2*, 3* 4* NA

Content Area Literacy (Reading, Writing, Speaking)

- MUST Link assignments to these competencies to ensure that there is an appropriate body of evidence
- Report out on each of the competencies MULTIPLE times (At least twice) per year
- All teachers are responsible for reading, writing and speaking 1,2,3,4, 1*, 2*, 3* 4* NA

4. Use Powerschool Pro as a Communication tool for Parents, Special Ed, school counselors, etc.

- Course Description
- Hyperlinks to assignments
- Assignment qualifiers: 'Missing', 'Collected', 'Late', 'Incomplete', 'Exempt', 'Absent', comment
- Numerous reports: 'Quick Lookup (traditional and standard), Student 'Standards Progress', Progress and Grade Distribution, Etc.

5. Reporting on Competency: Use teacher Developed Rubrics or if those do not yet exist, use the 'Generalized' rubric scores: TRMS Competency Scores will be 'Live' for parents, TRHS Competency scores may not be as accessible. Competency score at the end of the grading period.... USE PROFESSIONAL JUDGEMENT.

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| Competency | | 4 – Competent | 3 – Sufficient | 2 – Emergent | 1 – Not Yet Demonstrating |
|------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Skill-at or above grade level. | The student demonstrates an ability to consistently, independently, and accurately apply and transfer acquired knowledge and skills in new tasks at or above grade/course level. | The student demonstrates an ability to apply and transfer acquired knowledge and skills in new tasks at grade/course level. Student performance is not yet consistent; guidance, support, and additional practice may be necessary. Student has sufficiently demonstrated basic competency. | The student demonstrates limited ability to apply and transfer acquired knowledge and skills in new tasks at grade/course level. Guidance, support, and additional practice are necessary. | The student has not yet demonstrated the acquisition of knowledge and skills necessary for application and transfer in new tasks at grade/course level. Guidance, support, and additional practice are required. |

6. Social Civic / Work Study Practices:

OWLS at the HS- this will replace the ‘effort’ grade, teachers use their professional judgement based on their observations and classroom experiences/ interactions to score students.

Assignments MAY be linked to these practices but an overall score will be required for each letter of OWLS in each quarter.

Health Concerns

TRHS Procedure

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

GUIDELINES FOR WHEN TO VISIT THE HEALTH OFFICE

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1. Contact the Health Office prior to sending the student, unless it is an emergency. Please use this email address: TRHS.HealthOffice@timberlane.net
2. In order to prevent potential exposure to infectious diseases, promote isolation, and decrease health office congestion please note that students do NOT need to present to Health Office with the following common situations:
 - a. Paper cuts, small abrasions, old, healed scabs (often sore itches)
 - i. Have them wash hands and apply band aid if needed. The Health Office can provide you with band aids for your classroom
 - b. Soreness from an old injury
 - i. If there is no bump, bruise, swelling, or redness, no ice should be given if the injury occurred more than 24 hours ago.
 - c. Minor headaches and/or fatigue
 - i. Allow the student to get a snack and/or drink water first. Check in after 30 minutes.
 - d. Mild stomach upset
 - i. Allow the student to use the restroom, drink water, and have a snack first. Check in after 30 minutes
 - e. When someone else thinks he/she “looks” sick or feverish, but the student feels fine.
 - f. Localized bug bite (not a bee sting)
 - i. If no allergy history and no rash observed, apply a cool paper towel to the area to help soothe and prevent scratching.
 - g. Anxiety/Stress/Psychological Issues
 - i. If not affecting breathing or medical health, try snack, redirection, or please refer to School Counseling or other applicable services for collaboration.
3. A student may independently ambulate to the Health Office for a variety of individualized needs with proper PPE, UNLESS the following symptoms are present:
 - a. Confusion/”doesn’t seem to be themselves”/disorientation
 - b. Decreased level of consciousness
 - c. Shortness of breath /respiratory distress
 - d. Dizziness/Lightheadedness
 - e. Spinal cord Injury/Head injury complaining of neck pain – DO NOT MOVE POSITION
 - f. Vision Impaired
 - g. Diabetic “lows”
 - h. Excessive, uncontrolled bleeding
 - i. Your personal best judgement based off reported condition as directed by school nurse

Students need to stay in place for Nurse/in person evaluation and/or requires support to the health office if any of the #3 a-i criteria are met, or per staff best judgement.

If it is an emergency, 911 should never be delayed. Activate EMS, call for help.

PPE Availability

- If you require PPE, please contact administration.

If a teacher is concerned that a student is experiencing health problems related to alcohol or other drug use while in school, the teacher should refer that student to the assistant principal. Such health related

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symptoms may include: red/glassy bloodshot eyes, runny nose, nose bleeds, complaints of nausea, lethargic behavior, sleeping in class, staggering gait, dilated pupils and/or slurred speech.

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

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

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

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

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

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

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

Out Of School Instruction

TRSB Policy IHBF

Out of school instruction shall be authorized by the Superintendent and/or designee:

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1. To any child with a health or physical impairment which, in the opinion of a licensed medical examiner, will cause him/her to be absent from school for more than two consecutive weeks and who school personnel, as authorized by the Superintendent, determine can educationally benefit from such a program.
2. To any child whose educational needs, as determined by a case study and reviewed in a multidisciplinary staff conference, are most appropriately and effectively met by such a program.
3. When applicable, the Academic Concussion Protocol will be followed.

The school administration in collaboration with the school counselor and school nurse will make preliminary arrangements for students to receive out of school instruction whenever the need is determined. When a student is ill with a non-contagious disease or illness under the conditions that would not endanger the health of an instructor or tutor, or when a student has had an accident (broken limb), or an operation, any of which prevents the student from attending school, the services of an instructor or tutor should be arranged as soon as feasible.

For students with disabilities, the provision of New Hampshire Rules for the Education of Children with Disabilities shall apply. For specially designed academic instruction as specified in the student's IEP, special education related services (PT, OT, SLP, etc.) shall be in addition to academic instruction. Out of school instruction will be coordinated through the Director of Student Services.

Homework

TRHS Procedure

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

All homework that is assigned should be graded in some fashion. **Homework will be worth up to 10% of all calculated course grades.** Daily assignments can be graded by checks, plus/minus, or numerical grades. Acceptance of late homework assignments, not due to excused absences, is up to the discretion of each teacher and should be clearly defined in the teacher's grading policy.

Long term projects/papers/summative assessments will be accepted late, but on the basis of a reduction of 10 points (on a 100 point scale) for each day late, down to a grade of 50 unless the student's score was below a 50 to begin with. In the latter case, the student's grade shall stand. For example, three students are three days late on their project: student A scores 90; student B scores 65; and student C scores 40.

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Following this policy, student A's grade will be reduced to a 60; student B's score to a 50; and student C's score will stand at a 40. **Regarding long term assignments, students who demonstrate effort and a need for more time should be granted appropriate extra time by the teacher without penalty.**

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

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

Independent Study

TRHS Procedure

Existing regulations of the State Board of Education require that a minimum of 135 hours of prepared classroom work be completed before a student can be awarded a unit of academic credit. Therefore, the awarding of $\frac{1}{2}$ unit of credit for an approved program of independent study necessitates the completion of a minimum of 67.5 hours of prepared work or the equivalent.

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

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

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

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

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The Student is responsible for:

- Selecting and contacting an advisor with expertise in the field of study desired.
- Demonstrating to the satisfaction of the adviser competency in the area of study desired
- preparing a proposal outlining the course of study.

This should include:

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

The Faculty Advisors are responsible for:

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

Inventory

TRSD Policy DID - Fixed Assets (Inventories)

To serve the functions of conservation and control, a running inventory of fixed assets with appraised values will be maintained by the Superintendent's office on buildings and contents including but not limited to (1) Land (2) Land Improvements (not depreciable) (3) Land Improvements (depreciable) (4) Infrastructure (5) Construction in Progress (6) Leasehold Improvements (7) buildings Building Improvements, (8) Vehicles (9) Furniture, Equipment & Machinery The Superintendent will designate

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the person responsible for maintaining an inventory of equipment, materials and supplies in his/her shop, laboratory, or classroom.

Each teacher is responsible for maintaining an inventory of equipment, materials and supplies in his/her shop, laboratory, or classroom and will coordinate this inventory with the principal's building inventory. These inventories will be brought up-to-date as needed, but no less than once per fiscal year. Two copies of the inventory will be filed with the building administrator.

TRHS Procedure

A means of identification shall be affixed, placed on, or inscribed on certain equipment which shall consist of a number which shall appear on an inventory form to be maintained by the building principal and the superintendent's office. Any persons having knowledge of any inappropriately removed or unlawfully taken school properties should immediately notify the building principal or the superintendent's office.

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

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

Each teacher will be expected to cooperate in the annual department book inventory at the end of the school year. Teachers are responsible for reminding students to return their books at the end of the year. The teacher will work with the library staff to ensure all books are returned. Students will be billed for any books that are not returned.

Job Description - Classroom Teacher

TRHS Procedure

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

1. Establishing yearly goals that reflect a three-year professional development plan.
2. Providing the evaluator and the administration with current information regarding his/her accomplishments and professional development.
3. Establishing the necessary procedures for his/her instructional program in accordance with existing policies and regulations.
4. Evaluating the effectiveness of his/her instructional program for continuous improvement.

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5. Attending all scheduled department and staff meetings. If this is physically impossible, the teacher is to notify the CIAS and the principal for approval.
6. Requesting approval to attend conferences and conventions and initiating the paperwork.
7. Participating cooperatively with administrators in the teacher evaluation program.
8. Maintaining open communication with parents, community agencies and organizations.
9. Initiating appropriate press releases and submitting them to the principal for approval.
10. Taking advantage of such community resources as appropriate for the educational goals of the school with the approval of his/her principal.
11. Maintaining accurate and up-to-date records on students, including: grades, class attendance, discipline, and pertinent physical and mental health data.
12. Keeping his/her teaching certification current.
13. Complying with all expectations related to the District PD and Evaluation Plan.
14. Initiating all budget requests through the CIAS and principal or designee.
15. Carrying out all duties assigned by the administration.
16. Taking an active part in staff development and collaborating with colleagues in professional learning communities to improve student learning.
17. Maintaining an up-to-date plan book with requisite components (Standards/Competencies, Learning Objective, Instructional Strategies, Planned Assessments/Assignments).
18. Taking part in communications among all members of the management structure, including the school board, while observing the chain of command.
19. Expressing a voice in the school community to help to develop, organize, administer and explain the education program for the school.
20. Helping to develop the curriculum within his/her teaching area and suggesting ways of integrating this curriculum with other departments where feasible
21. Reviewing the material in the teacher and student handbooks and school board policy manual and adhering to all pertinent information and directives therein.

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22. Seeking permission from the evaluator when it is necessary to leave the building during the day. A teacher leaving the building, with permission, must sign in/out in the front office upon leaving and returning to the school.
23. Maintaining a professional, ethical relationship with students, parents, colleagues, and the public.
24. Reporting all instances of bullying, hazing, or harassment to the administration, as well as, all instances of student abuse or neglect to the proper authorities (Department of Youth and Families, 603-894-5533 – School Counseling Counselors can assist teachers in this responsibility).
25. Reading all IEPs and 504 Plans and complying with all directives and required accommodations therein.

Keys

TRHS Procedure

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

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

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

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

Leave of Absence

TRSB Policy GCCBA

Leaves of absence without pay may be granted for reasons of health, maternity, professional advancement or other reasons of personal security when it can be assured that positions for which the

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absentee is qualified shall exist upon completion of the leave. Military leave will be granted in accordance with the Selective Service Law. Benefits accumulated at the time of commencement of leave shall not be lost, but no new benefits shall be accumulated during the period of absence. Leaves shall not be granted for periods in excess of one year. Confirmation of intent to return in September must be filed with the Superintendent of Schools not later than the previous April 1st. Staff is expected to serve on jury when called, without loss or gain of salary and benefits. Granting of these leaves shall be at the sole discretion of the Superintendent or designee.

Leaving Building and/or School Property

TRHS Procedure

No teacher is to take it upon him/her to leave the building during the day without getting permission from his/her evaluator.

When a teacher leaves the building, with permission, the teacher must sign in/out when leaving and upon returning to the building. Teachers are expected to be present, in the building, from **7:00 am to 2:15 pm** daily.

Loan of School Equipment

TRSB Policy EDC- Authorized Use of School Owned Materials

No school equipment may be used for other than school, school related, civic, or educational purposes. The Board shall permit school equipment to be loaned to staff members when such use is related to their employment and to students when the equipment is to be used in connection with their studies or extracurricular activities. A written agreement should be used, which specifies the borrower's responsibility to return the equipment in the condition in which it is received, and his/her financial responsibility for any loss or damage which will meet the requirements of all applicable insurance.

TRHS Procedure

School equipment, including audio-visual equipment, must remain in the building at all times. School equipment can be loaned to individual teachers only with express permission of the principal. **Copy machines in the building are not to be used by students.**

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

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

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Teachers are responsible for the technology that is housed or used in their rooms. This includes computers, desktops, laptops, individual chrome books, chrome book sets etc. Teachers are responsible for checking over their technology on a regular basis and reporting any damaged equipment in their room. To report damaged technology, fill out an IT Request form and send it to the technology office.

Master Schedule Changes

TRHS Procedure

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

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

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

No master schedule changes can be made without prior consultation and approval by both the principal and Director of School Counseling.

Tech Office and Media Center Materials

TRSB Policy IJL/IJL-R

TRHS Procedure

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

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

Audio-visual equipment must be signed out from the Tech Office and returned after use. Broken equipment must be labeled and returned to the Tech Office for repair. All audio-visual material

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purchases are to be coordinated with the Tech Office, who will arrange for previews and purchasing of materials to support the curriculum.

New Media Relations

TRSB Policy KDD

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

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

TRHS Procedure

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

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

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

Non-Discrimination

TRSB Policy AC Non- Discrimination/ Equal Opportunity

Discrimination against and harassment of school employees because of age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation are prohibited. Discrimination against and harassment of students because of sex, race, creed, color, age, marital status, familial status, physical or mental disability, national origin or sexual orientation are prohibited.

The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students and individuals with disabilities having access rights to school premises and activities.

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Non-Discrimination (Continued)

The District will designate a Nondiscrimination Officer who will be responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination. The Nondiscrimination Officer will be a person with direct access to the Superintendent. The Board directs the administration to implement internal complaint procedures for resolving complaints of discrimination under this policy and to provide adequate notice of the availability of such complaint procedures. The Board directs the administration to provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate. The District will require all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the District to subscribe to all applicable federal and state laws pertaining to contract compliance.

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

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

Dr. Brian Cochran, Superintendent
SAU No. 106
30 Greenough Road
Plaistow, New Hampshire 03865

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

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

Legal References:

Equal Employment Opportunities Act of 1972 (42 U.S.C. § 2000(e) et seq.)

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.) Title

VI of the Civil Rights Act of 1964 (P.L. 88-352).

Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.) Equal Pay Act of 1963 (29 U.S.C. § 206).

Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.); 34 CFR § 104.7, as amended.

Americans with Disabilities Act (42 U.S.C. § 12101 et seq.), as amended.

NH RSA 186:11; 354-A:7, as amended.

NH Code Admin. R. Ed. 303.01

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Non-Discrimination (Continued)

TRSD Policy ACAB- R

Employee Discrimination and Harassment Complaint Procedure

This procedure has been established by the Timberlane Regional School District in order to provide a method of prompt and equitable resolution of employee complaints of discrimination and harassment as described in policies AC – Nondiscrimination/Equal Opportunity and ACAB – Harassment and Sexual Harassment of School Employees.

Definitions

For purposes of this procedure:

- A. “Complaint” is defined as an allegation that an employee has been discriminated against or harassed on the basis of age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation.
- B. “Discrimination or harassment” means discrimination or harassment on the basis of age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation.

How to Make a Complaint

- A. Any employee who believes he/she has been harassed or discriminated against is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive and by requesting that the behavior stop. This shall not prevent the employee, however, from making an immediate formal complaint.
- B. Any employee who believes he/she has been harassed or discriminated against should report their concern promptly to the building principal. If the employee is uncomfortable reporting concerns to the building principal, he/she may report the concern to assistant principal or principal’s designee. The report should be made in writing.

Employees who are unsure as to whether unlawful discrimination or harassment has occurred are encouraged to discuss their concerns with the building principal. Employees will not be retaliated against for reporting suspected discrimination or harassment.

How to Make a Complaint (Continued)

- C. Any employee who believes he/she has been discriminated against or harassed is encouraged to utilize the District’s complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to the New Hampshire Commission on Human Rights, 2 Chenelle Drive, Concord, NH 03301-8501 (telephone: 603-271-2767) and/or to the

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federal Office for Civil Rights, Regional Director, U.S. Department of Education, S.W. McCormack POCH Room 222, Boston, MA 02109-4557 (telephone: 617-223-9662).

Complaint Handling and Investigation

A. The building principal will promptly inform the Superintendent and the person who is the subject of the complaint that a complaint has been received.

B. The building principal may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Superintendent who shall consider whether the resolution is in the best interest of the district in light of the particular circumstances and applicable policies and law.

C. The complaint will be investigated by the building principal, unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

1. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.
2. If the complaint is against an employee of the District, any rights conferred under an applicable collective bargaining agreement shall be applied.
3. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
4. The building principal shall keep a written record of the investigation process.
5. The building principal may take interim remedial measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further discrimination or harassment while the investigation is pending.
6. The building principal shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
7. The investigation shall be completed within 21 school days of receiving the complaint, if practicable.

D. If the building principal determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:

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1. Determine what remedial action is required, if any;
2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
3. Inform the employee who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

E. If the employee who made the complaint is dissatisfied with the resolution, he/she may appeal to the Superintendent within 10 school days after receiving notice of the resolution unless the Superintendent investigated the original complaint as provided for under Paragraph C. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision shall be final.

Legal Reference:

Americans with Disabilities Act (28 CFR § 35.07)

Section 504 of the Vocational Rehabilitation Act (29 U.S.C. § 794); 34 CFR § 104.7

Title IX of the Educational Amendments of 1972 (34 CFR § 106.8(b))

Age Discrimination in Employment Act (34 CFR § 110.25)

*NH Code Admin. R. Ed. 303.01(i) and (j) **Cross***

Reference:

AC – Nondiscrimination/Equal Opportunity

ACAB – Harassment and Sexual Harassment of School Employees

Professional Development and Evaluation

TRHS Procedure

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

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

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

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

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

School Cancellation

TRHS Procedure

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

Announcements are made through the following stations:

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

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

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

Online Learning Day

In the event the district foresees an upcoming snow day and possibly an Online Learning day, administration will be sending out the most up to date information.

Timberlane Regional High School

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School Records

TRHS Procedure

A teacher at Timberlane Regional High School must maintain three types of records. They include attendance, grades, and a plan book. Attendance and grades are kept through PowerSchool. The plan book can be reflected in each class's Google Classroom.

Attendance

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

Grades

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

At the mid-quarter progress report times, end of each quarter, and end of the course, teachers must make sure that a grade for each student has been recorded in a timely manner. Parents **MUST** be notified by phone or email if their son/daughter is failing a class. This is critically important for Seniors in the 4th quarter as we move towards awarding diplomas.

Plan Book or Electronic Portfolio

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

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

It should be readily accessible at all times during the school day. If lesson planning becomes an issue during evaluation, regular oversight of Plan Books may be used as a measure of Domain 1 in the Danielson Evaluation Rubric.

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School Referral Process

TRSB Policies JLF

Reporting Child Abuse and Neglect

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building principal or designee. The principal or designee shall then notify the appropriate state officials at the New Hampshire Department of Health and Human Services. The principal or designee will then notify the superintendent or designee that such a report to Health and Human Services has been made.

A written report shall be made by the principal or designee within 24 hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating the neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Department of Health and Human Services.

The Board requires all school district employees receive routine training or information on how to identify child abuse and neglect. Reporting Child Abuse and Neglect (Continued)

Legal References:

NH Code of Administrative Rules, Section ED 306.04(1)(10), Reporting of Suspected Abuse or Neglect

RSA 169-C:29, Persons Required to Report

RSA 169-C:30, Nature and Content of Report

RSA 169-C:31, Immunity from Liability

RSA 169-C:34, III, Duties of the Department of Health and Human Services

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

| Town | Telephone | Police Chief |
|-------------|------------------|-----------------------------|
| Atkinson | 362 – 4001 | Timothy J. Crowley |
| Danville | 382 – 4443 | Wade Parsons |
| Plaistow | 382 – 1200 | Douglas P. Mullin (Interim) |
| Sandown | 887 – 3887 | Joseph Gordon |

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TRHS Procedure

Suicide Intervention

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

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

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

Substance Abuse Referral

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

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

School Safety and Violence Prevention

TRSB Policies ACAB

Harassment and Sexual Harassment of School Employees

Harassment of school employees because of age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

Harassment

Harassment includes but is not limited to verbal abuse, threats, physical assault and/or battery based on age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation.

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Sexual Harassment

Unwelcome sexual advances, suggestive or lewd remarks, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee's work environment or employee benefits;
- B. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or
- C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge. All complaints of harassment will be investigated in accordance with the School Employee Discrimination and Harassment Complaint Procedure.

Cross Reference:

ACAB-R School Employee Discrimination and Harassment Complaint Procedure

AC Nondiscrimination/Equal Opportunity

Legal References:

Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)

Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)

Americans with Disabilities Act (42 USC § 12101 et seq.)

Section 504 of the Rehabilitation Act of 1973 (29 USC § 794 et seq.); 34 CFR § 104.7 Title VII (42 USC § 2000c-2; 29 CFR § 1604.11) Age

Discrimination in Employment Act (29 USC § 623)

NH RSA 354-A:7

NH Code Admin. R. Ed. 303.01(i) and (j)

TRSB Policy JICK

Pupil Safety, Violence Prevention and Anti-Bullying

I. Definitions (RSA 193-F:3)

1. Bullying. Bullying is hereby defined as 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:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

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Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Bullying is defined as actual or perceived verbal or physical conduct that denigrates or shows hostility or aversion toward an individual on the basis of race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socio-economic status, age, physical, mental, 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.

2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited. Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

(1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or

(2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting. A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

Reprisal or Retaliation. The district will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

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Process to Protect Pupils from Retaliation. If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal or designee shall develop a process or plan to protect that student from possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils on school district grounds and participating in school district functions, regardless of whether or not such pupil is a student within the District.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures or interventions, or both, against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

The district shall annually inform school employees, regular school volunteers, pupils, parents, legal guardians, or employees of a company under contract to the school district or its schools. All district employees shall receive annual training.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

1. At each school, the Principal or designee shall be responsible for receiving complaints of alleged violations of this policy. If the student is more comfortable reporting the alleged act to a person other than the Principal or designee, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.
3. The Principal or designee may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action or intervention, or both, may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. Upon receipt of a report of bullying, the Principal or designee shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy and

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shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal or designee shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report.

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent or designee may, within a 48 hour time period, grant the Principal or designee a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal or the Principal's designee shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal or designee may ask students and/or parents to provide the District with printed copies of emails, text messages, website pages, or other similar electronic communications.
4. An investigation shall be completed within 5 school days. If the Principal or designee needs more than 5 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal or designee shall notify in writing all parties involved of the granting of the extension.
5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal or designee.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students. Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, his/her

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IEP, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying. Each school shall develop and maintain a program for bullying prevention.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal or designee shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's or designee's investigation.

XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within 10 school days of completing an investigation, the Principal or designee will notify the parents/guardians of the victims and perpetrators regarding the school's remedies and assistance, within the boundaries of applicable state and federal law.
2. At the parent's request, the Principal or designee shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
3. In accordance with the Family Educational Rights and Privacy Act and other laws concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XV. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal or designee's decision to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal or designees' decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.
2. The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.
3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

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XVI. School Officials (RSA 193-F:4, II(n))

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XVIII. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and EEACD.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact legal counsel for matters relative to bullying.

Legal References:

RSA 193-F:3, Pupil Safety and Violence Prevention Act

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

TRSD Policy JICFA

Hazing Policy

It is the policy of this School District that no student or employees of the District shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board shall engage or participate in hazing. For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.

"Endanger the physical health" shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance; or any forced physical activity which could adversely affect the physical health or safety of the individual.

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Hazing Policy (Continued)

“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.

Legal Reference:

RSA 631:7, Student Hazing

New Hampshire Code of Administrative Rules, Section Ed 306.04(a)(7), Student Hazing

TRSB Policies ACAA

Harassment and Sexual Harassment of Students Policy

Harassment of students because of age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

Harassment includes but is not limited to verbal abuse based on age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation. Complaints of pupil harassment and bullying (defined as insults, taunts or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response) may also be pursued under Board Policy JICK - Pupil Safety and Violence Prevention.

Sexual Harassment

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student’s education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.

Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will

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determine appropriate sanctions for harassment of students by persons other than school employees and students.

The Superintendent or the employee designated as the Nondiscrimination Officer will investigate complaints of harassment in accordance with the Student Discrimination and Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.

Cross Reference:

ACAA-R Student Discrimination and Harassment Complaint Procedure

AC Nondiscrimination/Equal Opportunity

JICK Pupil Safety and Violence Prevention

Legal Reference:

Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)

Title VI of the Civil Rights Act of 1964 (42 USC § 2000(d)) NH

RSA 193-F:3

NH Code Admin. R. Ed. 303.01(i)

TRSB Policy ACAB

Harassment and Sexual Harassment of School Employees Policy

Harassment of school employees because of age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

Harassment

Harassment includes but is not limited to verbal abuse, threats, physical assault and/or battery based on age, sex, race, creed, color, marital status, familial status, physical or mental disability, national origin or sexual orientation.

Sexual Harassment

Unwelcome sexual advances, suggestive or lewd remarks, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee's work environment or employee benefits;
- B. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or

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Harassment and Sexual Harassment of School Employees Policy (Continued)

C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge.

All complaints of harassment will be investigated in accordance with the School Employee Discrimination and Harassment Complaint Procedure.

Notice and Training

Annually, each employee shall receive a copy of this policy and the School Employee Discrimination and Harassment Complaint Procedure. This may be accomplished by including the policy/procedure with employee paychecks or by using other appropriate means to ensure that each employee receives a copy.

School Safety and Violence Prevention (Concluded)

Cross Reference:

ACAB-R School Employee Discrimination and Harassment Complaint Procedure

AC Nondiscrimination/Equal Opportunity Legal References:

Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)

Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)

Americans with Disabilities Act (42 USC § 12101 et seq.)

Section 504 of the Rehabilitation Act of 1973 (29 USC § 794 et seq.); 34 CFR § 104.7 Title VII (42 USC § 2000c-2; 29 CFR § 1604.11) Age

Discrimination in Employment Act (29 USC § 623)

NH RSA 354-A:7

NH Code Admin. R. Ed. 303.01(i) and (j)

School Solicitations

TRSB Policy KH

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

Any request for the exception to this rule must be submitted in writing to the School Board or its agents (Superintendent and/or Principal) at least 30 days prior to the implementation of the requested activity. The School Board reserves the right to grant exceptions. Examples of possible exceptions include the following:

A. An activity conducted by the teachers' club for the purpose of raising funds for a worthwhile service to the school.

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B. P. T. S. A. membership activity.

C. Music lessons given on the premises in compliance with RSA 193:6 (substitution of private instruction in music) provided that all fees are handled by the music instructor.

The foregoing policy is for the purpose of ensuring maximum instruction time for the teacher and in no way reflects a negative attitude toward many of the very worthwhile civic and charitable activities sponsored within the community, either on a strictly local basis or as part of a regional, state, or national activity. The above does not apply when buildings are rented by an organization. No funds will be solicited from school district employees on school property by organizations or individuals not employed by the school district.

Social Networking

TRSB Policy GBEBD

Employee Use of Social Networking Websites

Introduction/Purpose

- A. Social networking technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including helping students to succeed in their educational and career endeavors.
- B. The School Board is committed to ensuring that all stakeholders who utilize social networking technology for professional purposes, including staff and students, do so in a safe and responsible manner.
- C. This policy establishes acceptable use guidelines regarding practices for social networking communication between school district staff, as well as social networking communication between staff and students.

Definition of Social Networking

Social networking is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, Internet websites, Internet forums, and wikis. Examples of social networking websites include, but are not limited to, Facebook, Twitter, SnapChat, Instagram, and Google+.

Employee Use of Social Networking Websites (Continued)

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- A. **Professional social networking** is a work-related social networking activity that is district or school based. (e.g., the School District establishing a Twitter account for community communication, or a teacher establishing a Google site for his/her class).
- B. **Personal social networking** is a non-work-related social networking activity (e.g., a staff member establishing a Facebook page or a Twitter account for his/her own personal use).

Social Networking Use

1. The School Board strongly discourages school district staff from socializing with students on personal social networking websites. Further, the School District disclaims all liability for any lawsuits, damages, or other actions resulting from said conduct;
2. All school district employees, faculty and staff shall not post any school district data, documents, photographs or other district owned or created information on any personal social networking website;
3. The posting of any private or confidential school district material on any social networking website is strictly prohibited, including but not limited to student education records that are protected by the Family Educational Rights and Privacy Act (FERPA);
4. School district employees are prohibited from engaging in conduct on any social networking website that violates the law, school board policies and procedures, or other school district standards of conduct. Employees who violate this policy may face discipline and/or termination, in line with other school board policies and/or collective bargaining agreements, if applicable;
5. Acceptable professional use of social networking websites include district provided resources including but not limited to, Google Apps for Education, and comparable social networking websites that do not contain offensive or inappropriate textual and/or graphic material;
6. The use of any social networking website for professional purposes must be for educational use only, that directly supports classroom instruction, community communication, or other official district or school business;
7. School district staff shall not post electronic files of student photos and/or videos, etc. of students that they are prohibited from publishing, as previously requested by parents in writing to the school principal;
8. School district staff shall not require other staff members or students to disclose or furnish their credentials to any of their personal social networking website accounts. Doing so may violate their right of privacy.

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School Counseling Regarding Professional Social Networking

1. School district staff should treat professional social networking space and communication like a classroom and/or a professional workplace. The same standards expected in school district professional settings are expected on professional social networking websites;
2. School district staff should not use their personal email address for professional social networking activities. The professional social networking presence should utilize a professional email address and should be completely separate from any personal social networking presence maintained by the staff member;
3. School district staff should use privacy settings to control access to their professional social networking websites to ensure that professional social networking communications only reach their intended audience.

Staff Meetings

TRHS Procedure

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

Faculty Meetings

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

Department Meetings

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

District Workshops

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

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Staff Meetings (Continued)

All staff members are expected to attend scheduled department and faculty meetings. Appointments, meetings and practices are not to be scheduled at these times that require you to be in attendance. Please see the Appendix I on page 77 for dates.

Staff Recruitment and Selection

TRSB Policies GCEB

The School Board and the administrative personnel realize that a sound educational system cannot be built and maintained without definite procedures for the recruitment of personnel.

1. The quality of the educational program in any school system is dependent upon the employment and retention of high caliber.
2. All currently employed personnel share a common responsibility for the procurement of the type of staff needed. They are expected to help in every way possible and specifically, by making the system aware of outstanding prospects at every opportunity.
3. Staff recruitment is the responsibility of the Superintendent. Principals and other staff will assist the Superintendent, as needed.
4. First consideration will be given to those applicants seeking permanent, rather than temporary employment.
5. All professional staff selected for employment must be recommended by the Superintendent and approved by the school board.
6. In selecting nominees for instructional positions, the Superintendent, after considering recommendations of subordinates, will be guided by the following criteria.

- ☐ Successful Teaching Experience
- ☐ Professional qualifications and credentials including full state certification
- ☐ Specific requirements of position
- ☐ Balance and stability within faculty
- ☐ Budget considerations

7. Members of the immediate families of Timberlane Regional School Board members are not eligible for permanent employment within the district, unless so employed prior to such membership. Candidates for employment within the district who have members of their immediate family already employed in the district, shall not be placed in a subordinate position, nor within each other's influence.

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All such situations shall be reviewed by the supervisory staff and recommendations shall be presented to the school board for final approval.

8. District candidates for vacancies on the staff shall receive first consideration, provided their background, training and qualifications for the position are equal to that of other candidates.

Staff Reimbursement for Courses

TRHS Procedure

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

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

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

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Student Records

TRHS Procedure

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

Permanent Records

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

Testing Information

Cumulative folders contain information on tests of learning ability and other standardized tests taken by students. The individual results of the state assessments are sent to parents or guardians. Overall results are analyzed and evaluated at the department level to identify areas where instruction or content may need to be reinforced or enhanced. Teacher awareness of this data may also help to meet the learning needs of individual students.

Student Pass System

Classroom Procedures for Students Leaving the Classroom

To visit the restroom, locker, office

- Use yellow Class Pass
- Required to sign out/in on Classroom Sign-Out sheet

To visit the Nurse or School Counseling Office

- Use a handwritten blue Hall Pass
- Required to sign out/in on Classroom Sign-Out sheet

Only one student is allowed out of the room at a time unless there is an emergency. Students should not be given permission to leave class to take a lap, **they must have a destination.** Students should not be given permission to go to the cafeteria unless it is during their lunch. Passes should not be issued in the first five (5) minutes or the last ten (10) minutes of a period. **No passes should be issued after 2:00 p.m.**

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Procedures for Hall Duty/Student Passes

Hall Duty is a 90-minute duty. At the beginning of the period, please check in with the Assistant Principal's Office Staff in the administrative office to see if you are needed for coverage and to pick up a walkie-talkie. Hall duties when possible will be stationed throughout the school. We will have tables available for teachers to use a laptop or do work. Teachers will not allow students to go through their area unless there is a legitimate reason. This will prevent students from walking the halls.

Procedures for Study Hall Duty

Study Hall Duty is a 90-minute duty. Teachers must take attendance each day at the beginning of the period. Students may read, work on school assignments individually, and work quietly on group projects with the teacher's permission. Stress the importance of academics during this Study Hall period; create the environment by circling the room often and assisting students who may need help. **The general tone should be that of a reading room in a library or cooperative classroom.** No students are to be seated at teacher desks or use the teacher computers.

Students will be allowed to move between study halls to obtain academic support in a given discipline. Students must first check in to their assigned Study Hall for attendance. Students must then **obtain a written pass** from their assigned study hall teacher in order to move between rooms. Study Hall supervisors should not permit students to leave the Study Hall to get a pass from another teacher, nor should they let students go to any other area of the school without a pass. **Under no conditions should a student be given a pass to the cafeteria during lunch periods.**

Teachers on study hall duty may be called to cover a hall duty, café duty, or a classroom depending on the need of the block.

*****Duties will need to be fluid and flexible on a daily basis. It is anticipated that there will be a greater need for classroom coverage this school year, so if you are assigned a study hall or hall duty, please check your email frequently prior to the beginning of your duty and/or check in with the administrative assistant in the AP office at the beginning of your duty period. This process will be overseen by Brenda Laycock in the front office.**

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Teacher Records

TRHS Procedure

Active File

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

Inactive File

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

Textbook Accountability

TRHS Procedure

Maintenance & Control of Instructional Materials

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

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

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Maintenance & Control of Instructional Materials (Continued)

Lost books should be turned into the high school CIAS. If a student does not return a book at the end of a course, the librarian will create a list of titles and students who checked out the titles and print bills for each. This list along with the book receipts and bills will be turned into the main office at the end of the school year, and the student will be billed for the book.

Unacceptable Behavior

TRSB Policy GBE-R

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

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

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15. Threatening or violent behavior
16. Misrepresentation regarding employee benefits, privileges, and other rules and regulations

Work Rules and Expectations

TRSD Policy GBE-R

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

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

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12. Staff members may not leave the work location during working hours without authorization.
13. Staff members must not abuse, destroy, damage, or deface school property, tools, equipment or the property of others on school premises.
14. Staff members are prohibited from bringing, consuming, or selling alcoholic beverages or controlled substances on school property, or at school sponsored functions, and from reporting for duty under the influence of alcoholic beverages or controlled substances.
15. Staff members are prohibited from carrying firearms or weapons on school property.
16. Staff members shall not disclose confidential information to unauthorized persons.
17. Staff members shall not convert property of the district, other employees, students, or vendors for their own use.
18. Staff members are expected to wear appropriate attire in each work location and model in their dress the expectations upheld for students in the Dress Code.
19. Staff members are prohibited from smoking on District property.
20. Staff members are expected to keep up to date attendance records, student grades, and a teacher plan book. All of these are to be made readily accessible to those most concerned, e.g., students, parents, counselors, and administrators.
21. Staff members are expected to report quarterly on their students' progress vis a vis the school wide academic expectations (writing, problem solving, researching)
22. Staff members are expected to wear photo identification badges that are visible at all times in school buildings.
23. Staff members are expected to model and uphold the social and civic behavioral expectations for all students.

O.W.L.S.

Offer your 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

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"A" Day

"B" Day

Atkinson, Danville, Plaistow, Sandown

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.

[illegible]

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

Student Year = 180 days Teacher Year = 187 days
 Quarters: November 4th, January 21st, April 6th, and Last Day of School
 Trimesters: December 2nd, March 15th, and Last Day of School

| | | | |
|----------------|--------------------------------------|----------------|-----------------------------------------|
| August 24 - 26 | NT/Professional Development TTA/TSSU | January 17 | Martin Luther King Jr. Civil Rights Day |
| August 30 | First Day of School | January 26 | Professional Development TTA |
| September 3 | Labor Day Extended | Feb 28-March 4 | Winter Break |
| September 6 | Labor Day | March 30 | Professional Development TTA |
| September 29 | Professional Development TTA | April 25-29 | Spring Break |
| October 11 | Columbus Day | May 27 | Early Release |
| October 21 | Early Release | May 30 | Memorial Day Observed |
| November 11 | Veterans Day Observed | June 16 | Last Day of School **/Early Release |
| November 24-26 | Thanksgiving Break | June 17-24 | Make-up Days (If Necessary) |
| Dec 23-Jan 1 | Holiday Break | | |

Approved by the Timberlane Regional School Board on February 18, 2021.

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Appendix B – Bell Schedule 2021-22

Timberlane Regional High School **Bell/Daily Schedule – AB Block**

Timberlane Regional High School

Daily Schedule

Class Schedule

| | |
|------------------------------|--------------------------------------------------------------|
| Block 1 *7:20 Bell | <i>O.W.L.S News 7:20 - 7:25</i> 7:25 - 8:55 |
| Block 2 | 9:00 - 10:30 |
| Block 3 | 10:35 - 12:35 |
| Block 4 *2:10 Bell | 12:40 - 2:10 |

Lunch

Lunch A- Music/World Languages

Lunch: 10:35 – 10:57
Class: 11:00 - 12:35

Lunch B- Math/Study Hall

Class: 10:35 – 10:57
Lunch: 10:59 – 11:21
Class: 11:23 - 12:35

Lunch C- English/Social Studies

Class: 10:35 - 11:21
Lunch: 11:23 – 11:45
Class: 11:47 - 12:35

Lunch D- Studies/Art/Learning Center/FACS

Class: 10:35 – 11:45
Lunch: 11:47 – 12:09
Class: 12:11 --12:35

Lunch E- PE & Health/Science/Trades/Engineering

Class: 10:35 – 12:09
Lunch: 12:11 – 12:35

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Appendix C – Delayed Opening Bell Schedule

Block Day Schedule – 2 Hour Delay

| Block | Time |
|----------|---------------|
| Period 1 | 9:20 – 10:20 |
| Period 2 | 10:25 – 11:25 |
| Period 3 | 11:30 – 1:05 |
| Period 4 | 1:10 – 2:10 |

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Appendix D – Early Release Bell Schedule

Timberlane Regional High School
Early Release Bell Schedule

Timberlane Regional High School
Half Day Class Schedule

| | |
|----------------|---------------------|
| Block 1 | 7:20 - 8:25 |
| Block 2 | 8:30 - 9:35 |
| Block 3 | 9:40 - 10:45 |
| Block 4 | 10:50 -11:55 |

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Appendix E – School Counseling Counselor Assignments 2021-22

School Counselor Assignments 2021-2022

| | | |
|---------------------------------------------|---------------------|----------------|
| FRESHMEN Grade 9 Class of 2025 | A - Consolvo | MRS. MAHER |
| | Contarino - Hammer | MRS. ROY |
| | Helfrich - Melendez | MS. GUILMET |
| | Meneses - Russell | MRS. ROCHEFORT |
| | Saa-Zannini | MS. WINTERS |

| | | |
|------------------------------------------------|--------------------|----------------|
| SOPHOMORES Grade 10 Class of 2024 | A - CRAWFORD | MRS. MAHER |
| | CUNHA - HEMENWAY | MRS. ROY |
| | HERNANDEZ - MCNEIL | MS. GUILMET |
| | MEEHAN - ROBINSON | MRS. ROCHEFORT |
| | ROSKO - WISE | MS. WINTERS |

| | | |
|---------------------------------------------|---------------------|----------------|
| JUNIORS Grade 11 Class of 2023 | A - COPPETA | MRS. MAHER |
| | CORDIO - GULEZIAN | MRS. ROY |
| | HADWEN - MAZUR | MS. GUILMET |
| | MCFADDEN - PRIEST | MRS. ROCHEFORT |
| | RAPOSA - ZAMBROWICZ | MS. WINTERS |

| | | |
|---------------------------------------------|-------------------|----------------|
| SENIORS Grade 12 Class of 2022 | A - COOK | MRS. MAHER |
| | CORDIO - GUEVIN | MRS. ROY |
| | GUIDE - MAWN | MS. GUILMET |
| | MCINTYRE - ROEGER | MRS. ROCHEFORT |
| | ROMANO - YOUNG | MS. WINTERS |

Admin Assignments

| | |
|----------------|---------------|
| Scott Strainge | Grade 12 |
| Ashley Harbel | Grade 11 |
| Tim Brown | Grade 10 |
| Tim Brown | Grade 9 (A-F) |
| Ashley Harbel | Grade 9 (G-M) |
| Scott Strainge | Grade 9 (N-Z) |

Class Advisors

| | |
|------|-----------------------------------|
| 2022 | Ms. Libby & Ms. Smith |
| 2023 | Ms. Bird & Mr. Horgan |
| 2024 | Ms. Larson-Clark & Ms. Lerner-Lam |
| 2025 | Ms. Coye & Mrs. Sweet |

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Appendix F – Emergency Evacuation Routes

Main High School Building

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

Rooms 100, 102, 104, 106, 108, 110, 400, 402, 404, Library (112), and restrooms

Exit the room, turn left; leave the building by the front doors

Faculty Men and Women's Rooms

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

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

Administrative Suite (407), School Counseling Suite (409), Room 403, Conf. Rm. and Work Rm.

Exit via the administrative hallway, through the front office to the front doors

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

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

Exit #7 – Custodial Area

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

Exit #2 – Front doors by room 326

Rooms 309, 311, 313, 315, 317, 411, 413, 415, 506, 507, School Store and boys' restroom

Exit the room, turn left; leave the building by the front doors

Rooms 306, 308, 310, 314, 316, 326, 406, 408, 410, 412 and the girls' restroom

Exit the room, turn right; leave the building by the front doors

Rooms 310, 312 and 314

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

Exit #4 – Side door between rooms 320 and 322

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

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

Exit #8 – Cafeteria

Cafeteria, girls' and boys' restrooms and senior courtyard

Exit through back doors on right of cafeteria

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Appendix E – Emergency Evacuation Routes (Continued)

Main High School Building (Cont.)

Exit #10 – Main Gym

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

Exit #9 – Main Gym

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

Exit #12 – Athletic Wing / Mini Gym

Rooms 610, 612, 614, 616

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

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

Rooms 611, 613 and 615

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

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

Exit room, turn right and exit through outside door

Rooms 301, 303 and 305

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

Exit #16 – 200 wing / North by Math Office

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

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

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

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

Exit #17 – 200 wing / South by Science Office

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

Exit right out of room; exit via back doors

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

Rooms 601, 603, 605, 607 and 609

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

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Appendix E – Emergency Evacuation Routes (Continued)

Main High School Building (Cont)

Exit #18 – Mid 100 Corridor / Doors to PAC

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

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

Rooms 114, 116, 118 and 120

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

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

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

Performing Arts Center

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

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

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

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

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

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

Exit #P2 – Front of building, facing Greenough Road

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

Exit #P1 – Front of building, facing Greenough Road

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

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

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

Modular Classrooms 1, 2, 3 and 4 –

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

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Appendix G – Progressive Discipline Plan

| | Phones/iPods | Dress Code | Hats | Inappropriate Hallway Behavior |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy | May be used outside the classroom. Not to be used in a classroom or any academic setting without teacher permission. | See District Policy on Student Dress Code JICA | See District Policy on Student Dress Code JICA | Speak and act with respect toward all. (OWLS) |
| Tier 1 – Infraction 1 | Teacher: <ul style="list-style-type: none"> Issue Warning Assign Teacher Detention if Needed Notify Parent | Teacher: <ul style="list-style-type: none"> Notify Admin Office via Email Administration will find student and require a change of clothes | Teacher: <ul style="list-style-type: none"> Issue Warning Require Removal Assign Teacher Detention if Needed Notify Parent | Teacher/Hall Monitor: <ul style="list-style-type: none"> Issue Warning Notify Admin Office Write Discipline Referral if Egregious |
| Tier 2 – Infraction 2 | Teacher: <ul style="list-style-type: none"> Notify Admin Office via Email Notify Parent | Teacher: <ul style="list-style-type: none"> Notify Admin Office via Email Administration will find student and ask them to get a change of clothes | Teacher: <ul style="list-style-type: none"> Notify Admin Office via Email | Teacher/Hall Monitor: <ul style="list-style-type: none"> Notify Admin Office Write Discipline Referral Assistant Principal: <ul style="list-style-type: none"> Assign Admin detention |
| Tier 3 – Infraction 3 and Additional Infractions | Teacher: <ul style="list-style-type: none"> Notify Admin Office via Email Notify Parent Assistant Principal: <ul style="list-style-type: none"> Progressive Escalation to Sat Detention and Suspension | Teacher: <ul style="list-style-type: none"> Notify Admin Office via Email Assistant Principal: <ul style="list-style-type: none"> Assign Admin Detention Require Change of Clothing Progressive Escalation to Sat Detention and Suspension | Teacher: <ul style="list-style-type: none"> Notify Admin Office via Email Assistant Principal: <ul style="list-style-type: none"> Confiscate hat and bring to Admin Office Assign Admin Detention Progressive Escalation to Sat Detention and Suspension | Teacher/Hall Monitor: <ul style="list-style-type: none"> Notify Admin Office Write Discipline Referral Assistant Principal: <ul style="list-style-type: none"> Assign Admin Detention Progressive Escalation to Sat detention and suspension |

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Appendix G – Progressive Discipline Plan (Continued)

| | Inappropriate Classroom Behavior | Classroom Disturbance (Student Removed from Class) | Tardy to Class (TU10) | Unverified Absence from Class (Class Cut or TU) |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy | Speak and act with respect toward all. (OWLS) | Speak and act with respect toward all. (OWLS) | Students are expected to be in class on time. SH 22 & 61 | Students are expected to attend every scheduled class. SH 20-24 |
| Tier 1 – Infraction 1 | Teacher: <ul style="list-style-type: none"> • Issue warning • Assign teacher detention if needed • Notify parent | Teacher: <ul style="list-style-type: none"> • Send student to hallway • follow up conference with student in hallway • Return to class with student if possible • Assign teacher detention if needed • Notify parent | Teacher: <ul style="list-style-type: none"> • Issue warning • May assign teacher detention | Teacher: <ul style="list-style-type: none"> • Check daily attendance report, Nurse's office attendance, School Counseling attendance to confirm unverified absence (s) • Conference with student regarding student's absence • Assign teacher detention • Notify parent |
| Tier 2 – Infraction 2 | Teacher: <ul style="list-style-type: none"> • Notify parent • Assign teacher detention • Write discipline referral if egregious | Teacher: <ul style="list-style-type: none"> • Send student to hallway • Follow Up conference with student in hallway • Notify parent • Write discipline referral | Teacher: <ul style="list-style-type: none"> • Issue warning • May assign a teacher detention • Notify parent | Teacher: <ul style="list-style-type: none"> • Check daily attendance report, Nurse's office attendance, School Counseling attendance to confirm unverified absence (s) • Conference with student regarding student's absences • Assign teacher detention • Notify parent |

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| | Inappropriate Classroom Behavior | Classroom Disturbance (Student Removed from Class) | Tardy to Class (TU10) | Unverified Absence from Class (Class Cut or TU) |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tier 3 – Infraction 3 and Additional Infractions | Teacher: <ul style="list-style-type: none"> Notify Parent Write discipline referral Assistant Principal: <ul style="list-style-type: none"> Assign consequences based on code of discipline | Teacher: <ul style="list-style-type: none"> Send student to hallway Follow up conference with student in hallway Notify Admin Office Write discipline referral Assign consequences based on code of discipline | Teacher: <ul style="list-style-type: none"> Assign teacher detention for tardies 3, 4, and 5 Notify parent by tardy 5 Notify assistant principal for tardies 6, 7, and 8 Write discipline referral for tardies 9+ to Assistant Principal Assistant Principal: <ul style="list-style-type: none"> Progressive escalation to Sat detention and suspension | Teacher: <ul style="list-style-type: none"> Check daily attendance report, Nurse's office attendance, School Counseling attendance to confirm unverified absence (s) Conference with student regarding student's absences Notify parent Assistant Principal <ul style="list-style-type: none"> Assign admin detention Progressive escalation to Sat. detention and suspension |

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Appendix H – Timeline for Grades 2020-21

First Quarter

| | | |
|----------------------------------|----------|----|
| Progress Reports Close | October | 1 |
| Progress Reports due - 7:30 a.m. | October | 5 |
| Open House | October | 6 |
| First Quarter Ends | November | 4 |
| Grades due - 7:30 a.m. | November | 8 |
| Deadline for Incomplete Grades | November | 22 |

Second Quarter

| | | |
|----------------------------------|----------|----|
| Progress Reports Close | December | 10 |
| Progress Reports due - 7:30 a.m. | December | 14 |
| Second Quarter Ends | January | 21 |
| Grades due - 7:30 a.m. | January | 25 |
| Deadline for Incomplete Grades | February | 8 |

Third Quarter

| | | |
|----------------------------------|----------|----|
| Progress Reports Close | February | 22 |
| Progress Reports due - 7:30 a.m. | February | 24 |
| Parent/Teacher Conferences | March | 10 |
| Third Quarter ends | April | 6 |
| Grades due - 7:30 a.m. | April | 8 |
| Deadline for Incomplete Grades | April | 22 |

Fourth Quarter

| | | |
|------------------------------------|------|-------|
| Progress Reports Close | May | 13 |
| Progress Reports due - 7:30 a.m. | May | 17 |
| Fourth Quarter ends | June | 16*** |
| (Grades due, no Incomplete Grades) | June | 16*** |

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Appendix I – Scheduled Meeting Dates 2021-22

Faculty Meetings 2:30-3:30 – First Monday of Each Month or Designated Tuesday

September 7th **(Tuesday Following Labor Day)**

October 4th

November 1st

December 6th

January 3rd

February 7th

March 7th

April 4th

May 2nd

June 6th

Department Meetings: 2:30-3:30 – Third Monday of Each Month or Designated Tuesday

September 20th

October 18th

November 15th

December 20th

January 18th **(Tuesday Following Civil Rights Day)**

February 21st

March 21st

April 18th

May 16th

June TBD

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Appendix J – Emergency Procedures (TRHS EMERGENCY OPERATIONS PLAN)

FIRE - the lights on the alarm boxes will flash and the horn will sound:

- Direct students out of the classroom and leave it **unlocked**.
- Take the **emergency backpack** by the door with you.
- **Shut the door** behind you. Leave the **lights on**.
- Follow the **emergency exit route** that is **posted in the room**. (If there is none, proceed to the nearest exit.)
- Collect the class outside and **take attendance** to verify for missing or extra students. Make a **list of any missing or extra students** on the attached sheet. **Submit your list** to the nearest administrator. Hold up a green card if all your students are accounted for. **Hold up a red card if you are missing a student or have an extra student with you**. Cards are found in your backpack.
- Wait for further instructions.

LOCKDOWN - an announcement will be made that we are “in a lockdown”:

- Immediately **gather any hallway students into your classroom**.
- Close the **door** - **lock** it if possible.
- Pull down the shades and cover the window on the classroom door.
- Shut off the lights.
- If possible, have students move to where they are not visible from the door.
- **Ignore fire alarms unless you actually see smoke or fire.** 📢 Wait for further instructions.

EVACUATION – an announcement will be made to evacuate to another location. (This announcement may come either inside or outside.)

- **If the announcement comes during class time**, follow all of the procedures listed above under Fire.
- **Once outside, teachers will direct students to the following locations:**
 - **Freshmen** – Performing Arts Center Auditorium (upper sections) ▪
 - **Sophomores** – Middle School Gym
 - **Juniors** – Performing Arts Center Auditorium (lower sections)
 - **Seniors** – Middle School Cafeteria
- Teachers should join the group of students that form a majority of the class they are currently teaching.
- Unassigned teachers should help to move students to their designated location. Once that has been accomplished, unassigned teachers are to report to the Band Room in the PAC to await further assignment.
- Wait for further instructions.

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

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Appendix K – Academic Protocol for Concussed Students

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

The Academic Protocol for Concussed Students:

1. The nurse will inform teachers of the student's initial concussion and the length of the recommended rest period. Teachers will also receive information on symptoms of a concussion.
2. During the "rest period" the concussed student's absences will be considered "exempt." All other absences related to the student's concussion will also be considered "exempt."
3. Teachers will defer missed daily assignments until the student is medically cleared to return to an appropriate level of academic participation. If an essential summative assignment(s) takes place during this time or during an extended period related to the concussion, the teacher will make accommodations for the student to make up the assignment(s).
4. Upon the student's return to school, the nurse will encourage the student to check in with her for ongoing assessment. This "check in" should take place daily. The student will continue to be monitored in this way for the time period he or she is exhibiting concussive symptoms.
5. The nurse and the student's School Counseling 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 School Counseling counselor will refer the student for consideration of eligibility for a Section 504 Plan or possible referral for a special education evaluation. If found eligible for 504 or an IEP, the 504 or IEP team will determine the accommodations that are required in order for the student to access his/her educational program. The 504 or IEP team will determine future interventions until such time as the team determines that the concussive injury can be effectively managed by the school nurse in consultation with other officials.

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Appendix K – Academic Protocol for Concussed Students (Continued)

7. For the students who have suffered an injury and who are not placed on a 504 plan or IEP, notification of injury and subsequent clearance will be initiated through the nurse's office to teachers, counselors, advisors, coaches, trainers and administrators.
8. If the concussion and/or the recovery period extend through a grading period, the student's teachers will be instructed by the School Counseling 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.

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Appendix L – Classroom Sign Out Sheet

Date: _____

| Name (Please print clearly) | Teacher | Time Out | Time In (returned/ late) | Reason |
|--------------------------------|---------|-------------|--------------------------------|--------|
| | | : | : | |
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| | | : | : | |

*Please do not skip lines for any reason

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Timberlane Regional High School CLASS CUT SLIP

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student: | Student Year: |
| Cut Date (submitted within 2 school days): | Course Name: |
| Teacher Signature | Teacher Name (please print): |
| Please check the following locations before submission: Health Office <input type="checkbox"/> Counseling <input type="checkbox"/> Admin <input type="checkbox"/> | Parent/Guardian Contact Call <input type="checkbox"/> E-Mail <input type="checkbox"/> Date _____ Time _____ Spoke with: |
| Teacher/Administrator Comments: | |

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Timberlane Regional High School Discipline Referral Form

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Student Discipline Referral

Student: _____ Grade: _____ Date: _____

Description of Incident _____

Tier 1: Interventions by Classroom Teacher

Consequence

☐ Teacher Detention

Date: _____

☐ Other: _____

Parent/Guardian Contact (Must Check One)

☐ Call Home

Spoke with: _____

Date/Time: _____

☐ Email Home

Sent to: _____

Date/Time: _____

Previous Behavior: _____

Notes: _____

Teacher Signature: _____

Teacher Name (print): _____

For Admin Use Only:

☐ Attendance

☐ Disruption

☐ Cyberbullying

☐ Inappropriate Language

☐ Leaving Building w-out Permission

☐ Harassment

☐ Bullying

☐ Title IX

☐ Vape THC/Drugs

☐ Inappropriate Physical Contact

☐ Peer Conflict

☐ Assault

☐ Fighting

☐ Vape Nicotine

☐ Destruction of School/Personal Property

☐ Weapons

☐ Drugs

☐ Alcohol

☐ Electronic Violation

☐ Threatening/Intimidation

☐ Plagiarism

☐ Tobacco

☐ Theft

☐ Cell Phone Infraction

☐ Defiance/Insubordination

☐ Other

Notes: _____

Tier 2: Interventions by Assistant Principal

Consequence

☐ Office Detention

Date: _____

☐ Saturday Detention

Date: _____

☐ Suspension

Start Date

End Date

☐ Level 1

☐ Level 2

☐ Other: _____

Parent/Guardian Contact

☐ Call Home

Spoke with: _____

Date/Time: _____

☐ Email Home

Sent to: _____

Date/Time: _____

Notes: _____

ASSISTANT PRINCIPAL SIGNATURE _____

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