

Timberlane Regional High School Staff Policies & Procedures

Revised 2009

Teacher Handbook

A copy of this handbook has been placed on reserve in the Assistant Principals' Office.

Staff Policies & Procedures

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Staff Policies & Procedures

Introduction & Welcome

To Our Colleagues

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

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

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

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

The Administration

Timberlane Regional High School

Staff Policies & Procedures

Absences

TRHS Procedure GBE-R

When a teacher is unable to attend school due to illness, conferences, workshops, etc., the teacher leader is to be notified at the earliest possible time.

Each faculty member is responsible for obtaining the phone number of his/her department teacher leader, so that he/she will be able to contact the teacher leader in a timely fashion when an illness or emergency arise.

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

- 1. Class lists of each of your classes*
- 2. Lesson plans for all your classes*
- 3. Additional instructional aids for your substitute*
- 4. Your daily schedule, including bell schedule, duties, etc.*

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

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

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

Teachers accompanying students on field trips or otherwise acting in normal teaching capacity will not be considered absent. 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.

Staff Policies & Procedures

Accidents

TRSB Policy EBBB

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

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

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

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

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

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

Staff Policies & Procedures

Accountability - Classroom

TRSD Policy GCA

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

1. Each teacher is held fully accountable for his/her classroom. It is a showcase of your advanced preparation. It should reflect that school is a place where learning takes place.
2. Students observed marking on and otherwise abusing furniture should be reported to the assistant principal.
3. Bulletin boards are to be kept up-to-date, orderly and attractive.
4. Desks and chairs are to be kept in the best possible condition and are to be free of pencil and ink messages.
5. Instructional boards are to be cleaned at the end of each day.
6. Debris is to be picked up from the floor at the end of each class.
7. 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.
8. Make sure that windows and doors are closed and locked before leaving for the day.
9. Keep your classroom free of unsightly clutter and outdated student projects.
10. All students are to be in the classroom and seated at the tardy bell. Teachers will deal with students tardy to classes.
11. Each teacher will establish a record of daily class attendance, being careful to check students previously absent for readmission slips.

Staff Policies & Procedures

Accountability - Classroom

TRSD Policy GCA

12. Teachers will hold class for the entire length of every class period. Never dismiss your class prior to the end of the period without the express permission of the building principal.
13. Teachers are expected to provide as much homework and other supplementary work as needed to provide a quality opportunity for students to learn.
14. Teachers will be held accountable for every student on their original class list as provided at the opening day of school. Add and drop procedures will be discussed by the Guidance Department.
15. Cutting class is not permitted and violators must be reported each day to the assistant principal.
16. All work that is assigned in an individual teacher's classroom is the direct responsibility of that teacher.
17. It is most important that this work fits within the curriculum guidelines developed by the individual department in cooperation with the school administration.
18. Teachers will be held responsible for full communication with parents.
19. Students should be given a reasonable amount of time to make up work missed while on an excused/exempt absence. It is the student's responsibility to meet with the teachers to establish a time line to make up work. Students should meet with the teachers within three days of the absence.
20. Emergency drill procedures and the building mission statement and expectations should be posted in all classrooms. The bulletin boards in each classroom should be updated as needed to remain current.

Staff Policies & Procedures

Announcements & Assemblies

TRHS Procedure

Announcements

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

Please make use of the bulletin boards throughout the building. Be sure that a copy of each day's emailed announcements is posted in your room. These announcements will be accepted by the front office until 1:30 p.m. of the day before they are printed and some will be made over the public address system.

Announcements over the public address system are made **once a day (9:02 a.m.)**. If you wish to use this type of announcement, you must prepare a written statement of the message and submit it to the main office, no later than 7:30 am.

Assemblies

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. The week before the first assembly, a seating chart will be distributed to staff.

All faculty members are to be present to supervise when a school-wide assembly is held. **For class meetings, class advisers, all teachers on duty, and any teacher whose class is dismissed are to supervise.** Staff members are requested to sit with the students.

Staff Policies & Procedures

Chain of Command

TRSB Policy CCB

Teacher
Department Teacher Leader
Coordinator/School Improvement Facilitator
Assistant Principal
Principal
Superintendent
Timberlane Regional School Board

Controversial Issues

TRSB Policy IMB & IMC

An open-minded, rational examination of issues is essential if students are to be prepared to assume their roles as participating members of a democratic society. We cannot avoid conflict 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 you are considering any material or speaker which might be considered controversial, a Controversial Material Form must be filled out and signed by the department teacher leader and the Principal.** (See Form 2).

Staff Policies & Procedures

Controversial Issues (cont'd)

TRSB Policy IMB

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

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

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

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

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

In the event that controversial materials are going to be used in a class, such as books, articles, short stories, film, etc, the classroom teacher is responsible for informing the building principal and also seeing that each student has obtained permission from his/her parent/guardian. (See Form 2).

Staff Policies & Procedures

Counseling Services

TRSB Policy IJD

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

Career Development

Educational Development

Personal/Social Development

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

Counselors are concerned with students' current educational programs and future goals, vocational plans, personal development, and adjustment to the world around them.

It goes without saying that working closely with teachers is implied in this role description and that being of service to teachers is a vital responsibility of the counselor.

Teachers concerned with a student's placement in class, ability to carry a subject load, or a weakness that may be interfering with success in a course, should consult with a counselor (*See Appendix C*).

Background information from the student's counselor may enable teachers to deal more effectively with a student whose behavior poses a problem in understanding and handling.

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

Staff Policies & Procedures

Assessment of Students

TRHS Procedure TRSD Policy IK

Teachers should inform students of the factors and criteria used to determine grades in a given subject. This information should be presented in writing to each student within the first week of a course. A copy of this information should be given to the Appropriate Coordinator/School Improvement Facilitator.

There should be a variety of factors and frequent appraisals used to assess student learning. We owe it to the student and our professional proficiency to be as comprehensive as our tools for evaluation and judgment allow.

*****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 is a factor in grading. The grade ought to be based on production, the quality of participation and the same relative value for all.

An individual's effort should be used in helping to evaluate performance. An effort grade will be assigned each quarter.

Effort Grades

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

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

Staff Policies & Procedures

Field Trips

TRSB Policy IJOA & EFAF

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

1. Field Trips should be planned for **the middle five weeks in a quarter** with a release time of 8:00 a.m. and a return time of 1:45 p.m. Avoid the months of January and February (due to weather conditions) and from May 15 through the end of the school year.
2. **Only one teacher from the high school per bus will be released for a field trip with a maximum of two (2) buses. Substitute coverage will be the responsibility of the Teacher Leader.** Chaperones (hopefully parents) will be used on a ratio of 1 per 15 students.

The teacher must contact the bus company **one month in advance** of the field trip to see if a bus is available then secure the necessary forms from the main office for the trip (*See Form 3*) Prior to this see your teacher leader for approval to encumber the money for the bus. After the forms have been completed, return the forms to the assistant principals' secretary.

After approval is granted distribute permission slips (*See Form 3A and 3B*) to students with an adequate amount of time, usually one week, to have them signed. Students will not be permitted to go on the trip unless a permission slip has been signed and returned. **Please contact the nurse at least one week in advance to determine if arrangements need to be made for any student needing medication.**

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

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

Staff Policies & Procedures

Fire Drills

TRSB Policy KLB

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

The following rules and procedures will be followed:

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

(See **Emergency Response Guide "Quick Reference"** red booklet in emergency backpack.)

Staff Policies & Procedures

Grading System

TRSB Policy ILBA & IK

Your grading policy should be fair and consistent in grading students. Grades are meant to reflect a student's academic achievement/performance measured against the criteria appropriate for that student.

Your Grading Policy should be given to the teacher leader and the appropriate Coordinator/ S.I.F. by the end of the first week in each semester. Each teacher must make it clear, in writing, to all students, exactly what system is being used in each class. **This written policy should be distributed to all students within the first week of class.** It is suggested that you inform students of your policy on the first day of class.

If a student receives a grade of "F" in the first quarter of a semester course, or in the first or second quarter of a full-year course, the teacher has the option of calculating the numerical average using either the actual grade or a grade of 50.

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

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

Staff Policies & Procedures

Grading System (cont'd)

TRHS Procedure

There are four marking periods. At the end of each period report cards will be issued. Midway in the period, there will be an opportunity to issue progress reports, **TRSB Policy IKAB**, to students and parents, (*See Appendix D & G*).

The following grading system will be used in accordance with established standards:

- A** Denotes work of excellent quality in all major areas, and which normally results from a combination of outstanding learning capacity and consistent application.
- B** Denotes work of good quality, well above average and commendable in most important respects. Work of this caliber would demonstrate mastery at a level qualifying the student for recommendation to a four-year college in college preparatory courses.
- C** Denotes an acceptable level of quality and usually qualifies a student for continued pursuit of the next year of Study in a sequence.
- D** Denotes a quality level somewhat below average and would probably be less complete or thorough than teachers normally require. This quality, though passing, would generally be unsatisfactory.
- 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.

Staff Policies & Procedures

Grading System (cont'd)

TRHS Procedure

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

I - Incomplete

This indicates that as the period has ended, certain work has not been completed, though the teacher expects it quite soon. This is different from an “F” which indicates poor quality or undone work that is long overdue. Please make every attempt to minimize the use of incomplete grades. **In order to give an Incomplete (I), a teacher must have the permission of the principal.**

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

Indicate an “N” only when a student is auditing a course and for no other reason. **This must be with the approval of the teacher, teacher leader, and assistant principal.**

O - Failed to take mid-year or final examinations

This grade is used only for those two examinations. It is not to be used in the same manner as an incomplete grade. In this instance, the student did not take the examination and has no permission to make it up.

W - Withdrawn

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

Staff Policies & Procedures

Health Concerns

TRHS Procedure TRSB Procedure JLCE

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

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

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

The teacher or Administrator 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.

Staff Policies & Procedures

Health Concerns (cont'd)

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. Financial arrangements and after-care is not the responsibility of the school. This is the responsibility of the family.

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

Home Instruction Program

TRSB Policy IHBF

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

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

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

Staff Policies & Procedures

Homework

TRSB Policy IKB

The school board believes that meaningful homework assignments, to be accomplished outside of the regular classroom, are an integral part of the teaching/learning process when geared to the needs and abilities of students.

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

All homework that is assigned should be graded in some fashion. Daily assignments can be graded by just checks, plus/minus, or numerical grades. Acceptance of daily homework assignments done late, 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 project/papers will be accepted late, but on the basis of a reduction of 10 points for each day late, down to a 50 point deduction. The school board recognizes that to ensure an effective program, teachers must be responsible for the following.

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. **Assignment of routine independent Study over weekend and holiday periods should be avoided.**

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.

Ensure students understand grade weight assigned to independent Study and communicate with students and parents the student's progress in completion of independent Study assignments.

Staff Policies & Procedures

Independent Study

TRHS Procedure

Existing regulations of the State Board of Education requires that a minimum of 135 hours of prepared classroom work be completed before a student can be awarded a unit of academic credit. Therefore, the awarding of $\frac{1}{2}$ 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 sixth course or in cases when a course cannot be scheduled.

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

1. The student will attach the material outlined under student's responsibility to the form before submitting it to the assistant principal for approval (*See Form 4*).
2. The student will give the application to his/her faculty adviser. The faculty adviser of the independent Study course will attach a page detailing the information requested under the adviser's responsibility before it is submitted for approval.
3. Before final approval may be given, the student, teacher and the counselor must meet with the assistant principal 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.

Staff Policies & Procedures

Independent Study (cont'd)

TRHS Procedure

The Student will:

1. Select and contact an adviser with expertise in the field of Study desired. Demonstrate to the satisfaction of the adviser competency in the area of Study desired and prepare a proposal outlining the course of Study. This should include:
 - A. Number of contact hours with adviser.
 - B. An outline of the proposed course of Study including materials that will be used (texts, readings, etc).
 - C. A description of a final project which may be an original research project or other original work.
 - D. Number of total hours you expect to spend on the independent Study.
2. Get all required material together, including faculty adviser's recommendations and present it to your counselor. Make sure the form is completely filled out with your signature, the faculty adviser's signature and your parent's signature before presenting the application to your counselor.

The Faculty Advisers will:

1. Specify the nature and frequency of contact: State the number of hours per week you will meet with the student and the number of hours per week you expect the student to work on his/her own.
2. State the Method of Evaluation:
 - A. State the starting and ending dates for the independent Study and make sure that the independent Study course appears on the report card.
 - B. Structure the work in such a way that a grade will be given each quarter along with a mid-term and final examination grade. 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.

Staff Policies & Procedures

Inventory

TRSB Policy DID

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

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

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

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

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

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

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

Staff Policies & Procedures

Job Description – Classroom Teacher

TRSB Policy GCA

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

Staff Policies & Procedures

Job Description – Classroom Teacher (cont'd)

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

Staff Policies & Procedures

Keys

TRSB Policy ECA

Building and Grounds Security

All staff members are entitled to receive appropriate keys to areas of the building. The principal's secretary should be contacted at the beginning of the school year to obtain these keys and then they need to be returned at the end of the school year. The staff member must sign for any such keys. ***Do not lose these keys!***

Great care is taken in the matter of keys. If a very important 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: Do not to leave keys on your desk, in the lock, or otherwise unattended and out of your control and possession, even for a few seconds/minutes. **Do not lend keys to students.**

Staff Policies & Procedures

Leave of Absence & Leaving School

TRSB Policy GCCBA & GBE-R

Leave of Absence

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

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

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

Leaving School

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

When you do leave the building, with permission, you must sign out and in (on return) with the receptionist in the Main Office. Teachers are expected to be present, in the building, from **7:10 a.m.** to **2:30 p.m.** daily.

Staff Policies & Procedures

Loan of School Equipment

TRSB Policy EDC

Authorized Use of School Owned Material

No school equipment may be used for other than school, school related, civic, or education purposes. The board shall permit school equipment to be loaned to staff members when such case is related to their employment and to students when the equipment is to be used in connection with their studies or co-curricular activities. Assignment forms shall be established to assure the lender's responsibility for, and return of, all such equipment. School equipment, including audio-visual equipment, must remain in the building at all times. School equipment can be loaned to individual teachers, (*See Form 5*), by express permission of the principal. **Copy machines in the building are not to be used by students.**

Audio-Visual Equipment

Audio visual equipment is available, as needed, from the media specialists. Please make your needs known to them as far in advance as possible as this will permit them to reserve certain equipment and materials for your use.

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

Staff Policies & Procedures

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.

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

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

Staff Policies & Procedures

Media Center – Library Materials

TRSB Policy IJL

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

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

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

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

Staff Policies & Procedures

News Media Relations

TRSB Policy KDD

The 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.

High School Press Releases

The high school publishes many press releases throughout the school year. These are important to our public relations program.

Should teachers desire to release a news item for publication, they should seek approval to do so through their teacher leader 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.

Staff Policies & Procedures

Non-Discrimination

TRSB Policy AC & GBA

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

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

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

The following person has been designated to handle inquires regarding the non-discrimination policy:

Mr. Winfried Feneberg, Assistant Superintendent
SAU No. 55
30 Greenough Road
Plaistow, New Hampshire 03865

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

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

Staff Policies & Procedures

Professional Development & Evaluation

TRSB Policy GCI, GCO GCOA & CFBA

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

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

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

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

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

Staff Policies & Procedures

School Records

**TRSB IGE-R,
JHBB & GCA**

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

Attendance

A teacher will take attendance daily and will 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 PowerGrade system. These records should be kept up to date (**at least every two weeks**) to provide an accurate measurement of student academic performance, which, in turn, can readily be communicated to students and parents/guardians. Grades should fairly reflect the quality of student participation as well as performance on all other types of formal assessments.

At the mid quarter progress times, the end of each quarter and/ or semester, teachers must make sure that a final grade for each student has been recorded. Exam and final grades for a course are also to be recorded by the dates they are due.

Staff Policies & Procedures

School Records (cont'd)

Plan Book or Blackboard Configuration Portfolio

Teachers will maintain a plan book or blackboard configuration 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, a specific learning objective, instructional strategies, and any planned assessments or assignments.

Because planning is an integral part of the teacher evaluation process, the plan book or blackboard configuration portfolio will be reviewed periodically by an administrative evaluator.

Staff Policies & Procedures

School Referral Process

TRSB Policy JLF & JLF-R

Reporting Child Abuse and Neglect

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

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

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

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

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

| Town | TelephoneNo. | Name of the Chief |
|----------|--------------|-------------------|
| Atkinson | 362 – 4001 | Phil Consentino |
| Danville | 382 – 4133 | Wade Parsons |
| Plaistow | 382 – 1200 | Steve Savage |
| Sandown | 887 – 1001 | Joseph Gordon |

Staff Policies & Procedures

School Referral Process (cont'd)

TRSB Policy JLDBA & JICH

Suicide Intervention

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

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

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

Substance Abuse Referral

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

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

Staff Policies & Procedures

School Cancellation

TRSB EBCD & EBCE

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

Announcements are made over the following stations: WBZ Boston, WCRZ Portsmouth, WMUR Manchester and 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 6:30 a.m. This telephone list is referred to as the "snow call list."

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

Staff Policies & Procedures

School Solicitations

TRSB Policy KH

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

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

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

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

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

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

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

Staff Policies & Procedures

Staff Meetings

**TRHS Procedure
TRSB GCA & GCI**

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.

Department Meetings

Department meetings may be held on the **first** Monday of each month or on the first Tuesday following a Monday holiday. All department members are required to attend.

Teacher Leaders Meeting

Department teacher leaders, school improvement facilitators, assistant principals and principal will meet on the second Monday of each month or on that Tuesday following a Monday holiday.

Faculty Meetings

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

District Workshops

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

Staff Policies & Procedures

Staff Recruitment & Selection

TRSB Policy GCEB & GCF

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

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

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

Selection and/or Appointment

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

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

Staff Policies & Procedures

Staff Reimbursement for Courses

TRHS Procedure TRSB DKC & GCI

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 (*See Form 6*).

Staff Policies & Procedures

Students Records

TRSB Policy JRA & JRA-R

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

Permanent Records

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

Testing Information

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

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

Staff Policies & Procedures

Students Pass System

TRHS Procedure

Corridor Passes

Students who are in the corridors at times other than the passing time between periods must have a written pass issued by a teacher. Students are required to report to assigned classes or Study halls on time. If a student is detained by a teacher in a previous class, that teacher must give the student a pass to present to his/her next teacher. **Please make use of the student agenda book. Write the pass on the appropriate calendar date.**

The basic rule is that a student must report to his/her teacher before the late bell rings. If he/she must use the lavatory, that teacher may give him/her a pass. **Issuance of passes during a regular class period should be kept to a minimum and, if possible, passes should not be issued in the first ten (10) minutes or in the last fifteen (15) minutes of a period.**

Students requesting permission to leave a Study hall must present to the Study hall teacher a pass from the teacher he/she wishes to see. The Study hall teacher will initial the pass. **This communication should take place via the student agenda book.**

The student must have the pass in his/her possession when he/she arrives at the Study hall. In other words, he/she must make prior arrangements with the teacher to whom he/she is reporting from the Study.

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

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

Staff Policies & Procedures

Teachers Records

TRSB Policy GBJ-R

Active File

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

Inactive File

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

Staff Policies & Procedures

Textbook Accountability

TRSB Policy EDBA

Maintenance & Control of Instructional Materials

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

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

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

Staff Policies & Procedures

Unacceptable Behavior and Work Rules

Policy Code: GBE - R

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

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

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

1. Staff members are expected to report for duty every working day. Excessive tardiness or absenteeism cannot be condoned.
2. Staff members must notify their supervisor of intended absence within the time limitations specified.

3. Staff members must observe working hour schedules. (Starting time, quitting time, lunch, and preparation periods)
4. Staff members may not solicit or collect contributions for any purpose without permission from the administration.
5. Staff members must not sell or offer for sale any article or service on school property without permission from the administration.
6. Staff members must be diligent in their duties during assigned working hours. Abuse of time cannot be condoned.
7. Staff members must not interfere with any other employee's performance of duties.
8. Staff members may not perform unauthorized personal work during assigned working hours.
9. Staff members must not commit an act which might endanger the safety or lives of others.
10. Staff members must perform all work properly assigned by the administration.
11. Staff members may not falsify school records, reports, or payrolls.
12. Staff members may not leave the work location during working hours without authorization.
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.
19. Staff members are prohibited from smoking on District property.
20. Staff members are expected to model and uphold the social and civic behavioral expectations for all students. (OWLS)
 - **O**ffer your best effort and be involved, contributing citizens at school and in the wider community.
 - **W**ork cooperatively and resolve conflicts peacefully.
 - **L**ive responsibly and lend a helping hand to those in need.
 - **S**peak and act respectfully toward all.

Staff Policies & Procedures

Independent Study Application

Sample Form No. 4

I, _____, grade ____, Student No _____, propose to establish an Independent Study program in

Course and Level

I have demonstrated a competency in the area(s) of Study in the following way(s):

I understand and agree with the terms of this Study as outlined in the application and expect to receive [] ½ credit or [] 1 credit (*check which one*) for this work if all the outlined conditions for a grade of satisfactory are completed.

Date

Student Signature

I give my permission for my student to undertake this Study as outlined in the application.

Date

Parent/Guardian Signature

I, _____, have agreed to act as adviser to this student for the Independent Study program as listed above. _____

Date

Faculty Adviser's Signature

Date

Teacher Leader Signature

Date

Counselor's Signature

Date

Guidance Director Signature

Date

Assistant Principal Signature

Staff Policies & Procedures

Loan of School Equipment - Software

Sample Form No. 5

I

Individual or Organization

request the use of the following pieces of equipment and/or software

From:

To:

Date

Date

Equipment will be used for educationally related purposes. I agree to assume full responsibility above and beyond normal wear and tear and to return the above named equipment and/or software on the date specified. I also agree to comply with all existing copyright laws and regulations concerning the use of this material.

Signed:

Applicant

Approved:

Principal or Agent

Staff Policies & Procedures

Staff Course Reimbursement

Sample Form No. 6

Reimbursement of Course Credit Costs

School District

Date

Pay To:

Name of Applicant

Mailing Address

Purchase Order #



Please attach credit card(s) and receipted statement(s) indicating the per credit cost of the course and grade.

_____ credits @ _____ per credit = \$ _____ \$ _____ approved

Note: *Staff members must complete and have approved in advance the course approval form in order to be reimbursed.*

Staff Policies & Procedures

Delayed Opening Bell Schedule 2009-2010

Appendix A

TWO HOUR DELAY

| | | | |
|----------|---------------|------|--|
| Period 1 | 9:20 – 9:47 | = 27 | |
| Period 2 | 9:52 – 10:19 | = 27 | Announcements |
| Period 3 | 10:24 – 10:51 | = 27 | |
| Period 4 | 10:55 – 11:21 | = 26 | (No Advisory for Advisory/Lunch Classes) |
| Period 5 | 11:25 – 12:13 | = 48 | |
| Period 6 | 12:17 – 1:05 | = 48 | |
| Period 7 | 1:10 – 1:37 | = 27 | (No Advisory for Lunch/Advisory Classes) |
| Period 8 | 1:42 – 2:10 | = 28 | |

LUNCHES

| | | | |
|----------|------------|---------------|-------------|
| Period 4 | A Lunch | 10:55 – 11:21 | No Advisory |
| Period 5 | B Lunch | 11:25 – 11:48 | Lunch |
| | B Advisory | 11:50 – 12:13 | Advisory |
| | C Advisory | 11:25 – 11:48 | Advisory |
| | C Lunch | 11:50 – 12:13 | Lunch |
| Period 6 | D Lunch | 12:17 – 12:40 | Lunch |
| | D Advisory | 12:42 – 1:05 | Advisory |
| | E Advisory | 12:17 – 12:40 | Advisory |
| | E Lunch | 12:42 – 1:05 | Lunch |
| Period 7 | F Lunch | 1:10 – 1:37 | No Advisory |

A. Main High School Building

Exit: Front Doors by the Main Office/Nurses' Office (EXIT #1)

Rooms 100, 102, 104, 106, 108, 110, 400, 402, 406, 406A, Library (112) and 112A
Exit the room; turn left; leave the building by the front doors.

Rooms 111, the Main Office, the Principal's and Assistant Principals' suites, and the Guidance Suite
Exit the room; turn right; leave the building by 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: Front Doors by Room 316 (EXIT #17)

Rooms 309,311,313, 315, 317, 411, 413, 415 and 507
Exit the room; turn left; leave the building by the front doors.

Rooms 304AB&C, 308, 308A, 316, 408, 410, 410A and 412
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: Cafeteria (EXIT #12)

Exit through back doors on right of Cafeteria

Exit: Main Gym (EXIT #10)

Exit through back doors of the Main Gym to the outside

Exit: Athletic Wing / Mini Gym (EXIT #8)

Rooms 610, 612, 614,616 and 616A
Exit left out of room, turn right, and then turn left. Exit out door by Mini Gym.

Rooms 611, 613, and 615
Exit right out of room, turn right, and then turn left. Exit out door by Mini Gym

Room 300 (Mini Gym)
Exit room and athletic wing by 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: 200 Wing/North by Math Office (EXIT #4)

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: 200 Wing/South by Science Office (EXIT #3)

Rooms 118, 120, 122, 124, 126, 128, 201, and 203
Exit right out of room; exit by back doors by the Science Office.

Rooms 202 and 204
Exit left out of room; exit by back doors by the Science Office.

Rooms 601, 603, 605, 607, and 609
Exit left out of room; turn left at end of corridor; exit back doors by the Science Office

Exit: Mid 100 Corridor/ Doors to PAC (EXIT # 2)

Rooms 600, 602, 604, 606, and 608
Exit right out of room; turn right at end of corridor; turn left and exit doors to PAC

Rooms 114 and 116
Exit left out of room; turn left and exit doors to PAC

Rooms 119 and 121
Exit right out of room; turn left and exit doors to PAC

Room 117
Exit room and exit doors to PAC

B. Performing Arts Center

Exit: Back of building, facing athletic practice fields (EXIT #11)

Room 707 (Band)
Exit left out of room

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: Front of building, facing Greenough Road (EXIT # 12)

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

Rooms 702 and 703 (Offices)
Exit right and leave through main doors

Room 733 (Auditorium)
Leave through the nearest marked exit as directed

C. Modular Classrooms

Exit: *Classroom doors to the outside and proceed across the bus road to fields*

Timberlane Regional High School

Staff Policies & Procedures

Progress Report Codes

Appendix D

Achievement

| | | |
|----|---------------------------------|----|
| 1 | Excellent Student | 51 |
| 2 | Good Typing Skills | 52 |
| 3 | Exceptional Subject Interest | 53 |
| 4 | Creative | 54 |
| 5 | Excellent Lab Techniques | 55 |
| 6 | Good Work Shown | 56 |
| 7 | Good Class Participation | 57 |
| 8 | Contributes to Class Discussion | 58 |
| 9 | Strong Writer | 59 |
| 10 | Commendable Oral Expression | 60 |
| 11 | Unable to Evaluate | 61 |
| 12 | Shows Improvement | 62 |
| 13 | Not Doing Assigned Reading | |
| 14 | Should Work Harder | |

| | |
|----|--|
| 51 | Poor Attitude |
| 52 | Disruptive in Class |
| 53 | Often Uncooperative |
| 54 | Effort Excellent – Conduct Excellent |
| 55 | Effort Excellent – Conduct Acceptable |
| 56 | Effort Excellent – Conduct Unacceptable |
| 57 | Effort Acceptable – Conduct Excellent |
| 58 | Effort Acceptable – Conduct Acceptable |
| 59 | Effort Acceptable – Conduct Unacceptable |
| 60 | Effort Unacceptable – Conduct Excellent |
| 61 | Effort Unacceptable – Conduct Acceptable |
| 62 | Effort Unacceptable – Conduct Unacceptable |

Preparation

| | | |
|-----|----------------------------------|----|
| 14 | More computer Lab time Needed | |
| 15 | Poor Vocabulary Test Grades | 63 |
| 16 | Inconsistent Quiz or Test Grades | 64 |
| 17 | Poor Quiz or Test Grades | 65 |
| 18 | Failure to follow Directions | 66 |
| 19 | Has Not Mastered Skills | 67 |
| 20 | Difficulty in Applying concepts | 68 |
| 21 | Difficulty-Factual Material | 69 |
| 22 | Recommended CCP Track | 70 |
| 23 | Recommend ACC Track | 71 |
| 24 | Summer Reading Not Done | 72 |
| 25 | More Class Participation Needed | 73 |
| 26 | Poor Lab Techniques | 74 |
| 27 | Failure to Make Up Work | 75 |
| 28 | Work Incomplete | 76 |
| 29 | In Danger of Failing – Quarter | 77 |
| 30 | In Danger of Failing – Course | 78 |
| 31 | Failing – Quarter | |
| 33 | Failing – Course | |
| Lab | Write-ups Not Done | 79 |
| 32 | Lab Write-ups Poorly Done | 80 |

| | |
|----|-----------------------------------|
| 63 | Well Prepared for Class |
| 64 | Missing and/or Tardy Assignments |
| 65 | Homework Not Done |
| 66 | Homework Sometimes Not Done |
| 67 | Supplies Not Ready for Class |
| 68 | Home Study Habits Inadequate |
| 69 | Private Instruction Needed |
| 70 | Unprepared for Class |
| 71 | Poor budgeting of Time |
| 72 | Encourage Reading at Home |
| 73 | Disorganized |
| 74 | Project or Projects Not Completed |
| 75 | Class Cuts |
| 76 | Class Absences Four or More Days |
| 77 | Class Absences Seven or More Days |
| 78 | Class Absences Nine or More Days |

Other

| | |
|-----|--|
| 79 | Unable to Evaluate New Student |
| 80 | Auditing Class |
| 81 | Please telephone Teacher between 2:15-2:40 |
| 82 | Parent Conference Requested |
| 83 | Should Seek Extra Help |
| 84 | Medical Excuse |
| 85 | Fewer than 200 Points Accumulated |
| 86 | Fewer than 300 Points Accumulated |
| 87 | Fewer than 400 Points Accumulated |
| 88 | Fewer than 500 Points Accumulated |
| 89 | Withdrawn |
| 90 | Needs to Proofread |
| 91 | Poor Mechanical Skills in Writing |
| 92 | More than 500 Points Accumulated |
| 93 | Failure to Turn in Project |
| 94 | Has not Participate 2 or more times |
| 95 | Outstanding Student Leader |
| 96 | Presently A Average |
| 97 | Presently B Average |
| 98 | Presently C Average |
| 99 | Presently D Average |
| 100 | Presently F Average |

Attitude/Behavior

| | | |
|----|-------------------------------------|----|
| 33 | Attempts to give Best in Class | 84 |
| 34 | Cooperative Student | 85 |
| 35 | Good Attitude | 86 |
| 36 | Works Independently | 87 |
| 37 | Assumes Responsibility | 88 |
| 38 | Shows Initiative | 89 |
| 39 | Willing to Help Others | 90 |
| 40 | Seeks Extra Help | 91 |
| 41 | Excellent Attitude | 92 |
| 42 | Good Group Participation | 93 |
| 43 | Leadership Skills Shown | 94 |
| 44 | Often Inattentive and Uncooperative | 95 |
| 45 | Inconsiderate | 96 |
| 46 | Needs to Concentrate | 97 |
| 47 | Must Use Course Language | 98 |

Staff Policies & Procedures

Time Line for Grading 2009 - 2010

Appendix G

First Quarter

| Item Description | Month | Day |
|--------------------------------|-----------------|------------|
| School Begins | August | 31 |
| Progress Reports Close | October | 1 |
| 7:30 a.m. Progress Reports Due | | 5 |
| Progress Reports Mailed | | 6 |
| Open House | | 8 |
| First Quarter Ends | November | 6 |
| Grades Recorded | | 10 |
| Report Cards Mailed | | 13 |
| Deadline For Incomplete Grades | | 18 |
| Student GPA's Run | | 18 |
| Post Honor rolls | | 18 |

Second Quarter

| Item Description | Month | Day |
|---------------------------------|-----------------|------------|
| Progress Reports Close | December | 11 |
| Progress Reports Recorded | | 15 |
| Progress Reports Mailed | | 16 |
| Mid-Year and Final Examinations | January | 19-22 |
| Second Quarter Ends | | 22 |
| Grades Recorded | | 26 |
| Report Cards Mailed | | 29 |
| Deadline For Incomplete Grades | February | 2 |
| Student GPA's run | | 2 |
| Post Honor Rolls | | 2 |

Staff Policies & Procedures

Time Line for Grading 2009-2010

Appendix G

Third Quarter

| Item Description | Month | Day |
|--------------------------------|--------------|------------|
| Progress Reports Close | March | 4 |
| Progress Reports Recorded | | 8 |
| Progress Reports Mailed | | 9 |
| Open House | | 11 |
| Third Quarter Ends | April | 2 |
| Grades Recorded | | 6 |
| Report Cards Mailed | | 8 |
| Deadline For Incomplete Grades | | 13 |
| Student GPA's run | | 13 |
| Post Honor rolls | | 13 |

Fourth Quarter

| Item Description | Month | Day |
|----------------------------------|--------------|------------|
| Progress Reports Close | May | 7 |
| Progress Reports Recorded | | 11 |
| Progress Reports Mailed | | 13 |
| Final Examinations – Seniors | June | 4, 7-9 |
| Final Examinations – Grades 9-11 | | 9-11,14-15 |
| Grading sheets distributed | | TBA |

Staff Policies & Procedures

Bell Schedule
2009-2010

Appendix H

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

Lunch Schedule

Period 4 Lunch

A Advisory 9:56 – 10:18
Lunch 10:20 – 10:43

Period 5 Lunch

B Lunch 10:47 – 11:10
Advisory 11:12 – 11:35

C Advisory 10:47 – 11:10
Lunch 11:12 – 11:35

Period 6 Lunch

D Lunch 11:39 – 12:02
Advisory 12:04 – 12:27

E Advisory 11:39 – 12:02
Lunch 12:04 – 12:27

Period 7 Lunch

F Lunch 12:32 – 12:55
Advisory 12:58 – 1:19

Staff Policies & Procedures

Introduction

The Timberlane Regional School district expects that students will treat each other with dignity and respect, and that they are entitled to participate in the educational process and school activities without any kind of hazing, bullying, or harassment. These forms of behavior will not be tolerated, and suspected or alleged instances will be investigated, and appropriate action will be taken.

The Timberlane District prohibits these forms of behavior and defines them as follows in an increasing order of severity. **A student who feels he/she is a victim of hazing, bullying, or harassment should bring the matter to the attention of a teacher, counselor, or principal.**

Hazing

Hazing is identified by NH RSA631-7, as “any act directed toward a student, or any coercion or intimidation of a student to act or to participate in or submit to any act, when such act is likely or would be perceived by a reasonable person as likely to cause physical or psychological injury to any person, particularly when such an act is a condition of initiation into, admission to, continued membership in or association with any organization or group.”

Any student who knowingly participates in the hazing of another student, or who knowingly submits to hazing and fails to report it, or who is present at or otherwise has direct knowledge of any student hazing and fails to report it to an administrator or law enforcement agent will be subject to the following:

- a. Immediate parent notification
- b. Notification of the proper authorities, including the Superintendent Of Schools, School Board and law enforcement officials
- c. A minimum of a three day suspension
- d. For multiple offenses, up to a ten day suspension with referral to the Superintendent of Schools for the purpose of recommending additional days or expulsion

Bullying

Bullying is identified by NH RSA 193-F:3, as a form of harassment. It is defined as “subjecting a student to insults, taunts, or challenges, whether verbal or physical in nature, which is likely to intimidate or provoke a violent or disorderly response.” It is recognized by the school administration that bullying is characterized by a pattern of repeated offenses, such as the ones listed above.

Staff Policies & Procedures

Bullying (Continued)

Any student who bullies another student will be subject to the following:

- e. Immediate parent notification
- f. Notification of the proper authorities, including the Superintendent Of Schools, School Board and law enforcement officials
- g. A minimum of a three day suspension
- h. For multiple offenses, up to a ten day suspension with referral to the Superintendent of Schools for the purpose of recommending additional days or expulsion

Harassment

Harassment is identified by NH RSA 644-4, as unwelcome, harmful behavior towards another person. This behavior must be purposefully annoying, alarming, bothersome and/or physically or emotionally injurious. Harassment can take the form of, but is not limited to, verbal and/or written remarks, gestures, innuendoes, gossip, symbols, or physical contact.

Any student who harasses another student will be subject to the following:

- a. Immediate parent notification
- b. Possible suspension and notification of the proper authorities depending upon the severity and/or frequency of the behavior
- c. Harassment warning formally issued by an administrator

Repeat Offense after Harassment Warning

Any student who continues to harass students or staff members will be subject to the following:

- a. Immediate parent notification and conference
- b. Notification of the proper authorities
- c. A minimum of a three day suspension

When in the judgment of the principal it is necessary, a student may be referred to the Superintendent of Schools for a serious infraction, regardless of the number of harassment referrals.

Staff Policies & Procedures

Sexual Harassment

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

Students who sexually harass other students will be subject to the following consequences:

- d. Immediate parent notification
- e. Possible suspension and notification of the proper authorities depending upon the severity and/or frequency of the behavior
- f. Harassment warning formally issued by an administrator

Repeat Offense after Sexual Harassment Warning

Any student who continues to harass students or staff members will be subject to the following:

- d. Immediate parent notification and conference
- e. Notification of the proper authorities
- f. A minimum of a three day suspension

When in the judgment of the principal it is necessary, a student may be referred to the Superintendent of Schools for a serious infraction, regardless of the number of harassment referrals.

Staff Policies & Procedures

Notice

Pursuant to the amendment of RSA 193-F the Pupil Safety and Violence Prevention Law in June, 2004, the school is required to inform **parents and legal guardians of students who have been bullied or harassed** that they **have the right to appeal** the principal's decision in such matters to the Superintendent of Schools within 10 days of notification that their child has been bullied or harassed. If the parents or guardians are not satisfied with the Superintendent's decision they may appeal in writing within 10 days to the school board. If the parents or legal guardians are not satisfied with the local school board's decision, they may appeal to the State Board of Education pursuant to RSA 193-F. Such an appeal shall be in writing and filed with the Commissioner of Education with a copy to the Superintendent of Schools and mailed to Stephen Berwick, NH Department of Education, 101 Pleasant Street, Concord, NH 03301. The State Board of Education shall notify in writing all parties involved of its decision.

Staff Policies & Procedures

Guidelines for Study Halls

Timberlane Regional High School

Toward the end of last year, many teachers expressed concerns regarding consistency in managing Study halls and the consideration of other classrooms around these Study halls. To help with the development of an effective Study hall, please refer to the following guidelines provided by both teachers and administrators:

Full Study Hall Periods (47 minutes):

- ✓ Take attendance at the beginning...within the first 10 minutes of the period. Have students remain seated throughout the period.
- ✓ Students may read, work on school assignments individually, and work quietly on group projects with teacher's permission.
- ✓ If a student wishes to go to the Media Center (MC) during their Study hall, they must obtain a pass at the beginning of that school day from a MC Specialist and present this pass to the teacher at the beginning of the Study hall. If they have no pass, they may not go to the MC that day. Reinforce this procedure often.
- ✓ Limit passes out of the room to one person at a time. Agenda books/official passes are to be used at all times when a student is out of your Study hall.
- ✓ No passes are to be given to the cafeteria.
- ✓ No students are to be seated at teacher desks or use teacher computers.
- ✓ Students may listen to MP3/CD players at a reasonable volume (audible to the listener only).
- ✓ Stress the importance of academics during this Study hall period. Create the environment: circulate around the room often, assist students who may need help, etc. The general tone should be that of a library.

